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Individual Opportunities, Social Structures, and Gendered Concerns among Higher Education Students

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Abstract
This study examined individual opportunities, social structures, and gendered concerns among higher education students using a quantitative, cross-sectional survey design. The study was conducted at a public-sector university in Punjab, Pakistan, among male and female students enrolled in BS programs within the Faculty of Social Sciences. Students from the 1st, 3rd, 5th, and 7th semesters were included. Using proportionate random sampling and Yamane (1967) formula, a sample of 397 students was selected. Data were collected through a structured questionnaire administered in classrooms over approximately one month. The instrument measured individual opportunities, social structures, and gendered concerns using primarily a four-point Likert scale. A pilot test with 25 students demonstrated satisfactory reliability, with Cronbach's alpha coefficients ranging from .708 to .867 and an overall reliability of .911. Frequencies and percentages were calculated to summarize the data and presented in tables. The findings indicate that students' educational experiences are shaped by the interaction of individual aspirations, institutional practices, family expectations, cultural norms, socioeconomic conditions, and gender-related expectations. The study highlights the importance of promoting equal opportunities, inclusive practices, and equitable participation in higher education.

Keywords: Individual Opportunities, Social Structures, Gendered Concerns, Higher Education, Gender Equality

Introduction

Higher education is an important social institution through which individuals develop knowledge, skills, identities, and opportunities for social mobility (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b).

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However, students' educational experiences are shaped not only by individual abilities and aspirations but also by broader social structures and gender relations (Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026a, 2026b). Individual opportunities refer to students' access to educational resources, participation, decision-making, career development, and opportunities for personal advancement (Ali, Shoaib, Shamraiz, & Abdullah, 2026; Ditta, Noor, Shoaib, & Baneen, 2026a, 2026b). At the same time, social structures such as family, educational institutions, cultural norms, socioeconomic conditions, and gender expectations influence the distribution of these opportunities (Larijani, Shoaib, & Abedi, 2026; Nazir, Adnan, & Shoaib, 2026; Nazir, Shoaib, & Bukhari, 2026). Inside such contexts, gendered concerns emerge through unequal participation, stereotypes, social expectations, differential treatment, and constraints on academic and professional aspirations (Nazir, Shoaib, & Kausar, 2026; Nazir, Shoaib, & Mubeen, 2026; Noor, Ditta, & Shoaib, 2026). Examining these dimensions sociologically provides insight into how gender relations are reproduced, negotiated, or challenged within higher education (Noor, Shoaib, & Ditta, 2026; Sarfraz, Kausar, Shoaib, & Abdullah, 2026; Sarfraz, Sheraz, Shoaib, & Abdullah, 2026). In Pakistan, where educational institutions operate within diverse cultural and social settings, understanding the relationship between individual opportunities, structural conditions, and gendered concerns is particularly significant (Sarfraz, Shoaib, & Kausar, 2026; Sarfraz, Shoaib, Kausar, & Abdullah, 2026; Sarfraz, Shoaib, & Sheraz, 2026a). Therefore, this study examines individual opportunities, social structures, and gendered concerns among higher education students, highlighting the interaction between individual experiences and wider social processes that shape students' educational lives.

Review of Literature

It had been asserted that social media practices, gendered technology, and trust relations affected feminist reflections among male and female students in higher education (Sarfraz, Shoaib, & Sheraz, 2026b; Shahzadi, Shoaib, & Abdullah, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026). In similar fashion, the argument of the study clinched that students' interactions with instructional platforms had been affected by gendered technology, leading to their engagement, interpersonal interaction, and trust relations (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b). Correspondingly, the results of the study pointed out that social media platforms often leave female students appearing watched or investigated, which affects their freedom and trust in academic settings (Shoaib, Abbas, Ali, & Abdullah, 2026; Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026). Uniformly, the analysis of the study revealed that students' opinions about their positions had been affected by gendered terminology on educational resources, resulting in disparities in participation as well as emotions of inclusion in higher education (Shoaib, Abdullah, & Baneen, 2026a, 2026b, 2026c). Similarly, the study findings asserted that females receive support, protection, respect, and guidance in higher education (Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026b, 2026c). Moreover, the study findings reported that students of various socioeconomic

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and social contexts' levels of trust and gender roles had been affected by social media practices in higher education (Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026b). Furthermore, the argument of the researcher conveyed that educational trust was strengthened through providing content equally in higher education (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a; Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b). Moreover, the study found that for female students, informal support networks increase trust and social media interaction (Shoaib, Iqbal, Baneen, & Abdullah, 2026c; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a, 2026c). For instance, the conclusion of the study mentioned that building confidence in higher education website platforms involves promoting fair awareness among male and female achievements (Shoaib, Kausar, Sarfraz, & Abdullah, 2026b; Shoaib, Nazir, & Iqbal., 2026; Shoaib, Nazir, & Kausar, 2026; Shoaib, Nazir, & Mir, 2026). Specifically, the study findings indicated that to maintain individuals' trust relations, institutions need to eliminate gendered discrimination in their educational settings (Shoaib, Nazir, & Rashid, 2026a, 2026b; Shoaib, Nazir, & Sheraz, 2026a, 2026b).

Social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026; Shoaib, Noor, & Ditta, 2026a, 2026b, 2026c, 2026d, 2026e). In similar fashion, the argument of the study clinched that intellectual platforms, provided students equal appreciation, increase gendered trust, and encourage further engagement in higher education (Shoaib, Noor, Ditta, & Baneen, 2026a, 2026b; Shoaib, Sarfraz, & Kausar, 2026a, 2026b). Correspondingly, the results of the study pointed out that in higher education systems, gender-inclusive management facilitates fair engagement or the establishment of trust relations (Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b; Shoaib, Shahzadi, & Abdullah, 2026; Shoaib, Shahzadi, Iqbal, & Abdullah, 2026). Uniformly, the analysis of the study revealed that connections of trust relations and assistance allow students to perform better in higher education and decrease stress in the educational environment (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b, 2026c; Shoaib, Shamraiz, Abbas, & Abdullah, 2026). Similarly, the study findings asserted that variations in the group encourage trust relations throughout educational environments (Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b; Shoaib, Shamraiz, Baneen, & Abdullah, 2026b). Moreover, the study findings reported that a lack of confidence triggered by gendered norms, female students generally hesitated to take the initiative in social media talks (Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026c, 2026d; Shoaib, Shamraiz, Noor, & Abdullah, 2026). Furthermore, the argument of the researcher conveyed that educators ought to tackle gendered discrimination in advertisements, humorous content, or discussions on social media sites belonging to the institution (Shoaib, Srosh, Mobeen, & Abdullah, 2026a, 2026b; Shoaib & Ullah, 2026). Moreover, the study found that female students in higher education had less been given a comparable right to learning facilities due to gender technology (Shoaib, 2021; Shoaib & Ullah, 2019, 2021a, 2021b). For instance, the conclusion of the study mentioned that biases in technological advances to reinforce the dominance of men in

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higher education environments were identified by feminist scholars (Shoaib, 2023a, 2023b, 2023c, 2024a, 2024c). Specifically, the study findings indicated that using social media professionally increases student relations and promotes a positive educational environment in higher education (Shoaib, 2024b, 2024d, 2024e).

It had also been found that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, 2025a, 2025b, 2025c). In similar fashion, the argument of the study clinched that less educational institutions in rural areas provided equal education for male and female students for achievements at tertiary level (Shoaib & Abdullah, 2025; Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025a, 2025b). Correspondingly, the results of the study pointed out that many females were prevented from completing higher education by the significant effects of insufficient possibilities of scholarships (Shoaib, Ahmed, Zaman, & Abdullah, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c). Uniformly, the analysis of the study revealed that feminist reflection reflected the unequal representation of females in curriculum reinforced their social responsibilities in higher education. Similarly, the study findings asserted that students used different learning technologies for academic success in educational settings at tertiary level (Svanes & Klette, 2018). Moreover, the study findings reported that social stigmas severely prevented females from studying other fields like technical education. Furthermore, the argument of the researcher conveyed that female's self confidence in their leadership and decision-making skills was diminished by gender stereotypes in higher education (Nygren, 2011). Moreover, the study found that feminist reflection reflected unequal access of extra curriculum activities limited effect the overall academic development of females at tertiary level (Becker & Roos, 2016). For instance, the conclusion of the study mentioned that competition in academic environment made social anxiety more prevalent among females at higher education. Specifically, the study findings indicated that feminist reflection emphasized the way conventional parenting practices limited females academic and social growth time, yet community-based initiatives were important to learning chances and successes at tertiary level (Shohel, 2022). Hence, this study attempts to measure individual opportunities, social structures, and gendered concerns among higher education students, with particular emphasis on how institutional and social structures shape students' opportunities, experiences, and perceptions of gender-related issues in the university context.

Data and Methods

This study employed a quantitative, cross-sectional survey design to examine individual opportunities, social structures, and gendered concerns among higher education students. The study was conducted at a public-sector university in Punjab, Pakistan. The target population comprised male and female students enrolled in different BS programs within the Faculty of Social Sciences, including students from the 1st, 3rd, 5th, and 7th semesters. A proportionate random sampling technique was employed to ensure adequate representation of students across the participating

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departments. Using Yamane (1967) formula, a sample of 397 students was determined and proportionately allocated. Data were collected through a structured questionnaire administered in classrooms over approximately one month. The instrument measured individual opportunities, social structures, and gendered concerns, primarily using a four-point Likert scale. A pilot test involving 25 students was conducted to assess the reliability of the instrument. Cronbach's alpha coefficients ranged from .708 to .867, whereas the overall reliability coefficient was .911, indicating satisfactory internal consistency. After data collection, responses were coded, screened, and organized for statistical analysis. Frequencies and percentages were calculated to summarize the data and presented in tabular form.

Results and Discussion

This section presents the results of the primary data collected from the students enrolled in public sector university in the Punjab, Pakistan. The details are as followings;

Individual Opportunities: Table 1 presented the frequency distribution of the students towards individual opportunities. The primary data dispersed the response of university students towards the students given in the table i.e. 'you have equal opportunities in classroom'. The analysis had been distributed with in different response of the students and indicated 66.0 percent of items as strongly agree with the items mentioned in the tables as 'you have equal opportunities in classroom'. Similarly, the response had also in favour of agree as 23.2 percent. It is noted that only 4.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you have equal opportunities in classroom'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you have equal opportunities in classroom'.

Table 1
Response of Students towards Individual Opportunities

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (*f*)	D % (*f*)	A % (*f*)	SA % (*f*)
i	You have equal opportunities in classroom	04.8 (19)	06.0 (24)	23.2 (92)	66.0 (262)
ii	You use software during studies	02.8 (11)	04.8 (19)	23.2 (92)	69.3 (275)
iii	You learn from your peer group at the university	03.8 (15)	07.8 (31)	22.2 (88)	66.2 (263)
iv	Your assessment has been based on merit	02.5 (10)	05.5 (22)	20.7 (82)	71.3 (283)
v	You participate in classroom discussions	03.0 (12)	07.1 (28)	22.4 (89)	67.5 (268)

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vi	Physical facilities have been provided to you	03.3 (13)	08.1 (32)	24.4 (97)	64.2 (255)
vii	Transport facilities have been provided to you	03.5 (14)	07.6 (30)	23.7 (94)	65.2 (259)
viii	You have opportunity to participate in seminars	04.5 (18)	06.8 (27)	28.0 (111)	60.7 (241)

The primary data dispersed the response of university students towards the students given in the table i.e. 'you use software during studies'. The analysis had been distributed with in different response of the students and indicated 69.3 percent of items as strongly agree with the items mentioned in the tables as 'you use software during studies'. Similarly, the response had also in favour of agree as 23.2 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you use software during studies'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you use software during studies'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you learn from your peer group at the university'. The analysis had been distributed with in different response of the students and indicated 66.2 percent of items as strongly agree with the items mentioned in the tables as 'you learn from your peer group at the university'. Similarly, the response had also in favour of agree as 22.2 percent. It is noted that only 3.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you learn from your peer group at the university'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you learn from your peer group at the university'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you participate in classroom discussions'. The analysis had been distributed with in different response of the students and indicated 67.5 percent of items as strongly agree with the items mentioned in the tables as 'you participate in classroom discussions'. Similarly, the response had also in favour of agree as 22.4 percent. It is noted that only 3.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you participate in classroom discussions'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you participate in classroom discussions'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'physical facilities have been provided to you'. The analysis had been distributed with in different response of the students and indicated 64.2 percent of items as strongly agree with the items mentioned in the tables as 'physical facilities have been provided to you'. Similarly, the response had also in favour of agree as 24.4 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'physical facilities have been provided to you'. Consequently, the major proportion of the unity students had

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been in favour of agreement towards the students 'physical facilities have been provided to you'.

Social Structures: Table 2 presented the frequency distribution of the students towards social structures. The primary data dispersed the response of university students towards the students given in the table i.e. 'you enjoy your status in classroom'. The analysis had been distributed with in different response of the students and indicated 64.0 percent of items as strongly agree with the items mentioned in the tables as 'you enjoy your status in classroom'. Similarly, the response had also in favour of agree as 25.2 percent. It is noted that only 3.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you enjoy your status in classroom'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you enjoy your status in classroom'.

Table 2
Response of Students towards Social Structures

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (*f*)	D % (*f*)	A % (*f*)	SA % (*f*)
i	You enjoy your status in classroom	03.5 (14)	07.3 (29)	25.2 (100)	64.0 (254)
ii	You are expected to perform your role as student	03.3 (13)	08.3 (33)	25.4 (101)	63.0 (250)
iii	You are connected with social network	03.3 (13)	05.8 (23)	25.9 (103)	65.0 (258)
iv	You affiliated with student groups	04.3 (17)	08.8 (35)	27.0 (107)	59.9 (238)
v	University providing basic necessities for learning	02.8 (11)	06.8 (27)	23.9 (95)	66.5 (264)
vi	Normative structure has been developed in the university	03.3 (13)	07.8 (31)	24.2 (96)	64.7 (257)
vii	You are expected to perform positive behavior	04.0 (16)	05.8 (23)	22.9 (91)	67.3 (267)
viii	Your behavior has been monitored daily	04.0 (16)	05.0 (20)	23.9 (95)	67.0 (266)

The primary data dispersed the response of university students towards the students given in the table i.e. 'you are expected to perform your role as student'. The analysis had been distributed with in different response of the students and indicated 63.0 percent of items as strongly agree with the items mentioned in the tables as 'you are expected to perform your role as student'. Similarly, the response had also in favour of agree as 25.4 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you are expected

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to perform your role as student'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you are expected to perform your role as student'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you are connected with social network'. The analysis had been distributed with in different response of the students and indicated 65.0 percent of items as strongly agree with the items mentioned in the tables as 'you are connected with social network'. Similarly, the response had also in favour of agree as 25.9 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you are connected with social network'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you are connected with social network'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'normative structure has been developed in the university'. The analysis had been distributed with in different response of the students and indicated 64.7 percent of items as strongly agree with the items mentioned in the tables as 'normative structure has been developed in the university'. Similarly, the response had also in favour of agree as 24.2 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'normative structure has been developed in the university'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'normative structure has been developed in the university'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'your behavior has been monitored daily'. The analysis had been distributed with in different response of the students and indicated 67.0 percent of items as strongly agree with the items mentioned in the tables as 'your behavior has been monitored daily'. Similarly, the response had also in favour of agree as 23.9 percent. It is noted that only 4.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'your behavior has been monitored daily'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'your behavior has been monitored daily'.

Gendered Concerns: Table 3 presented the frequency distribution of the students towards gendered concerns. The primary data dispersed the response of university students towards the students given in the table i.e. 'students are treated with equal dignity'. The analysis had been distributed with in different response of the students and indicated 64.5 percent of items as strongly agree with the items mentioned in the tables as 'students are treated with equal dignity'. Similarly, the response had also in favour of agree as 25.7 percent. It is noted that only 3.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'students are treated with equal dignity'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'students are treated with equal dignity'.

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Table 3
Response of Students towards Gendered Concerns

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (*f*)	D % (*f*)	A % (*f*)	SA % (*f*)
i	Students are treated with equal dignity	03.5 (14)	06.3 (25)	25.7 (102)	64.5 (256)
ii	Male teachers interact with students equally	03.3 (13)	06.0 (24)	23.7 (94)	67.0 (266)
iii	Female teachers interact with students equally	03.3 (12)	06.6 (24)	20.4 (81)	70.5 (280)
iv	Teachers facilitate in collaboration of ideas equally	03.5 (14)	06.3 (25)	23.7 (94)	66.5 (264)
v	You have accessibility of career content	04.3 (17)	06.5 (26)	27.0 (107)	62.2 (247)
vi	Female teachers give value to female students	04.5 (18)	07.1 (28)	23.4 (93)	65.0 (258)
vii	You have freedom to participate in cultural practices	03.8 (15)	05.3 (21)	23.4 (93)	67.5 (268)
viii	You get equal access of physical facilities	03.5 (14)	07.1 (28)	24.4 (97)	65.0 (258)

The primary data dispersed the response of university students towards the students given in the table i.e. 'male teachers interact with students equally'. The analysis had been distributed with in different response of the students and indicated 67.0 percent of items as strongly agree with the items mentioned in the tables as 'male teachers interact with students equally'. Similarly, the response had also in favour of agree as 23.7 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'male teachers interact with students equally'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'male teachers interact with students equally'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'female teachers interact with students equally'. The analysis had been distributed with in different response of the students and indicated 70.5 percent of items as strongly agree with the items mentioned in the tables as 'female teachers interact with students equally'. Similarly, the response had also in favour of agree as 20.4 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'female teachers interact with students equally'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'female teachers interact with students equally'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'teachers facilitate in collaboration of ideas equally'. The

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analysis had been distributed with in different response of the students and indicated 66.5 percent of items as strongly agree with the items mentioned in the tables as 'teachers facilitate in collaboration of ideas equally'. Similarly, the response had also in favour of agree as 23.7 percent. It is noted that only 3.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'teachers facilitate in collaboration of ideas equally'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'teachers facilitate in collaboration of ideas equally'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you have freedom to participate in cultural practices'. The analysis had been distributed with in different response of the students and indicated 67.5 percent of items as strongly agree with the items mentioned in the tables as 'you have freedom to participate in cultural practices'. Similarly, the response had also in favour of agree as 23.4 percent. It is noted that only 3.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you have freedom to participate in cultural practices'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you have freedom to participate in cultural practices'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you get equal access of physical facilities'. The analysis had been distributed with in different response of the students and indicated 65.0 percent of items as strongly agree with the items mentioned in the tables as 'you get equal access of physical facilities'. Similarly, the response had also in favour of agree as 24.4 percent. It is noted that only 3.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you get equal access of physical facilities'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you get equal access of physical facilities'.

Discussion

Individual Opportunities: The study summarized that university students had equal opportunities in classroom at tertiary level. Likewise, the study repeated that university students used software during studies at university level. Similarly, the study outlined that university students learnt their peer groups in higher education. Identically, the study findings pointed out that university students' assessment had been based on merit at higher education level. Comparably, the study argued that university students participated in classroom discussions at tertiary level. Closely, the study revealed that physical facilities had been provided at university level. Uniformly, the study summarized that transport facilities had been provided in higher education. Correspondingly, the study found that university students had opportunity to participated in seminars at higher education level. In similar fashion, the argument of the study clinched that students of different socioeconomic classes had experienced diverse gender roles and trust relationships as the result of social media use in higher education (Alabi, Akanni, & Sedara, 2023). Uniformly, the analysis of the study

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revealed that students had encouraged peers to interact politely and participate in class conversations in an equitable way through posting feminist ideas in higher education (Naqvi, Seffah, & Abran, 2020). Moreover, the study findings reported that feminist reflections improved awareness of diversity in culture, encouraging solidarity between students from different socioeconomic situations. Moreover, the study found that social media practices had motivated students to participate equally in higher education (Atofarati, Sharifpur, & Huan, 2024). Specifically, the study findings indicated that students had been given the power to create goals in educational environments by social media updates about their academic accomplishments (Sime, 2020).

Social Structures: The study summarized that university students enjoyed their status in classroom at tertiary level. Likewise, the study repeated that university students were expected to perform their role at university level. Similarly, the study outlined that university students were connected with social network in higher education. Identically, the study findings pointed out that university students affiliated with student groups at higher education level. Comparably, the study argued that university provided basic necessities for learning at tertiary level. Closely, the study revealed that normative structure had been developed at university level. Uniformly, the study summarized that university students were expected to perform positive behaviour in higher education. Correspondingly, the study found that university students' behaviour had been monitored daily at higher education level. In similar fashion, the argument of the study clinched that students listened to feminist webinars get stories of guidance, and actual events from several perspectives at tertiary level (Olanrewaju, Salawu, Olanrewaju, & Amoo, 2021). Uniformly, the analysis of the study revealed that students post their thoughts or personal information on social media had been appraised and judged. Moreover, the study findings reported that educators helped students to use social media sites safely in learning settings to prevent miscommunication and disorientation. Moreover, the study found that social media engagement among students had grown and its benefits had been reduced due to political issues, prejudice from society, and unequal access to higher education (Naqvi et al., 2020). Specifically, the study findings indicated that feminist scholars had determined masculine hegemony in higher education institutions was promoted by disparities in advancements of technology (Dadzie & Sebitla, 2023).

Gendered Concerns: The study summarized that students were treated with equal dignity at tertiary level. Likewise, the study repeated that male teachers interacted with students equally at university level. Similarly, the study outlined that female teachers interacted with students equally in higher education. Identically, the study findings pointed out that teachers facilitated in collaboration of ideas equally at higher education level. Comparably, the study argued that university students had accessibility of career content at tertiary level. Closely, the study revealed that female teachers gave value to female students at university level. Uniformly, the study summarized that university students had freedom to participated in cultural practices

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in higher education. Correspondingly, the study found that university students got equal access of physical facilities at higher education level. In similar fashion, the argument of the study clinched that conscious trust between students' relationships improved as an effect of feminist reflection on social media platforms and raised concerns about prejudice at tertiary level (Kashyap et al., 2022). Uniformly, the analysis of the study revealed that feminist reflection had built relationships of trust among various cultural backgrounds through shared activism and empathy in educational settings. Moreover, the study findings reported that feminist reflection promoted sympathy, shared accountability, and communication over the social media practices at tertiary level (Suhluli & Ali Khan, 2022). Moreover, the study found that feminist reflection had improved interpersonal relationships between students through encouraging participation in conversations about fairness and equal opportunity in educational settings (Rosero & Zsaki, 2020). Specifically, the study findings indicated that appropriate comments, secure privacy, equal protest, and shared educational opportunities on social media had also promoted feminist thought in higher education (Sharew, 2024).

Conclusion

This study concludes that individual opportunities, social structures, and gendered concerns are important dimensions of students' experiences in higher education. The findings indicate that students' educational opportunities are shaped not only by their individual aspirations and capabilities but also by the social and institutional structures within which they pursue higher education. Family expectations, cultural norms, institutional practices, socioeconomic conditions, and gender-related expectations influence students' participation, academic experiences, and access to opportunities. The study further highlights that gendered concerns remain relevant to the educational experiences of male and female students, particularly in relation to participation, equality, personal development, and future opportunities. From a sociological perspective, these findings demonstrate the interconnectedness of individual agency and structural conditions in shaping educational experiences. Higher education institutions contribute to more inclusive educational environments by promoting equal opportunities, reducing gender-based barriers, strengthening supportive institutional practices, and encouraging equitable participation. Overall, understanding the relationship between individual opportunities, social structures, and gendered concerns provides a meaningful basis for addressing inequalities and supporting a more inclusive and equitable higher education environment.

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