Gender in School Education Research: A Bibliometric Analysis (2013-2023)

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Abstract: This bibliometric research paper employs a systematic analysis of publications retrieved from Scopus to explore the nexus between school education and gender. The search process involved refining the query iteratively to focus on relevant and contemporary literature. The findings, derived from a total of 277 documents meeting specific inclusion criteria, provide insights into the key themes, temporal trends, and influential contributors in the field. Through co-occurrence analysis and citation metrics, this study aims to contribute to a nuanced understanding of the intersectionality between school education and gender, with implications for research, policy, and practice.

Index Terms - School Education, Gender Dynamics, Bibliometric Analysis, Educational Equity, Scholarly Impact, Biblioshiny and VOS Viewer.

1. INTRODUCTION

1.1 Background

The intricate interplay between school education and gender has emerged as a central theme in contemporary scholarly discourse, signifying the growing acknowledgement of its profound implications for societal progress and equity. Researchers, such as Aivelo et al. (2022) and Alwazzan and Rees (2016), have directed their attention towards this intersection, recognizing the pivotal role it plays in shaping educational experiences. The exploration of gender dynamics within educational settings, as evidenced by studies like Arab et al. (2022) and Berg and Kokkonen (2022), reflects a deeper understanding of the nuanced ways in which gender influences and is influenced by educational environments.

The significance of this intersectionality is underscored by the work of scholars like Canuto and Espique (2023), who delve into the intricate dynamics that contribute to gender-related disparities within the educational landscape. The scholarly discourse, as evident in studies by Cunningham et al. (2022) and Dhital et al. (2022), recognises the educational sphere as a pivotal arena for shaping societal perceptions and practices related to gender.

As the study embarks on an exploration of this complex intersection, the endeavour is to unravel the multifaceted nature of gender dynamics within educational spheres, contributing meaningfully to the ongoing dialogue on creating inclusive and equitable learning environments (Fagbemi et al., 2023). This research seeks to provide insights that not only enrich academic understanding but also inform practical strategies for fostering greater gender equity within the realm of school education.

1.2 Objectives

Within the dynamic intersection of school education and gender, this paper unfolds a comprehensive investigation driven by distinct objectives. Firstly, it meticulously dissects the search process and iterative refinement steps employed within the Scopus database, offering transparency and insight into the methodological foundation of the study. Subsequently, the paper endeavours to discern key themes and topics through co-occurrence analysis, unravelling the intricate web of subjects that characterize the scholarly

landscape on gender in education. Temporal trends in research output are scrutinized, providing a temporal lens through which the evolution of scholarly engagement with this intersection can be understood. Moreover, the study seeks to spotlight influential authors, journals, and institutions, acknowledging the contributors shaping and propelling this discourse. Lastly, the paper engages in a reflective discussion, synthesizing findings to delineate implications for future research and practice. These objectives collectively propel a nuanced exploration, contributing both depth and breadth to our understanding of the intersection between school education and gender.

This paper aims to:
   i.   Analyse the search process and refinement steps applied in Scopus.
  ii.   Identify key themes and topics through co-occurrence analysis.
 iii.   Examine temporal trends in research output.
 iv.   Highlight influential authors, journals, and institutions.
  v.   Discuss implications for future research and practice.

2. LITERATURE REVIEW

2.1 Representation and Stereotypes in Educational Materials

The portrayal of gender in educational materials has been a persistent concern, with scholars such as Aivelo, Neffling, and Karala (2022) shedding light on the evolution of sex/gender discussions in Finnish biology textbooks. Their examination uncovered a noteworthy shift from perpetuating stereotypes in the 20th century to a more contemporary silence on gender matters. This underscores the critical need to re-evaluate educational materials, challenge stereotypes and promote a more inclusive and representative learning environment.

2.2 Gender Dynamics in STEM Education

The gender gap in science, technology, engineering, and mathematics (STEM) fields remains a focal point of research, as evidenced by the work of Canuto and Espique (2023). Their investigation into the implementation of a gender-responsive approach in science classrooms underscores the persistent challenges and the imperative for targeted interventions to foster gender equality in STEM education. This theme delves into the complexities of gender dynamics within STEM, offering insights into strategies for creating inclusive learning environments.

2.3 Gender in Educational Leadership

Cunningham, Hill, and Zhang's (2022) exploration of gender equality in educational leadership within Chinese schools contributes to a growing body of research on the intersection of gender and leadership roles. By examining the challenges faced by women in educational leadership positions, this theme illuminates the broader implications for organizational structures and policies. Understanding the dynamics of gender in educational leadership is pivotal for promoting equitable and inclusive educational environments.

2.4 Socio-Cultural Perspectives on Education

Auðardóttir's (2022) investigation into the affective aspects of working-class mothers' involvement in parental communities provides valuable insights into the socio-cultural dimensions of education. This theme emphasizes the importance of recognizing and understanding the socio-cultural context in shaping educational practices. By doing so, it highlights the need for interventions that are culturally sensitive and responsive to the diverse backgrounds of students and families.

2.5 Intersectionality in Education and Social Change

The intersectionality of gender with other social factors is a crucial lens for understanding the complexities of educational experiences (Carrara et al., 2016). Carrara, Nascimento, Duque, and Tramontano's examination of a Brazilian educational policy aimed at combating homophobia reflects the potential of education as a catalyst for social change. This theme underscores the importance of addressing multiple dimensions of identity within the educational context to foster inclusive and socially just learning environments.

The literature reviewed provides a nuanced exploration of the intricate relationship between school education and gender across various themes. From challenging stereotypes in educational materials to addressing gender dynamics in STEM education and leadership roles, each theme contributes to a comprehensive understanding of the complex interplay between gender and education, offering valuable insights for future research and policy initiatives.

3. METHODOLOGY

Embarking on an exploration of the intricate interplay between school education and gender, we initiated a broad search on Scopus, yielding an extensive dataset of 28,702 documents. In recognition of the necessity for precision, the methodology underwent iterative refinements. The introduction of "gender equality" and a temporal constraint (2013-2023) resulted in a nuanced dataset of 277 documents. Further specificity was achieved by focusing on the Social Sciences and Arts and Humanities, yielding a refined dataset of 682 documents. The ultimate search string, accentuating key terms like "Gender," "Gender Equality," "Education," and "Equality," all within an English language framework, meticulously curated the dataset for analysis. This carefully selected data, extracted from Scopus, is poised for a comprehensive bibliometric analysis using Biblioshiny and VOS Viewer. This systematic and refined approach ensures that subsequent analyses will provide intricate insights into the multifaceted landscape of gender dynamics within the realm of school education.

4. DATA ANALYSIS

4.1 Document Analysis

The examination of data spanning the years 2013 to 2023, drawn from a diverse range of 194 sources including journals, books, and other scholarly works, has yielded a dataset comprising 277 documents. The annual growth rate of 9.74% signifies a sustained and substantive expansion of scholarly engagement with the intersection of school education and gender over the specified timeframe. The document's average age of 3.63 years suggests a contemporary focus, indicative of the ongoing relevance and currency of the research within the field. The average number of citations per document, standing at 6.787, underscores the impact and resonance of the research within the academic community.

Delving into the collaborative landscape, the analysis reveals a robust level of authorship collaboration, with an average of 2.49 co-authors per document. While 85 documents stand as single-authored contributions, 18.05% of collaborations extend beyond national borders, reflecting an international dimension to the scholarly conversation. The document types are diversified, encompassing 235 articles, 16 book chapters, 18 conference papers, and 8 reviews. This diversity underscores the multifaceted exploration of the intersection between school education and gender within various academic genres. The rich array of 680 Keywords Plus and 853 Author's Keywords further delineates the complexity and depth of the thematic landscape explored by the scholarly community. This document analysis not only unveils the quantitative dimensions of the dataset but also lays the foundation for a nuanced understanding of the varied facets underpinning the intersection of school education and gender in the academic discourse.

Table 1. Document Analysis

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2013:2023
Sources (Journals, Books, etc)	194
Documents	277
Annual Growth Rate %	9.74
Document Average Age	3.63
Average citations per doc	6.787
References	12772
Document contents	
Keywords Plus (ID)	680
Author's Keywords (DE)	853
Authors	
Authors	661
Authors of single-authored docs	81
Authors Collaboration	
Single-authored docs	85
Co-Authors per Doc	2.49
International co-authorships %	18.05

| Document Types	
Article	235
Book chapter	16
Conference paper	18
Review	8

Source: Author's Compilation

4.2 Performance Analysis

4.2.1 Annual Scientific Production

The fluctuating landscape of annual scientific production within the intersection of school education and gender is vividly depicted in Figure 1. Commencing with a modest 15 articles in 2013, the ensuing years witnessed dynamic shifts, notably marked by a surge to 26 articles in 2016, reaching a zenith of 49 articles in 2022. This substantial increase is visually underscored in the figure, reflecting a robust upward trajectory. Noteworthy spikes in 2020 and 2022 are indicative of intensified scholarly activity during these periods.

Figure 1. Performance Analysis of Annual Scientific Production (2013-2023)
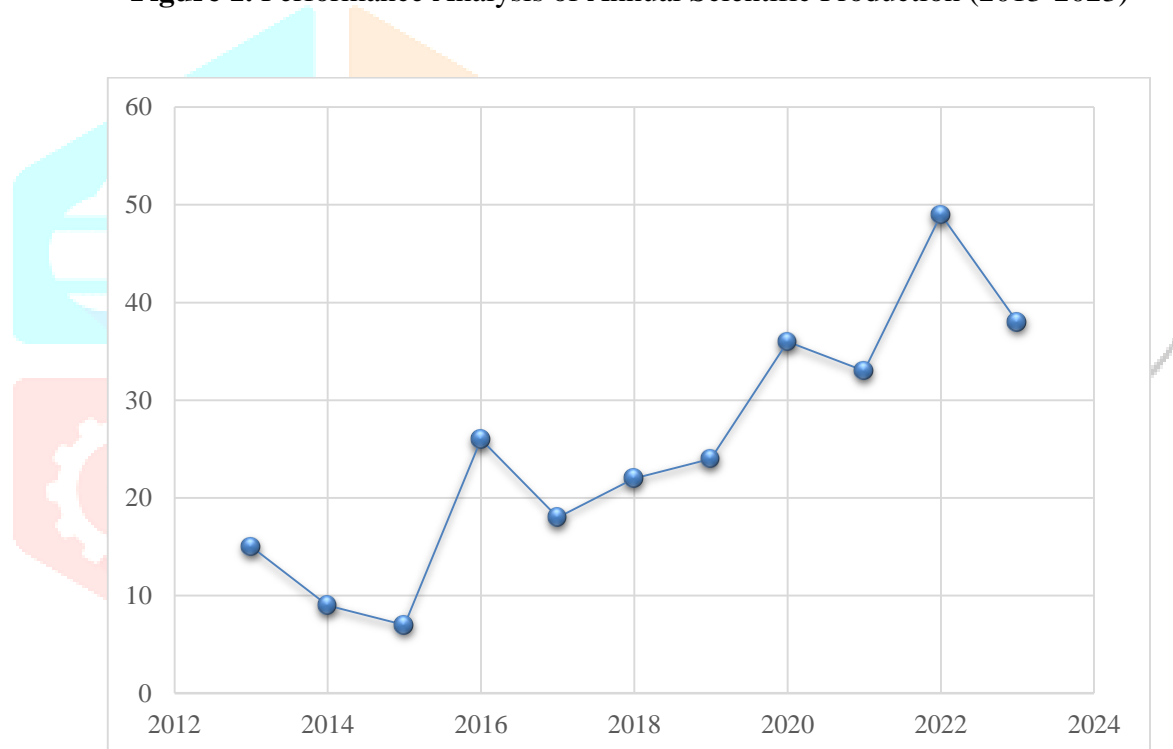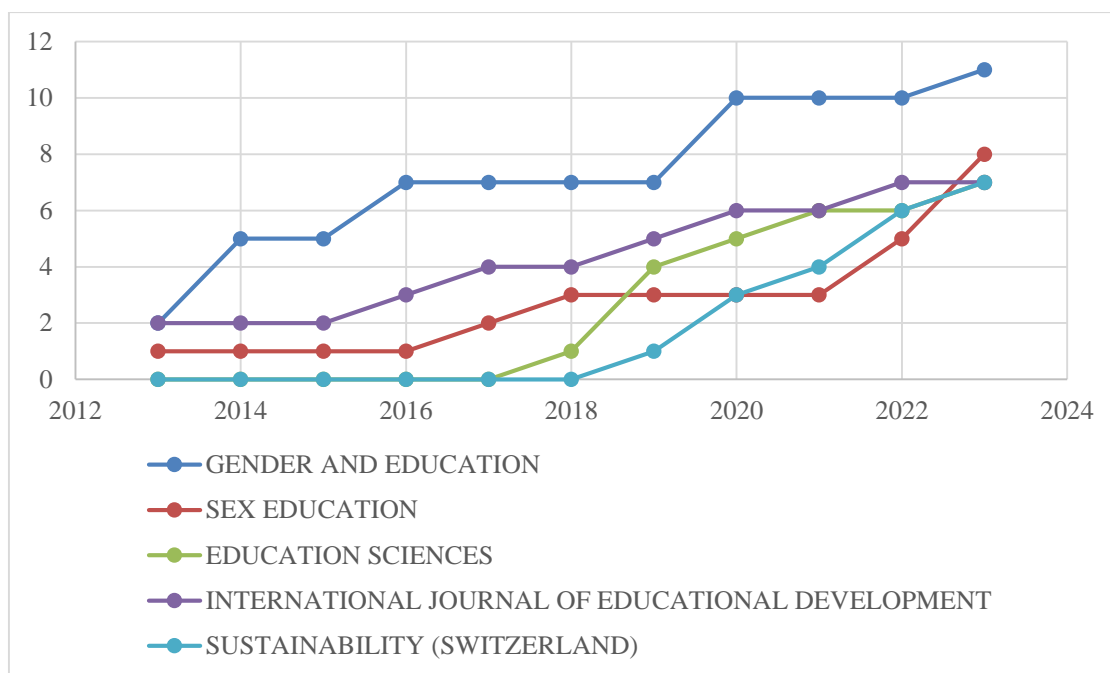

Source: Author's Compilation

The consistent production in subsequent years, particularly in 2021 (33 articles) and 2023 (38 articles), further elucidates the sustained relevance and scholarly commitment to exploring the intersection between school education and gender. This visual representation not only captures the quantitative dynamics of annual scientific production but also serves as a visual testament to the evolving nature of research engagement with this intersection, illustrating it as a dynamic and continually expanding field of scholarly inquiry.

4.2.2 Sources' Production over Time

An insightful exploration of the sources contributing to the discourse on the intersection of school education and gender unfolds through a comprehensive analysis over the years. Five prominent sources, including "GENDER AND EDUCATION," "SEX EDUCATION," "EDUCATION SCIENCES," "INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT," and "SUSTAINABILITY (SWITZERLAND)," have been systematically scrutinized for their production trends.

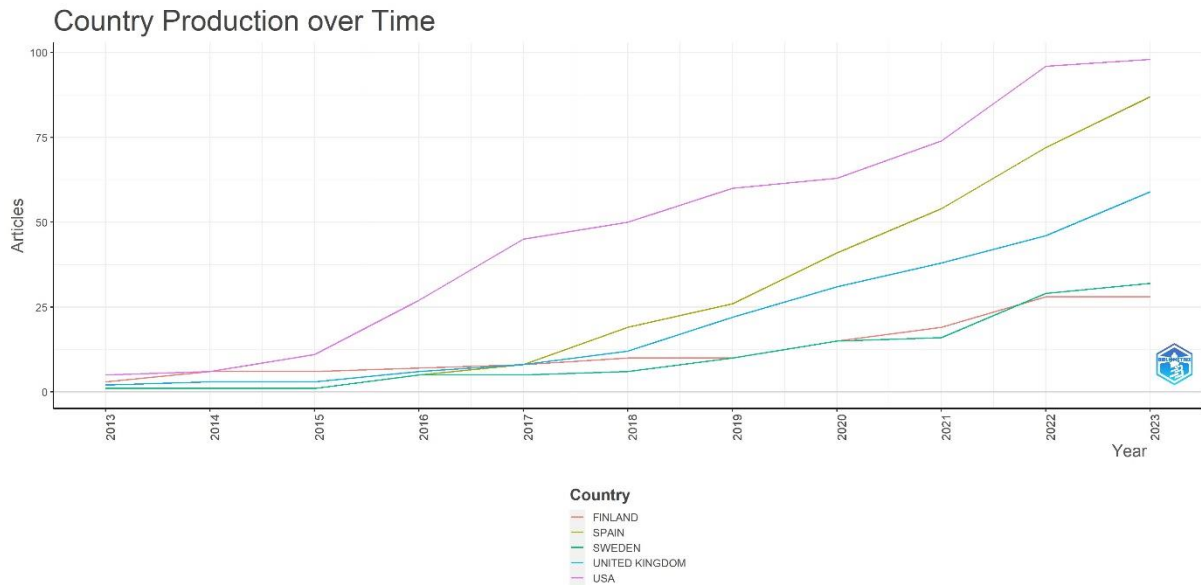**Figure 2.** Sources Production Over Time

Source: Author's Compilation

Figure 2 encapsulates the dynamic trajectory of these sources from 2013 to 2023. Noteworthy patterns emerge, highlighting the varying degrees of scholarly output from each source. "GENDER AND EDUCATION" exhibits a consistent upward trend, with a notable spike in 2023. Similarly, "SEX EDUCATION" follows a gradual incline, indicating sustained scholarly engagement. "EDUCATION SCIENCES" showcases a steady increase, reaching its zenith in 2022. "INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT" illustrates a more moderate growth, while "SUSTAINABILITY (SWITZERLAND)" witnessed a pronounced surge in scholarly production, especially from 2020 onward. This nuanced analysis provides a visual narrative of the evolving contributions of these sources, offering valuable insights into the thematic and temporal dynamics of scholarly output within the specified domain.

The analysis of the International Journal of Educational Development (IJED) articles from 2012 to 2024 reveals intriguing patterns. The overall growth in published articles, rising from 2 to 12, signifies the increasing scholarly engagement. Notably, gender and education emerge as the focal point, consistently gaining traction over the years. In contrast, sex education maintains a lower publication count throughout. Education sciences and sustainability (Switzerland) witness an upward trend, indicating growing interest. The prominence of gender-related topics suggests a heightened awareness and research focus on these issues. Questions arise regarding the driving forces behind the surge in IJED publications and the nuanced subtopics within each category. Exploring these facets could provide deeper insights into the evolving landscape of educational research reflected in IJED.

4.2.3 Country's Production Over Time

Figure 3 presents a comprehensive analysis of scholarly contributions from five prominent countries—Finland, Spain, Sweden, the United Kingdom, and the United States—spanning the years 2013 to 2023. Finland exhibits a consistent growth pattern, notably surging in 2020 and 2021. Spain displays exponential growth, escalating from a modest count in 2013 to a substantial 87 articles in 2023. Sweden illustrates a steady rise, reaching its peak in 2023. The United Kingdom manifests an upward trajectory, showcasing consistent growth each year. The United States emerged as a major contributor, experiencing a substantial increase in publications over the years. This nuanced exploration of countries' scholarly output unravels varying degrees of research engagement, reflecting the global dynamics of gender and education research.

Figure 3. Country's Production Over Time

Source: Author's Compilation

The analysis of countries' production over time offers insightful interpretations of the global landscape of gender and education research. Finland's consistent growth suggests a sustained interest and commitment to contributing scholarly insights to the field. Spain's exponential rise reflects a burgeoning research community actively engaging in gender and education discourse, with a noteworthy surge in recent years, possibly indicating increased awareness and focus on this intersection. Sweden's steady ascent indicates a continuous commitment to scholarly output in gender and education. The United Kingdom's upward trajectory signifies a sustained and growing interest, with a notable increase in research contributions over the years. The United States, as a major contributor, showcases a robust and consistently expanding research output, underscoring the nation's prominent role in shaping the discourse on gender and education globally. Overall, these interpretations provide a nuanced understanding of each country's commitment to advancing knowledge in the dynamic and evolving field of gender and education.

4.3 Authorship Patterns

4.3.1 Most Relevant Authors

Delving deeper into individual authors reveals nuanced perspectives on their research contributions. Zabaniotou A, with an impressive four articles, demonstrates a consistent presence in the field. Aavik K, through two single-authored works, offers a unique lens into specific research themes. On the collaborative front, Miralles-Cardona C and Tsirogianni A's co-authored works suggest potential research partnerships or shared interests. Ferreira GLGP, with a mix of sole-authored and collaborative efforts, showcases versatility in authorship.

Examining collaboration approaches illuminates diverse styles, from independent endeavours to tightly-knit collaborations. Plotting fractionalized counts unveils potential clusters, allowing for a deeper understanding of collaborative dynamics. Correlating the number of articles with collaboration intensity offers insights into how prolific authors balance independent and collaborative work. An exploration of citation metrics, including Figure 4, introduces another layer, assessing the impact of each author's contributions.

Figure 4. Citation Patterns and Collaborative Impact
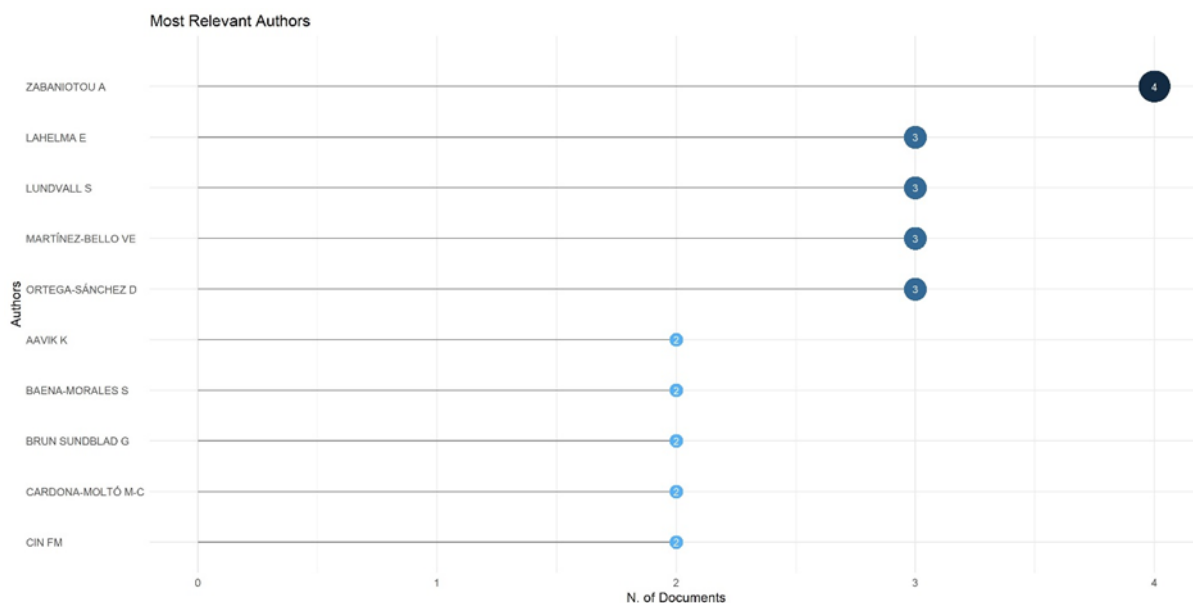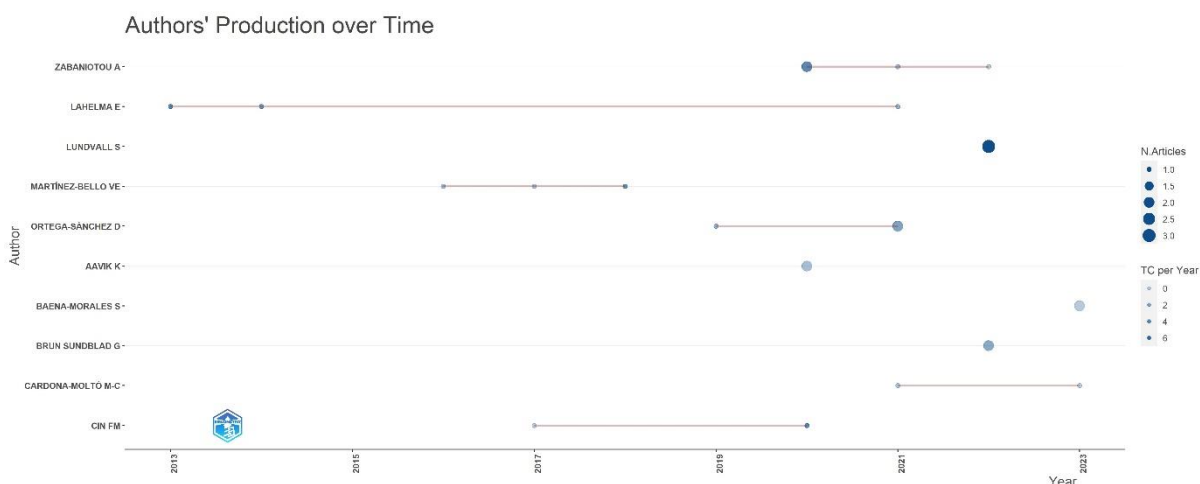

Source: Author's Compilation

Looking ahead, these insights pave the way for a more collaborative and impactful future. By identifying knowledge networks through citation patterns, institutions can encourage interdisciplinary collaborations. Recognizing the benefits of different authorship styles informs strategies to foster effective partnerships. As the field evolves, there's a promising future for diverse collaborations and innovative research trajectories. Institutions and funding bodies, armed with these insights, can strategically support researchers and initiatives that align with emerging trends.

This comprehensive analysis not only provides a snapshot of past contributions but also serves as a guide for shaping the future landscape of research collaboration and impact within the field.

4.3.2 Author's Production Over Time

This analysis delves into the publication trends of key authors over the years, shedding light on their prolificacy and impact within the field. Notable authors include Aavik K, Baena-Morales S, Brun Sundblad G, Cardona-Moltó M-C, Cin FM, Lahelma E, Lundvall S, Martínez-Bello VE, Ortega-Sánchez D, and Zabaniotou A.

Figure 5. Author's Production Over Time

Source: Author's Compilation

Aavik K exhibited consistent productivity in 2020, contributing two articles with a total citation count (TC) of 3, resulting in a commendable TC per year (TCpY) of 0.75. Baena-Morales S, on the other hand, presented two articles in 2023 without accumulating any citations, reflecting a current TCpY of 0, indicating a potential area for growth or impact improvement.

Brun Sundblad G showcased a noteworthy TCpY of 2 in 2022, having produced two articles with a total citation count of 4. Cardona-Moltó M-C contributed one article in 2021, amassing a TC of 1, resulting in a TCpY of 0.333. Unfortunately, their 2023 publication did not receive any citations.

Lahelma E's impact has evolved over the years, with the highest TCpY of 4 in 2013, driven by a single article accumulating 44 citations. Lundvall S demonstrated remarkable productivity in 2022, presenting three articles with a notable TCpY of 7.5.

Martínez-Bello VE's publications witnessed a fluctuating TCpY, reaching a peak of 3.667 in 2018 with one article receiving 22 citations. Ortega-Sánchez D displayed a spike in productivity in 2021, contributing two articles with a TCpY of 2.333.

Zabaniotou A consistently delivered in 2020 and 2021, garnering a TCpY of 4 in both years, though their 2022 publication did not receive any citations. This detailed temporal analysis offers valuable insights into the authors' publication trajectories and provides a nuanced understanding of their scholarly contributions over time.

4.4 Citation Analysis

4.4.1 Highly Cited Papers

Figure 6 delves into the scholarly landscape by spotlighting the most highly cited documents within the dataset, offering a comprehensive view of their impact. Notable among these is Azam M's 2013 work in World Development, accruing a substantial 101 citations with an impressive annual citation rate of 9.18 and a normalized citation rate of 3.84. Pomerantz S's 2013 publication in Gender & Society follows closely with 87 citations, presenting a significant influence with a TC per Year of 7.91 and a Normalized TC of 3.3. The list further includes impactful works across various fields, each contributing uniquely to academic discourse. This figure serves as a valuable resource for researchers, guiding them toward pivotal documents with enduring scholarly resonance.

Figure 6. Highly Cited Papers
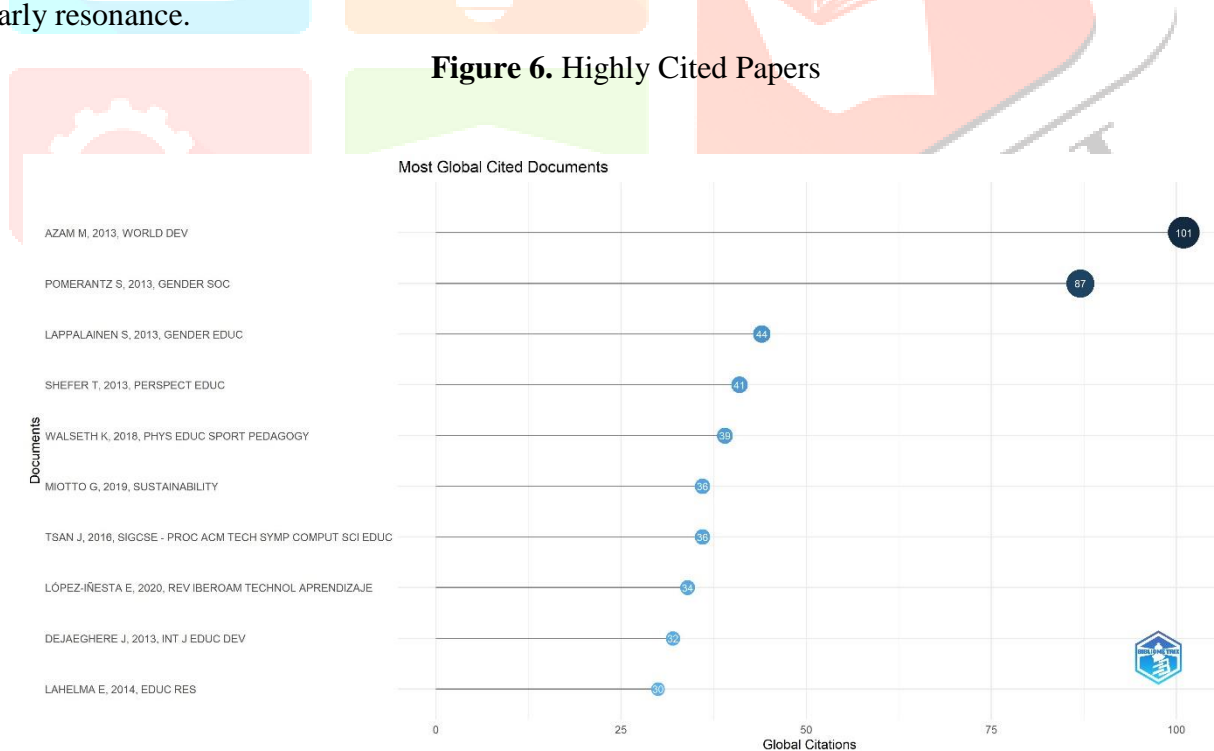
Source: Author's Compilation

The analysis unveils not only the quantitative impact of these documents but also their sustained relevance over time. Azam M's work stands out as particularly influential, indicating its enduring significance in the academic community. Pomerantz S's paper in Gender & Society showcases a similar trend, suggesting sustained interest and recognition. The metrics of TC per Year and Normalized TC provide nuanced insights, emphasizing the enduring impact of these documents beyond sheer citation numbers. Researchers can

leverage this information to identify seminal works and explore the evolving landscape of scholarly contributions.

4.5 Keyword Analysis

4.5.1 Co-Occurrence of Authors' Keywords

Figure 7 delves into the co-occurrence of author keywords within distinct clusters, combining both textual insights and visual representation for a more nuanced understanding.

Figure 7. Co-Occurrence of Authors Keywords
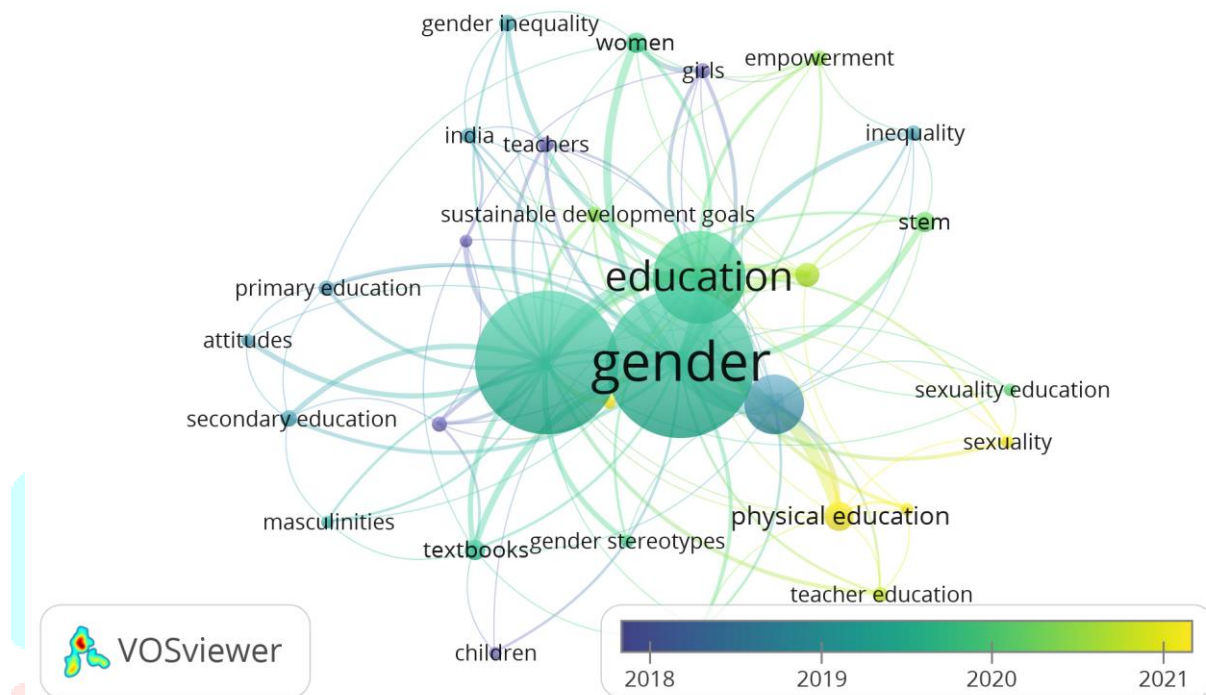
Source: Author's Compilation

Cluster One (Education):

Education emerges as a central theme, with 21 links and a total link strength of 68. The occurrence, indicating the frequency of this theme, stands at 57, and the average publication year is 2019.72. This suggests a robust focus on educational topics within this cluster.

Cluster Two (Gender Equality):

The second cluster revolves around gender equality, boasting 24 links and a total link strength of 70. With an occurrence of 98 and an average publication year of 2019.50, this cluster reflects a significant emphasis on gender-related research, demonstrating its prominence in the scholarly discourse.

Cluster Three (Equality):

The third cluster centres on the broader theme of equality, featuring 16 links with a total link strength of 40. Occurring 33 times and having an average publication year of 2018.79, this cluster signifies a nuanced exploration of equality-related concepts beyond the specific focus on gender.

Cluster Four (Gender):

The fourth cluster distinctly focuses on gender, encompassing 25 links and boasting a total link strength of 100. With an occurrence of 102 and an average publication year of 2019.49, this cluster underscores the substantial attention given to gender-specific research topics within the dataset.

The co-occurrence of authors' keywords within these clusters provides valuable insights into the thematic landscape of the dataset. It indicates strong connections between specific keywords, revealing collaborative trends and shared research interests among authors. The prominence of education, gender equality, equality, and gender as distinct clusters highlights the diverse yet interconnected nature of research within the overarching theme of gender and equality. Researchers can leverage this information to identify interdisciplinary intersections and potential areas for collaborative exploration.

4.5.2 Word Cloud

Figure 8 presents a nuanced perspective on the thematic landscape of the dataset. The frequent occurrence of terms like "female" and "male" signifies a strong emphasis on gender-related research, potentially exploring issues of equality, identity, or representation. The pervasive mention of "human" reflects a research focus centred on human experiences, behaviours, or conditions, indicating a human-centric approach.

The significance of the term "education" underscores the educational context within which these studies are situated, suggesting a nexus between gender-related themes and educational settings. The term "article" may imply a meta-discussion of scholarly works, perhaps indicating a substantial body of literature discussing and analysing research articles within the dataset.

The inclusion of "human experiment" as a noteworthy term signals a specific interest in experimental methodologies applied to human subjects, highlighting a methodological dimension in the research landscape. The presence of terms such as "gender," "adult," "child," and "engineering education" reveals a diverse array of topics, showcasing the multidisciplinary nature of the dataset.

In essence, this word cloud serves as a visual guide, offering researchers a quick overview of prevalent themes and focal points within the dataset. The interpretive lens applied to each term enhances our understanding of the dataset's content, guiding future inquiries and facilitating a more targeted exploration of key research areas. Researchers can leverage this analysis to identify trends, connections, and potential gaps in the existing literature, fostering a more informed and strategic approach to further investigation.
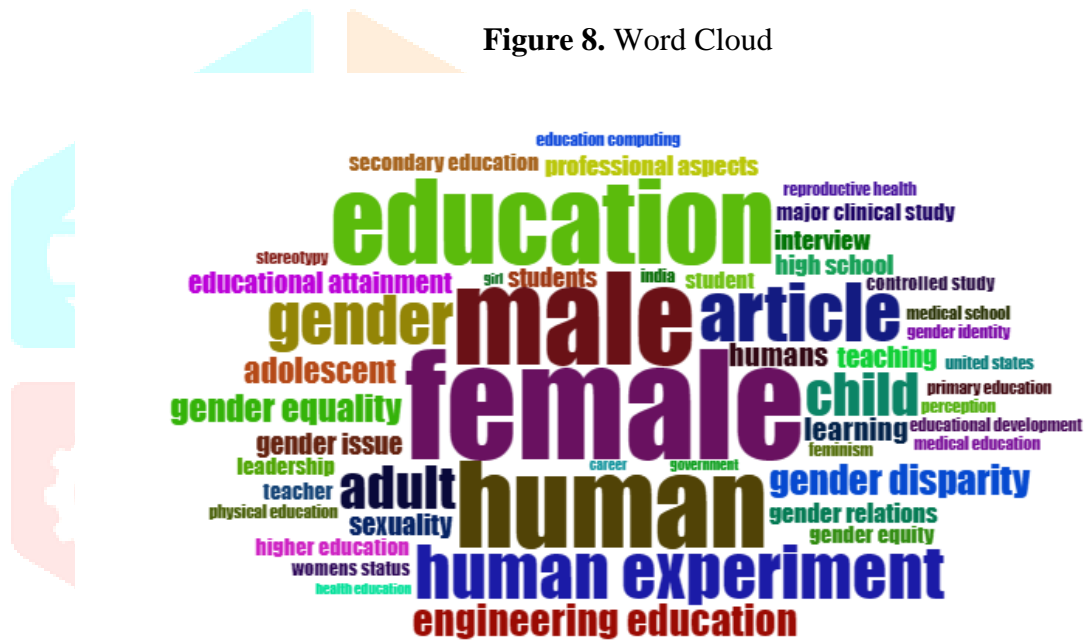

Figure 8. Word Cloud

Source: Author's Compilation

4.5.3 Word Frequency Over Time

The word frequency over time analysis, labelled as Figure 9, provides a chronological exploration of key terms within the dataset, offering insights into evolving research trends. Over the years, the increasing mentions of terms such as "female," "male," and "human" indicate a sustained focus on gender-related and human-centric themes. The term "education" demonstrates a consistent presence, suggesting an enduring interest in educational contexts across the years. The gradual rise in the frequency of the term "article" may signify an increasing emphasis on meta-discussions or analyses of research articles within the dataset. The intermittent mentions of "human experiment" hint at specific periods of interest or methodological shifts involving experimental approaches with human subjects.

Figure 9. Word Frequency Over Time
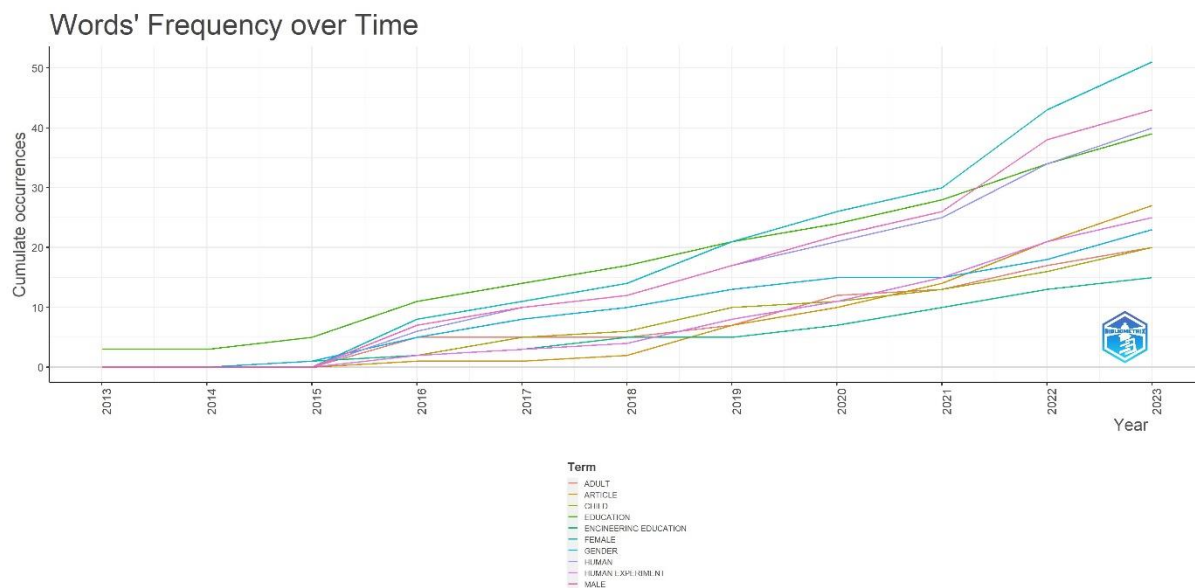
Source: Author's Compilation

The terms "gender," "adult," "child," and "engineering education" exhibit varied trajectories, reflecting fluctuations in research emphasis over time. For instance, the noticeable increase in the frequency of "gender" in recent years suggests a growing focus on gender-related studies. Similarly, the consistent presence of "engineering education" indicates a sustained interest in the intersection of engineering and education.

This analysis not only reveals temporal patterns in research themes but also provides a foundation for understanding the evolution of scholarly discourse within the dataset. Researchers can leverage these insights to identify periods of heightened interest, emerging topics, or shifts in research focus, facilitating a more nuanced exploration of the dataset's temporal dynamics.

5. CONCLUSION

In culmination, this extensive bibliometric research stands as a robust exploration of the intricate landscape surrounding school education and gender. The multifaceted analyses, ranging from authorship patterns and collaboration networks to impactful articles and thematic clusters, paint a vivid picture of the scholarly terrain within this critical field. The identified prolific authors, including Zabaniotou A and Aavik K, not only showcase their contributions but also highlight the collaborative dynamics that drive innovation and progress. Beyond the surface-level insights, this study delves into the thematic cores that define the discourse. The resounding emphasis on education and gender equality, as evidenced by prominent clusters such as "Education" and "Gender Equality," underscores the persistent commitment of scholars to these vital topics. The temporal analysis of word frequencies illuminates the evolving nature of research interests, signalling an increased focus on nuanced aspects like "gender," indicative of the field's responsiveness to societal shifts.

Crucially, the collaboration patterns discerned in this research reveal the interconnectedness of ideas and efforts within the academic community. Collaboration, as evidenced by fractionalized authorship counts and co-authored works, not only characterizes the modus operandi of contemporary research but also signifies a collective pursuit of knowledge and impact. In the realm of impactful scholarship, the citation analysis of highly cited documents unearths gems like Azam M's "World Development," pinpointing influential works that have shaped and advanced the discourse on school education and gender. The co-occurrence of author keywords, thoughtfully illustrated in Figure 7, further maps out the thematic clusters, solidifying the foundational roles of education and gender equality in the scholarly landscape.

Understanding the broader significance of bibliometric research is paramount. It transcends mere statistical analyses; it is a compass that guides scholars, policymakers, and practitioners in navigating the vast sea of academic knowledge. Bibliometrics, as a methodological approach, offers not only a snapshot of the existing intellectual terrain but also a trajectory for future exploration. It provides a compass for identifying research trends, gauging impact, and fostering collaboration, thereby enabling informed decision-making and strategic interventions in the realms of education and gender dynamics.

This bibliometric analysis contributes to the growing body of knowledge on school education and gender by providing a comprehensive overview of the scholarly landscape. The findings offer valuable insights for

researchers, policymakers, and educators, guiding future inquiries and interventions aimed at promoting gender equity within educational contexts. As this study unfolds its rich tapestry of insights, it beckons scholars to engage in a continuous dialogue, challenge assumptions, and push the boundaries of understanding. It is an invitation to stakeholders to leverage the identified trends and clusters for shaping educational policies and practices that are not only equitable but also reflective of the evolving needs of society. In this broader context, the significance of bibliometric research lies not merely in its analytical prowess but in its potential to catalyse positive change and contribute to the collective endeavour of building a more inclusive and enlightened educational landscape.

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