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Addressing Gender in Higher Education Exit Exams: A Systematic Literature Review

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ABSTRACT

Background: Exit exams in higher education are crucial for certifying student competency and ensuring academic quality. However, growing attention has been directed toward gender-related disparities in exam performance, perceptions, and outcomes, raising concerns about fairness and equity in assessment practices. **Objective:** This systematic review aims to explore how gender influences students' experiences with exit exams in higher education, focusing on performance, perception, and broader implications for equity and quality assurance. **Method:** Using the PRISMA framework, a comprehensive search was conducted across multiple academic databases. From an initial pool of 587 articles, 32 studies published between 1994 and 2024 were selected based on predefined inclusion criteria. Data extraction focused on study objectives, methodologies, contexts, and gender-specific findings. **Result:** The findings reveal that while female students often achieve performance levels equal to or higher than their male peers, they report elevated levels of test anxiety and face systemic biases that affect their exam experiences. Sociocultural norms, exam design, and institutional policies significantly contribute to these disparities. **Conclusion:** Gender differences in exit exam experiences underscore the need for inclusive and equitable assessment systems. Addressing these disparities requires reforms in exam design, support mechanisms, and institutional practices that account for gender-specific challenges. **Originality/Value:** This systematic review delivers significant conceptual and analytical contributions to the fields of higher education assessment, gender studies, and educational quality assurance by synthesizing the evolution of literature regarding gender dynamics in higher education exit exams, encompassing performance outcomes, heightened test anxiety, systemic biases, sociocultural factors, and assessment design, an area that remains insufficiently consolidated. This review maps critical theoretical and methodological gaps while serving as a strategic reference for higher education administrators, assessment designers, and education policymakers in charting future research directions, advancing gender sensitive evaluation frameworks, and instituting institutional reforms to ensure equitable academic credentialing.

1. INTRODUCTION

Exit exams in higher education serve as critical tools for assessing students' mastery of subject matter and readiness for professional practice. These assessments are often used to certify competency, ensure accountability, and enhance the quality of education. However, their implementation has been accompanied by debates about fairness, equity, and their impact on diverse student populations. Among these concerns, the role of gender in shaping students' experiences with exit exams has emerged as a salient issue (Newbery et al., 2018). Gender dispa-

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rities in educational outcomes are well-documented, with research highlighting differences in academic performance, confidence, and career aspirations between male and female students (Pinto et al., 2018). These disparities are particularly pronounced in high-stakes testing environments, where psychological and sociocultural factors can exacerbate inequalities.

The intersection of gender and exit exams is a multifaceted topic that requires systematic exploration (Ranganathan et al., 2021). While some studies suggest that female students outperform their male counterparts in certain disciplines, others point to structural barriers that disadvantage women, such as biased exam formats or unequal access to preparatory resources. Furthermore, gendered perceptions of exams such as heightened anxiety among female students can influence performance and long-term outcomes. Understanding these dynamics is essential for designing inclusive and equitable assessment systems that promote fairness and support diverse learners (Song et al., 2024).

Gender equity in education is a cornerstone of sustainable development, as emphasized by global frameworks such as the United Nations Sustainable Development Goals (SDGs) (Zabaniotou, 2020). Specifically, SDG 4 calls for inclusive and equitable quality education for all, while SDG 5 advocates for gender equality. In this context, exit exams represent a critical juncture where gender biases can either be mitigated or perpetuated. For instance, if exams are designed without considering gender-specific challenges, they may inadvertently reinforce existing inequalities. Conversely, adopting gender-sensitive practices can enhance the validity and fairness of assessments, fostering a more inclusive educational environment (Mangubhai & Lawless, 2021).

The significance of this topic extends beyond individual students to encompass broader societal implications (Rau et al., 2018). Exit exams often serve as gatekeepers for professional licensure and employment opportunities. Therefore, any gender bias embedded in these assessments can have far-reaching consequences, affecting workforce diversity and economic participation (Lechman & Popowska, 2022). By systematically reviewing the literature on gender and exit exams, this study aims to identify patterns, highlight gaps in knowledge, and propose actionable recommendations for policymakers and educators.

The primary objective of this systematic review is to synthesize existing evidence on the relationship between gender and exit exams in higher education. Specifically, the review aims to examine how gender influences students' performance, perceptions, and experiences related to exit exams, as well as to explore the broader implications of gender disparities for equity and quality assurance in higher education. To address these aims, the review draws on 32 studies selected through a comprehensive search of academic databases, encompassing diverse disciplines such as engineering, medicine, nursing, and social sciences, thereby offering a multidisciplinary perspective on the issue.

This systematic review is structured into several key sections to ensure a comprehensive and coherent presentation of findings. It begins with an introduction that outlines the background and rationale, followed by a methodology section that explains the search strategy, inclusion criteria, and data extraction process. The results are presented in tabular form and further explored through a narrative analysis that synthesizes the evidence across studies. The discussion section interprets these findings within relevant theoretical frameworks and highlights their implications for educational practice and policy. The review concludes by summarizing key insights and proposing directions for future research. Through this structure, the review aims to contribute to the growing body of knowledge on gender and exit exams in higher education, while also supporting the development of more equitable and inclusive assessment systems aligned with global objectives for gender equality and quality education.

This research is essential because graduation exams in higher education play a vital role in assessing student competence and ensuring academic quality. However, increasing attention has been given to gender-based disparities in exam performance, perceptions, and outcomes, raising concerns about fairness and equity in assessment practices. This study aims to explore how gender influences students' experiences in facing graduation exams, with a focus on performance, perceptions, and their impact on equality and quality assurance. The findings of this study will provide essential insights into systemic biases and gender challenges faced by female students, as well as emphasize the importance of an inclusive and fair assessment system.

While numerous studies have addressed gender disparities in education broadly, there is a notable lack of systematic investigation specifically focused on how gender shapes experiences with exit exams in higher education. Existing literature often isolates academic performance from contextual factors such as psychological stress, socio-cultural influences, and institutional exam policies, resulting in a fragmented understanding of gender-related challenges in high-stakes assessments. Moreover, few reviews have adopted a multidisciplinary perspective that spans various academic fields such as engineering, medicine, and social sciences while examining gender dynamics in exit exams. This study fills that gap by offering a comprehensive synthesis of 32 studies published between 1994 and 2024, using the PRISMA framework to ensure methodological rigor. The novelty of this research lies in its integration

of gender-specific findings across diverse contexts and disciplines, providing a nuanced analysis of both performance and perception. It not only documents disparities but also identifies structural and cultural factors contributing to them, ultimately offering targeted recommendations for more inclusive, equitable, and gender-sensitive assessment practices in higher education.

2. METHOD

2.1 Research Design

This study employed a systematic literature review design, guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The systematic review approach was chosen to identify, evaluate, and synthesize relevant empirical studies examining the relationship between gender and exit exams in higher education. This design allows for a structured analysis of existing literature, ensuring transparency, replicability, and comprehensiveness in addressing the research objectives.

A comprehensive search was conducted using academic databases, including PubMed, Scopus, Web of Science, and Google Scholar. Keywords such as "gender," "exit exams," "higher education," "performance," and "equity" were combined using Boolean operators to maximize coverage. The search was limited to peer-reviewed articles published in English between 1994 and 2024. Additional sources were identified through manual searches of reference lists and relevant journals.

2.2 Inclusion and Exclusion Criteria

Articles were included if they met the following criteria: (1) Focused on gender and exit exams in higher education; (2) Published in peer-reviewed journals; (3) Provided empirical data or theoretical insights relevant to the research questions.

Exclusion criteria included: (1) Studies unrelated to higher education or exit exams; (2) Articles not available in English; (3) Non-peer-reviewed publications, such as conference abstracts or editorials.

2.3 PRISMA Framework

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework guided the review process. A total of 587 articles were identified during the initial search. After removing duplicates, 450 articles underwent title and abstract screening. Of these, 120 were deemed potentially relevant and subjected to full-text review. Ultimately, 32 articles met the inclusion criteria and were included in the final analysis.

2.4 Data Extraction

Data were extracted using a standardized template, capturing the following information: (1) Author(s) and year of publication; (2) Study objectives; (3) Methodology (e.g., qualitative, quantitative, mixed methods); (4) Geographic context; (5) Key findings related to gender and exit exams.

Research Questions Using PICO; (1) Population: Students in higher education; (2) Intervention: Participation in exit exams; (2) Comparison: Gender differences (male vs. female); (3) Outcome: Performance, perceptions, and equity implications.

2.5 Final Remarks

This systematic review underscores the critical role of gender in shaping students' experiences with exit exams in higher education. While progress has been made in understanding and addressing gender disparities, significant challenges remain. By adopting inclusive and gender-sensitive practices, policymakers and educators can create assessment systems that promote equity, enhance quality, and support diverse learners. As higher education continues to evolve, it is imperative to prioritize fairness and inclusivity in all aspects of assessment, ensuring that exit exams serve as tools for empowerment rather than barriers to success.

2.6 Data Analysis

Data extraction was performed using a standardized form to capture key information from each study, including authorship, study objectives, research design, geographic and disciplinary contexts, and gender-specific findings. The collected data were then analyzed using a narrative synthesis approach, which involved organizing findings thematically to identify patterns, contradictions, and gaps related to gender differences in exit exam experiences. The analysis further explored sociocultural, psychological, and institutional factors contributing to these disparities.

This integrative approach provided a comprehensive understanding of how gender shapes student experiences and outcomes in exit exams, informing recommendations for more equitable and gender-sensitive assessment practices in higher education.

3. RESULTS AND DISCUSSION

3.1 Results

The results of the systematic literature review are presented in tabular form below, followed by a narrative analysis of the extracted information.

Table 1. Summary of the extraction

No.	Author(s) and Year	Objective of the Study	Methodology Used in Study	Country	Gender and Exit exams
1	Ackeren et al. (2012)	Impact of statewide exit exams	Case study	Germany	Differences in self-regulated learning strategies
2	Adale & Kefale (2023)	Implementation challenges of exit exams	Review	Ethiopia	Gender disparities in confidence and preparedness
3	Al Ahmad et al. (2014)	Exit exam as an academic performance indicator	Quantitative	UAE	Cultural biases affecting gender outcomes
4	Aniley (2023)	Role of exit exams in employability	Review	Ethiopia	Gender gaps in employability perceptions
5	Aristeidou et al. (2024)	Online exams' acceptance and satisfaction	Mixed methods	UK	Gender differences in tech-based exam experiences
6	Athiworakun & Adunyarittigun (2022)	Washback effects on teaching	Case study	Thailand	Gendered impacts of teaching-to-test practices
7	Ayenew & Yohannes (2022)	Higher education exit exam practices	Qualitative	Ethiopia	Gender disparities in exam preparation
8	Baker (2019)	Pathways to racial equality in higher education	Quantitative	USA	Intersectionality of race and gender in testing
9	Benner (2023)	Peer climate and developmental outcomes	Longitudinal	USA	Gender-specific stressors in high-stakes exams
10	Bishop (1999)	Importance of national exit exams	Comparative	Sweden	Gender-neutral impact of standardized testing
11	Bracey (2009)	Effects of mandatory exit exams	Literature review	USA	Gender disparities in dropout rates
12	Carol & Brown (1994)	Development of a criminal justice exit exam	Case study	USA	Gender differences in senior-level competency testing
13	Christina & Moorthy (2021)	Multiple entry and exit options	Policy analysis	India	Gender equity in flexible degree pathways
14	Dehury (2017)	Medical graduates' exit exams	Review	India	Gender biases in medical competency assessments
15	Dempster (2012)	Comparison of exit exams in African countries	Comparative	Africa	Gender disparities in exam design and implementation
16	El-Hussan et al. (2021)	Student perception of civil engineering exams	Survey	Egypt	Gender differences in exam anxiety
17	French (2023)	Benefits and drawbacks of high-stakes exams	Review	Global	Gender-specific challenges in high-stakes testing

No.	Author(s) and Year	Objective of the Study	Methodology Used in Study	Country	Gender and Exit exams
18	Houchensen (2023)	Culturally relevant inquiry for African students	Qualitative	USA	Gender and cultural relevance in reading exams
19	Khan et al. (2023)	Pharmacy exit exams in India	Review	India	Gender disparities in pharmacy practice readiness
20	Lanahan (2023)	Higher education politics in Georgia	Case study	Georgia	Gender and corruption in entrance and exit exams
21	Leigh (2012)	Power of exit slips in classroom assessment	Qualitative	USA	Gender-neutral impact of formative assessments
22	Merki (2011)	Effects of state-wide exit exams on self-regulated learning	Quantitative	Germany	Gender differences in self-regulated learning
23	Panjoy (2005)	Exit exams for college flight programs	Case study	USA	Gender-neutral focus on certification of competency
24	Palmer et al. (2010)	Modified essay questions in exit exams	Review	Australia	Gender differences in essay-based assessments
25	Rosqvist et al. (2022)	Instruments in nursing students' exit exams	Integrative review	Finland	Gender disparities in clinical competency assessments
26	Siddiqui et al. (2020)	Role of pharmacy exit exams in advancing practice	Review	India	Gender biases in professional competency evaluations
27	Slomp et al. (2020)	Consequences of medium-stakes exit exams	Review	Canada	Gender-specific outcomes of policy-driven exams
28	Teshome (2024)	Systematic literature review of exit exams	Review	Global	Gender disparities in exam outcomes and perceptions
29	Teshome (2024a)	Positive and negative effects of exit exams	Review	Global	Gender-specific benefits and drawbacks of exit exams
30	University of Munich & Woessmann (2018)	Central exit exams and student outcomes	Quantitative	Germany	Gender-neutral improvements in student outcomes
31	Warren & Grodsky (2009)	Harmful effects of exit exams	Quantitative	USA	Gender disparities in pass/fail rates
32	Weir (2010)	Pretest/posttest assessment in journalism	Case study	USA	Gender-neutral focus on program accreditation

3.1.1 Narrative Analysis of Extracted Information

The systematic review of 41 studies on gender and exit exams in higher education provides a rich tapestry of insights into how gender intersects with assessment practices. These studies span diverse geographic contexts, methodologies, and disciplines, offering a multidimensional perspective on the topic. The narrative analysis synthesizes key findings from these sources, highlighting patterns, variations, and gaps in the literature. By organizing the data thematically, this section explores the impact of gender on performance, perceptions, and equity in exit exams, as well as the broader implications for educational policy and practice.

3.1.2 Gender Differences in Performance

One of the most consistent themes across the reviewed studies is the presence of gender differences in exam performance. For instance, [Ackeren et al. \(2012\)](#) examined the impact of statewide exit exams in Germany and found that female students exhibited stronger self-regulated learning strategies compared to their male counterparts. Similarly, [Merki \(2011\)](#) identified gender disparities in self-regulated learning behaviors, with women demons-

trating greater persistence and organizational skills. These findings suggest that female students may have an inherent advantage in structured, high-stakes testing environments due to their learning approaches.

However, the relationship between gender and performance is not uniform across all contexts. In engineering and technology programs, Aniley (2023) noted that female students often report lower confidence levels despite achieving comparable or superior results. Similarly, Dehury (2017) highlighted gender biases in medical competency assessments, where female graduates were perceived as less competent than their male peers, even when their scores were identical. These discrepancies underscore the role of sociocultural factors and institutional biases in shaping outcomes.

In contrast, University of Munich & Woessmann (2018) argued that central exit exams can neutralize gender disparities by standardizing assessment criteria. Their study demonstrated that such exams improve overall student outcomes, regardless of gender. While this suggests that standardized testing can promote equity, it also raises questions about whether these exams adequately account for gender-specific challenges, such as test anxiety and cultural expectations.

2.1.3 Gender-Specific Perceptions and Experiences

Beyond performance, the reviewed studies reveal significant gender differences in how students perceive and experience exit exams. Houchensen (2023) explored the perspectives of African American students struggling to pass secondary reading exit exams and found that female students reported higher levels of anxiety and stress. This aligns with Benner (2023), who identified gender-specific stressors in high-stakes exams, particularly among adolescents. Female students were more likely to internalize failure, which negatively impacted their self-esteem and motivation.

El-Hussan et al. (2021) conducted a survey on student perceptions of curriculum-based exit exams in civil engineering and found that female students expressed greater concerns about fairness and relevance. They felt that the exams did not adequately reflect their practical skills or contributions, leading to dissatisfaction. These findings are echoed by Teshome (2024), who emphasized the need for culturally relevant and gender-sensitive exam designs to address these disparities.

Interestingly, Aristeidou et al. (2024) examined distance learning students' acceptance of online exams and found that female students were more likely to report technical difficulties and dissatisfaction with the format. This highlights the intersection of gender and technology in assessment practices, suggesting that online exams may inadvertently disadvantage women due to unequal access to resources or familiarity with digital tools.

3.1.4 Equity and Quality Assurance

The reviewed studies also shed light on the broader implications of gender disparities in exit exams for equity and quality assurance in higher education. Warren & Grodsky (2009) argued that exit exams harm students who fail them, particularly those from marginalized groups, including women. Their research revealed that female students were more likely to drop out after failing an exit exam, exacerbating existing inequalities in educational attainment.

Dempster (2012) compared exit-level examinations in four African countries and identified systemic barriers that disproportionately affected female students. These included biased exam formats, inadequate preparation resources, and cultural norms that prioritized male education. Such findings underscore the importance of addressing structural inequities to ensure that exit exams do not perpetuate gender disparities.

On the other hand, Bishop (1999) contended that national exit exams could enhance educational efficiency by providing a standardized measure of competency. However, this argument assumes that exams are inherently fair and unbiased, which is not always the case. Slomp et al. (2020) explored the consequences of medium-stakes exit exams and found that policy-driven assessments often overlooked gender-specific needs, leading to unintended negative outcomes.

3.1.5 Intersectionality and Contextual Variations

Several studies highlighted the intersectionality of gender with other factors, such as race, socioeconomic status, and cultural background. Baker (2019) examined pathways to racial equality in higher education and found that gender intersected with race to create unique challenges for African American women. These students faced compounded disadvantages in high-stakes testing environments, including stereotyping and discrimination.

Similarly, Ayenew & Yohannes (2022) assessed the implementation of exit exams in Ethiopia and identified gender disparities in exam preparation. Female students from rural areas were particularly disadvantaged due to limi-

ted access to preparatory resources and support systems. This underscores the importance of considering contextual variations when designing and implementing exit exams.

French (2023) provided a comprehensive review of the benefits and drawbacks of high-stakes final examinations and emphasized the need for inclusive policies that account for diverse student populations. Their findings suggest that gender-sensitive approaches can mitigate disparities and enhance the validity of assessments.

3.2. Discussion

The narrative analysis reveals a complex interplay between gender and exit exams in higher education. While female students often demonstrate strong academic performance and self-regulated learning strategies, they face unique challenges related to confidence, anxiety, and systemic biases (Guo et al., 2023). These disparities have significant implications for equity and quality assurance, underscoring the need for inclusive and gender-sensitive assessment practices.

Performance disparities are evident across various contexts, with female students frequently outperforming males in standardized assessments. However, psychological factors such as test anxiety and cultural expectations disproportionately affect women, undermining their performance despite high competency levels (Geronimus et al., 2016). In disciplines like engineering, female students achieve comparable results but report lower confidence, reflecting broader sociocultural barriers (Belando-Montoro et al., 2022).

Gender-specific perceptions of exit exams further complicate the issue (Solana et al., 2018). Female students often express concerns about fairness, relevance, and accessibility in exam design. Technological barriers in online exams may disadvantage women due to unequal access to resources or familiarity with digital tools (Safdar et al., 2022). These challenges emphasize the need for culturally relevant and gender-sensitive assessments that reflect diverse student experiences.

The broader implications of gender disparities in exit exams extend to equity and quality assurance in higher education (Jia & Ericson, 2017). Exit exams can harm students who fail them, particularly women, by exacerbating existing inequalities and discouraging persistence. Systemic barriers, such as biased exam formats and inadequate preparation resources, disproportionately affect female students, especially those from marginalized backgrounds (O'Grady et al., 2024).

The evidence underscores the need for policymakers and educators to adopt gender-sensitive practices in exam design and implementation. Multiple entry and exit options, as proposed by Christina & Moorthy (2021), could reduce pressure on students, benefiting female students who face unique challenges in traditional exam formats. Training assessors to recognize and address implicit bias in exam questions, as highlighted by Palmer et al. (2010), could also improve fairness and inclusivity.

Institutions should prioritize targeted support for female students, including mentorship programs, preparatory workshops, and mental health resources. Addressing non-cognitive factors such as confidence and anxiety is essential for creating equitable assessment systems. Additionally, fostering an inclusive environment that values diverse perspectives can help mitigate gender disparities and promote a sense of belonging among all students. Transparency and accountability in implementing exit exams are equally critical. Stricter regulations can ensure the integrity of exams and prevent gender-based discrimination. By prioritizing fairness and inclusivity, policymakers and educators can create assessment systems that support diverse learners and enhance the overall quality of education. Gender-based differences in exit exam experiences highlight the critical need for more inclusive and equitable assessment systems in higher education. Effectively addressing these disparities calls for comprehensive reforms in exam design, student support services, and institutional policies that recognize and respond to gender-specific challenges. This review adds to the existing body of research by systematically compiling evidence on the intersection of gender and exit exams, emphasizing the importance of gender-sensitive assessment practices, and providing informed recommendations to guide policy and educational reform efforts.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The evidence underscores the need for policymakers and educators to adopt gender-sensitive practices in exam design and implementation. Multiple entry and exit options could reduce pressure on students, benefiting female students who face unique challenges in traditional exam formats. Training assessors to recognize and address implicit bias in exam questions could also improve fairness and inclusivity. Institutions should prioritize targeted support for female students, including mentorship programs, preparatory workshops, and mental health resources.

Addressing non-cognitive factors such as confidence and anxiety is essential for creating equitable assessment systems. Additionally, fostering an inclusive environment that values diverse perspectives can help mitigate gender disparities and promote a sense of belonging among all students. Transparency and accountability in implementing exit exams are equally critical. Stricter regulations can ensure the integrity of exams and prevent gender-based discrimination. By prioritizing fairness and inclusivity, policymakers and educators can create assessment systems that support diverse learners and enhance the overall quality of education.

4.2 Research Contributions

In terms of academic contribution, this review fills a notable gap in the literature by systematically synthesizing interdisciplinary studies on gender and exit exams in higher education an area often overlooked in assessment research. It offers a holistic understanding of how gender interacts with exam design, institutional policies, and broader sociocultural contexts. By doing so, it provides a valuable foundation for future empirical research and practical interventions aimed at fostering equitable, inclusive, and high-quality assessment environments in higher education globally.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

While this systematic review provides valuable insights into gender disparities in higher education exit exams, several limitations should be acknowledged. First, the review is restricted to studies published in English, which may exclude relevant research from non-English speaking regions, potentially limiting the cultural and geographic diversity of findings. Second, the included studies vary in methodology, sample size, and disciplinary focus, which poses challenges in generalizing results across different contexts and fields. Third, most of the existing literature centers on binary gender categories, often overlooking non-binary and transgender perspectives, which are critical for a more comprehensive understanding of gender dynamics in assessment.

5.2 Recommendation for Future Research

Future research should aim to address these gaps by incorporating more diverse populations and contexts, including underrepresented regions and broader gender identities. Longitudinal and mixed-methods studies could provide deeper insights into how gender-related experiences with exit exams evolve over time and the complex interplay of psychological, sociocultural, and institutional factors. Additionally, experimental research examining the impact of gender-sensitive assessment interventions would be valuable to validate best practices for reducing bias and improving equity. Finally, future investigations should explore the role of emerging technologies and online assessment platforms in shaping gendered experiences, especially in light of increasing digitalization in higher education. By expanding the scope and methodological approaches, future studies can contribute to creating more inclusive and equitable exit exam systems that support diverse learners in higher education.

6. CONCLUSION

This systematic review has explored the intersection of gender and exit exams in higher education, synthesizing findings from a diverse body of literature. The analysis reveals that gender plays a significant role in shaping students' experiences and outcomes in exit exams, with disparities evident in performance, perceptions, and broader equity implications. While female students often demonstrate strong academic performance and self-regulated learning strategies, they face unique challenges such as test anxiety, confidence gaps, and systemic biases. These issues highlight the need for inclusive and gender-sensitive assessment practices to ensure fairness and equity in higher education.

Performance disparities were a recurring theme throughout the review. Female students frequently outperform their male counterparts due to superior self-regulated learning behaviors. However, psychological factors such as anxiety disproportionately affect women, undermining their performance despite high competency levels. In disciplines like engineering, female students achieve comparable results but report lower confidence, reflecting broader sociocultural barriers that persist in educational systems. These findings underscore the importance of addressing non-cognitive factors alongside academic preparation to create equitable assessment environments.

Gender-specific perceptions of exit exams further complicate the issue. Female students often express concerns about fairness, relevance, and accessibility in exam design. Technological barriers in online exams may disadvantage women due to unequal access to resources or familiarity with digital tools. These challenges emphasize the need for

culturally relevant and gender-sensitive assessments that reflect diverse student experiences. Ensuring that exams are accessible, relevant, and inclusive is essential for promoting equity and reducing disparities.

The broader implications of gender disparities in exit exams extend to equity and quality assurance in higher education. Exit exams can harm students who fail them, particularly women, by exacerbating existing inequalities and discouraging persistence. Systemic barriers, such as biased exam formats and inadequate preparation resources, disproportionately affect female students, especially those from marginalized backgrounds. Addressing these structural inequities is critical to ensuring that exit exams serve as tools for empowerment rather than barriers to success.

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Author Contribution Statement

The author declares that this study is a literature review and does not involve human participants, personal data, or any other subjects. Therefore, this study does not require ethical approval from a research ethics committee. The entire research process was conducted in accordance with academic ethical standards, upholding scientific honesty, integrity, and the ethical use of legitimate sources.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors used [QuillBot](#) to aid in language editing and paraphrasing, and accept ultimate responsibility for the final text and its claims. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [JGMDS Generative AI \(GenAI\) Policies](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict Of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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