

Analysis of Factors Influencing the Concept of Gender Equality in China

-- Gender-based Heterogeneity Analysis

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Abstract: In view of the current gender inequality phenomenon and the root cause of the concept, this paper uses the data of the 2017 National General Social Survey (CGSS2017) to study the factors affecting the individual's gender equality concept, and analyzes the gender heterogeneity of the impact effect. In terms of empirical analysis, through the binary classification logit model, constructing gender equality as the dependent variable, gender as the main benchmark independent variables of regression model, and the introduction of gender and age, level of education and the difference of urban and rural areas by regression analysis. The results show that there are significant gender differences in the gender equality concept of Chinese residents. The gender equality concept of female is stronger than that of male, and the gender equality concept of different age groups has stronger internal consistency. At the same time, gender differences also exist between urban and rural areas, and the differences between male and female gender equality concepts in non-rural areas are larger than those in rural areas.

Keywords: Gender Equality Concept; Gender Difference; Logit Model.

1. Introduction

Gender equality is an important symbol of the progress of human civilization. As Marx said, the progress of society can be accurately measured by the social status of women. Since reform and opening up and socialist modernization, women's career development has made great progress in our country, the gender equality concept began to thorough popular feeling gradually.

On policy, our country in 1995 to establish equality between men and women as the basic state policy, and in 2005, included in the revision of the law of the People's Republic of China on the protection of women's rights ", in 2012 will be written into the report, the party's 18 will rise for the national will and gender equality concept of consensus. Since 1995, its first since the Chinese women's development program, the Chinese government in 2001, 2011, 2020 annual average according to the different periods of social situation and the development of the women needed the corresponding program files, from the emphasis on "to implement the basic state policy of equality between men and women, promote women's full participation in economic and social development, Make the equality between men and women in the political, economic, cultural, social and family life and other fields has been further implementation, "to" social gender consciousness into the legal system and public policy, promote the comprehensive development of women and promote harmonious development between the sexes, and promote women with economic and social development ", and then to the "equality between men and women and women's all-round development, the more obvious substantial progress Women are better able to shoulder the glorious mission entrusted to them in the new era. "This demonstrates the strong determination of the state to protect women's rights and promote gender equality. Especially after entering the new era of socialism with Chinese characteristics, gender harmony is an important part of building a harmonious socialist society, and women are an important force in

comprehensively building a modern socialist country. Promoting gender equality has also been given new significance of The Times.

In terms of social phenomenon, our country has been showing a remarkable development picture scroll, gender equality in the field of economic, political, social, are effective. According to data from the fourth Survey on the Social Status of Chinese Women released in 2021, at the economic level, the proportion of women in the workforce and the employment structure have been further improved, with women accounting for 43.5 percent of workers aged 18-64. At the political level, women's initiative to participate in the construction of democratic politics has been further strengthened. The proportion of women in charge of social organizations has increased from 37.6 percent in 2010 to 46.6 percent in 2020. At the social level, gender equality in higher education has gradually become a reality. The proportion of women receiving higher education is 1.6 percent higher than that of men, and the concept of gender equality has become more popular.

However, gender inequality still exists in various fields. On the one hand, in the field of education, there is still a gap in educational opportunities and resources between men and women. For example, girls in rural areas may have difficulty accessing good educational resources, resulting in inadequate education for them. On the other hand, in the field of employment, gender discrimination is still very serious. Women are often restricted and discriminated against in terms of position, salary and career development. In addition, family and social pressures are also a notable manifestation of gender inequality, with women often required to shoulder more responsibilities for housework and family care. Finally, inequality in political rights and status is also an aspect of gender inequality, which makes women's position and influence in society limited.

The root cause of the existence of objective inequality is that the subjective concept of gender inequality still exists and is deeply rooted. There are many reasons for the existence of

gender inequality, including historical and cultural traditions, social and psychological prejudice, economic environment and so on. First of all, historical and cultural traditions are the root causes of gender inequality. Historically, the roles of men and women have been clearly divided, with men regarded as the main force in society and women as the center of the family. The traditional thought still exists in modern society, affects the people view of gender roles and status. Second, the social psychological bias is also one of the causes of gender inequality concept. Many people believe that men are more capable and capable of leadership than women, while women are better suited to take on responsibilities in the family. This psychological prejudice makes men and women differ in social status and power. Finally, economic circumstances also have an impact on the perception of gender inequality. The difference in the status and role of men and women in social productivity leads to gender inequality. For example, the differences in employment and salary between men and women make women's social and economic status inferior to men's.

To fundamentally change gender inequality, it is necessary to turn the public consciousness around and make the concept of gender equality truly deeply rooted in people's hearts. So what factors will affect the individual's concept of gender equality, and whether the effect has gender differences, that is, whether the effect of the factors affecting the concept of gender equality will be different for men and women? This is a question that needs to be studied in this paper.

2. Review: The Three Issues of Gender Equality Ideas

According to the previous research on gender equality, there are three important influencing factors that have attracted extensive attention from the academic community. The first is the existence of stereotypic concept of gender role, which makes people have the stereotype of "strong men and weak women"; Followed by modernization, modernization objectively expanded people's identity to gender equality, but there is difference between urban and rural; The third factor is education, education have the function of the enlightenment, promoted the idea of gender equality. In many social science research on gender equality concept is all about form the framework of the three issues.

2.1. Stereotypes of Gender Roles

Gender role is in a certain social culture accepted by all the men and women should have the behavior of the model, gender role stereotype is about gender roles and behaviors between men and women is relatively fixed opinion or belief. It is affected by multiple factors, including external factors such as family, social expectations, mass media and school education, as well as the role of internal cognitive mechanisms. Once formed, it will have a wide impact on people's psychology and behavior.

The traditional stereotypical concept of gender roles often contrasts the personality qualities of men and women (such as strong men and weak women, etc.), believing that men are more suitable for struggling in the society, while women are more suitable to devote themselves to the family and need the protection of men. In fact, gender stereotypes are still deeply rooted in today's modern society where material civilization and spiritual civilization are highly unified.

Although there is a biological difference between male and

female in terms of human characteristics, this kind of gender role stereotype is not based on the difference in the natural attributes of the two sexes, but through the process of socialization, people's expectations for a certain gender role are imposed on a certain gender group as a symbol and label. Domestication of thinking from the inside to the outside behavior. In the process of social resource allocation and division of labor, the gender role stereotype of "strong men and weak women" usually has a negative impact on women, including employment discrimination and uneven distribution of social resources, which makes women generally in a low social status. The result of this impact is also imposed on people's subjective concept, which further deepens the gender role stereotype.

2.2. Modernization Process and Gender Equality Concept.

In 1978 under the impetus of the reform and opening policy, our country to take measures for the reform of market economy and opening to the outside world, realized the high speed development of economy, in areas such as education, science and technology, culture, at the same time also conducted a comprehensive modernization construction. With the strategic goal of building a great modern socialist country in an all-round way put forward in recent years, China has also accelerated the pace of modernization. At the same time, according to the main views of modernization theory, social ideology and social psychology will also develop with the advancement of modernization process, changing people's behavior norms and values. The process of modernization has promoted the concept of gender equality to a certain extent, and people's recognition and acceptance of the idea of gender equality is gradually improving.

At the same time, modernization has also provided more employment opportunities, and women have gradually entered the labor market, transforming them from the central role of the traditional family into participants in social life. In urban areas, women's career opportunities have gradually expanded, and their share of positions in power systems has increased. In rural areas, women have gone from being confined to agricultural activities to taking part in production activities in an increasingly wide range of fields. With the increase of female labor participation rate and labor remuneration, women's economic status, family status and social status have also gradually improved, which has improved the traditional gender role stereotypes to a certain extent.

However, changes in the concept of gender equality caused by the modernization process have different effects on urban and rural areas. The urbanization process leads to a completely different trend in the transfer of rural surplus labor to non-agricultural industries between men and women. The proportion of rural women to non-agricultural industries and the employment level after the transfer are lagging behind, so the gap between women's status and men's status in the process of rural modernization may be further widened rather than narrowed.

2.3. Education and Gender Equality Concept.

The role of education in gender equality perceptions is very important. First of all, education has an enlightenment effect on the concept of gender equality. It can provide people with knowledge, attitudes and values about gender roles and gender equality, and then change the stereotype and

discrimination of gender, and enhance the understanding and support for gender equality. Numerous studies have shown that the higher the level of education, the more free the individual's gender role awareness. In particular, higher education can spread the awareness of equality and cultivate the critical spirit. People who have received higher education usually hold a more equal social gender concept. Secondly, education can provide equal opportunities and resources for men and women, encourage women to participate in male-dominated fields, and improve women's self-efficacy and self-confidence, thus reducing gender discrimination and inequality. Through the enlightenment process of education, women will not only fight against traditional gender stereotypes, but also give a completely different interpretation of their social roles. In addition, the education also can help the men and women to understand each other better, promote the understanding and respect between the sexes. Research shows that communication and exchanges between men and women there are a lot of obstacles, these obstacles may lead to misunderstanding and discrimination. By providing education and training on gender equality, men and women can be helped to better understand each other and increase respect and equality between the sexes, thus building a more equal and harmonious society. In general, the education model has a promoting effect on gender equality.

3. The Further Study of Space and Assumptions

The continuous advancement of the above three issues on gender equality concepts has provided us with a preliminary explanation of the influencing factors of gender equality concepts. Sex differences in gender equality is one of the main aspects, this article research, however, the influence of gender on gender equality but also restricted by other factors, which lead to gender equality concept differences of the influence of factors on the men and women are not the same. This is the analysis space that this paper aims to open up. In general, this paper introduces the interaction terms of gender variable and other variables to investigate whether there is a significant difference between men and women in each independent variable that affects the concept of gender equality.

3.1. Gender Difference in Gender Equality Concept

Studies have shown that there are differences between men and women in their attitudes towards gender equality. First, men and women differ in the way they perceive and experience gender inequality, with women more likely to recognize and experience its effects in their daily lives, while men tend to be less aware of its existence and impact. This may be partly due to the fact that women are more likely to personally experience its negative consequences, such as discrimination in the workplace or gender-based violence. Second, the concept of gender is influenced by the interests of the people inside. This theory is that women would benefit from the idea of gender equality change, while most men still benefit from traditional gender division of labor, and is unwilling to accept the idea of gender equality, so the male gender women who are relatively more conservative.

Conclusion:

Hypothesis 1: differences between male and female gender equality and women's gender equality is stronger than men.

3.2. The Age Influence on Gender Equality and Gender Differences

The first interaction item is the age and gender (age (sex)). In the era of high-speed development of the society, the traditional concept of gender equality in the position of the older generation of consciousness may be more solid, and the younger generation is more influenced by liberal values, show more gender equality. And the interaction between the age and gender analysis, main is to find out the age influence on gender equality concept on the difference between male and female role. Because all men are traditional gender concept (that is, the concept of gender inequality) beneficiaries, so the male gender is more traditional, and in different age groups to show high levels of consistency and stability. However, women, especially young women, are more likely to benefit from the modern gender concept, so the younger the women are, the more their gender concept tends to be modern (i.e., gender equality concept).

Conclusion:

Hypothesis 2a: Older people have lower gender equality beliefs.

Hypothesis 2b: With the increase of age, women's gender equality beliefs decline faster, and male groups of different ages have stronger internal consistency in gender equality beliefs.

3.3. Influence of Educational Level on Gender Equality and Gender Differences.

The second interaction term is educational level and gender (educational level \times gender). As mentioned above, education can provide people with knowledge, attitudes and values about gender roles and gender equality, so education has a positive impact on gender equality beliefs. The interaction term analysis between education level and gender is mainly to find out the difference of the effect of education on gender equality concept for men and women. Generally speaking, after accepting the liberal concept of gender, women begin to feel unfair to the unequal treatment of gender and further pursue gender equality. For women, education plays a greater role in changing gender attitudes, while for men, the effect is not necessarily obvious. This leads to the following conclusions:

Hypothesis 3a: Education helps improve gender equality perceptions.

Hypothesis 3b: The effect of education on improving gender equality perceptions is stronger for women.

3.4. Influence of Urban and Rural Areas on Gender Equality Concept and Gender Differences

The third item interaction is the difference between urban and rural areas and gender (urban and rural differences by gender). In rural areas, the economic conditions, education level and gender concept are relatively backward, and the gender inequality is more serious. The interaction term analysis between urban and rural differences and gender is mainly to find out the difference of the effect of urban and rural differences on gender equality concept on males and females. As mentioned above, there is a lag phenomenon in the proportion of rural women transferring to non-agricultural industries and the employment level after the transfer. The gap between women's status and men's status in rural areas may be further widened, which will lead to the further

expansion of the difference in gender equality concept. It can be concluded that:

Hypothesis 4a: People in rural areas have lower perceptions of gender equality than people in non-rural areas.

Hypothesis 4b: Differences in gender equality perceptions between men and women are greater in non-rural areas than in rural areas.

4. The Methods and Variables

This article is based on the Chinese people's university center for Chinese investigation and data collection published the "2017 national general social survey data (CGSS2017)" empirical test, the data using multi-stage random sampling method, extract the mainland cities and rural areas throughout the country 12582 representative samples, after in this paper, the data processing, After data processing, a total of 12376 valid samples were collected. The specific models were fitted by the statistical software Stata 14.

The dependent variable in this paper is gender equality concept, which comes from the questionnaire data on social attitudes in CGSS2017. Respondents need to use 1, 2, 3, 4, and 5 to indicate that "men put career first, Women are family oriented "(gender division of labor concepts)," male ability naturally better than women "(sex concept), to marry well is better than" well done "(gender marriage) three statement recognition degree (completely disagree with value is 1, more don't agree with the values of 2, neither agree or disagree with the values of 3, agrees with the values for 4, completely agree with the values for 5). For better surface mining data information, this article will concept 0-1 variables, and weed out "I don't know" and "refused to answer" data, the average will the above three questions, the average is less than 3 has gender equality (gender equality concept variables defined as 1), If the average value is greater than or equal to 3, it has no gender equality concept (the gender equality concept variable is defined as 0). Due to the dependent variable is a binary

classification variables, so this article USES the binary classification logit model is used to estimate, formula can be represented as:

$$\text{logit}(p_i) = \log(p_i/1 - p_i) = b_0 + b_1x_1 + b_2x_2 + \dots + b_ix_i + e$$

Logit model using maximum likelihood estimation method to fit the data, which is the first person with the probability of gender equality, as independent variables, as the independent variables of regression coefficients, expressed in the case of controlling other variables, the influence degree of the independent variable on the dependent variable.

The independent variables in this paper include the respondent's gender, urban and rural differences, age, level of education, etc. And the interactions between them. The operationalization process of variables is as follows:

Gender: Gender is the core independent variable in this paper, where 1 is male and 0 is female.

Difference between urban and rural areas: CGSS2017 asked the respondents before the age of 14 in often, followed by the "countryside, villages and towns, counties, suburban and urban areas, and other" abroad, this article after rejecting "outside" and "other", according to this problem is to build a virtual variable to represent the differences between town and country binary classification. 0 said before the age of 14 of them live in the countryside, and on behalf of the living in the countryside (including the township, the county seat, suburban and urban areas). The countryside and the rural is not according to the standard to distinguish strictly census register, but it is a purely rural distinction between it and its life outside of the world, to reflect the differences between urban and rural areas.

Age: CGSS2017 asked the respondents's year of birth, in this paper, with the year of birth minus 2017 get the age of the respondents, and further to sinochem will age, and is the variable into respondents age and the difference between the average age (through calculation, the average age of 50.9 years).

Table 1. According to the total sample descriptive statistics and gender classification of all variables (N = 12376)

Question	Full sample	Male sample	Female sample	Notes
Whether you have a gender equality concept				Dichotomous variables
Yes	5277	2342	2935	Takes the value 1
None	7099	3499	3600	Take the value 0
Gender				Dichotomous variables
male	5841	5841	0	Takes the value 1
female	6535	0	6535	Take the value 0
Usual place of residence before age 14				Dichotomous variables
Non-rural	4229	1993	2236	Takes the value 1
Rural	8147	3848	4299	Take the value 0
Age				For constant ratio variables, all samples were normalized
Minimum	32.949	32.949	32.949	
Maximum	52.051	52.051	50.051	
Average	0.014	0.146	0.158	
Level of education				Sequence variables
Primary school and below	4248	1639	2609	Take the value 1
Junior high school	3468	1797	1671	Take the value 2
High school with secondary school	2215	1153	1062	Take the value 3
College and above	2445	1252	1193	Take the value 4
Marital status				Dichotomous variables
In marriage	9345	4910	4435	Takes the value 1
Not married	3031	1625	1406	Take the value 0

Level of education: this paper USES the hierarchical education levels of respondents level of education can be divided into four categories, primary school and below are divided into (1) values, the junior middle school is a kind of value (2), high schools (including vocational schools) and the technical secondary school is a kind of value (3), the university (college) and above for a class of value (4).

Marriage: marriage is the control variable, CGSS2017 asked the respondents current marital status, in order to "unmarried cohabitation, marriage has a spouse, married have a spouse, separation not divorce, divorce, death of a spouse". Based on this question, a dichotomous dummy variable was constructed to indicate marital status, where 1 means being married (including "having a spouse in the first marriage and

having a spouse in the second marriage") and 0 means not being married.

Table 1 for the distribution of the dependent variable and independent variables, for frequency in the cell.

5. Data and Model

Table 2 shows the influencing factors of gender equality in the logit estimation, including benchmark model and three interaction model (model 1 and model 2, 3) model. Benchmark model test of hypothesis 1, hypothesis 2 a, 3 a, assuming hypothesis 4 a, three interaction model test hypothesis 2 b respectively, hypothesis 3 b, hypothesis 4 b.

Table 2. logit model of influencing factors and interaction terms of gender

Variables	Benchmark model	Model 1	Model 2	Model 3
Gender equality concept				
Gender (m = 1)	0.330 (0.039)	0.316 (0.039)	0.072 (0.072)	0.172 (0.049)
Age (right center)	0.008 (0.001)	0.018 (0.002)	0.008 (0.001)	0.009 (0.001)
Education level (junior high school)	0.575*** (0.053)	0.553*** (0.053)	0.652*** (0.069)	0.554*** (0.053)
Education level (high school and technical secondary school)	0.987*** (0.062)	0.972*** (0.062)	1.204*** (0.082)	0.970*** (0.062)
University of education degree (or above)	1.403*** (0.069)	1.376*** (0.069)	1.948*** (0.092)	1.391*** (0.069)
Usual place of residence before age 14 (non-rural =1)	0.386*** (0.045)	0.396*** (0.045)	0.385*** (0.046)	0.599*** (0.060)
Marital status (in marriage =1)	0.089 (0.046)	0.149 (0.047)	0.088 (0.046)	0.084 (0.046)
Gender x age		0.020*** (0.002)		
Gender × Junior high school			0.257 (0.100)	
Gender × high school versus secondary school			0.527 (0.113)	
Gender × College and above			1.090 (0.116)	
Often in gender x before the age of 14 (not rural = 1)				0.436 (0.081)
Intercept	0.850 (0.052)	0.798 (0.053)	1.000 (0.058)	0.916 (0.054)
Sample size	12376	12376	12376	12376
Degree of pseudo-fit	0.0824	0.0866	0.0881	0.0841

Note: (1) # refers to primary school and below. (2) Standard errors in parentheses. (3) * p < 0.1, ** p < 0.05, *** p < 0.01

It can be seen from the benchmark model that all variables except marital status are significant at the level of 0.001. First, the concept of gender equality of men and women have obvious difference, after controlling other variables, gender of the regression coefficient was -0.330 (P < 0.001), said the women of gender equality than 1.39 times that of men ($1/e^{-0.330}$), namely the female gender equality concept is stronger than men, confirmed the hypothesis 1. Secondly, the regression coefficient of age is - 0.008, which means that the older people are, the lower the gender equality concept is, which confirms Hypothesis 2a. In addition, the level of

education has a very big impact on gender equality, relative elementary school and the cultural level, level of education for junior middle school education, the concept of gender equality than increased 0.78 times (), if the respondents took high school and technical secondary school education, the concept of gender equality than have increased 1.68 times (), $e^{0.575} - 1e^{0.987} - 1$ If the respondents have received high school education and technical secondary school education, the ratio of gender equality concept will increase by 3.07 times. (), indicating that education helps to improve the gender equality concept, which confirms Hypothesis 3a.

$e^{1.403} - 1$ Finally, urban and rural differences of gender equality is also very obvious, the influence of the rural population (before the age of 14) has the idea of gender equality than 1.47 times that of the rural population (), namely the people in rural areas than in rural areas have a higher gender equality concept, confirmed the hypothesis 4 a. $e^{0.386}$

Model 1 on the basis of the benchmark model joined the interaction of gender and age, baseline model has shown that age has a significant negative influence on gender equality concept, and in model 1, this article needs to check whether this effect by different gender differences. Model 1 shows that the interaction coefficient between gender and age is significant (-0.020, $P < 0.001$), indicating that there is indeed a gender difference in the impact of age on gender equality. Analysis results show that the age of an additional unit, the occurrence of the female gender equality than will reduce 1.78% ($1 - e^{-0.018}$), and the occurrence of the male gender equality than 0.2% increase ($e^{-0.018+0.02} - 1$), indicate that as the growth of the age female gender equality concept fall faster, more young female gender concepts more tend to be modern; While male gender equality concept changes along with the age is not big, the men of different ages of gender equality has stronger intrinsic consistency, confirmed the hypothesis 2 b.

Model 2 on the basis of the benchmark model to join the interaction of gender and level of education, the purpose is to test whether affected by the degree of education on gender equality by different gender differences. However, it can be seen that the regression of gender in Model 2 is not significant, indicating that the main effect is not obvious after the interaction term between gender and educational level is added, so Hypothesis 3b is not supported.

Model 3 on the basis of the benchmark model to join the gender and before the age of 14 in the interaction, the purpose is to test whether sex differences in gender equality concept under the influence of urban and rural differences. Model 3, according to gender and before the age of 14 in the interaction coefficient significantly (0.436, $P < 0.001$), suggesting that gender difference exists difference between urban and rural areas. The analysis results show that the rural male gender equality than is 84.2% of the rural women ($e^{-0.172}$), which is the occurrence of rural women's gender equality than 1.19 times that of rural men; The occurrence of rural male gender equality than is 54.44% of the rural women ($e^{-0.172-0.436}$), namely the occurrence of the rural women's gender equality than is 1.8 times of rural men. This indicates that the difference in gender equality between men and women in non-rural areas is larger than that in rural areas, and Hypothesis 4b is established.

6. Conclusion and Discussion

Based on 2017 national general social survey (CGSS2017) data analysis, this paper investigated from several aspects the influence factors of gender equality, and emphatically examined the impact of gender factor and other factors on the gender differences of gender equality ideas. This paper's conclusions and findings can be summarized as the following aspects:

First, there are significant gender differences in the concept of gender equality among Chinese residents. In general, the concept of gender equality among women is stronger than that of men. This may be due to the fact that women are more

likely to perceive the impact of gender inequality and experience its negative consequences in their daily life, thus supporting the concept of gender equality more. Recognize and address these differences in perceptions of gender inequality and experience is very important. Understanding the unique perspectives and experiences of men and women can help inform policies and initiatives aimed at reducing gender inequality and promoting gender equality. In recent years, with the development of modernization, the transformation of social division of labor and the popularity of education, women began to gradually realize the existence of inequality and its negative influence, against the traditional gender role stereotype, which is to be know more men.

Second, the younger population than older population is more gender equality concept, but still there are gender differences. Specifically, young women are stronger than the male gender equality, gender equality ideas of the men of different ages have stronger intrinsic consistency. The age difference may be more due to the fact that the younger generation is more influenced by liberal values, and thus gender attitudes tend to be more modern. The gender difference may be due to the fact that men of all ages are the beneficiaries of the traditional gender concept, so the gender concept of men is more traditional, and shows a high degree of consistency and stability among different age groups. In the past, the traditional concept of "the strong man with a weak woman" by education, ideological propaganda, and through various social thoughts on women's oppression, makes the more the more older women agree with the idea of inequality. However, young women are more aware of the constraints of this traditional concept and begin to oppose it. The strength of resistance is greater than that of men.

Third, education plays an important positive role in shaping the concept of gender equality. Higher education contributes to the formation of a more equal gender concept for both male and female groups, but whether there is a gender difference in the impact of education is unknown in this paper. Education can provide people with knowledge, attitudes and values about gender roles and gender equality, and enhance awareness and support for gender equality. It can also provide equal opportunities and resources for men and women, encourage women to participate in male-dominated fields, and improve women's self-efficacy and self-confidence, thereby reducing gender discrimination and inequality. Higher education can spread the awareness of equality and cultivate the critical spirit. As can be seen from the model analysis results in the fifth part of this paper, the incidence rate of gender equality concept among the respondents in CGSS2017 is 4.07 times that of the group with the education level of primary school or below. It can be seen that the popularization of higher education is particularly important to promote the concept of gender equality.

Fourth, there is still a significant urban-rural difference in the concept of gender equality among Chinese residents, and the impact of the urban-rural difference will also affect the gender difference. Specifically, people in non-rural areas have a stronger gender equality concept than those in rural areas, and the difference between male and female gender equality concepts in non-rural areas is also larger than that in rural areas. The advancement of modernization and urbanization has improved people's recognition and acceptance of the idea of gender equality to some extent, but the effect of this change on urban and rural areas may be different. In rural areas, economic conditions, education level and gender concept are

relatively backward, and gender inequality is more serious. From the analysis results, it can be seen that women in non-rural areas are liberated from the traditional concept of inequality first, while rural women's concept is still traditional, thus keeping consistent with men, making the gender difference of gender equality concept in rural areas smaller. Therefore, the country should pay more attention to the dissemination of advanced ideas in the process of rural reform, so as to fundamentally change the traditional gender concept and promote the liberation of productivity.

In conclusion, recognizing gender differences in gender equality perceptions and the factors that influence them is an important factor to consider in efforts to address and eliminate gender inequality. Understanding these differences can help inform strategies to improve gender equality perceptions and help ensure that efforts to address the issue are based on a comprehensive understanding of their diverse impacts. Efforts to eliminate gender differences and enhance people's recognition and support for gender equality can create a more inclusive social environment for women's all-round development and create a more just and equal society. First of all, we should attach importance to the positive image of good men to play a good role in education and publicity, face up to the role of women in the historical development of the whole society, infiltrate the concept of gender equality in the level of morality and ethics and public policy, and achieve real and sustainable gender harmony.

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