Policy Research Journal
ISSN (E): 3006-7030 ISSN (P): 3006-7022 Volume 3, Issue 7, 2025

# EXPLORING GENDER-BASED DISSIMILARITIES IN EDUCATIONAL OUTCOMES AT THE TERTIARY LEVEL: A REVIEW OF EXISTING LITERATURE

**Muhammad Shoaib[*1], Shamshad Rasool[2], Aneesa Kalsoom[3], Syed Rahat Ali[4]**

*[*1]Associate Professor, Department of Sociology, University of Gujrat, Gujrat, Pakistan*
*[2]Lecturer, Department of English, University of Gujrat, Gujrat, Pakistan*
*[3]Lecturer, Department of English, Mirpur University of Science & Technology, Mirpur, AJ&K, Pakistan*
*[4]M. Phil Student, Department of Sociology, University of Gujrat, Gujrat, Pakistan*

[*1]shoaibsoc@uog.edu.pk, [2]shamshad.rasool@uog.edu.pk, [3]aneesa.eng@must.edu.pk, [4]rahatasoc@gmail.com

**DOI:** https://doi.org/10.5281/zenodo.15915603

**Keywords**
*Gender Disparity, Learning Achievements, Classroom, Tertiary Education, Students*

**Article History**
Received: 09 April, 2025
Accepted: 30 June, 2025
Published: 15 July, 2025


**Corresponding Author: ***
**Muhammad Shoaib**

**Abstract**
*This paper attempts to explore gender-based dissimilarities in educational outcomes at the tertiary level using a review of existing literature. This study has been based on a qualitative study and is exploratory in nature. It has been based on the published research documents on the subject, as mentioned above. Different published documents have been extracted from digital databases, including Google Scholar, Emerald Insight, Taylor & Francis, SAGE, Web of Science, Springer Nature, and other available databases at the academic library of the university. A total of 135 research documents have been extracted from the mentioned databases. The process of article extraction has been continued till the point of saturation. The inclusion criteria include a title that contains gender disparity in learning achievements and is published in a peer-reviewed journal. A thematic analysis has been used to present the data in the results and discussion section of the paper. The study findings assert, based on the existing body of literature, that gender disparities in various educational dimensions expressly affect learning achievements at tertiary levels. Similarly, the study also reveals that the presence of a supportive classroom environment and disparities have been linked to the residential backgrounds of the students, which also play an essential role in shaping learning achievements. Likewise, the study stresses the significance of educational resources, teaching resources based on indigenous culture, unbiased communication practices, vigorous policy, and institutional support in addressing learning inequalities.*

## INTRODUCTION

Disparities in learning achievement are also significantly influenced by geographic location (Shoaib & Zaman, 2025). However, students in rural or isolated locations frequently face issues including teacher shortages, inadequate infrastructure, and restricted access to digital learning tools. Students in urban areas typically have better access to top-notch schools, technology, libraries, and qualified teachers (Shoaib, Waris, & Iqbal, 2025). Since kids in underprivileged communities might not have dependable internet access or the technological tools required for contemporary education, the digital gap makes these discrepancies even worse (Shoaib, Tariq, Rasool, & Iqbal, 2025). Addressing enduring

disparities in education requires learning achievements based on gender (Shoaib, Tariq, & Iqbal, 2025b). Promoting an environment in which people of all genders feel appreciated, respected, and supported is essential to building an equitable educational environment that results in equal success for all genders (Shoaib, Tariq, & Iqbal, 2025a). The identification and refutation of preconceptions, equitable access to opportunities and resources, and the promotion of varied representation in leadership positions and curricular content are all crucial steps in attaining gender equality in education (Leifler, 2020). It takes a comprehensive strategy to remove institutional impediments, question social norms, and reduce biases to eliminate educational inequities and guarantee that every person, regardless of gender, has the chance to realize their full potential (Shoaib, Shamsher, & Iqbal, 2025). In addition to encouraging positive social relationships and a sense of belonging, an inclusive learning environment also lets students express themselves without worrying about prejudice or discrimination (Shoaib, Shamsher, & Iqbal, 2025). Teachers are essential in fostering inclusivity because they use pedagogies that are sensitive to cultural differences, confront prejudices, and lead honest conversations that value the opinions of others (Nieminen & Pesonen, 2022). Schools and other educational institutions put in place procedures and rules that not only discourage negative aspects but also foster empathy, teamwork, and respect for others (Rozenfelde, 2016). In the end, fostering an inclusive learning environment helps males and females by equipping them to succeed in a diverse workplace and society (Shoaib, Iqbal, & Iftikhar, 2025; Freire, 2009). The gender gap in higher education is still a major problem, impacting learning outcomes, employment prospects, and socioeconomic mobility (Graham, 2023). Disparities still exist in several academic subjects, research possibilities, career progression, and academic achievement, despite global advances in raising the number of women enrolled in institutions (Greenfader, 2023). Social expectations, lack of representation in leadership positions, gender prejudices, and restricted access to funding and mentorship programs are just a few of the structural obstacles that women frequently encounter (Shoaib, Zaman, & Abbas, 2024). These difficulties affect their academic performance, career development, and general societal contributions. In order to create an open and equal learning environment where men and women can succeed according to their skills and goals, gender inequities in higher education must be addressed (Grogan-Kaylor & Woolley, 2010). Furthermore, the gender gap in learning outcomes at the higher education level is the equilibrium between employment, family obligations, and education (Shoaib, 2025). Additional stressors that many female students must deal with include financial limitations, caring obligations, and social demands to marry young (Gullo & Ammar, 2022). These factors can have a detrimental effect on their academic achievement and retention rates. It might be challenging for women to fully participate in their studies because they are often expected to put family responsibilities ahead of their academic and professional goals (Shoaib, Shehzadi, & Abbas, 2024b).

**Objective:** This study aims to explore gender-based dissimilarities in educational outcomes at the tertiary level using a review of existing literature.

**The Data and Methods**

This study has been based on a qualitative study and is exploratory in nature. It has been based on the published research documents on the subject, as mentioned above. Different published documents have been extracted from digital databases, including Google Scholar, Emerald Insight, Taylor & Francis, SAGE, Web of Science, Springer Nature, and other available databases at the academic library of the university. A total of 135 research documents have been extracted from the mentioned databases. The process of article extraction has been continued till the point of saturation. The inclusion criteria include a title that contains gender disparity in learning achievements, research conducted in higher education, and published in a peer-reviewed journal. A thematic analysis has been used to present the data in the results and discussion section of the paper. Further, the data have been presented qualitatively.

**Results and Discussion**

The study findings outline that boys' organizations and mentorship programs exclude girls with several factors from influential networking opportunities (Shoaib, Shehzadi, & Abbas, 2024a; He, 2013). Similarly, the study findings examine that girls are discouraged from choosing learning in the physical sciences by the effects of traditional gender stereotypes (Heilbrun, Cornell, & Konold, 2018). In the same way, analysis of the study pointed out that boys attending private, better quality education is frequently preferred by families with some cultural factors (Helwig, Anderson, & Tindal, 2001). Likewise, the argument of study reveals that resources for females' activities are restricted by gendered discrimination in extracurricular funding in higher educational institutions (Hernández, 2016). However, the results of the study articulated that personal biases of teachers frequently undervalue students' abilities in academic settings at the university level (Highfield, 2010). Comparably, the study of Hindorff, Bonham, and Ohno-Machado (2018) asserted that the continuation of girls' education is more impacted by some factors of economic instability than that of boys. The analysis of the research reported that females' education is often interrupted by several factors of early marriages in families of rural background (Hitchon et al., 2023). Correspondingly, the study findings show that emotional stress greatly reduces the focus on academic achievements of the students at the higher education level (Horton, 2005). Furthermore, the study findings indicate that gender disparity in access to digital tools significantly affects the online learning participation of students for achievements at a higher level (Hoskins, Janmaat, Han, & Muijs, 2016). In addition, the study findings conclude that all over the world, there are more sponsorship opportunities for academic and extracurricular activities for boys, with several factors (Hsieh, 2022).

The study findings outline that inequitable access to libraries hinders the students' capacity to increase their academic knowledge at a higher level (Huet, Springham, & Evans, 2014). Similarly, the study findings examine that allocation of resources and traditional gender roles in education give priority to the demands of boys above those of girls in developing countries (Hunter, Hancock, Weber, & Simon, 2011). In the same way, analysis of the study pointed out that stereotypical views from parents negatively affect girls' educational decisions and goals at the higher education level (Hyun & Jordan, 2020). Likewise, the argument of study reveals that unequal availability of resources negatively affects the mental health of the students at the tertiary level (Illøkken, Ruge, LeBlanc, Overby, & Nordgård Vik, 2024). However, the results of the study articulated that school counseling and family support significantly affect the factors of students' learning and academic achievements (Ion, Lupu, & Nicolae, 2022). Comparably, the study of Isom Scott and Grosholz (2019) asserted that in schools, male students tend to dominate conversations and silence female viewpoints, with several factors. The analysis of the research reported that unfair educational disciplinary procedures serve to further restrict girls from pursuing higher education, with several factors (Jacobs & Harvey, 2005). Correspondingly, the study findings show that teachers might unintentionally provide guys more chances to take on leadership roles regularly, with several affecting factors at the university level (Jaeger, 2019). Furthermore, the study findings indicate that inequality in representation discourages girls from continuing studies in higher education (James, 2006). In addition, the study findings conclude that cultural codes significantly affect the learning achievements of the students at the university level (James, 2016).

The study findings outline that social norms and family duties greatly impact students' learning in academia (Jena, 2016). Similarly, the study findings examine that fewer mentorship plans lead to leaving girls without academic guidance and support (Jeong & Acock, 2014). In the same way, analysis of the study pointed out that unequal access to technological resources impacts the participation of students in advanced academic schemes (Johnson, Kuhfeld, Soland, & Davison, 2024). Likewise, the argument of the study reveals that gender discrimination in scholarship programs prioritizes boys' education in needy areas of developing countries (Johnson, 2023). However, the results of the study articulated that the limitation of social stigma effects on conversations about education and future aspirations for girls in developing countries (Johnson-Motoyama, Moore, Damman, & Rudlang-Perman, 2018). Comparably, the study of Jones et al. (2016) asserted that gender

inequality in the classroom significantly affects the performance of students at the higher education level. The analysis of the research reported that disparity in participation in public speaking events greatly impacts the speaking ability of the students in academia (Jones, 2024). Correspondingly, the study findings show that persistent cultural norms and biases affect students' intellectual potential to be undervalued, with several factors (Jordan, Shortridge, & Darden, 2022). Furthermore, the study findings indicate that early marriages of the students significantly limit study time and academic achievements, with some factors (Judge, 2013). In addition, the study findings conclude that inequality in the educational system of developing nations affects the critical ideas of students at the higher education level (Kadio, 2023).

The study findings outline that fewer internship opportunities for females limit their exposure to practical education in developing countries, with several factors (Shoaib, Ali, & Abbas, 2024). Similarly, the study findings examine that unequal parental support impacts boys more likely than girls to attend elite schools, with some factors (Shoaib, 2024e). In the same way, analysis of the study pointed out that social taboos significantly affect the girls' work independence skills for achievements at the tertiary level (Shoaib, 2024d). Likewise, the argument of study reveals that unequal funding for male and female learners affects the learning outcomes of the students at higher education (Shoaib, 2024b). However, the results of the study articulated that the physical health of the students significantly affects the learning skills and achievements of the students, with several factors (Shoaib, 2024c). Comparably, the study of Khoshnaghsh, Irfan, Tukur Jido, and Zahra (2023) asserted that some fear of harassment affects the participation of female students in co-curricular activities at the university level. As the analysis of the research reported that racial or ethnic disparities affect the communication of students in the classroom at higher education, with several factors (Shoaib, 2024a). Correspondingly, the study findings show that the best policies for students practicing in urban areas greatly impact the learning achievements of the students (R. Ali, Zaman, & Shoaib, 2024). Furthermore, the study findings indicate that the academic performance of students and physical health are negatively impacted by unequal sports programs at higher education (Shoaib, Usmani, & Abdullah, 2023). In addition, the study findings conclude that gender-specific extracurricular activities significantly hinder girls' access to cooperative learning opportunities at higher education (Shoaib, Shehzadi, & Abbas, 2023).

The study findings outline that self-perception of girls and academic goals are negatively impacted by unfair media representation, with several factors (Klein, 2001). Similarly, the study findings examine that household duties of students greatly impact the learning skills of the students at the tertiary level (Klein, 2004b). In the same way, analysis of the study pointed out that there are no gender-focused programs in rural schools to address learning gaps, with several factors (Klein, 2004a). Likewise, the argument of the study reveals that unequal seating arrangement of students affects the participation of students at the higher education level (Kline, 2016). However, the results of the study articulated that gender disparity significantly affects the leadership role of the students in higher education (Kluczniok & Schmidt, 2020). Comparably, the study of Kohen and Guèvremont (2014) asserted that the academic development of students and motivation are greatly impacted by unequal teacher support. The analysis of the research reported that male dominance in class affects the academic performance of the students at the higher education level in developing countries (Kosko & Miyazaki, 2012). Correspondingly, the study findings show that unfair participation of students in technology significantly affects the digital exposure of students at the tertiary level (Krammer, Gasteiger-Klicpera, Holzinger, & Wohlhart, 2021). Furthermore, the study findings indicate that implications on students' health significantly affect the learning outcomes of students at the higher education level (La Salle & Hagermoser Sanetti, 2016). In addition, the study findings conclude that the academic performance of students is adversely affected by unequal discipline policies in educational settings (Lakra, Bhayani, & Sulaiman, 2023).

The study findings outline that teenage females' school attendance rates are significantly impacted by limited opportunities for education, with several factors (LaRocque, Kleiman, & Darling, 2011). Similarly, the study findings examine that supporting classroom climate greatly impacts students'

performance at the tertiary level (Lasen, Tomas, & Hill, 2015). In the same way, analysis of the study pointed out that unfair exposure to academic competitions restricts the development and self-confidence of girls in developing countries (Laurimäe, Paas, & Paulus, 2022). Likewise, the argument of study reveals that students' access to better educational institutions is frequently significantly impacted by cultural norms in traditional societies (Shoaib, Waris, & Iqbal, 2025a, 2025b; Shoaib, Waris, & Iqbal, 2025; Shoaib, Waris, & Iqbal, 2025; Leach & Williams, 2007). However, the results of the study articulated that a better learning climate in school education positively affects the performance of students with some factors (Leavitt & Hess, 2019). Comparably, the study of Lee and Lam (2016) asserted that some migration factors significantly affect the learning outcomes of students in higher education. The analysis of the research reported that unequal distribution of resources greatly affects the learning achievements of students at the university level (Lee & Madyun, 2008). Correspondingly, the study findings show that teachers' attitude impacts the achievements of students with several factors in the United States (Lee & Choi, 2024). Furthermore, the study findings indicate that cultural disparities in the classroom negatively affect the students' performance and mental health at the tertiary level (Lehmann, 2023). In addition, the study findings conclude that disparity in gender-based social expectations affects the performance of students at the tertiary level (Lentz & Noll, 2023).

The study findings outline that social norms and gender roles affect the learning opportunities of students with several factors (Shoaib, 2023c). Similarly, the study findings examine that gender-based academic achievement discrepancies result from cultural expectations influencing the educational goals of both male and female students (Shoaib, 2023b). In the same way, analysis of the study pointed out that parents often encourage sons more in science subjects, with some influencing factors (Shoaib, 2023a). Likewise, the argument of study reveals that the academic performance of girls and professional goals are disproportionately impacted by limited access to educational resources (Abdullah, Usmani, & Shoaib, 2023). However, the results of the study articulated that students' self-esteem and confidence in various academic areas are impacted by teachers' prejudices in the classroom (Kausar, Manaf, & Shoaib, 2022). Comparably, the study of Long and Pang (2016) asserted that classroom dynamics that favor boys impede girls' academic advancement and confidence by preventing them from actively participating. The analysis of the research reported that many girls are forced to leave school early for marriage, which significantly affects their academic performance (Ali, Shoaib, & Abdullah, 2022). Correspondingly, the study findings show that financial constraints push families to prioritize the learning of boys over girls for academic achievements at the higher education level (Ullah & Shoaib, 2021). Furthermore, the study findings indicate that girls are discouraged from pursuing careers in science, technology, engineering, and mathematics due to gender stereotypes (Shoaib & Ullah, 2021a). In addition, the study findings conclude that a lack of female academic role models has a detrimental impact on girls' ambition and drive for learning, with some factors (Shoaib & Ullah, 2021b).

The study findings outline that girls are compelled by social pressure to take up household duties, which severely limits their study time and academic advancement (Lusher, 2011). Similarly, the study findings examine that female students' academic performance is hampered by hazardous learning conditions caused by gender-based violence in schools (Ma, Xiao, & Jiao, 2024). In the same way, analysis of the study pointed out the drawbacks of unequal access to technology, girls' declining proficiency in digital literacy, and their prospects for future employment (Magalhães, Carneiro, Limpo, & Filipe, 2020). Likewise, the argument of study reveals that girls are frequently less motivated to perform well academically in school because of lower instructor expectations (Mahmud & Gagnon, 2023). However, the results of the study articulated that female students are deterred from concentrating on studies that impact learning outcomes by sexual harassment in schools in developing countries (Makowsky & Martin, 2021). Comparably, the study of Malý (2016) asserted that boys dominate class conversations due to negative peer pressure, which limits girls' participation in higher education. As the analysis of the research reported, participation of girls in extracurricular activities that are essential for cognitive development

is restricted by traditional gender norms, with several factors (Marc Jackman & Morrain-Webb, 2019). Correspondingly, the study findings show that students' limited mobility in conservative countries has an impact on their academic performance and access to high-quality education (Marks & Kuss, 2001). Furthermore, the study findings indicate that fewer mentorship possibilities for prospective female students significantly affect due to women's restricted leadership responsibilities in education (Marmeleira, Folgado, Martínez Guardado, & Batalha, 2020). In addition, the study findings conclude that persistence of gender differences in learning is caused by a lack of government initiatives supporting gender equality in education (Marshall, Chavez, Mason, & Martinez Tyson, 2022).

The study findings outline that the education of children is impacted by parental illiteracy, with girls receiving less support than boys (Martin, Craigwell, & Ramjarrie, 2022). Similarly, the study findings examine that unconscious bias in instructional strategies promotes gender disparities in students' academic achievement at the tertiary level (Martínez, 2012). In the same way, analysis of the study pointed out that boys in competitive fields are given greater academic support than girls, which limits their potential with several factors (Mato, 2016). Likewise, the argument of study reveals that financial difficulties cause students to choose their jobs over their studies, which raises the dropout rate in education (Matsaganis & Golden, 2015). However, the results of the study articulated that girls are disproportionately burdened with household tasks that affect their study time and frequency of attendance at school (Melius, 2011). Comparably, the study of Mertens and Flowers (2003) asserted that in conservative areas, girls' pursuit of higher education possibilities is discouraged by religious views in developing countries. The analysis of the research reported that systemic change in education policies that benefit girls is prevented by a lack of awareness about gender equality (Mestry, 2019). Correspondingly, the study findings show that insufficient job counseling significantly limits girls' access to attractive academic possibilities (Mitchell, 2012). Furthermore, the study findings indicate that boys are exposed to more technical innovations than girls, which positively impacts and helps them develop their digital literacy (Mondal & Islam, 2023). In addition, the study findings conclude that the overconfidence of boys in the classroom greatly reduces the voices of girls in scholarly conversations at the higher education level (Morgenlander, Heron, & Schenken, 2009).

The study findings outline that textbooks frequently show males in authoritative positions, which reinforces students' biases about gender in developing countries (Mulvaney & Morrissey, 2012). Similarly, the study findings examine that girls are subject to subject choice constraints, while boys enjoy greater academic flexibility in Kenya (Mungai, 2012). In the same way, analysis of the study pointed out that dropout rates among girls in high school have an impact on their ability to obtain better economic prospects, with several factors (Shoaib, Iqbal, & Tahira, 2021). Likewise, the argument of the study reveals that girls are deterred from engaging in competitive academic pursuits by their fear of prejudice in higher education (Shoaib, Fatima, & Jamil, 2021). However, the results of the study articulated that girls' access to high-quality higher education is limited by the lack of scholarships (Shoaib, Ali, & Akbar, 2021). Comparably, the study of Nasser and Birenbaum (2005) asserted that family expectations limit girls' goals while pushing boys toward greater education in developing countries. The analysis of the research reported that traditional practices place a higher value on marriage than on education, which lowers girls' academic performance in higher education (Shoaib, Ahmad, Ali, & Abdullah, 2021). Correspondingly, the study findings show that stereotypes on social media have a detrimental impact on students' academic goals and self-esteem at the tertiary level (Shoaib, Abdullah, & Ali, 2021). Furthermore, the study findings indicate that boys are more socially encouraged to take advantage of possibilities for exploratory learning with several factors at a higher university level (Shoaib, 2021; Niehues, Kisbu-Sakarya, & Selcuk, 2020). In addition, the study findings conclude that financial difficulties have a greater impact on girls' education since families emphasize the education of boys at higher education (Nigri, Levantesi, & Marino, 2021).

The study findings outline that girls' capacity to regularly attend school is greatly impacted by limited access to transportation in developing countries for higher education (Noria, Borkowski, & Whitman,

2009). Similarly, the study findings examine that the academic performance of students is significantly impacted by school absences due to cultural taboos surrounding menstruation (Oh, 2023). In the same way, analysis of the study pointed out that academic gaps between boys and girls are reinforced by the lack of gender-inclusive teaching methods in many educational institutions (Ali, Shoaib, & Abdullah, 2021). Likewise, the argument of study reveals that equality of academic chances for girls and boys is restricted by the absence of inclusive educational policies linked with several factors (Ahmad, Shoaib, & Shaukat, 2021). However, the results of the study articulated that girls are discouraged from pursuing ambitious academic goals by the effects of social stigmas associated with women in leadership roles (Ahmad, Ahmad, Shoaib, & Shaukat, 2021). Comparably, the study of Park, McPartlan, Solanki, and Xu (2023) asserted that disparity in parental support for girls' education remains lower in traditional societies due to gender beliefs. The analysis of the research reported that traditional societies' beliefs significantly impact the learning achievements of the students at the university level (Shoaib, Abdullah, & Ali, 2020). Correspondingly, the study findings show that effects on female students' limited professional networks make it more difficult for them to take advantage of opportunities for academic progress in developing countries (Shoaib & Ullah, 2019). Furthermore, the study findings indicate that girls are discouraged from taking on leadership roles in educational institutions due to factors of gender conventions (Patterson & O'Brien, 2023). In addition, the study findings conclude that higher rates of maternal illiteracy in developing countries have a detrimental effect on daughters' academic goals and success (Paulus & Nolan, 2021).

**Conclusion**

The study concludes based on the existing body of literature that gender disparities in various educational dimensions significantly affect learning achievements at tertiary levels. The blend of review of literature and primary data investigation discloses that factors such as gender disparity in enrolment, classroom diminuendos, and the broader learning environment contribute to disparity in academic achievement. The presence of a supportive classroom environment and disparities has been linked to the residential backgrounds of the students, which also play an essential role in shaping learning achievements. Likewise, the study stresses the significance of educational resources, teaching resources based on indigenous culture, unbiased communication practices, vigorous policy, and institutional support in addressing learning inequalities. Collective learning opportunities, flexible instructional approaches, and fair evaluation methods emerged as key enablers for minimizing gender-based achievement disparities. Collectively, the findings emphasize the multidimensional nature of gender disparities at the tertiary level and the need for comprehensive, approachable, equity-driven pedagogical and institutional practices to foster academic achievement for all students.

**References**

Abdullah, F., Usmani, F., & Shoaib, M. (2023). Psychological Aspects of Violence against Women: A Quantitative Analysis. Qlantic Journal of Social Sciences, 4(3), 163-172.

Ahmad, J., Ahmad, A., Shoaib, M., & Shaukat, B. (2021). Public Library Online Information Resources to Library Patrons during COVID-19 Pandemic: A Case of Higher Education Institutions. Library Philosophy and Practice, 1-14.

Ahmad, J., Shoaib, M., & Shaukat, B. (2021). Academic Library Resources and Services at Higher Education Institutions during COVID-19 Pandemic: A Case of Students' Satisfaction. Library Philosophy and Practice, 1-17.

Ali, N., Shoaib, M., & Abdullah, F. (2021). Trends of Research Visualization of Digital Collections and Resources in Academic Libraries from 2001 to 2020: A Bibliometric Analysis. Library Philosophy and Practice, 1-25.

Ali, N., Shoaib, M., & Abdullah, F. (2022). Information literacy and research support services in academic libraries: A bibliometric analysis from 2001 to 2020. Journal of Information Science, 49(6), 1593-1606. doi:https://doi.org/10.1177/01655515211068169

Ali, R., Zaman, M. A., & Shoaib, M. (2024). Trends of Research Visualization of Gender Inequality, Equality, and Equity: A Bibliometric Analysis from 1981 to 2020. Pakistan Journal of Law, Analysis and Wisdom, 3(8), 237–252.

Freire, S. (2009). Creating inclusive learning environments: Difficulties and opportunities within the new political ethos. Journal of Deaf Studies and Deaf Education, 14(1), 131-135.

Graham, M. A. (2023). Overcrowded Classrooms and their Association with South African Learners' Mathematics Achievement. African Journal of Research in Mathematics, Science and Technology Education, 27(2), 169-179. doi:10.1080/18117295.2023.2244217

Greenfader, C. M. (2023). What Is the Role of Executive Function in the Early Elementary School Achievement of Latino Students? Journal of Latinos and Education, 22(4), 1709-1727. doi:10.1080/15348431.2022.2043863

Grogan-Kaylor, A., & Woolley, M. E. (2010). The Social Ecology of Race and Ethnicity School Achievement Gaps: Economic, Neighborhood, School, and Family Factors. Journal of Human Behavior in the Social Environment, 20(7), 875-896. doi:10.1080/10911359.2010.494927

Gullo, D. F., & Ammar, A. A. (2022). Predicting third-grade academic achievement in low-socioeconomic children: developmental and socio-behavioural influences in kindergarten. Early Child Development and Care, 192(11), 1800-1815. doi:10.1080/03004430.2021.1939694

He, D. (2013). What makes learners anxious while speaking English: a comparative study of the perceptions held by university students and teachers in China. Educational Studies, 39(3), 338-350. doi:10.1080/03055698.2013.764819

Heilbrun, A., Cornell, D., & Konold, T. (2018). Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline. Journal of School Violence, 17(3), 324-338. doi:10.1080/15388220.2017.1368395

Helwig, R., Anderson, L., & Tindal, G. (2001). Influence of Elementary Student Gender on Teachers' Perceptions of Mathematics Achievement. The Journal of Educational Research, 95(2), 93-102. doi:10.1080/00220670109596577

Hernández, D. (2016). 'Extra oomph:' addressing housing disparities through Medical Legal Partnership interventions. Housing Studies, 31(7), 871-890. doi:10.1080/02673037.2016.1150431

Highfield, C. (2010). Disparity in student achievement within and across secondary schools: an analysis of department results in English, maths and science in New Zealand. School Leadership & Management, 30(2), 171-190. doi:10.1080/13632431003685860

Hindorff, L. A., Bonham, V. L., & Ohno-Machado, L. (2018). Enhancing Diversity to Reduce Health Information Disparities and Build an Evidence Base foR Genomic Medicine. Personalized Medicine, 15(5), 403-412. doi:10.2217/pme-2018-0037

Hitchon, C. A., Oneil, L., Peschken, C. A., Robinson, D. B., Fowler-Woods, A., & El-Gabalawy, H. S. (2023). Disparities in rheumatoid arthritis outcomes for North American Indigenous populations. International Journal of Circumpolar Health, 82(1), 2166447. doi:10.1080/22423982.2023.2166447

Horton, A. (2005). The Academic Achievement Gap Between Blacks and Whites. Journal of Human Behavior in the Social Environment, 10(2), 57-70. doi:10.1300/J137v10n02_03

Hoskins, B., Janmaat, J. G., Han, C., & Muijs, D. (2016). Inequalities in the education system and the reproduction of socioeconomic disparities in voting in England, Denmark and Germany: the influence of country context, tracking and self-efficacy on voting intentions of students age 16–18. Compare: A Journal of Comparative and International Education, 46(1), 69-92. doi:10.1080/03057925.2014.912796

Hsieh, T.-L. (2022). Enrollment motivation and student engagement behaviors: disparity among freshmen of an education department from three universities with different academic levels. Higher Education Research & Development, 41(3), 759-773. doi:10.1080/07294360.2021.1877624

Huet, V., Springham, N., & Evans, C. (2014). The Art Therapy Practice Research Network: Hurdles, pitfalls and achievements. Counselling and Psychotherapy Research, 14(3), 174-180. doi:10.1080/14733145.2014.929416

Hunter, E. G., Hancock, J., Weber, C., & Simon, M. (2011). Underserved Farmers With Disabilities: Designing an AgrAbility Program to Address Health Disparities. Journal of Agromedicine, 16(2), 99-105. doi:10.1080/1059924X.2011.554767

Hyun, M., & Jordan, J. S. (2020). Athletic goal achievement: A critical antecedent of event satisfaction, re-participation intention, and future exercise intention in participant sport events. Sport Management Review, 23(2), 256-270. doi:10.1016/j.smr.2019.01.007

Illøkken, K. E., Ruge, D., LeBlanc, M., Øverby, N. C., & Nordgård Vik, F. (2024). Associations between having breakfast and reading literacy achievement among Nordic primary school students. Education Inquiry, 15(2), 247-259. doi:10.1080/20004508.2022.2092978

Ion, I. E., Lupu, R., & Nicolae, E. (2022). Academic achievement and professional aspirations: between the impacts of family, self-efficacy and school counselling. Journal of Family Studies, 28(2), 587-610. doi:10.1080/13229400.2020.1746685

Isom Scott, D. A., & Grosholz, J. M. (2019). Unpacking the Racial Disparity in Crime from a Racialized General Strain Theory Perspective. Deviant Behavior, 40(12), 1445-1463. doi:10.1080/01639625.2018.1519127

Jacobs, N., & Harvey, D. (2005). Do parents make a difference to children's academic achievement? Differences between parents of higher and lower achieving students. Educational Studies, 31(4), 431-448. doi:10.1080/03055690500415746

Jaeger, E. L. (2019). The achievement ideology of Reading Wonders: a critical content analysis of success and failure in a core reading programme. Journal of Curriculum Studies, 51(1), 121-140. doi:10.1080/00220272.2018.1504119

James, J. (2006). Misguided investments in meeting millennium Development Goals: a reconsideration using ends-based targets. Third World Quarterly, 27(3), 443-458. doi:10.1080/01436590600587960

James, N. (2016). 30-Second Ancient Egypt: The 50 Most Important Achievements of a Timeless Civilization, Each Explained in Half a Minute/ 30-Second Ancient Rome: The 50 Most Important Achievements of a Timeless Civilization, Each Explained in Half a Minute/ Ancient Assyria: A Very Short Introduction/ Roman Britain: A Very Short Introduction/ Byzantium: A Very Short Introduction. European Journal of Archaeology, 19(3), 559-563. doi:10.1080/14619571.2016.1192813

Jena, R. K. (2016). Investigating the interrelation between attitudes, learning readiness, and learning styles under virtual learning environment: a study among Indian students. Behaviour & Information Technology, 35(11), 946-957. doi:10.1080/0144929X.2016.1212930

Jeong, Y.-J., & Acock, A. C. (2014). Academic achievement trajectories of adolescents from Mexican and East Asian immigrant families in the United States. Educational Review, 66(2), 226-244. doi:10.1080/00131911.2013.769936

Johnson, A., Kuhfeld, M., Soland, J., & Davison, M. (2024). Examining the Association between Racial Disparities in Exclusionary Discipline Practices and Academic Gains. Journal of Education for Students Placed at Risk (JESPAR), 29(3), 266-290. doi:10.1080/10824669.2023.2172415

Johnson, N. L. (2023). Towards Understanding Disparities in Using Technology to Access Health Care Information: African American Veterans' Sociocultural Perspectives on Using My HealtheVet for Diabetes Management. Health Communication, 38(11), 2399-2407. doi:10.1080/10410236.2022.2071392

Johnson-Motoyama, M., Moore, T. D., Damman, J. L., & Rudlang-Perman, K. (2018). Using Administrative Data to Monitor Racial/Ethnic Disparities and Disproportionality Within Child Welfare Agencies: Process and Preliminary Outcomes. Journal of Public Child Welfare, 12(1), 23-41. doi:10.1080/15548732.2017.1301842

Jones, P. R., Taylor, D. M., Van Allen, K. L., Dampeer-Moore, J., Perrin, A., Mullings, R. A., & Chapman, T. O. (2016). "I'm Not Telling": The Effects of Racial Disparities Communications on Task Persistence Among Blacks. Journal of Health Communication, 21(2), 257-265. doi:10.1080/10810730.2015.1080324

Jones, T. C. (2024). Students Exploring Health Disparities in Undergraduate Kinesiology Course. International Journal of Kinesiology in Higher Education, 8(4), 326-342. doi:10.1080/24711616.2024.2410151

Jordan, D. R., Shortridge, A., & Darden, J. T. (2022). Exploring Persistent Racial and Ethnic Representation Disparity in U.S. Geography Doctoral Programs: The Disciplinary Underrepresentation Gap. The Professional Geographer, 74(2), 193-220. doi:10.1080/00330124.2021.1986671

Judge, S. (2013). Longitudinal predictors of reading achievement among at-risk children. Journal of Children and Poverty, 19(1), 1-19. doi:10.1080/10796126.2013.765629

Kadio, K. E. (2023). Academic achievements in Sub-Saharan Africa: contexts, peers and inequalities. Education Economics, 31(2), 166-188. doi:10.1080/09645292.2022.2052807

Kausar, N., Manaf, A., & Shoaib, M. (2022). Suicidal Ideation among Adolescents: A Case of Bullying Victimization and Emotional Intelligence. OMEGA - Journal of Death and Dying, 1-14. doi:10.1177/00302228221120123

Khoshnaghsh, A., Irfan, M., Tukur Jido, J., & Zahra, S. A. (2023). Letter to the editor in response to: achievement emotions of medical students: do they predict self-regulated learning and burnout in an online learning environment? Medical Education Online, 28(1), 2259163. doi:10.1080/10872981.2023.2259163

Klein, J. (2001). Attention, Scholastic Achievement and Timing of Lessons. Scandinavian Journal of Educational Research, 45(3), 301-309. doi:10.1080/00313830120074224

Klein, J. (2004a). Planning middle school schedules for improved attention and achievement. Scandinavian Journal of Educational Research, 48(4), 441-450. doi:10.1080/00313830420002458 25

Klein, J. (2004b). Who is most responsible for gender differences in scholastic achievements: pupils or teachers? Educational Research, 46(2), 183-193. doi:10.1080/0013188042000222458

Kline, D. M. S. (2016). Can Restorative Practices Help to Reduce Disparities in School Discipline Data? A Review of the Literature. Multicultural Perspectives, 18(2), 97-102. doi:10.1080/15210960.2016.1159099

Kluczniok, K., & Schmidt, T. (2020). Socio-cultural disparities in the quality of children's interactions in preschools. European Early Childhood Education Research Journal, 28(4), 519-533. doi:10.1080/1350293X.2020.1783926

Kohen, D., & Guèvremont, A. (2014). Income disparities in preschool outcomes and the role of family, child, and parenting factors. Early Child Development and Care, 184(2), 266-292. doi:10.1080/03004430.2013.785539

Kosko, K. W., & Miyazaki, Y. (2012). The Effect of Student Discussion Frequency on Fifth-Grade Students' Mathematics Achievement in U.S. Schools. The Journal of Experimental Education, 80(2), 173-195. doi:10.1080/00220973.2011.566588

Krammer, M., Gasteiger-Klicpera, B., Holzinger, A., & Wohlhart, D. (2021). Inclusion and standards achievement: the presence of pupils identified as having special needs as a moderating effect on the national mathematics standards achievements of their classmates. International Journal of Inclusive Education, 25(7), 795-811. doi:10.1080/13603116.2019.1573938

La Salle, T. P., & Hagermoser Sanetti, L. M. (2016). Implications of student health problems on achievement and engagement. International Journal of School & Educational Psychology, 4(1), 10-15. doi:10.1080/21683603.2016.1130543

Lakra, R., Bhayani, S., & Sulaiman, K. (2023). Cultural competency education in the medical curriculum to overcome health care disparities. Baylor University Medical Center Proceedings, 36(5), 616-619. doi:10.1080/08998280.2023.2221126

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental Involvement: The Missing Link in School Achievement. Preventing School Failure: Alternative Education for Children and Youth, 55(3), 115-122. doi:10.1080/10459880903472876

Lasen, M., Tomas, L., & Hill, A. (2015). Potential of service-learning to promote sustainability competencies in pre-service teachers: a case study. Teaching Education, 26(4), 341-365. doi:10.1080/10476210.2015.1018157

Laurimäe, M., Paas, T., & Paulus, A. (2022). The effect of COVID-19 and the wage compensation measure on income-related gender disparities. Baltic Journal of Economics, 22(2), 146-166. doi:10.1080/1406099X.2022.2149976

Leach, M. T., & Williams, S. A. (2007). The Impact of the Academic Achievement Gap on the African American Family. Journal of Human Behavior in the Social Environment, 15(2-3), 39-59. doi:10.1300/J137v15n02_04

Leavitt, R. R., & Hess, R. S. (2019). School Climate and the Latino-White Achievement Gap. Leadership and Policy in Schools, 18(3), 270-283. doi:10.1080/15700763.2017.1384498

Lee, M., & Lam, B. O.-Y. (2016). The academic achievement of socioeconomically disadvantaged immigrant adolescents: a social capital perspective. International Review of Sociology, 26(1), 144-173. doi:10.1080/03906701.2016.1112528

Lee, M., & Madyun, N. i. (2008). School racial composition and academic achievement: the case of Hmong LEP students in the USA. Educational Studies, 34(4), 319-331. doi:10.1080/03055690802257051

Lee, S. W., & Choi, S. (2024). Teachers' effects on student achievement in the United States from a cumulative perspective. Educational Research and Evaluation, 29(7-8), 566-588. doi:10.1080/13803611.2024.2398428

Lehmann, P. S. (2023). Classroom Disruptiveness and Racial, Ethnic, and Gender Disparities in Office Discipline Referrals. Journal of School Violence, 22(4), 581-594. doi:10.1080/15388220.2023.2255131

Leifler, E. (2020). Teachers' capacity to create inclusive learning environments. International Journal for Lesson & Learning Studies, 9(3), 221-244.

Lentz, C., & Noll, A. (2023). Across regional disparities and beyond family ties: A Ghanaian middle class in the making. History and Anthropology, 34(3), 455-472. doi:10.1080/02757206.2021.1885400

Long, H., & Pang, W. (2016). Family socioeconomic status, parental expectations, and adolescents' academic achievements: a case of China. Educational Research and Evaluation, 22(5-6), 283-304. doi:10.1080/13803611.2016.1237369

Lusher, D. (2011). Masculinity, educational achievement and social status: a social network analysis. Gender and Education, 23(6), 655-675. doi:10.1080/09540253.2010.527825

Ma, L., Xiao, L., & Jiao, Y. (2024). Mediation of Reading Enjoyment between Teacher Feedback and Reading Achievement: Cross-Cultural Generalizability across 75 Countries/Economies. The Journal of Experimental Education, 92(3), 431-451. doi:10.1080/00220973.2023.2208063

Magalhães, S., Carneiro, L., Limpo, T., & Filipe, M. (2020). Executive functions predict literacy and mathematics achievements: The unique contribution of cognitive flexibility in grades 2, 4, and 6. Child Neuropsychology, 26(7), 934-952. doi:10.1080/09297049.2020.1740188

Mahmud, A., & Gagnon, J. (2023). Racial disparities in student outcomes in British higher education: examining Mindsets and bias. Teaching in Higher Education, 28(2), 254-269. doi:10.1080/13562517.2020.1796619

Makowsky, M., & Martin, Z. (2021). Geography Achievement and Opportunity to Learn: A Focus on the Attitudes of Teachers and Students. Journal of Geography, 120(6), 225-231. doi:10.1080/00221341.2021.2000011

Malý, J. (2016). Impact of Polycentric Urban Systems on Intra-regional Disparities: A Micro-regional Approach. European Planning Studies, 24(1), 116-138. doi:10.1080/09654313.2015.1054792

Marc Jackman, W., & Morrain-Webb, J. (2019). Exploring gender differences in achievement through student voice: Critical insights and analyses. Cogent Education, 6(1), 1567895. doi:10.1080/2331186X.2019.1567895

Marks, H. M., & Kuss, P. (2001). Socialization for Citizenship through Community Service: Disparities in Participation among U.S. High School Students. Sociological Focus, 34(4), 377-398. doi:10.1080/00380237.2001.10571209

Marmeleira, J., Folgado, H., Martínez Guardado, I., & Batalha, N. (2020). Grading in Portuguese secondary school physical education: assessment parameters, gender differences and associations with academic achievement. Physical Education and Sport Pedagogy, 25(2), 119-136. doi:10.1080/17408989.2019.1692807

Marshall, V. K., Chavez, M. N., Mason, T. M., & Martinez Tyson, D. (2022). The Use of Telehealth to Provide Continuity of Cancer Care during the COVID-19 Pandemic: Advantages, Disparities, and Implications to Promote Health Equity. Hospital Topics, 100(4), 166-176. doi:10.1080/00185868.2021.1942360

Martin, H., Craigwell, R., & Ramjarrie, K. (2022). Grit, motivational belief, self-regulated learning (SRL), and academic achievement of civil engineering students. European Journal of Engineering Education, 47(4), 535-557. doi:10.1080/03043797.2021.2021861

Martínez, J. F. (2012). Consequences of omitting the classroom in multilevel models of schooling: an illustration using opportunity to learn and reading achievement. School Effectiveness and School Improvement, 23(3), 305-326. doi:10.1080/09243453.2012.678864

Mato, D. (2016). Indigenous People in Latin America: Movements and Universities. Achievements, Challenges, and Intercultural Conflicts. Journal of Intercultural Studies, 37(3), 211-233. doi:10.1080/07256868.2016.1163536

Matsaganis, M. D., & Golden, A. G. (2015). Interventions to Address Reproductive Health Disparities among African-American Women in a Small Urban Community: the Communicative Construction of a "Field of Health Action". Journal of Applied Communication Research, 43(2), 163-184. doi:10.1080/00909882.2015.1019546

Melius, J. (2011). The Influence of Undergraduate Students' Engagement Practices and Their Institutional Environment on Academic Achievement. Journal of Human Behavior in the Social Environment, 21(6), 606-624. doi:10.1080/10911359.2011.583494

Mertens, S. B., & Flowers, N. (2003). Middle School Practices Improve Student Achievement in High Poverty Schools. Middle School Journal, 35(1), 33-43. doi:10.1080/00940771.2003.11494524

Mestry, R. (2019). School Management Teams' Instructional Leadership Role in Closing the Achievement Gap in Impoverished Schools. Africa Education Review, 16(6), 94-110. doi:10.1080/18146627.2018.1464696

Mitchell, J. A. (2012). Integrating Education on Addressing Health Disparities into the Graduate Social Work Curriculum. Journal of Teaching in Social Work, 32(5), 471-486. doi:10.1080/08841233.2012.725458

Mondal, A., & Islam, N. (2023). The Right to Education Act, 2009 in India after a decade: appraising achievements and exploring unkept promises. Education 3-13, 51(1), 87-106. doi:10.1080/03004279.2021.1973532

Morgenlander, K. H., Heron, D. E., & Schenken, L. L. (2009). Use of Partnership Strategies to Build Radiation Oncology Disparities Research Programs in Five Western Pennsylvania Communities: An Organizational Case Study. Social Work in Public Health, 24(4), 277-304. doi:10.1080/15433710802671668

Mulvaney, M. K., & Morrissey, R. A. (2012). Parenting beliefs and academic achievement across African-American and Caucasian family contexts. Early Child Development and Care, 182(9), 1105-1124. doi:10.1080/03004430.2011.582950

Mungai, A. M. (2012). Academic achievement of girls in rural schools in Kenya. Africa Education Review, 9(1), 63-85. doi:10.1080/18146627.2012.683591

Nasser, F., & Birenbaum, M. (2005). Modeling Mathematics Achievement of Jewish and Arab Eighth Graders in Israel: The Effects of Learner-Related Variables. Educational Research and Evaluation, 11(3), 277-302. doi:10.1080/13803610500101108

Niehues, W., Kisbu-Sakarya, Y., & Selcuk, B. (2020). Motivation and maths achievement in Turkish students: are they linked with socio-economic status? Educational Psychology, 40(8), 981-1001. doi:10.1080/01443410.2020.1724887

Nieminen, J. H., & Pesonen, H. V. (2022). Politicising inclusive learning environments: how to foster belonging and challenge ableism? Higher Education Research & Development, 41(6), 2020-2033.

Nigri, A., Levantesi, S., & Marino, M. (2021). Life expectancy and lifespan disparity forecasting: a long short-term memory approach. Scandinavian Actuarial Journal, 2021(2), 110-133. doi:10.1080/03461238.2020.1814855

Noria, C. W., Borkowski, J. G., & Whitman, T. L. (2009). Parental influences on self-regulation and achievement in children with adolescent mothers. European Journal of Developmental Psychology, 6(6), 722-745. doi:10.1080/17405620801969734

Oh, H. (2023). Flourishing among young adult college students in the United States: sexual/gender and racial/ethnic disparities. Social Work in Mental Health, 21(4), 347-359. doi:10.1080/15332985.2022.2155502

Park, E. S., McPartlan, P., Solanki, S., & Xu, D. (2023). When Expectation Isn't Reality: Racial Disparities in Overestimation and STEM Attrition Among First-Year Students in College. The Journal of Higher Education, 94(4), 526-556. doi:10.1080/00221546.2022.2146570

Patterson, C., & O'Brien, G. (2023). Cultivating a schoolwide pedagogy: Achievements and challenges of shifting teacher learning on thinking. Professional Development in Education, 49(5), 797-811. doi:10.1080/19415257.2021.1879221

Paulus, L., & Nolan, K. (2021). Geography Achievement and Opportunity to Learn: A Focus on Curriculum Organization and Content. Journal of Geography, 120(6), 212-217. doi:10.1080/00221341.2021.2001030

Rozenfelde, M. (2016). Inclusive learning environment for pupils with special needs in general educational institution. Social welfare: interdisciplinary approach, 6(2), 149-158.

Shoaib, M. (2021). Sociological Analysis of Teachers Perspectives on Students Academic Performance in Higher Education in the Punjab. (PhD Thesis). International Islamic University Islamabad, Central Library.

Shoaib, M. (2023a, September 22). Galvanising Bourdieu's typology with Pakistani education and social class. The Nation, p. 4.

Shoaib, M. (2023b, December 05). Gender Differences in Academic Performance. The Nation.

Shoaib, M. (2023c). Leisure and Psychological Well-being of the Elderly: Nexus of Mass Media and Modern Technology. Pakistan Journal of Law, Analysis and Wisdom, 2(2), 1042–1053.

Shoaib, M. (2024a, January 09). Gender Disparity in Education. The Nation.

Shoaib, M. (2024b). Gender Diversity and Inclusion in Higher Education in Pakistan. Pakistan Journal of Law, Analysis and Wisdom, 3(1), 207-222.

Shoaib, M. (2024c, April 30). Gendered Space in Higher Education. Daily Parliament Times, p. 3.

Shoaib, M. (2024d). Gendering Bourdieu's Cultural Capital in Higher Education in Pakistan. Pakistan Journal of Law, Analysis and Wisdom, 3(2), 265-278.

Shoaib, M. (2024e). Tailoring Theoretical Lens and Nudging Bourdieu's Cultural Capital on Gender and Academic Performance. Journal of Social Sciences Review, 4(4), 87–101.

Shoaib, M. (2025). Academic Achievement and Gender Inequality in Higher Education: A Systematic Review of Muslim Majority Nations. Sociology & Cultural Research Review 3(02), 373–380.

Shoaib, M., & Ullah, H. (2019). Female and Male Students' Educational Performance in Tertiary Education in the Punjab, Pakistan. Pakistan Journal of Social Issues, X(1), 83-100.

Shoaib, M., & Ullah, H. (2021a). Classroom Environment, Teacher, and Girl Students' Learning Skills. Education and Urban Society, 53(9), 1039-1063. doi:10.1177/00131245211001908

Shoaib, M., & Ullah, H. (2021b). Teachers' perspectives on factors of female students' outperformance and male students' underperformance in higher education. International Journal of Educational Management, 35(3), 684-699. doi:10.1108/IJEM-05-2020-0261

Shoaib, M., & Zaman, M. A. (2025). Evaluating Academic Performance in Higher Education during COVID-19 A Study of Virtual Learning Environments. Pakistan Journal of Law, Analysis and Wisdom, 4(4), 64-78.

Shoaib, M., Abdullah, F., & Ali, N. (2020). Library Resources and Research Environment in Higher Education Institutions: Students' Satisfaction. Library Philosophy and Practice, 1-18.

Shoaib, M., Abdullah, F., & Ali, N. (2021). A Research Visualization of Academic Learning Skills among Students in Higher Education Institutions: A Bibliometric Evidence from 1981 to 2020. Library Philosophy and Practice, 5579, 1-34.

Shoaib, M., Ahmad, A., Ali, N., & Abdullah, F. (2021). Trend of Research Visualization of Learning, Classroom, and Class Participation in Higher Education Institutions: A Bibliometric Analysis from 2001 to 2020. Library Philosophy and Practice, 5743, 1-26.

Shoaib, M., Ali, R., & Akbar, A. (2021). Library Services and Facilities in Higher Education Institutions in Pakistan: Satisfaction of Patrons. Library Philosophy and Practice, 1-19.

Shoaib, M., Ali, S. R., & Abbas, Z. (2024). Self-Fulfilling Prophecy of Learning Skills Among Students in Higher Education. Pakistan Journal of Law, Analysis and Wisdom, 3(7), 164-177.

Shoaib, M., Fatima, U., & Jamil, R. (2021). Academic Library and Students' Learning at University Level: Nothing is Pleasanter than Exploring a Library. Library Philosophy and Practice, 1-19.

Shoaib, M., Iqbal, A., & Iftikhar, I. (2025). Engagement of Students in Learning in Higher Education: The Role of Academic Library Spaces. The Regional Tribune, 4(3), 311-328.

Shoaib, M., Iqbal, S., & Tahira, G. (2021). Digitalization of Academic Libraries in Higher Education Institutions during COVID-19 Pandemic. Library Philosophy and Practice, 1-15.

Shoaib, M., Shamsher, A., & Iqbal, S. (2025). A Systematic Review of Academic Library Spaces as Facilitators of Student Engagement in Higher Education Learning. The Knowledge, 4(1), 123-134.

Shoaib, M., Shamsher, A., & Iqbal, S. (2025). Understanding Student Engagement in Higher Education: The Contribution of Academic Library Spaces. ProScholar Insights, 4(1), 245-257.

Shoaib, M., Shehzadi, K., & Abbas, Z. (2023). Contemporary Research on Learning Spaces and Teacher Effectiveness in Higher Education. Pakistan Journal of Law, Analysis and Wisdom, 2(03), 352–369.

Shoaib, M., Shehzadi, K., & Abbas, Z. (2024a). Inclusivity and Teachers' Aptitude in Higher Education in Pakistan. Pakistan Journal of Law, Analysis and Wisdom, 3(6), 219-237.

Shoaib, M., Shehzadi, K., & Abbas, Z. (2024b). Inclusivity, Teacher Competency, and Learning Environment at Higher Education: Empirical Evidences. Pakistan Journal of Law, Analysis and Wisdom, 3(5), 244-261.

Shoaib, M., Tariq, I., & Iqbal, S. (2025a). Extracurricular Activities in Higher Education: Diversity and Inclusion. Regional Lens, 4(1), 174-187.

Shoaib, M., Tariq, I., & Iqbal, S. (2025b). Intersectionality and Student Inclusion in Higher Education: A Study of Class, Residence, Culture, and Extracurricular Participation. Journal of Social Horizons, 2(1), 1-14.

Shoaib, M., Tariq, I., Rasool, S., & Iqbal, S. (2025). The Role of Extracurricular Activities in Fostering Diversity and Inclusion in Higher Education: A Systematic Review. Advance Social Science Archive Journal, 3(2), 1377–1392.

Shoaib, M., Usmani, F., & Abdullah, F. (2023). Plotting The Literature On Social Work Education From 1971-2020: A Scientometric Analysis. Pakistan Journal of Social Research, 5(2), 1347-1360.

Shoaib, M., Waris, T., & Iqbal, S. (2025). A Review-Based Examination of Gender Dynamics in Virtual Learning Environments in Higher Education. Sociology & Cultural Research Review, 3(02), 448–454.

Shoaib, M., Waris, T., & Iqbal, S. (2025). A Review-Based Examination of Gender Dynamics in Virtual Learning Environments in Higher Education. Sociology & Cultural Research Review, 3(02), 448–454.

Shoaib, M., Waris, T., & Iqbal, S. (2025). Virtual Learning Environments and Gendered Spaces in Higher Education in Pakistan: A Quantitative Approach. Regional Lens, 4(2), 65-78.

Shoaib, M., Waris, T., & Iqbal, S. (2025a). Assessing Gendered Participation Spaces in Online Learning Environments in Higher Education in Pakistan. The Knowledge, 4(2), 63-74.

Shoaib, M., Waris, T., & Iqbal, S. (2025b). Gender Dynamics in Online Higher Education: Insights from Empirical Evidence. The Regional Tribune, 4(2), 89-102.

Shoaib, M., Zaman, M. A., & Abbas, Z. (2024). Trends of Research Visualization of Gender Based Violence (GBV) from 1971-2020: A Bibliometric Analysis. Pakistan Journal of Law, Analysis and Wisdom, 3(7), 203-216.

Ullah, H., & Shoaib, M. (2021). Trend of Research Visualization of Sociology of Education from 2001 to 2020: A Bibliometric Analysis. Library Philosophy and Practice, 1-24