Name of Publisher: BRIGHT EDUCATION RESEARCH SOLUTIONS

Let's Start!

Journal of Management & Social Science

ISSN Online: 3006-4848
ISSN Print: 3006-483X

https://rjmss.com/index.php/7/about

RECOGNIZED IN "Y" CATEGORY BY HEC

Gender, Social Media, and Trust: A Qualitative Sociological Study

Laiba Usman
M. Phil Scholar, Department of Sociology, University of Gujrat, Gujrat, Pakistan
Email: laibamaliklaibamalik42@gmail.com

Muhammad Shoaib (Corresponding Author)
Associate Professor, Department of Sociology, University of Gujrat, Gujrat, Pakistan
Email: shoaibsoc@uog.edu.pk

Review Type: Double Blind Peer Review

Journal of Management & Social Science
VOL-3, ISSUE-1, 2026

ABSTRACT

Abstract
This study examined the relationship between gender, social media, and trust from a sociological perspective, focusing on the experiences and interactions of higher education students in digital environments. A qualitative research design was employed using secondary qualitative data collected from academic databases, peer-reviewed journal articles, research reports, and relevant scholarly literature. Sources were purposively selected according to their relevance to gendered experiences, social media practices, digital interactions, and trust relations. Qualitative content analysis was conducted to identify recurring concepts, patterns, themes, and narratives concerning gendered communication, online identity, interpersonal relationships, privacy, credibility, digital safety, and trust formation. The findings indicate that gender, social media, and trust are closely interconnected within contemporary digital interaction. Students' online experiences are shaped by gender norms, cultural expectations, interpersonal relationships, and perceptions of authenticity and safety. Trust develops through communication, consistency, mutual respect, and previous online experiences, whereas privacy concerns and misrepresentation constrain participation. The study highlights the importance of digital literacy, privacy awareness, respectful communication, and responsible online engagement among higher education students.

Keywords: Gender, Social Media, Digital Trust, Higher Education, Qualitative Content Analysis

Introduction

Social media has become an important arena of social interaction, identity formation, communication, and relationship building among higher education students (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b). Digital platforms provide students with opportunities to communicate, exchange information, participate in online communities, and express personal and social views (Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026a, 2026b). However, these interactions are shaped by gendered experiences, social expectations, cultural norms, and perceptions of trust (Ali, Shoaib, Shamraiz, & Abdullah, 2026; Ditta, Noor, Shoaib, & Baneen, 2026a, 2026b). Gender influences how students navigate social media, construct online identities, interpret interactions, and determine whom to trust in digital environments (Larijani, Shoaib, & Abedi, 2026; Nazir, Adnan, & Shoaib, 2026; Nazir, Shoaib, & Bukhari, 2026). At the same time, trust plays a significant role in shaping students' willingness to communicate, share information, develop relationships, and participate in online activities (Nazir, Shoaib, & Kausar, 2026; Nazir, Shoaib, & Mubeen, 2026; Noor, Ditta, & Shoaib, 2026). Concerns regarding privacy, authenticity, gendered representations, discrimination, and misuse of shared information further influence students' perceptions of safety and trustworthiness (Noor, Shoaib, & Ditta, 2026; Sarfraz, Kausar, Shoaib, & Abdullah, 2026; Sarfraz, Sheraz, Shoaib, & Abdullah, 2026). From a sociological perspective, examining the intersection of gender, social media, and trust provides insight into how broader social structures and cultural expectations are reproduced, negotiated, or challenged in digital spaces (Sarfraz, Shoaib, & Kausar, 2026; Sarfraz, Shoaib, Kausar, & Abdullah, 2026; Sarfraz, Shoaib, & Sheraz, 2026a).

A qualitative approach is particularly useful for exploring students' lived experiences, meanings, perceptions, and interpretations of online interactions (Sarfraz, Shoaib, & Sheraz, 2026b; Shahzadi, Shoaib, & Abdullah, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026). Therefore, this study explores how higher education students understand and experience gendered interactions, trust relations, and social media practices within contemporary digital environments.

Data and Methods

This study employed a qualitative research design to explore the relationship between gender, social media, and trust from a sociological perspective. Secondary qualitative data were extracted from relevant academic databases, including published journal articles, research reports, and scholarly literature addressing gendered experiences, social media practices, digital interactions, and trust relations. The collected literature was selected based on its relevance to the study objectives and conceptual focus. A qualitative content analysis approach was employed to systematically examine the selected sources and identify recurring concepts, patterns, meanings, and narratives related to gender, social media, and trust. Particular attention was given to narratives concerning gendered communication, online identity, interpersonal relationships, privacy, credibility, and trust-building within digital environments. The extracted information was coded thematically and organized into meaningful categories. Emerging themes and narratives were then interpreted sociologically by relating individual digital experiences to broader gender norms, cultural expectations, and social structures. The findings were presented narratively to provide an integrated understanding of gendered social media experiences and trust relations.

Results and Discussion

Social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b). In similar fashion, the argument of the study clinched that feminist reflection reflected safe and friendly atmosphere for learning was necessary for reducing the disparity between males and females in education and raising the graduation rates of female students in higher education (Isopahkala-Bouret et al., 2018). Correspondingly, the results of the study pointed out that the elimination of gender inequities in education was significantly affected by legislative initiatives and educational frameworks at tertiary level (Shoaib, Abbas, Ali, & Abdullah, 2026; Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026). Uniformly, the analysis of the study revealed that education had made significant progress in reducing the gender gap, more needed to be achieved to ensure all students regardless of gender and had fair access to outstanding educational possibilities in higher education (Almgren & Manterola, 2016). Similarly, the study findings asserted that feminist reflection reflected gender inequalities had to be addressed through a multimodal approach involving education campaigns, expenditures in educational facilities, and the promotion of gender-sensitive teaching practices at tertiary level (Marquez, 2022). Moreover, the study findings reported that gender inequality in higher education appeared to be an important problem had affected societal advancement, possibilities for employment, and educational performance (Manni, 2025). Furthermore, the argument of the researcher conveyed that feminist reflection reflected differences persisted in several academic fields, opportunities for study, career advancement, and educational achievement at tertiary level (Zambeta, 2014). Moreover, the

study found that feminist reflection reflected gender inequality in higher education needed to be solved to provide a free and equitable learning environment, so males and females succeed according to their capabilities and desires in higher education (Shoaib, Abdullah, & Baneen, 2026a, 2026b, 2026c). For instance, the conclusion of the study mentioned that the conflict between work, family responsibilities, and education contributed to the difference between males and females in academic outcomes at the higher education level. Specifically, the study findings indicated that feminist reflection reflected males and females often had distinct opportunities and standards also impacted their educational performance, subject choices, and ultimately academic results in educational institutions at tertiary level (Hudson, 2011).

It had been asserted that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026b, 2026c). In similar fashion, the argument of the study clinched that ethical social media practices increased trust relations through decreasing conflict and promoting positive connections in educational settings at tertiary level (Isaksson & Larsson, 2017). Correspondingly, the results of the study pointed out that feminist reflection reflected the lack of a secure and encouraging educational setting for females was an important contributing factor to gender inequality in higher education (Knauf, 2020). Uniformly, the analysis of the study revealed that feminist reflection reflected females frequently remained in the house to help with parenting, household chores, or profitable jobs. Similarly, the study findings asserted that effective social media interaction-built communities of learning and created trust relations of students in higher education (Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026b). Moreover, the study findings reported that gender inequality was sustained with the idea of female's education was less important as compared to males at tertiary level (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a; Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b). Furthermore, the argument of the researcher conveyed that multifaceted approach considered the difficulties experienced by both genders and aimed for a fair and equitable educational system was needed to solve gender imbalance in education at higher education (Hajisoteriou & Neophytou, 2022). Moreover, the study found that everyday healthy technological relationships and trust were encouraged by appropriate use of social media at tertiary level (Nieuwenhuis, 2010). For instance, the conclusion of the study mentioned that feminist reflection reflected economic factors had significant effects on the gender education gap in education settings at tertiary level (Svenkerud, Dalland, & Klette, 2013). Specifically, the study findings indicated that social media participants worked together, shared information, and helped one another with mutual confidence in higher education (Niemi, 2021).

The studies had been conducted and found that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Iqbal, Baneen, & Abdullah, 2026c; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a, 2026c). In similar fashion, the argument of the study clinched that social media practices had increased students' engagement and created a learning environment in higher education (Shohel, 2022). Correspondingly, the results of the study pointed out that social media's practices to provided content easily accessible in educational settings had raised students' awareness of female's rights at tertiary level (Cassar, 2019). Uniformly, the analysis of the study revealed that trust relations between students enhanced as an outcome of feminist thought on social media platforms and created issues about discrimination in higher education (Shoaib, Kausar, Sarfraz, & Abdullah, 2026b; Shoaib, Nazir, & Iqbal., 2026; Shoaib, Nazir, & Kausar, 2026). Similarly, the study findings asserted that equal rights for female students in

higher education had been restricted by gendered technologies at tertiary level (Case, 2024). Moreover, the study findings reported that gender had affects the maintenance of separation in gender-neutral classrooms in educational institutions at tertiary level (Dovemark et al., 2018). Furthermore, the argument of the researcher conveyed that feminist reflection reflected scholarships focused on males and ignored comparable opportunities for talented and underprivileged females in higher education (Enever & Lindgren, 2016). Moreover, the study found that the geographic location additionally had an important effect on educational attainment inequities at tertiary level (Nordlund, 2016). For instance, the conclusion of the study mentioned that insufficient facilities, limited access to digital learning resources, and shortages of educators were common problems for students in remote or rural areas at tertiary level (Joshi & James, 2024). Specifically, the study findings indicated that feminist reflection reflected in larger cities had greater access to good educational institutions, female rights, access to technology, libraries, and experienced lecturers in higher education (Zembylas, 2025).

It had also been found that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Nazir, & Mir, 2026; Shoaib, Nazir, & Rashid, 2026a, 2026b). In similar fashion, the argument of the study clinched that the inability of educational institutions to provide effective counselling services had a major effect on females social and educational requirements in higher education (Sarkio, Korhonen, & Hakkarainen, 2025). Correspondingly, the results of the study pointed out that feminist reflection reflected females were prevented from regularly getting educated due to social prejudices around menstruation (Hajisoteriou & Neophytou, 2022). Uniformly, the analysis of the study revealed that females' professional prospects were negatively impacted by gender inequalities in the technical education system at tertiary level (Shoaib, Nazir, & Sheraz, 2026a, 2026b; Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026). Similarly, the study findings asserted that males were more motivated to succeed extremely well in competitive academic environments at tertiary level. Moreover, the study findings reported that feminist posts on social media at the tertiary level had an impacted-on students' ethical conduct in higher education settings (Shoaib, Noor, & Ditta, 2026a, 2026b, 2026c, 2026d, 2026e). Furthermore, the argument of the researcher conveyed that feminist reflection reflected females' intellectual self-esteem was negatively impacted by unequal participation in conversations in class at tertiary level (Shoaib, Noor, Ditta, & Baneen, 2026a, 2026b; Shoaib, Sarfraz, & Kausar, 2026a, 2026b). Moreover, the study found that social media platforms had inspired students to get involved in classroom activities, study alongside one another, and applied critical thinking abilities in learning contexts at higher education (Lysberg & Rusk, 2025). For instance, the conclusion of the study mentioned that peer stereotypes about females' academic skills restricted cooperative group activities in educational settings at tertiary level. Specifically, the study findings indicated that financial objectives had impacted to frequently prioritize the education of males over the needs of females in computer and educational technology at tertiary level (Janks, 2013).

Social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b; Shoaib, Shahzadi, & Abdullah, 2026; Shoaib, Shahzadi, Iqbal, & Abdullah, 2026). In similar fashion, the argument of the study clinched that feminist reflection had reflected gender-insensitive classrooms limited equal participation and engagement in higher education for every age group (Skervin, 2010). Correspondingly, the

results of the study pointed out that due to societal gender norms females' accomplishments were sometimes underestimated as compared to males at tertiary level (Traianou, 2024). Uniformly, the analysis of the study revealed that relationships of trust on social media had promoted feminist thoughts by promoting mutual respect, enhancing communication between individuals, and offering easily accessible platforms for knowledge sharing at higher education levels. Similarly, the study findings asserted that inequitable digital literacy programs had limited females early learning of information and communication technology abilities for academic success in higher education (Shain, 2013). Moreover, the study findings reported that effects of inequalities between genders on leadership positions in educational settings (Aspelin, 2010). Furthermore, the argument of the researcher conveyed that feminist reflection had reflected competency in educational settings females were more likely to experience anxiety about social situations at tertiary level (Fancourt, Edwards, & Menter, 2015). Moreover, the study found that gender technology had prevented female students from getting equal rights in higher education. For instance, the conclusion of the study mentioned that students' ability to improve their academic knowledge was limited by unequal access of facilities at tertiary level (Leeman & Saharso, 2013). Specifically, the study findings indicated that feminist reflection had reflected gender inequality in technical education system had affected to decrease females' employment prospects (Lambrev, 2025).

It had been asserted that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b, 2026c; Shoaib, Shamraiz, Abbas, & Abdullah, 2026). In similar fashion, the argument of the study clinched that social media platforms gave females a place to talk about their experiences, challenge prejudices, demand for equality, and supported feminist thought in higher education (Thorp, 2014). Correspondingly, the results of the study pointed out that social media encouraged feminist reflection through raising female voices, promoting unity, and challenging conventional gender norms in educational settings at tertiary level (Poromaa, 2013). Uniformly, the analysis of the study revealed that the inequality between males and females in university financial aid schemes had a particularly significant influenced on female access to high-quality education at tertiary level (Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025). Similarly, the study findings asserted that the effects of unequal interactions between students and instructors at the higher education level increased inequity against females in science and technological skills (Klette et al., 2018). Moreover, the study findings reported that societal norms had an important effect on reducing females access to gender technologies and academic success in higher education (Duek & Nilsberth, 2024). Furthermore, the argument of the researcher conveyed that feminist reflection had reflected teachers were more likely to give males academic difficulties their full attention in right away as compared to females in educational environment at tertiary level (Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b; Shoaib, Shamraiz, Baneen, & Abdullah, 2026b). Moreover, the study found that feminist reflection had reflected for career ambitions parents tend to prioritize males over females regarding pertains academic goals had a substantial impact on the learning results of females in higher education (Scheid, 2014). For instance, the conclusion of the study mentioned that feminist reflection had reflected systematic examination of the effects of gender biases on females' academic performance in educational settings (Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b). Specifically, the study findings indicated that traditional gender standards, gender technology, and social

media had an impact on females' psychological wellness and higher education (Sarkio et al., 2025).

The studies had been conducted and found that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026c, 2026d; Shoaib, Shamraiz, Noor, & Abdullah, 2026). In similar fashion, the argument of the study clinched that higher education students' educational results were significantly affected by their physical well-being and technology use (Arstorp, 2021). Correspondingly, the results of the study pointed out that academic performance of students was adversely affected by unequal discipline policies and technologies in educational settings at tertiary level (Shoaib, Ahmed, & Usmani, 2025a, 2025b; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c). Uniformly, the analysis of the study revealed that feminist reflection had reflected females' rates of attendance at university were greatly impacted by a variety of circumstances including insufficient educational possibilities in higher education (Shoaib, Srosh, Mobeen, & Abdullah, 2026a, 2026b; Shoaib & Ullah, 2026). Similarly, the study findings asserted that students' success at higher education had been significantly affected by gender technology, social media, and an encouraging learning atmosphere (Palsa & Mertala, 2022). Moreover, the study findings reported that social customs and gender technologies in traditional communities often had a major effect on access to higher educational institutions (Shoaib, 2024a, 2024b, 2024c, 2024d, 2024e, 2025a, 2025b, 2025c). Furthermore, the argument of the researcher conveyed that feminist reflection had reflected male dominancy in class and technologies effected the academic performance of the students at higher education level (Erixon, 2010). Moreover, the study found that improper student's participation in technology and social media practices had an important effect on tertiary students' exposure to digital media at tertiary level (Shoaib, 2021, 2023a, 2023b, 2023c; Shoaib & Ullah, 2021a, 2021b). For instance, the conclusion of the study mentioned that the impact of power, gender inequality, and technologies on the access of resources in educational settings at higher education (Mehdinezhad, 2012). Specifically, the study findings indicated that gender disparity, feminist thought and gender technologies had affected the policy and institutional learning environment of the students at higher education level (Rahnuma, 2025).

Conclusion

This study concludes that gender, social media, and trust are closely interconnected dimensions of contemporary digital social interaction among higher education students. Social media platforms have created new spaces for communication, self-expression, relationship formation, information exchange, and social participation. However, students' experiences within these spaces are influenced by gendered expectations, cultural norms, interpersonal relationships, and perceptions of credibility and safety. The study highlights that trust is not established automatically in online interactions; rather, it is developed through communication, consistency, perceived authenticity, mutual respect, and previous experiences. Gender also shapes how students interpret online behavior, establish boundaries, manage self-presentation, and decide whether to participate in particular digital interactions. Concerns surrounding privacy, misrepresentation, inappropriate communication, and the potential misuse of personal information affect students' willingness to engage openly on social media. From a sociological perspective, these findings demonstrate that digital spaces cannot be separated from broader social structures and gender relations. Social media simultaneously provides opportunities for greater interaction and reinforces existing social expectations.

Overall, the study emphasizes the importance of understanding digital trust and gendered experiences within their wider cultural and institutional contexts. It also highlights the need for greater digital literacy, responsible online engagement, privacy awareness, and respectful communication among higher education students.

References

Ahmed, R., Shoaib, M., Iqbal, S., & Abdullah, F. (2026). Constructing a Sociological Scale for Gender, STEM, and Social Norms: Assessing Feminization and Resistance. *Journal for Current Sign*, *4*(1), 157–180.

Ahmed, R., Shoaib, M., Iqbal, T., & Abdullah, F. (2026a). Barriers to Female Participation in STEM: A Sociological Study of Cultural and Structural Resistance. *GUMAN*, *8*(4), 380–393.

Ahmed, R., Shoaib, M., Iqbal, T., & Abdullah, F. (2026b). Negotiating Femininity in STEM Higher Education: Patterns of Career, Individual, and Family Orientations. *Annual Methodological Archive Research Review, 4*(1), 68-84.

Ali, R., Abdullah, F., & Shaoib, M. (2026). Gender, Artificial Intelligence, and Academic Inequality in Higher Education in Pakistan. *Journal of Management & Social Science, 3*(1), 151-171.

Ali, R., Abdullah, F., & Shoaib, M. (2026a). Feminist Standpoint Theory and Gendered Experiences in Educational Spaces. *Dialogue Social Science Review (DSSR), 4*(3), 100–118.

Ali, R., Abdullah, F., & Shoaib, M. (2026b). Sociology of Digital Control: Datafication, Online Surveillance, and Gendered Norms in Everyday Life in Higher Education in Pakistan. *Journal of Management Science Research Review, 5*(1), 246–265.

Ali, R., Shoaib, M., Shamraiz, S., & Abdullah, F. (2026). Gendered Cultural Capital Shaping Academic Success among Students at Higher Educational Institutions. *Annual Methodological Archive Research Review, 4*(3), 510-530.

Almgren, M., & Manterola, I. (2016). The development of narrative skills in learners of Basque as a second language. *Education Inquiry, 7*(1), 27627. doi:10.3402/edui.v7.27627

Arstorp, A.-T. (2021). 25+ years of ICT in policy documents for teacher education in Norway and Denmark (1992 to 2020): a study of how digital technology is integrated into policy documents. *Education Inquiry, 12*(4), 365-389. doi:10.1080/20004508.2021.1972594

Aspelin, J. (2010). What really matters is ‘between’—Understanding the focal point of education from an inter-human perspective. *Education Inquiry, 1*(2), 127-136. doi:10.3402/edui.v1i2.21937

Case, R. E. (2024). Affordances, translanguaging and the international preservice teacher. *Education Inquiry*, 1-23. doi:10.1080/20004508.2024.2341533

Cassar, J. (2019). Ethical implications in teaching and learning about intimate partner violence and femicide prevention. *Education Inquiry, 10*(1), 76-93. doi:10.1080/20004508.2018.1476001

Ditta, A., Noor, H., Shoaib, M., & Baneen, U. (2026a). Pathways from Social Tolerance to Group Cohesion among Students in Higher Education: An Empirical Insights. *Dialogue Social Science Review (DSSR), 4*(3), 816–832.

Ditta, A., Noor, H., Shoaib, M., & Baneen, U. (2026b). A Sociological Analysis of Trustworthiness and Sense of Inclusion among Students in Higher Education

Institutions. *Journal for Current Sign, 4*(1), 3908–3927.

Dovemark, M., Kosunen, S., Kauko, J., Magnúsdóttir, B., Hansen, P., & Rasmussen, P. (2018). Deregulation, privatisation and marketisation of Nordic comprehensive education: social changes reflected in schooling. *Education Inquiry, 9*(1), 122-141. doi:10.1080/20004508.2018.1429768

Duek, S., & Nilsberth, M. (2024). Languages and identity constructions in multilingual students' digital literacy practices. *Education Inquiry, 15*(3), 295-311. doi:10.1080/20004508.2022.2109561

Enever, J., & Lindgren, E. (2016). Early language learning in instructed contexts – Editorial introduction. *Education Inquiry, 7*(1), 30954. doi:10.3402/edui.v7.30954

Erixon, P.-O. (2010). Editorial—Educational Sciences – National and International Aspects. *Education Inquiry, 1*(4), 259-268. doi:10.3402/edui.v1i4.21945

Fancourt, N., Edwards, A., & Menter, I. (2015). Reimagining a School – University Partnership: The Development of the Oxford Education Deanery Narrative. *Education Inquiry, 6*(3), 27724. doi:10.3402/edui.v6.27724

Hajisoteriou, C., & Neophytou, L. (2022). The role of the OECD in the development of global policies for migrant education. *Education Inquiry, 13*(2), 127-150. doi:10.1080/20004508.2020.1863632

Hudson, C. (2011). Evaluation – the (not so) softlysoftly approach to governance and its consequences for compulsory education in the Nordic countries. *Education Inquiry, 2*(4), 671-687. doi:10.3402/edui.v2i4.22006

Isaksson, C., & Larsson, A. (2017). Jurisdiction in school social workers' and teachers' work for pupils' well-being. *Education Inquiry, 8*(3), 246-261. doi:10.1080/20004508.2017.1318028

Isopahkala-Bouret, U., Börjesson, M., Beach, D., Haltia, N., Jónasson, J. T., Jauhiainen, A., . . . Vabø, A. (2018). Access and stratification in Nordic higher education. A review of cross-cutting research themes and issues*. *Education Inquiry, 9*(1), 142-154. doi:10.1080/20004508.2018.1429769

Janks, H. (2013). Critical literacy in teaching and research1. *Education Inquiry, 4*(2), 225-242. doi:10.3402/edui.v4i2.22071

Joshi, P. R., & James, M. C. (2024). An ethnic advantage: teacher-student ethnicity matching and academic performance in Nepal. *Education Inquiry, 15*(2), 164-187. doi:10.1080/20004508.2022.2073055

Klette, K., Sahlström, F., Blikstad-Balas, M., Luoto, J., Tanner, M., Tengberg, M., . . . Slotte, A. (2018). Justice through participation: student engagement in Nordic classrooms. *Education Inquiry, 9*(1), 57-77. doi:10.1080/20004508.2018.1428036

Knauf, H. (2020). Learning stories, pedagogical work and early childhood education: a perspective from German preschools. *Education Inquiry, 11*(2), 94-109. doi:10.1080/20004508.2019.1591845

Lambrev, V. S. (2025). Culturally responsive pedagogy in support of Roma students: perspectives from Bulgaria. *Education Inquiry*, 1-14. doi:10.1080/20004508.2025.2529680

Larijani, M., Shoaib, M., & Abedi, M. (2026). Technology-based Education for Students with Disability: A Bibliometric Analysis. *Interdisciplinary Journal of Management Studies, 19*(2), 247-266.

Leeman, Y., & Saharso, S. (2013). Coming of age in Dutch schools. *Education Inquiry, 4*(1), 11-30. doi:10.3402/edui.v4i1.22060

Lysberg, J., & Rusk, F. (2025). Teachers' decision-making processes during situated teamwork. *Education Inquiry, 16*(1), 18-36. doi:10.1080/20004508.2022.2151719

Manni, A. (2025). Education "through" sustainable development in Swedish school-age educare – exploring how SAEC is responding to ESD in daily practices. *Education Inquiry, 16*(4), 541-558. doi:10.1080/20004508.2023.2265634

Marquez, J. (2022). Does school impact adolescents' life satisfaction differently for students of different socio-economic status? A comparative study in 33 countries. *Education Inquiry, 13*(4), 412-427. doi:10.1080/20004508.2021.1930345

Mehdinezhad, V. (2012). Faculty Members' Understanding of Teaching Efficacy Criteria. *Education Inquiry, 3*(1), 49-69. doi:10.3402/edui.v3i1.22013

Nazir, L., Adnan, K., & Shoaib, M. (2026). Technology-Mediated Assessment, Feedback Practices, and Conceptual Understanding among Female Students in Pakistani Higher Education. *Dialogue Social Science Review (DSSR), 4*(3), 476–493.

Nazir, L., Shoaib, M., & Bukhari, I. (2026). Understanding Learning Outcomes through Third Space Pedagogy in Digital Learning Environments among Female Students in Pakistan Authors Laiba Nazir. *Shnakhat, 5*(1), 1045-1066.

Nazir, L., Shoaib, M., & Kausar, N. (2026). A Sociological Scale of Third Space Pedagogy and Digital Learning Practices: Assessing Learning Outcomes among Female Students in Higher Education in Pakistan. *Journal of Management Science Research Review, 5*(1), 2765–2788.

Nazir, L., Shoaib, M., & Mubeen, A. (2026). Digital Learning Practices and Third Space Pedagogy as Determinants of Educational Outcomes among Female Students in Pakistani Higher Education. *GUMAN, 5*(1), 542–561.

Niemi, K. (2021). 'The best guess for the future?' Teachers' adaptation to open and flexible learning environments in Finland. *Education Inquiry, 12*(3), 282-300. doi:10.1080/20004508.2020.1816371

Nieuwenhuis, J. (2010). Social justice in education revisited1. *Education Inquiry, 1*(4), 269-287. doi:10.3402/edui.v1i4.21946

Noor, H., Ditta, A., & Shoaib, M. (2026). Developing and Validating a Social Tolerance and Group Cohesion Scale for Higher Education Students. *Dialogue Social Science Review (DSSR), 4*(3), 794–815.

Noor, H., Shoaib, M., & Ditta, A. (2026). Social Tolerance and Group Cohesion among Students in Higher Education: An Integrated Structural Equation Modeling Framework. *Pakistan Journal of Social Science Review, 5*(3), 2138–2159.

Nordlund, M. (2016). EFL textbooks for young learners: a comparative analysis of vocabulary. *Education Inquiry, 7*(1), 27764. doi:10.3402/edui.v7.27764

Palsa, L., & Mertala, P. (2022). Disciplinary contextualisation of transversal competence in Finnish local curricula: the case of multiliteracy, mathematics, and social studies. *Education Inquiry, 13*(2), 226-247. doi:10.1080/20004508.2020.1855827

Poromaa, P. I. (2013). ICT practices, social class and pedagogy in Swedish lower secondary schools. *Education Inquiry, 4*(4), 23224. doi:10.3402/edui.v4i4.23224

Rahnuma, N. (2025). Exploring ESL students' experiences of academic writing in higher education- a cultural historical activity theory perspective. *Education Inquiry, 16*(3), 303-325. doi:10.1080/20004508.2023.2222450

Sarfraz, J., Kausar, N., Shoaib, M., & Abdullah, F. (2026). Psychological Well-being and Willingness to Participate among Female Students in Tertiary Education: A Sociological Analysis. *Pakistan Journal of Social Science Review, 5*(3), 1250–1267.

Sarfraz, J., Sheraz, M., Shoaib, M., & Abdullah, F. (2026). Gendered Slang as a Socio-Linguistic Practice: Empirical Insights into Its Psychological and Social Impacts on Female Students. *Journal of Management & Social Science, 3*(1), 1722-1740.

Sarfraz, J., Shoaib, M., & Kausar, N. (2026). Discursive Practices and Gender Inequality: The Psychological and Social Effects of Gendered Slang on Female Students. *Dialogue Social Science Review (DSSR), 4*(1), 475–492.

Sarfraz, J., Shoaib, M., Kausar, N., & Abdullah, F. (2026). A Sociolinguistic Analysis of Gendered Slang: Types, Frequency, and Context of Use among Tertiary-Level Female Students. *Journal of Management & Social Science, 3*(1), 1672-1690.

Sarfraz, J., Shoaib, M., & Sheraz, M. (2026a). Gendered Slang as a Socio-Linguistic Tool: Scale Development for Assessing Psychological and Social Impacts on Female Students in Higher Education. *Journal for Current Sign, 4*(1), 2047–2069.

Sarfraz, J., Shoaib, M., & Sheraz, M. (2026b). Gendered Slang, Context of Use, and Psychological Responses: An Analysis of Social Interaction among Female Students at Tertiary Level. *Pakistan Journal of Social Science Review, 5*(1), 1157–1176.

Sarkio, K., Korhonen, T., & Hakkarainen, K. (2025). Preparing students for the future: multidisciplinary perspectives on pedagogical activities and their spatial embeddedness. *Education Inquiry, 16*(4), 611-634. doi:10.1080/20004508.2023.2291934

Scheid, M. (2014). Music education – privately, personally and professionally The school subject of Music, digital media and tools. *Education Inquiry, 5*(2), 23255. doi:10.3402/edui.v5.23255

Shahzadi, S., Shoaib, M., & Abdullah, F. (2026). Gender, Socialization, and Learning Outcomes: A Conceptual Sociological Framework for Understanding Educational Achievement. *Journal for Current Sign, 4*(1), 561–579.

Shahzadi, S., Shoaib, M., Baneen, U., & Abdullah, F. (2026). From Emotion to Innovation: A Sociological Study of Emotional Intelligence and Creative Capacity among Students in Pakistani Higher Education. *Annual Methodological Archive Research Review, 4*(1), 458-476.

Shahzadi, S., Shoaib, M., Iqbal, S., & Abdullah, F. (2026). Learning Achievement in the Age of Intersectionality: Developing a Sociological Measurement Scale for Tertiary Education in Pakistan. *Journal of Media Horizons, 7*(2), 1-18.

Shain, F. (2013). Race, nation and education. *Education Inquiry, 4*(1), 63-85. doi:10.3402/edui.v4i1.22062

Shamraiz, S., Shoaib, M., Baneen, U., & Shahzadi, S. (2026a). Constructing Gender, Negotiating Achievement: A Qualitative Sociological Inquiry into Learning Pathways in Educational Settings. *International Journal of Social Sciences Bulletin, 4*(2), 137-153.

Shamraiz, S., Shoaib, M., baneen, U., & Shahzadi, S. (2026b). Understanding Learning through Gendered Lenses: A Qualitative Sociological Study of Educational Experiences and Achievement. *Dialogue Social Science Review (DSSR), 4*(2), 1-17.

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. (2025a). 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. (2025b). *Intersection of Teaching and Learning during Pandemic in Higher Education of Pakistan*. Paper presented at the 2nd International Conference on Social Work & Social Research, Baku, Azerbaijan.
Shoaib, M. (2025c). A Systematic Review of Gender Disparities in Academic Achievement in Higher Education Across Muslim Countries. *Advance Social Science Archive Journal, 3*(02), 1622–1639.
Shoaib, M., Abbas, A., Ali, M., & Abdullah, F. (2026). Gender Socialization Influencing Classroom Interactions Among Students in Contemporary Schooling Environments. *International Journal of Social Sciences Bulletin, 4*(3), 360-377.
Shoaib, M., Abbas, A., Shamraiz, S., & Abdullah, F. (2026). The Sociology of Gender and Academic Outcomes in Pakistani University Spaces. *Journal of Media Horizons, 7*(3), 296-314.
Shoaib, M., Abdullah, F., & Ali, R. (2026). Feminist Sociological Perspectives on Gender Inequality and Knowledge Production in Education. *Journal for Current Sign, 4*(1), 1232–1252.
Shoaib, M., Abdullah, F., & Baneen, U. (2026a). Digital Learning and Gendered Capital: Reconfiguring Educational Advantage in the Knowledge Society. *GUMAN, 9*(1), 266–281.
Shoaib, M., Abdullah, F., & Baneen, U. (2026b). Gendered Expectations of Teachers and the Social Production of Academic Self-Concept. *Journal for Current Sign, 4*(1), 1063–1081.
Shoaib, M., Abdullah, F., & Baneen, U. (2026c). Institutional Patriarchy and Pedagogical Practices: Gendered Power Relations in Contemporary Schooling. *Pakistan Journal of Social Science Review, 5*(2), 608–625.
Shoaib, M., Ahmed, R., Iqbal, S., & Abdullah, F. (2026a). From Resistance to Recognition: Sociological Insights on Job-Oriented and Historical Dimensions of Feminization in STEM Higher Education. *Research Consortium Archive, 4*(1), 272-287.
Shoaib, M., Ahmed, R., Iqbal, S., & Abdullah, F. (2026b). Negotiating Gender and STEM: A Sociological Study of Individual, Familial, and Peer Acceptability in Higher Education. *Pakistan Journal of Social Sciences Review, 5*(1), 266–284.
Shoaib, M., Ahmed, R., Iqbal, S., & Abdullah, F. (2026c). Reconfiguring Gender in STEM

Higher Education: Expression, Sensitivity, and the Politics of Support and Cooperation. *Journal of Management & Social Science, 3*(1), 117-134.

Shoaib, M., Ahmed, R., & Usmani, F. (2025a). Empirical Study on Acceptability and Resistance to Feminization in STEM Fields at the Higher Education Level. *Physical Education, Health and Social Sciences, 3*(3), 135–143.

Shoaib, M., Ahmed, R., & Usmani, F. (2025b). Feminization in STEM Fields in Higher Education in Pakistan: A Case of Female Acceptability and Resistance. *Social Science Review Archives, 3*(3), 646–660.

Shoaib, M., Ali, R., Ditta, A., & Abdullah, F. (2026). Sociology of Knowledge Perspectives on Gendered Curriculum and Educational Authority. *Dialogue Social Science Review (DSSR), 4*(3), 119–137.

Shoaib, M., Ali, R., Hassan, M., & Abdullah, F. (2026). Structural Functionalism and Gendered Role Socialization in Educational Institutions. *Dialogue Social Science Review (DSSR), 4*(3), 81–99.

Shoaib, M., Ali, S. R., Iqbal, S., & Abdullah, F. (2025a). An Empirical Study of Instructional Flexibility, Classroom Climate, and Collaborative Learning Opportunities in Higher Education. *Pakistan Journal of Social Sciences Review, 4*(8), 246–264.

Shoaib, M., Ali, S. R., Iqbal, S., & Abdullah, F. (2025b). Gender Inequality in Communication and Access to Resources Across Residential Contexts at Tertiary Level. *Research Consortium Archive, 3*(4), 2132-2150.

Shoaib, M., Ali, S. R., Iqbal, T., & Abdullah, F. (2025a). Gender Disparity in Learning Achievements of the Students in Higher Education in Pakistan. *International Journal of Social Sciences Bulletin, 3*(6), 840-853.

Shoaib, M., Ali, S. R., Iqbal, T., & Abdullah, F. (2025b). Learning Modalities and Academic Engagement in Higher Education: A Sociological Study of Group-Study, Online Learning, and Self-Study. *Journal of Management Science Research Review, 4*(4), 1941–1959.

Shoaib, M., Ali, S. R., Iqbal, T., & Abdullah, F. (2025c). The Self in Action: Performativity, Prophecy, and Responsiveness among Higher Education Students. *Journal for Cultural Research, 3*(12), 516–530.

Shoaib, M., Iqbal, A., Iqbal, S., & Abdullah, F. (2026a). Intersecting Inequalities Through a Sociological Lens: Symbolic Boundaries in the Construction of Gendered Academic Identities in Pakistan. *International Journal of Social Sciences Bulletin, 4*(2), 9-23.

Shoaib, M., Iqbal, A., Iqbal, S., & Abdullah, F. (2026b). Symbolic Boundaries and Gendered Academic Identities at Higher Educational Institutions in Pakistan. *Dialogue Social Science Review (DSSR), 4*(125–142).

Shoaib, M., Iqbal, S., Baneen, U., & Abdullah, F. (2026a). From Access to Agency: Gendered Educational Trajectories in the Era of Neoliberal Reform. *Research Consortium Archive, 4*(1), 928-945.

Shoaib, M., Iqbal, S., Baneen, U., & Abdullah, F. (2026b). Intersectional Classrooms: Gender, Social Stratification, and the Reproduction of Educational Inequality. *Annual Methodological Archive Research Review, 4*(2), 385-403.

Shoaib, M., Iqbal, S., Baneen, U., & Abdullah, F. (2026c). Symbolic Violence and Gendered Aspirations: A Bourdieusian Study of Educational Choice and Achievement. *Dialogue Social Science Review (DSSR), 4*(2), 849–866.

Shoaib, M., Kausar, N., Sarfraz, J., & Abdullah, F. (2026a). Everyday Language and Gendered Experience: A Sociological Analysis of Gendered Slang among Female

Students. *Dialogue Social Science Review (DSSR), 4*(3), 449–467.

Shoaib, M., Kausar, N., Sarfraz, J., & Abdullah, F. (2026b). Gendered Slang and Social Inequality: A Sociological Study of Psychological and Social Impacts on Female Students in Higher Education. *Research Consortium Archive, 4*(1), 1386-1404.

Shoaib, M., Kausar, N., Sarfraz, J., & Abdullah, F. (2026c). A Sociological Study of Interaction Avoidance and Response Behavior among Female Students in Higher Education. *Journal of Management & Social Science, 3*(1), 1691-1707.

Shoaib, M., Nazir, L., & Iqbal., T. (2026). Learning Agency and Empowerment in Digital Learning Environments: A Study of Collaborative Knowledge Construction in Pakistani Higher Education. *Journal of Management Science Research Review, 5*(1), 2743–2764.

Shoaib, M., Nazir, L., & Kausar, N. (2026). Cultural Knowledge Integration and Dialogic Learning Practices: Bridging Theory and Real-World Contexts among Female Students in Pakistani Universities. *Journal of Management Science Research Review, 5*(1), 2789–2810.

Shoaib, M., Nazir, L., & Mir, B. A. (2026). Third Space Pedagogy, Hybrid Learning Spaces, and Educational Achievement among Female Students in Pakistani Higher Education. *GUMAN, 9*(1), 562–582.

Shoaib, M., Nazir, L., & Rashid, R. (2026a). Critical Thinking Skills, Application of Knowledge, and Skill Development among Female Students in Pakistani Higher Education. *Pakistan Journal of Social Science Review, 5*(3), 1328–1346.

Shoaib, M., Nazir, L., & Rashid, R. (2026b). Understanding Educational Outcomes through Third Space Pedagogy and Digital Learning Practices among Female Students in Pakistan. *Pakistan Journal of Social Science Review, 5*(3), 1347–1366.

Shoaib, M., Nazir, L., & Sheraz, M. (2026a). Digital Collaboration Tools and Technology-Mediated Learning Practices among Female Students in Higher Education. *Dialogue Social Science Review (DSSR), 4*(3), 494–512.

Shoaib, M., Nazir, L., & Sheraz, M. (2026b). Third Space Pedagogy in Digital Learning Environments: An Analysis of Learning Outcomes among Female Students in Pakistan. *Shnakhat, 5*(1), 1026-1044.

Shoaib, M., Noor, A., Iqbal, T., & Abdullah, F. (2026). Intersectionality Reinforcing Gender Inequality Across Higher Education Institutions in Contemporary Societies. *Annual Methodological Archive Research Review, 4*(3), 531-550.

Shoaib, M., Noor, A., Mir, B. A., & Abdullah, F. (2026). Patriarchy Shaping Gendered Power Relations within Educational Institutions and Academic Knowledge Production. *Annual Methodological Archive Research Review, 4*(3), 551-571.

Shoaib, M., Noor, H., & Ditta, A. (2026a). Analyzing Social Tolerance and Group Cohesion among Students at Higher Education Institutions through Non-Parametric Methods. *Dialogue Social Science Review (DSSR), 4*(3), 774–793.

Shoaib, M., Noor, H., & Ditta, A. (2026b). Ethnic Tolerance, Interpersonal Interaction, and Group Pride among Students in Higher Education Institutions: A Sociological Insights. *Shnakhat, 5*(1), 1498-1515.

Shoaib, M., Noor, H., & Ditta, A. (2026c). Group Cohesion and Collective Identity: The Role of Group Commitment and Sense of We-ness in Shaping Students' Willingness to Work. *Shnakhat, 5*(1), 1516-1533.

Shoaib, M., Noor, H., & Ditta, A. (2026d). Social Tolerance and Group Cohesion among Students at Higher Education Institutions: A Quantitative Analysis. *Pakistan Journal*

of Social Science Review, 5(3), 2160–2177.

Shoaib, M., Noor, H., & Ditta, A. (2026e). Social Tolerance as a Predictor of Group Cohesion among Students in Higher Education: Evidence from Structural Equation Modeling. *Shnakhat, 5*(1), 1448-1468.

Shoaib, M., Noor, H., Ditta, A., & Baneen, U. (2026a). Building Inclusive Universities: Civic, Political, and Religious Tolerance among Students in Higher Education Institutions. *Shnakhat, 5*(1), 1469-1487.

Shoaib, M., Noor, H., Ditta, A., & Baneen, U. (2026b). Socialization, Ethical Reflection, and Bilateral Tolerance among University Students: A Sociological Analysis. *Journal for Current Sign, 4*(1), 3888–3907.

Shoaib, M., Rasool, S., & Iqbal, S. (2025a). Gendered Reflections on Third Space Pedagogy and Classroom Practices in Higher Education in Pakistan. *Physical Education, Health and Social Sciences, 3*(4), 374–385.

Shoaib, M., Rasool, S., & Iqbal, S. (2025b). Sociological Perspectives on Inclusive Pedagogy in Higher Education Classrooms in Pakistan. *Social Science Review Archives, 3*(4), 1845–1854.

Shoaib, M., Rasool, S., & Iqbal, S. (2025c). Trends and Paradoxes of Gender in Higher Education in Pakistan. *Pakistan Journal of Law, Analysis and Wisdom, 4*(9), 37-51.

Shoaib, M., Rasool, S., Iqbal, S., & Abdullah, F. (2025a). Empowerment of Females Through Knowledge in Higher Education in Pakistan. *Journal of Media Horizons, 6*(5), 636-648.

Shoaib, M., Rasool, S., Iqbal, S., & Abdullah, F. (2025b). A Sociological Analysis of Gender and Digital Pedagogy in Higher Education: Perspectives from Pakistani Context. *Journal of Media Horizons, 6*(5), 968-981.

Shoaib, M., Rasool, S., & Zaman, M. A. (2025a). Feminist Pedagogies and Gender Sensitive Teaching Practices in Pakistani Higher Education. *Social Science Review Archives, 3*(4), 179–190.

Shoaib, M., Rasool, S., & Zaman, M. A. (2025b). Feminist Praxis and Pedagogical Approaches in Higher Education in Pakistan. *Pakistan Journal of Law, Analysis and Wisdom, 4*(8), 145-160.

Shoaib, M., Rasool, S., & Zaman, M. A. (2025c). Gender and Cultural dynamics in Shaping Pedagogical Practices in Pakistani Higher Education. *Physical Education, Health and Social Sciences, 3*(4), 105–118.

Shoaib, M., Rasool, S., Zaman, M. A., & Abdullah, F. (2025). Gendered Pathways and Global Knowledge Flows in the Transformation of Pakistani Higher Education. *International Journal of Social Sciences Bulletin, 3*(10), 308-322.

Shoaib, M., Rasool, S., Zaman, M. A., & Ahmed, R. (2025). An Empirical Insight into Acceptability and Resistance to Feminization in STEM Fields at the Higher Education Level. *Research Consortium Archive, 3*(3), 157-178.

Shoaib, M., Sarfraz, J., & Kausar, N. (2026a). Gendered Slang and Psychosocial Consequences: A Study of Female Students in Higher Education. *Research Consortium Archive, 4*(1), 1360-1373.

Shoaib, M., Sarfraz, J., & Kausar, N. (2026b). Gendered Slang as a Sociolinguistic Practice and Social Interaction Dynamics: An Analysis of Gender Bias among Female Students in Higher Education. *Annual Methodological Archive Research Review, 4*(1), 545-564.

Shoaib, M., Sarfraz, J., Kausar, N., & Abdullah, F. (2026a). Intent Perception, Level of

Explicitness, and Perspective of Respect among Female Students in Pakistani Higher Education Institutions. *Pakistan Journal of Social Science Review, 5*(2), 805–824.

Shoaib, M., Sarfraz, J., Kausar, N., & Abdullah, F. (2026b). Understanding the Interplay of Gender Bias, Safety Perceptions, and Psychological Responses among Female Students in Higher Education. *Dialogue Social Science Review (DSSR), 3*(2), 476–493.

Shoaib, M., Shahzadi, S., & Abdullah, F. (2026). Gendered Trajectories of Learning: A Conceptual Sociological Analysis of Educational Achievement across Gender Constructs. *Research Consortium Archive, 4*(1), 598-614.

Shoaib, M., Shahzadi, S., Iqbal, S., & Abdullah, F. (2026). From Cognition to Critique: A Sociological Study of Cognitive Abilities and Critical Thinking Skills of Students at University Level in Pakistan. *Pakistan Journal of Social Sciences Review, 5*(1), 871–888.

Shoaib, M., Shahzadi, S., Shamraiz, S., & Abdullah, F. (2026a). Between Identity and Performance: A Sociological Analysis of Gender Identity, Expression, and Roles among Students at Tertiary Level in Pakistan. *Dialogue Social Science Review (DSSR), 4*(1), 361–378.

Shoaib, M., Shahzadi, S., Shamraiz, S., & Abdullah, F. (2026b). Communication, Conduct, and Classroom Success: A Sociological Analysis of Academic Achievement and Behavior Change among Students in Pakistani Higher Education. *Journal of Management & Social Science, 3*(1), 395-413.

Shoaib, M., Shahzadi, S., Shamraiz, S., & Abdullah, F. (2026c). Culture, Habitus, and Society: A Multidimensional Sociological Perspective on Social Practices of Students in Higher Education in Pakistan. *Journal of Management Science Research Review, 5*(5), 474–494.

Shoaib, M., Shamraiz, S., Abbas, A., & Abdullah, F. (2026). Digital Divide, Gender, and the Transformation of Educational Inequality in Pakistani Higher Education. *International Journal of Social Sciences Bulletin, 4*(3), 627-645.

Shoaib, M., Shamraiz, S., Abdullah, F., & Shahzadi, S. (2026a). Gender Constructs and the Social Production of Learning Achievement: A Qualitative Study in Educational Contexts. *Journal of Media Horizons, 7*(2), 55-71.

Shoaib, M., Shamraiz, S., Abdullah, F., & Shahzadi, S. (2026b). Reframing Learning Achievement: A Conceptual Sociological Analysis of Gender Constructs in Educational Contexts. *Annual Methodological Archive Research Review, 4*(2), 38-58.

Shoaib, M., Shamraiz, S., Baneen, U., & Abdullah, F. (2026a). Epistemic Inequality in Schooling: Gender, Knowledge Production, and the Politics of Recognition. *Journal for Current Sign, 4*(1), 1063–1081.

Shoaib, M., Shamraiz, S., Baneen, U., & Abdullah, F. (2026b). Hidden Curricula and Gender Regimes: A Sociological Analysis of Power, Identity, and Achievement in Educational Institutions. *Journal of Management & Social Science, 3*(1), 848-864.

Shoaib, M., Shamraiz, S., Baneen, U., & Abdullah, F. (2026c). Negotiating Masculinities and Femininities in the Classroom: A Sociological Analysis of Gendered Pathways to Learning and Achievement. *Journal of Management & Social Science, 3*(1), 883-900.

Shoaib, M., Shamraiz, S., Baneen, U., & Abdullah, F. (2026d). Performing Merit: Gendered Habitus and the Social Construction of Academic Excellence in Higher Education. *Pakistan Journal of Social Science Review, 5*(2), 660–677.

Shoaib, M., Shamraiz, S., Noor, A., & Abdullah, F. (2026). Gendered Habitus Influencing

Educational Mobility among Students in Stratified Social Contexts Globally. *Pakistan Journal of Social Science Review, 5*(3), 455–469.

Shoaib, M., Srosh, S., Mobeen, M., & Abdullah, F. (2026a). Intersectional Feminist Sociological Analysis of Gender, Class, and Educational Mobility. *Pakistan Journal of Social Science Review, 5*(3), 470–490.

Shoaib, M., Srosh, S., Mobeen, M., & Abdullah, F. (2026b). Social Reproduction Reinforcing Gendered Learning Experiences within Contemporary Education Systems Globally. *Pakistan Journal of Social Science Review, 5*(3), 491–510.

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., & Ullah, H. (2026). Gender differentials in academic performance in Pakistani higher education*. *Educational Research and Evaluation, 31*(1-2), 1-21.

Shohel, M. M. C. (2022). Education in emergencies: challenges of providing education for Rohingya children living in refugee camps in Bangladesh. *Education Inquiry, 13*(1), 104-126. doi:10.1080/20004508.2020.1823121

Skervin, H. (2010). Cultural Sites of Meaning: Challenges and Pitfalls for Gender-Based Research. *Education Inquiry, 1*(4), 329-345. doi:10.3402/edui.v1i4.21949

Svenkerud, S., Dalland, C. P., & Klette, K. (2013). Social positioning in boys' and girls' oral presentations. *Education Inquiry, 4*(4), 23218. doi:10.3402/edui.v4i4.23218

Thorp, R. (2014). Historical Consciousness and Historical Media - A History Didactical Approach to Educational Media. *Education Inquiry, 5*(4), 24282. doi:10.3402/edui.v5.24282

Traianou, A. (2024). The issue of 'vulnerability' in researching political elites. *Education Inquiry*, 1-16. doi:10.1080/20004508.2024.2351235

Zambeta, E. (2014). Education and Social Solidarity in times of Crisis: the case of voluntary shadow education in Greece. *Education Inquiry, 5*(1), 24058. doi:10.3402/edui.v5.24058

Zembylas, M. (2025). Geographies of neo-nationalism in European higher education: conceptual pathways and research directions. *Education Inquiry*, 1-14. doi:10.1080/20004508.2025.2590861