Gender Differences in Higher Education

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**Lörz, M., & Mühleck, K. (2019). Gender differences in higher education from a life course perspective: transitions and social inequality between enrolment and first post-doc position. *Higher Education*, *77*(3), 381-402.**

In this research article, researchers used the domain of life course perspective to evaluate the phenomenon of gender differences in the case of higher education. It is analyzed by the researchers that there are specific work areas where the difference between men and women differs in the forms of academic careers and labor markets. The results of this study show that gender difference mainly prevails during the transitional phases of one educational stage to the other. This research work was published in 2019, which explicitly indicates the valuable currency of this piece of research. Both the authors of this research study are affiliated with the field of education which eventually proves the credibility of this source of information. The results of this research work can be used in a letter when it comes to determining the impact of gender differences on different levels of education.

**Pirmohamed, S., Debowska, A., & Boduszek, D. (2017). Gender differences in the correlates of academic achievement among university students. *Journal of Applied Research in Higher Education*, *9*(2), 313-324.**

The issue of gender differences with the correlation of academic achievement among university students, is comprehensively addressed by researchers in this research study. The primary purpose of this research work is to examine the influence of gender differences in the case of various attributes of academic achievements. The predictive value of academic motivation is utilized in different forms such as achievement goals, learning goals, performance goals, etc. to determine the different positions of male and female students. This research work was recently published (2017) and that successfully determines the currency of this work. The credibility of this research study can be examined by considering the research approach of all the authors of this work. All three researchers belong to reputable universities of the United Kingdom and their work was published in the Journal of Applied Research in Higher Education. The results of this research article can be successfully used in a letter to explore different forms of academic motivation in the case of male and female students.

**Smith, D. G. (2017). Progress and paradox for women in US higher education. *Studies in Higher Education*, *42*(4), 812-822.**

In this research article, the researcher focuses to evaluate the progress of women in the context of different paradoxes of US higher education. It is established by the author that the prevalence of specific assumptions related to women’s role in higher education can never be ignored. It is observed that the progress of women significantly lacks in some areas of learning due to the traditional conceptualization of gender. This source of information is recent (2017) which ensures the appropriate currency of this research work. The credibility of this research article is defined by the authenticity of the entire research work. This research work conducted was by Smith who is associated with the School of Education Studies. This exploratory research work was published in the reputable Journal of Studies in Higher Education. This source of information can be used in a letter to identify the possible challenges faced by women, particularly in the field of higher education.

**Tinajero, C., Martínez-López, Z., Rodríguez, M. S., Guisande, M. A., & Páramo, M. F. (2015). Gender and socioeconomic status differences in university students’ perception of social support. *European Journal of Psychology of Education*, *30*(2), 227-244.**

In this research article, researchers argued that the factors of gender and socioeconomic status differences play a critical role in the case of examining university student’s perceptions. The results of this work helped to examine different dimensions of gender and family background that support the idea of education. This work was published in 2015 which depicts the higher currency of this exploratory research work. All the authors of this research article are linked with the Department of Developmental and Educational Psychology which enhances the credibility of this work. The information provided by authors in this study is helpful in the development of a letter referring to the knowledge regarding the role of gender and family background in the process of university education.

**References**

Lörz, M., & Mühleck, K. (2019). Gender differences in higher education from a life course perspective: transitions and social inequality between enrolment and first post-doc position. *Higher Education*, *77*(3), 381-402.

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