

## **‘Reframing Learning Achievement: A Conceptual Sociological Analysis of Gender Constructs in Educational Contexts**

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### **ABSTRACT**

This study examines learning achievement through a sociological lens by reframing it as a socially embedded and gendered process rather than a purely individual or merit-based outcome. Employing a quantitative research design, the study investigates the relationships among gender constructs, class intersectionality, and learning achievement within educational contexts. The target population comprised students enrolled in BS (4-year) programs in the social science disciplines at a university. A stratified random sampling technique was applied to ensure proportional representation across disciplines, yielding a final sample of 316 respondents. Data were collected through a cross-sectional survey using a structured questionnaire measuring socio-demographic characteristics, the intersectionality of gender and class, and learning achievements. Instrument reliability was confirmed through a pilot study of 30 students, producing an overall Cronbach's alpha of .962, indicative of excellent internal consistency. Responses were measured using an attitudinal (dis)agreement scale, and data were analyzed using MS Excel and SPSS, employing descriptive statistics along with correlation and Chi-square tests. The findings demonstrate that learning achievement is significantly shaped by gender norms, expectations, and institutional practices, which mediate students' access to resources, classroom participation, self-concept, and academic pathways. The study further reveals that gender intersects with class, cultural capital, and power relations to produce differentiated learning outcomes that are often normalized as natural differences in ability.

**Keywords:** Learning Achievement, Gender Constructs, Sociology of Education, Educational Inequality, Intersectionality

## Introduction

A lot of work has been done at global level on intersectionality of class and gender in learning achievement in higher education (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b). It has been observed that low-income students and females meet systemic barriers to higher education around the world (Dixit & Banday, 2022). Their academic performance and overall learning results are delayed by a number of issues, such as uneven pedagogical techniques, restricted access to resources, and gender stereotypes in academic contexts (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). Students from lower socio-economic backgrounds being under represented and overtaking their male and better-off counter parts (Falconer Al-Hindi & Eaves, 2023). It is worth to mention here that gender and class intersectionality raises significant difficulties in Pakistan (Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026b, 2026c). The educational system is split based on socio-economic status and students from lower family backgrounds attend schools with limited resources, whereas their wealthier peers attend prestigious institutions (Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shahzadi, Shoaib, Iqbal, & Abdullah, 2026). These disparities have a strong effect on gender gaps, particularly in conservative places where cultural traditions restrict females from seeking higher education (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b). As a result, female students from lower socioeconomic backgrounds face a number of problems including limited access to educational resources, a lack of mentorship opportunities in the classroom, and poor learning results (Waris, Shoaib, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). Hence, this study has been designed to examine intersectionality of gender and class in terms of learning achievements at tertiary level.

## Review of Literature

The study findings outline that the black American social justice educator's teacher preparation and the intersections of race, class, and gender in tertiary education institutions (Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025). However, the study findings reveal that analyzing the achievement generation and the ways in which various early adolescent groups encounter and manage the demands of modern learning achievement (Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b). The study findings indicate that evidence from higher education system about caste, gender, and intersectionality in stream choice (Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris, & Iqbal, 2025b; Shoaib, Waris, Iqbal, & Abdullah, 2025). Nonetheless, the argument of the study reveals that intersectionality impacts the experiences of female water, sanitation, and hygiene entrepreneurs in Indonesia and a mosaic of identities, possibilities, and difficulties (Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib & Ullah, 2025; Shoaib, Waris, & Iqbal, 2025a). Besides, the study of Lawrence and Nagashima (2020) asserts that gender, sexuality, race, and native-speaker intersectionality in tertiary education institutions. In a nut shell, the study

findings show that including the intersections of race and gender in learning achievements (Lee & Parajuli, 2024). Contently, the study findings outline examines that additional complexity the experiences of Asian American students in terms of social class, race, generation, and gender (Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a, 2025b).

The study findings outline that a paradigm for eco-development regarding the interplay of gender and sexual identities in transgender (Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025). Moreover, the study indicates that cultural capital in motion and socio-economic and racial differences in academic attainment among students (Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025). Besides The study of Miller and Bernacki (2019) asserts that besides, developing the high ability of pupils preparing for mathematics self-regulators and analyses of their effects on learning behavior and accomplishment using comparison in higher education institutions. Nonetheless, the significance of intersectionality in studies on gender and disability in students of higher education institutions (Shoaib, Rasool, Kalsoom, & Ali, 2025). In a nut shell, the study findings reveal that a multivariate multilevel model of changes in students' attainment goals in an advanced learning environment (Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b). Contently, the study findings outline examines that intersectionality and its growth in time use analysis and potential directions for work-family reconciliation policies and gender research (Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c).

The study findings outline that the intersectionality in race class and gender have critical lenses and framework (Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Iqbal, Rasool, & Abdullah, 2025; Shoaib & Kausar, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025). However, the study findings reveal that the concept of disparities in education have different results in learning achievements (Shoaib, Batool, Kausar, & Abdullah, 2025). Moreover, the argument of the study reveals that different researches explores the cause of intersectionality in educations are the socio-economic background and less access of resources (Shoaib & Bashir, 2025). Besides, the study of Ball, Rollock, Vincent, and Gillborn (2013) asserts that the intersectionality of class and gender basically unequal distribution of quality teachers, books and schools. Nonetheless, the study findings show that the expectations of society with males also create disparities in education (Shoaib, Ali, & Kausar, 2025). In a nut shell, the study of Bennike and Stoltz (2022) indicates that the gender norms and male preference in society ultimately effects the girls education. Contently, the study findings outline examines that the social identities like gender, race, and class give more access to sons as compare to daughters (Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c).

The study findings outline that the intersectionality of class and gender have different categories which influence leaning goals (Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c). However, the study findings outline examine that the concept of intersectionality describes as individual personal experiences based on their social values and social identities (Borg, 2015). Moreover, the argument study reveals that the students face different challenges and problems from their different background and class and gender which effects their academic goals (Shoaib, Ahmed, & Usmani, 2025a, 2025b; Shoaib, Ahmed, Zaman, & Abdullah, 2025). Besides, the study asserts

that the research indicates the learning achievements influence from glass and gender (Shoaib & Abdullah, 2025; Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025). Nonetheless, the study findings show that the girls face different challenges to achieve their learning goals because of social pressure and disparities Bubar, Cespedes, and Bundy-Fazioli (2016). In a nut shell, the study of indicates that the dominated gender males don't face any barrier to achieve and pursue their favorite subjects in education but females face this problem (Larijani, Shoaib, & Abedi, 2025; Shoaib, 2025a, 2025b). Contently, the study findings outline examine that the factors of gender and class must be understand disparities of girls in society (Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b; Ali, Shoaib, & Kausar, 2025; Iqbal, Shoaib, Iqbal, & Abdullah, 2025).

The study findings outline that the studies highlighted the essential educational practice for male and female intersecting identities (Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b). However, the study findings reveal that the intersectional of class and gender in different societies also have impact on cognitive abilities of students (Ahmed, Shoaib, & Zaman, 2025; Ali, Shoaib, & Ali, 2025; Shoaib, Zaman, & Abbas, 2024). Moreover, the arguments of the study reveals that the multifaceted approaches require to address the intersectionality of class and gender (Shoaib, Shehzadi, & Abbas, 2024a, 2024b). Besides, the study findings asserts that the different policies are required for overcome the disparities and unequal resources for students on the base of gender, class and race (Shoaib, Abdullah, Naqvi, & Ditta, 2024; Shoaib, Ali, & Abbas, 2024). Nonetheless, the study findings shows that different programs help to support social norms identities and parental engagement to overcome discrimination in society (Ellis, 2018). In a nut shell, the study indicates that different institutions promote equity and they address on equal rights for higher education for everyone (Shoaib, 2024a, 2024b, 2024c, 2024d, 2024e). Contently, the study findings outline examine that the intersections focus on divers culture of education, it has strong impacts on students' future goals (Ali, Zaman, & Shoaib, 2024; Shoaib, Shehzadi, & Abbas, 2023; Shoaib, Usmani, & Abdullah, 2023).

The study findings outline that the intersectionality refers to give the unequal opportunity of education to male and female and it influence learning goals (Shoaib, 2023a, 2023b; Shoaib, Rasool, Anwar, & Ali, 2023). However, the study findings indicate that in higher education often pupils face the challenges of intersections or disparities like gender class and race (Shoaib, Anwar, & Rasool, 2022; Shoaib, Mustafa, & Hussain, 2022; Shoaib, Tariq, Shahzadi, & Ali, 2022; Shoaib, Usmani, & Ali, 2022). Moreover, the argument of the study reveals that gender and class play an essential role to achieve the academic goals and perform well in educational institutions (Shoaib, Ali, Anwar, & Abdullah, 2022; Shoaib, Rasool, & Anwar, 2021; Shoaib & Ullah, 2021a, 2021b). Besides, the study of Gupta (2019) asserted that gender is not secure attribute but it is a social identity which is construct the intersections or discrimination. In a nut shell, the study findings show that the socio-economic status is a big hurdle of students to achieve their learning goals and fulfill their wish to get quality of education (Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021; Shoaib, Ali, & Akbar, 2021; Shoaib, Fatima, & Jamil, 2021; Shoaib, Iqbal, & Tahira, 2021). Contently, the study findings outline examine that the lower class pupils face less opportunity to reach the school because

they are breadwinners of their families their class create a hurdles to achieve their goals (Shoaib, 2021; Shoaib, Abdullah, & Ali, 2021; Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib & Ullah, 2019).

The study findings outline that females face the challenges to achieve their academic goals because their minority ethnic background and they face both gender and class base disparity (Shoaib, Abdullah, & Ali, 2020; Shoaib & Rafique, 2015). Moreover, the arguments of the reveals that traditional, cultural and social perspective play a crucial role in intersectionality of class gender and race to achieve the educational goals (Shoaib, Latif, & Usmani, 2013; Shoaib, Shaukat, Khan, & Saeed, 2013). Besides, the study findings show that the students which are belong to lower class or poor families face different form of cultural capital which are not respected in traditional educational system (Anwar, Shoaib, & Javed, 2013; Shoaib, Munir, Masood, Ali, & Sher, 2012). Nonetheless, the argument study reveals that student's special female students belong to communities play their important role for demanding equal rights for education and they also support equity (Waris, Shoaib, et al., 2025a).

## The Data and Methods

The study adopted a quantitative research design to examine the proposed relationships among the study variables. The target population comprised students enrolled in BS (4-year) programs within the social science disciplines at a university, with the sampling frame obtained from the concerned departments. A stratified random sampling technique was employed to ensure proportional representation of students across disciplines, resulting in a final sample of 316 respondents. Data were collected through a cross-sectional survey using a structured questionnaire consisting of multiple sections measuring socio-demographic characteristics, intersectionality of gender and class, and learning achievements. Prior to the main survey, a pilot study was conducted with 30 randomly selected students to assess the reliability of the instrument, yielding an overall Cronbach's alpha of .962, indicating excellent internal consistency. Responses were recorded on an attitudinal (dis)agreement scale. The collected data were analyzed using MS Excel and SPSS employing both descriptive and inferential statistical techniques to test the correlation and Chi-Square tests among variables.

## Results and Discussion

The analysis presented the frequency and percentages of age of the students. The primary analysis of the data in Table 1 indicated that the 10.1 percentage of male and female students were belong to 19 years of age group. The primary analysis of the data indicated that the 46.5 percentage of male and female respondents were belong to 20-21 years of age group. The primary analysis of the data indicated that the 34.2 percentage of male and female students were belong to 22-23 years of age group. The primary analysis of the data indicated that the 8.5 percentage of male and female students were belong to 24-25 years of age group. The primary analysis of the data indicated that the .6 percentage of male and female students were belong to 26 years of age group.

The analysis presented the frequency and percentages of family size of the students.

The primary analysis of the data indicated that the 3.8 percentage of respondents were belong to 3 members of family size. The primary analysis of the data indicated that the 45.5 percentage of students were belong to 4-6 members of family size. The primary analysis of the data indicated that the 11.4 percentage of respondents were belong to 10-12 members of family size. The primary analysis of the data indicated that the 2.8 percentage of students were belong to 13 and above members of family size.

Table 1  
Socio-demographic Characteristics of Students

| Category                    | f   | %     | Category           | f   | %     |
|-----------------------------|-----|-------|--------------------|-----|-------|
| Age (Years)                 |     |       | Family Size        |     |       |
| Up to 19                    | 32  | 10.1  | Up to 3            | 12  | 3.8   |
| 20-21                       | 147 | 46.5  | 4-6                | 144 | 45.5  |
| 22-23                       | 108 | 34.2  | 7-9                | 115 | 36.5  |
| 24-25                       | 27  | 08.5  | 10-12              | 36  | 11.4  |
| 26 and above                | 02  | 00.6  | 13 to above        | 09  | 02.8  |
| Total                       | 316 | 100   | Total              | 316 | 100   |
| Gender                      |     |       | Family Type        |     |       |
| Male                        | 88  | 27.8  | Nuclear            | 217 | 68.7  |
| Female                      | 228 | 72.2  | Joint              | 99  | 31.3  |
| Total                       | 316 | 100.0 | Total              | 316 | 100.0 |
| Father's Education          |     |       | Mother's Education |     |       |
| Illiterate                  | 83  | 26.3  | Illiterate         | 72  | 22.8  |
| Primary                     | 18  | 5.7   | Primary            | 11  | 3.5   |
| Middle                      | 23  | 7.3   | Middle             | 32  | 10.1  |
| Matric                      | 67  | 21.2  | Matric             | 74  | 23.4  |
| Intermediate                | 54  | 17.1  | Intermediate       | 64  | 20.3  |
| Bachelor                    | 39  | 12.3  | Bachelor           | 45  | 14.2  |
| Master and above            | 32  | 10.1  | Master and above   | 18  | 5.7   |
| Total                       | 316 | 100.0 | Total              | 316 | 100.0 |
| Family Monthly Income (PKR) |     |       | Number of Siblings |     |       |
| Up to 30000                 | 05  | 01.6  | Up to 1            | 12  | 3.8   |
| 30001 - 40000               | 07  | 02.4  | 2-3                | 92  | 29.1  |
| 40001-50000                 | 69  | 21.8  | 4-5                | 139 | 44    |
| 50001-60000                 | 18  | 05.7  | 6-7                | 63  | 19.9  |
| 60001 and above             | 217 | 68.5  | 8 and above        | 10  | 3.2   |
| Total                       | 316 | 100   | Total              | 316 | 100   |
| Residential area (n=316)    |     |       |                    |     |       |
| Rural                       | 204 | 64.6  |                    |     |       |
| Urban                       | 112 | 35.4  |                    |     |       |

The analysis presented the frequency and percentages of gender of the respondents. The primary analysis of the data indicated that the 27.8 percentage of respondents were male. The primary analysis of the data indicated that the 72.2 percentage of

students were female. The analysis presented the frequency and percentages of family type of the students. The primary analysis of the data indicated that the 68.7 percentage of students were belong to nuclear family. The primary analysis of the data indicated that the 31.3 percentage of students were belong to joint family.

The analysis presented the frequency and percentages of father's education of the students. The primary analysis of the data indicated that the 26.3 percentage of father's education of the students was zero they were illiterate. The primary analysis of the data indicated that the 5.7 percentage of father's education of the students they were primary pass. The primary analysis of the data indicated that the 7.3 percentage of father's education of the students they middle pass. The primary analysis of the data indicated that the 21.2 percentage of father's education of the students they were matric pass. The primary analysis of the data indicated that the 17.1 percentage of father's education of the students they were intermediate pass. The primary analysis of the data indicated that the 12.3 percentage of father's education of the students they were bachelor degree. The primary analysis of the data indicated that the 10.1 percentage of father's education of the students they were master and PhD degree.

The analysis presented the frequency and percentages of mothers' education of the students. The primary analysis of the data indicated that the 22.8 percentage of mothers' education of the students was zero they were illiterate. The primary analysis of the data indicated that the 3.5 percentage of mother's education of the students they were primary pass. The primary analysis of the data indicated that the 10.1 percentage of mother's education of the students they middle pass. The primary analysis of the data indicated that the 23.4 percentage of mother's education of the students they were matric pass. The primary analysis of the data indicated that the 20.3 percentage of mother's education of the students they were intermediate pass. The primary analysis of the data indicated that the 14.2 percentage of mother's education of the students they were bachelor degree. The primary analysis of the data indicated that the 5.7 percentage of mother's education of the students they were master and PHD degree.

The analysis presented the frequency and percentages of family monthly income of the students. The primary analysis of the data indicated that the 1.6 percentage of 30000 rupees of family monthly income of the students. The primary analysis of the data indicated that the 2.4 percentage of 30001-40000 rupees of family monthly income of the students. The primary analysis of the data indicated that the 21.8 percentage of 40001-50000 rupees of family monthly income of the students. The primary analysis of the data indicated that the 5.7 percentage of 50001-60000 rupees of family monthly income of the students. The primary analysis of the data indicated that the 68.5 percentage of 60000 and above rupees of family monthly income of the students.

The analysis presented the frequency and percentages of numbers of siblings of the students. The primary analysis of the data indicated that the 3.8 percentage of 1 number of siblings of the students. The primary analysis of the data indicated that the 29.1 percentage of 2-3 number of siblings of the students. The primary analysis of the data indicated that the 44 percentage of 4-5 number of siblings of the students. The primary analysis of the data indicated that the 19.9 percentage of 6-7 number of siblings of the students. The primary analysis of the data indicated that the 3.2

percentage of 8 and above number of siblings of the students. The analysis presented the frequency and percentages of residential area of the students. The primary analysis of the data indicated that the 64.6 percentage of students lived in rural areas. The primary analysis of the data indicated that the 35.4 percentage of students lived in urban areas.

Table 2  
Normality Test

| Variables                             | Kolmogorov-Smirnov <sup>a</sup> |     |                   | Shapiro-Wilk |     |      |
|---------------------------------------|---------------------------------|-----|-------------------|--------------|-----|------|
|                                       | Statistic                       | df  | Sig.              | Statistic    | df  | Sig. |
| Gender Identity                       | .074                            | 316 | .000              | .978         | 316 | .000 |
| Gender Expression                     | .079                            | 316 | .000              | .968         | 316 | .000 |
| Gender Role                           | .109                            | 316 | .000              | .976         | 316 | .000 |
| Cultural Perspective                  | .113                            | 316 | .000              | .976         | 316 | .000 |
| Habitus Perspective                   | .086                            | 316 | .000              | .981         | 316 | .000 |
| Social Perspective                    | .092                            | 316 | .000              | .982         | 316 | .001 |
| Academic Performance                  | .093                            | 316 | .000              | .981         | 316 | .000 |
| Communication Skills                  | .073                            | 316 | .000              | .984         | 316 | .001 |
| Behavior Change                       | .091                            | 316 | .000              | .976         | 316 | .000 |
| Cognitive Abilities                   | .079                            | 316 | .000              | .975         | 316 | .000 |
| Critical Thinking Skills              | .108                            | 316 | .000              | .976         | 316 | .000 |
| Creativity and Innovation             | .100                            | 316 | .000              | .980         | 316 | .000 |
| Emotional Intelligence                | .093                            | 316 | .000              | .983         | 316 | .001 |
| Intersectionality of class and gender | .031                            | 316 | .200 <sup>*</sup> | .996         | 316 | .679 |
| Learning achievement                  | .052                            | 316 | .042              | .990         | 316 | .031 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2 indicated the normality test of the variables. The analysis revealed that all the variables were not normally distributed except intersectionality of class and gender. hence, the calculated value of Kolmogorov-Smirnov<sup>a</sup> and Shapiro-Wilk confirmed the normality of the variable as non- parametric.so, further non-parametric analysis had been made.

Table 3  
Kendall's tau\_b Statistical of the Variables

| Variables | GEID  | GEEX               | GERO               | CUPE               | HAPE               | SOPE               | LEAC               |
|-----------|-------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| GEID      | 1.000 | .461 <sup>**</sup> | .400 <sup>**</sup> | .258 <sup>**</sup> | .248 <sup>**</sup> | .213 <sup>**</sup> | .296 <sup>**</sup> |
| GEEX      |       | 1.000              | .576 <sup>**</sup> | .414 <sup>**</sup> | .392 <sup>**</sup> | .286 <sup>**</sup> | .406 <sup>**</sup> |
| GERO      |       |                    | 1.000              | .433 <sup>**</sup> | .458 <sup>**</sup> | .356 <sup>**</sup> | .435 <sup>**</sup> |
| CUPE      |       |                    |                    | 1.000              | .389 <sup>**</sup> | .325 <sup>**</sup> | .356 <sup>**</sup> |
| HAPE      |       |                    |                    |                    | 1.000              | .415 <sup>**</sup> | .442 <sup>**</sup> |
| SOPE      |       |                    |                    |                    |                    | 1.000              | .456 <sup>**</sup> |
| LEAC      |       |                    |                    |                    |                    |                    | 1.000              |

Table 3 highlighted that the results of Kendall's tau\_b statistical analysis of the variables. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.461 between gender identity and gender expression. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.400 between gender identity and gender role. The results pointed out that had been weak positive correlation Kendall's tau\_b =.258 between Gender Identity and Cultural Perspective. The results pointed out that had been weak positive correlation Kendall's tau\_b =.248 between gender identity and habitus perspective. The results pointed out that had been weak positive correlation (Kendall's tau\_b =.213) between gender identity and social perspective. The results pointed out that had been weak positive correlation Kendall's tau\_b =.296 between gender identity and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.576 between gender expression and gender role. The results pointed out that had been moderate correlation Kendall's tau\_b =.414 between gender expression and cultural perspective.

The results pointed out that had been moderate positive correlation Kendall's tau\_b =.392 between gender expression and habitus perspective. The results pointed out that had been weak positive correlation Kendall's tau\_b =.286 between gender expression and social perspective. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.406 between gender expression and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.433 between gender role and cultural perspective. The results pointed out that had been weak positive correlation Kendall's tau\_b =.325 between cultural perspective and social perspective. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.356 between cultural perspective and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.415 between habitus perspective and social perspective. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.442 between habitus perspective and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau\_b =.456 between social perspective and learning achievement.

Table 4

Kendall's tau\_b Statistical of the Variables

| Variables | ACPE  | COSK   | BECH   | COAB   | CRTS   | CRAI   | EMIN   | LEAC   |
|-----------|-------|--------|--------|--------|--------|--------|--------|--------|
| ACPE      | 1.000 | .510** | .400** | .395** | .386** | .340** | .350** | .593** |
| COSK      |       | 1.000  | .421** | .422** | .404** | .396** | .329** | .623** |
| BECH      |       |        | 1.000  | .396** | .430** | .374** | .386** | .589** |
| COAB      |       |        |        | 1.000  | .470** | .478** | .418** | .622** |
| CRTS      |       |        |        |        | 1.000  | .448** | .430** | .633** |
| CRAI      |       |        |        |        |        | 1.000  | .383** | .594** |
| EMIN      |       |        |        |        |        |        | 1.000  | .561** |
| LEAC      |       |        |        |        |        |        |        | 1.000  |

Table 4 highlighted that the results of Kendall's tau<sub>b</sub> statistical analysis of the variables. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.510 between academic performance and communication skills. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.400 between academic performance and behavior change. The results pointed out that had been weak positive correlation Kendall's tau<sub>b</sub> =.395 between academic performance and cognitive abilities.

The results pointed out that had been weak positive correlation Kendall's tau<sub>b</sub> =.386 between Academic Performance and Critical Thinking Skills. The results pointed out that had been weak positive correlation Kendall's tau<sub>b</sub> =.340 between academic performance and creativity and innovation. The results pointed out that had been weak positive correlation Kendall's tau<sub>b</sub> =.350 between academic performance and emotional intelligence. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.593 between academic performance and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.421 between communication skills and behavior change. The results pointed out that had been moderate correlation Kendall's tau<sub>b</sub> =.422 between communication skills and cognitive abilities. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.404 between communication skills and critical thinking skills. The results pointed out that had been weak positive correlation Kendall's tau<sub>b</sub> =.396 between communication skills and creativity and innovation.

The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.589 between behavior change and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.470 between cognitive abilities and critical thinking skills. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.478 between cognitive abilities and creativity and innovation. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.418 between cognitive abilities and emotional intelligence.

The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.622 between cognitive abilities and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.448 between critical thinking skills and creativity and innovation. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.430 between critical thinking skills and emotional intelligence. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.633 between critical thinking skills and learning achievement. The results pointed out that had been weak positive correlation Kendall's tau<sub>b</sub> =.383 between creativity and innovation and emotional intelligence. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.594 between creativity and innovation and learning achievement. The results pointed out that had been moderate positive correlation Kendall's tau<sub>b</sub> =.561 between emotional intelligence and learning achievement.

Table 5

Kendall's tau<sub>b</sub> test between Intersectionality of Class and Gender and Learning Achievements

| Variables       |                                       |                 | Intersectionality of class and gender | Learning achievement |
|-----------------|---------------------------------------|-----------------|---------------------------------------|----------------------|
| Kendall's tau_b | Intersectionality of class and gender | Correlation     | 1.000                                 | .538**               |
|                 |                                       | Coefficient     |                                       |                      |
|                 |                                       | Sig. (2-tailed) | .                                     | .000                 |
|                 | Learning achievement                  | N               | 316                                   | 316                  |
|                 |                                       | Correlation     | .538**                                | 1.000                |
|                 |                                       | Coefficient     |                                       |                      |
|                 |                                       | Sig. (2-tailed) | .000                                  | .                    |
|                 |                                       | N               | 316                                   | 316                  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5 pointed out that had been moderate positive correlation Kendall's tau\_b = .538 between intersectionality of class and learning achievements. The results in Table 6 pointed out that there is an association (Chi square = 2265.790) between gender identity and learning achievements among students. The results printout that there is an association (Chi square = 1922.429) between gender expression and learning achievements among students. The results printout that there is an association (Chi square = 2371.994) between gender role and learning achievements among students. The results pointed out that there is an association (Chi square = 2170.979<sup>a</sup>) between culture perspective and learning achievements among students. The results printout that there is an association (Chi square = 2063.706) between habitus perspective and learning achievements among students. The results printout that there is an association (Chi square = 1786.620) between social perspective and learning achievements among students. The results pointed out that there is an association (Chi square = 2544.491) between academic perspective and learning achievements among students. The results printout that there is an association (Chi square = 2464.488) between communication skills and learning achievements among students. The results printout that there is an association (Chi square = 2437.543) between behavior change and learning achievements among students.

Table 6  
Chi-Square Test (Learning Achievement Dependent Variables)

| Variable Name          | Chi-Square Value | df   | Asymp. (2-sided) | Sig. |
|------------------------|------------------|------|------------------|------|
| Gender Identity        | 2265.790         | 1892 | .000             |      |
| Gender Expression      | 1922.429         | 1634 | .000             |      |
| Gender Role            | 2371.994         | 1892 | .000             |      |
| Culture Perspective    | 2170.979         | 1720 | .000             |      |
| Habitus Perspective    | 2063.706         | 1634 | .000             |      |
| Social Perspective     | 1786.620         | 1548 | .000             |      |
| Academic Performance   | 2544.491         | 1720 | .000             |      |
| Communication Skills   | 2464.488         | 1806 | .000             |      |
| <b>Behavior Change</b> | 2437.543         | 1634 | .000             |      |

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|                                       |          |      |      |
|---------------------------------------|----------|------|------|
| <b>Cognitive ability</b>              | 2510.521 | 1720 | .000 |
| <b>Critical Thinking Skills</b>       | 2612.199 | 1806 | .000 |
| <b>Creativity and Innovations</b>     | 2694.553 | 1806 | .000 |
| <b>Emotional Intelligences</b>        | 2612.034 | 1806 | .000 |
| Intersectionality of class and gender | 7711.422 | 6622 | .000 |

The results pointed out that there is an association (Chi square =2510.521<sup>a</sup>) between cognitive ability and learning achievements among students. The results printout that there is an association (Chi square =2612.199<sup>a</sup>) between critical thinking skills and learning achievements among students. The results printout that there is an association (Chi square =2694.553<sup>a</sup>) between creativity and innovation and learning achievements among students. The results pointed out that there is an association (Chi square =2612.034<sup>a</sup>) between emotional intelligence and learning achievements among students. The results printout that there is an association (Chi square =7711.422<sup>a</sup>) between intersectionality of class and gender and learning achievements among students.

## Conclusion

This study concludes that learning achievement cannot be adequately understood through individualistic or merit-based explanations alone; rather, it must be reframed as a socially embedded process shaped by gender constructs operating within educational contexts. Drawing on sociological theory, the analysis demonstrates that gender norms, expectations, and institutionalized practices systematically influence students' access to resources, classroom participation, self-perception, and academic trajectories. The study highlights how socially constructed gender roles intersect with broader structural forces such as class, cultural capital, and power relations to produce differentiated learning outcomes that are often misrecognized as natural or ability-based differences. By conceptualizing learning achievement as a gendered social process, the study challenges dominant neutral and universalist assumptions within educational discourse. It underscores the need for gender-sensitive pedagogical practices, inclusive curricula, and institutional reflexivity to disrupt persistent inequalities. Overall, the study contributes to sociological scholarship by offering a critical conceptual framework that repositions learning achievement as a dynamic outcome of gendered social relations, thereby informing more equitable educational policy and practice.

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