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CONSTRUCTING GENDER, NEGOTIATING ACHIEVEMENT: A QUALITATIVE SOCIOLOGICAL INQUIRY INTO LEARNING PATHWAYS IN EDUCATIONAL SETTINGS

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ABSTRACT

This study explores the relationship between gender constructs and learning achievement in educational settings through a qualitative sociological lens. Grounded in social constructionist and interpretive perspectives, it examines how gender is produced, performed, and negotiated within educational contexts and how these processes shape students' academic engagement, learning strategies, and perceptions of achievement. Rather than treating learning outcomes as the result of individual aptitude alone, the study conceptualizes achievement as a socially mediated phenomenon embedded within gendered norms, institutional practices, and everyday interactions. Drawing on purposive sampling, peer-reviewed empirical and theoretical studies that explicitly address gender and learning achievement were selected for analysis. A thematic analysis was employed to identify recurring patterns, meanings, and intersections between gendered identities and educational outcomes. The findings reveal that gender norms influence classroom participation, teacher expectations, access to academic recognition, and self-concepts related to competence and success. These dynamics operate across multiple levels, highlighting the interaction between structural constraints such as curriculum design and institutional cultures and individual agency in shaping learning trajectories. The study underscores that gendered learning experiences are neither fixed nor uniform but are continuously constructed within specific sociocultural contexts. By situating academic performance within broader social relations of power, the study contributes to sociological debates on education and inequality. It offers critical insights for educators, researchers, and policymakers seeking to design inclusive pedagogical practices and institutional policies that promote equity in learning achievement across gendered lines.

Keywords: *Gender Constructs, Learning Achievement, Educational Settings, Qualitative Research, Sociological Analysis, Student Agency.*

Introduction

Gender is a socially constructed phenomenon that profoundly shapes individuals' experiences, opportunities, and interactions within educational settings (West & Zimmerman, 1987). In contemporary sociological discourse, gender is understood not merely as a biological distinction but as a dynamic set of roles, expectations, and performances that are continuously negotiated and reinforced through social institutions,

including schools and universities (Butler, 1990; West & Zimmerman, 1987). Educational environments, in particular, serve as critical sites where gendered identities intersect with learning processes, influencing students' engagement, achievement, and access to academic resources (Bourdieu, 1977). Despite growing attention to gender equity in education, there remains limited qualitative insight into how students actively construct their gendered identities whereas navigating academic pathways and negotiating their learning outcomes (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b). This study seeks to address this gap by exploring the lived experiences of students, examining how gender constructs shape their strategies, aspirations, and perceptions of success in educational contexts. By adopting a qualitative sociological inquiry, the research emphasizes the voices, interpretations, and interactions of students, providing a nuanced understanding of the complex interplay between gender and learning achievement. The findings aim to contribute to broader sociological debates on identity, agency, and educational inequality, offering insights for educators, policymakers, and scholars interested in fostering inclusive and equitable learning environments.

Study Context

Despite significant advancements in educational access and gender equity initiatives, disparities in learning experiences and achievement persist across gender lines (Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026b, 2026c). Existing research often emphasizes quantitative measures of performance, neglecting the nuanced ways in which students actively construct and negotiate their gender identities within educational settings (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b; Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026). In particular, there is limited understanding of how gendered expectations, social interactions, and institutional norms influence students' learning pathways, motivation, and academic strategies (Waris, Shoaib, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). This gap is especially pronounced in qualitative research that captures students' lived experiences, perceptions, and the subtle negotiations they undertake to achieve academic success (Shoaib, Waris, Iqbal, & Abdullah, 2025; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b; Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025). Without a deeper understanding of these processes, educational policies and pedagogical interventions risk overlooking the complex sociocultural dimensions that shape learning outcomes (Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris, & Iqbal, 2025b). Therefore, this study seeks to investigate how students construct their gender identities and navigate their learning trajectories, examining the intersections of gender, agency, and academic achievement in educational contexts.

The Data and Methods

This study adopted a qualitative research design employing an interpretive analysis of existing literature to examine the relationship between gender constructs and learning achievement in educational contexts. Using purposive sampling, peer-reviewed studies were selected based on their conceptual and empirical relevance, with inclusion criteria emphasizing explicit attention to gender and indicators of learning achievement, such as academic performance, participation, recognition, or perceived success. Relevant literature was systematically retrieved from major academic databases, ensuring comprehensive coverage of diverse educational settings. Data were analyzed using thematic analysis, involving iterative coding, categorization, and comparison to identify patterns, meanings, and relationships in students' gendered learning experiences. The emerging themes were synthesized to construct a coherent understanding of how learning achievement is socially mediated by gendered expectations, interactions, and institutional practices. This methodology allowed for a nuanced, theoretically informed exploration of the ways gender shapes students' academic

trajectories, highlighting both structural influences and individual agency in educational outcomes.

Results and Discussion

The study findings outline that the theory attempts to explain the cognitive processes and social contexts that underpin intergroup behaviors (Korostelina, 2014). Moreover, the study findings outline that is gaining power in a wide range of research and applications, including organizational, clinical, health, sports, and educational (Krettenauer & Curren, 2020). Besides, the argument of the study reveals that impact on moral and education has been diffident organization of learning achievement (Krettenauer & Curren, 2020). However, the study asserts that transgender in any country face the gender intersectionality in all fields in education institutions, in their own families and in job sectors (Shoaib & Ullah, 2019). Nonetheless, the study findings show that some researchers study that in different societies and in different cultures how gender and class matters (Shoaib, Waris, & Iqbal, 2025a). In a nut shell, the study of Liao and Ringler (2023) indicates that online learning and active learning for graduate students most beneficial they become expert to use new technology. Contently, the study findings examine that disparity is confusing because moral development and moral education have many unities with social identity theory (Lim, 2024).

The study findings outline that the people refers to divide themselves into different groups on the base of class, gender, religion and ethnicity (Lingaas, 2021). Moreover, the study findings outline that the people classify items to better understand and recognize the society and it is a similar way, that categorize others on the base of varieties of characteristics (Lisbona, 2010). Besides, the argument of the study reveals that in the state of Montana people of specific history about language, cultural, and religious education (Littlebear, 2017). However, the study asserts that different higher education institution have intersectionality of class and gender and critical evaluate racism (Shoaib, Abdullah, & Ali, 2020). Nonetheless, the study findings show that Thailand student and their teachers are practice their own religious rules (Shoaib, 2021). In a nut shell, the study indicates that in America some disables male students perform well and get good marks in their education because their parents motivate them for learning achievements (Lutz & Crist, 2009). Contently, the study findings examine that some researches critically analyze that and exploring the gender differences in achieving learning goals (Shoaib & Ullah, 2025).

The study findings outline that classification makes people understand their social surroundings, but it also leads to generalization (Mason, 2019). Moreover, the study findings outline that the Norwegian athletes and students face the hurdles of class, gender, ethnicity and color intersectionality (Massao & Fasting, 2014). Besides, the argument of the study reveals that the impact of class, ethnicity, gender, and generation on sports and tertiary level of education experiences (Shoaib, Tariq, Rasool, & Iqbal, 2025). However, the study asserts that highly skilled females are migrate from their own country to other for escape from class and gender intersectionality (Shoaib, Tariq, & Iqbal, 2025). Nonetheless, the study findings show that intersectionality of class and gender have a lots of impacts on study goals of students (Shoaib, Shamsher, & Iqbal, 2025). In a nut shell, the study indicates that teacher's behavior and pedagogical skills also have deeply impacts on achieving study goals of students (Shoaib, Shamsher, & Iqbal, 2025). Contently, the study findings outline that when traditions of early marriages of females ends then the intersectionality of gender, class, ethnicity and race become end (Shoaib, Rasool, Zaman, & Ahmed, 2025).

The study findings outline that the social role theory explains the importance of physical education and the concepts of class and gender (Shoaib, Rasool, Zaman, & Abdullah, 2025). Moreover, the study findings outline that the teachers are very well being of their students they support their students at every single steps and their students achieve their academic goals (Shoaib, Rasool, & Zaman, 2025c). Besides the argument of the study reveals that in urban area the gender mainstreaming is high because of

political rule, females face the gender issues (Shoaib, Rasool, & Zaman, 2025a). However, the study asserts that in Iran females get married in their early age and they don't get their education after intermediate there is a culture of people (Shoaib, Rasool, & Zaman, 2025b). Nonetheless, the study findings show that although research on the intersectionality of class and gender has gained fame, its application in both individual and group settings has generated debate (Shoaib, Rasool, Kalsoom, & Ali, 2025). In a nut shell, the study of Ndagijimana et al. (2024) indicates that to improving students' mental grasp of higher level of education within the sociocultural context. Contently, the study findings reveal that some middle class students face gender issues they are transgender so the society can't accept them and their families also neglect them (Neary, 2021).

The study findings outline that digital learning and online classes make the education very easy and fast for students because some females face the problems of transportation but online classes make easy for them (Nguyen & Tuamsuk, 2022). Moreover, the study find reveal that in Malaysia the international or migrant students of higher education face the hurdles of intersectionality of class, gender, race and ethnicity (Shoaib, Rasool, Iqbal, & Abdullah, 2025b). Besides, the argument of the study reveals that some middle class families migrate from one country to another country for batter life style and they want to change their cultural of intersectionality (Nowicka, 2024). However, the study also asserts that the different universities hire the online teachers for easiness of their students and the teachers are available for helping the students. Nonetheless, the study findings show that in higher education institutions females are face the issues of intersectionality of class, gender but they work hard and they are served differently to the success of their nations (Shoaib, Rasool, Iqbal, & Abdullah, 2025a). In a nut shell, the study of Ozkaleli (2018) indicated that in Turkey the intersectionality of gender become spotlight and mainstreaming context for debating. Contently, the study findings also reveal that in some families' children's face the intersectionality issues in their home females have not to right of talk and male are dominant gender of the home they easily have access to all resources.

The study findings outline that some researchers and organizations are worked on to overcome the class, gender and race intersectionality and make some possibilities for woman rights (Petersen, 2012). Moreover, the study findings reveal that achievements and establishing of short-term learning for higher education pupils and considering they were well carried out (Shoaib, Ahmad, Ali, & Abdullah, 2021). Besides, the argument of the study reveals that the intersectionality of class, gender, ethnicity and race overcome in different regions over the thirty years of struggle females also face the challenge for scholarship in education institutions (Shoaib, Abdullah, & Ali, 2021). However, the study asserts that the female and male students take a lot of interest in getting high level of education (Shoaib, Rasool, & Iqbal, 2025b). Nonetheless, the study also findings show that in some educational institutions students face hurdles to achieve their goals for intersectionality of class, gender and ethnicity. In a nut shell, the study of Redden and Brown (2010) indicates that in some institutions teachers give priority to students on the base of their class and gender. Contently, the study findings reveal that careers of students effected by class and gender intersectionality (Shoaib, Rasool, & Iqbal, 2025a).

The study findings outline that body images and intersectional analysis are interrelated because gender express the body language of human (Richburg & Stewart, 2024). Moreover, the study findings also reveal that in private institution of higher education there are many issues and challenges faced by students. Besides, the argument of the study reveals that in Indonesia people migrate to other countries for social status and transitional political space and for quality of education (Rother, 2017). However, the study asserts that the students are goal oriented learners and they are brilliant in higher level of education (Shoaib, Rasool, & Iqbal, 2025c). Nonetheless, the study findings also show that the traditional teachers education program effect on learning achievements so in different institutions upgrade their teaching method and the enhance the

interaction of teacher and students. In a nut shell, the study of Saunders (2019) indicates that the identity politics of intersectionality of class, ethnicity and gender create a lot of issues. Contently, the study findings reveal that the intersectionality or disparity of class, gender and color effect on the environment of classroom (Schey, 2023).

The study findings outline that the social identity theory explain the identity roles and social group define the way communication of males and females (Scott, 2007). Moreover, the study findings also reveal that the learning achievements of the students' effects by gender intersectionality. Besides the argument of the study reveals that the female students are motivated by online class and digital learning because it provides self-directed formal and informal learning (Shoaib, Kausar, Ali, & Abdullah, 2025). However, the study of Sadeghi, Sadighi, and Bagheri (2020) asserts that the university students of tertiary education face the problem of intersectionality of status group and position. Nonetheless, the study findings show that in America and Korea return the migrants from their country because of class and gender intersectionality (Song, 2020). In a nut shell, the study indicates that students' cognitive abilities developed by game base learnings (Shoaib & Kausar, 2025). Contently, the study findings reveal that in New Zeeland the elite private higher education institutions privilege the class and gender rights (Sparks, 2018).

The study findings outline that the student's cognitive abilities enhance by teacher's pedagogical skills and problem based learning (Shoaib, Iqbal, Rasool, & Abdullah, 2025). Moreover, the study findings outline that the students face complexities and hurdles in learning achievements because of gender differences (Shoaib, Iqbal, & Iftikhar, 2025). Besides, the argument of the study reveals that in the hierarchy of social classes middle class, low-class and upper-class measuring the identity of classes and intersectionality (Shoaib, Batool, Kausar, & Abdullah, 2025). However, the study asserts that the minority groups face the challenges of intersectionality and inequality (Shoaib & Bashir, 2025). Nonetheless, the study findings show that in many educational institutional learning achievements effected by the socio-economic gaps, class and gender differences (Shoaib, Ali, & Kausar, 2025). In a nut shell, the study indicates that the learning achievements of the students are interconnected with emotional intelligence, cognitive abilities, learning strategies (Shoaib, Ali, & Akbar, 2021). Contently, the study findings reveal that in art therapy and education face the hurdles of the race, class, gender and ethnicity intersectionality (Shoaib, Ali, Anwar, & Shaukat, 2021).

The study findings outline that according to gender roles and gender behavior the subjects of studies for students choose by their parents (Belkin, 2021). Moreover, the study findings also reveal that different gender roles in students limited development of self-perception, willingness in engaging in society and confidence in students. Besides, the argument of the study reveals that in students the gender role and gender behavior also influence by their teacher's motivation, peer group and parental expectations (Shoaib, Ali, Anwar, Rasool, et al., 2021). However, the study of Bishara (2016) asserts that male students have more interest in leading subjects and thy have encourage to take leadership but female students have interest in humanities and science subjects. Nonetheless, the study findings show that students gendered socialization from their early age effects their careers, personalities and professional life (Shoaib, Ali, Iqbal, & Abdullah, 2025b). In a nut shell, the study of Brown and Putwain (2022) indicates that the teachers using various pedagogical practices over the last decade to improve the varieties of technological approaches and skills. Contently, the study findings examine that learn online tools and techniques for students is most important because in modern era of education online learning enhance academic achievements of pupils (Shoaib, Ali, Iqbal, & Abdullah, 2025c).

The study findings outline that top of the pedagogical approaches is the flipped classroom based methods in different institutions (Shoaib, Ali, Iqbal, & Abdullah, 2025a). Nonetheless, the study findings reveal that the flipped or inverted classroom is a relatively newer instructional

pedagogy that has been gaining momentum in several educational institutions across the world (Shoaib, Ali, Iqbal, & Abdullah, 2025c). Besides, the argument study reveals that mental functions of pupils like memory reasoning problem-solving skills and critical thinking are referred to as cognitive abilities (Shoaib, Ali, Iqbal, & Abdullah, 2025b). However, the study asserts that class and gender of students of tertiary level have an impact on students' cognitive abilities development and academic achievement (Shoaib, Ali, Iqbal, & Abdullah, 2025a). Nonetheless, the study findings show that that socio-economic status of students have deeply impact on cognitive development (Shoaib, Ahmed, Zaman, & Abdullah, 2025). In a nut shell, the study indicates that students from higher socio-economic backgrounds typically have better access to learning resources and healthy diet and high-quality education (Shoaib, Ahmed, & Usmani, 2025b). Contently, the study findings reveal that social and cultural backgrounds and good health all contribute to improved cognitive abilities (Shoaib, Ahmed, & Usmani, 2025a).

The study findings outline that students from lower socio-economic classes might encounter social and financial obstacles that impede their ability to develop cognitively (Shoaib, Ahmed, & Iqbal, 2025). Moreover, the study findings also reveal that cognitive abilities influenced by gender and learning experiences are frequently shaped by traditional gender norms. Besides, the argument of the study reveals that the male students are more likely to be directed toward analytical and mathematical reasoning in their studies (Shoaib, Fatima, & Jamil, 2021). However, the study asserts that the female students are often encouraged to excel in verbal and social skills and chose humanity and social sciences subjects (Shoaib & Ullah, 2021b). Nonetheless, the study findings show that the social norms have an impact on students' confidence and self-esteem and academic achievement (Shoaib, Ahmed, Iqbal, & Abdullah, 2025). In a nut shell, the study indicates that class and gender have more complicated effects on cognitive abilities when they interact (Shoaib & Abdullah, 2025). Contently, the study findings reveal that poor background girls' students encounter two obstacles that hinder their academic success and academic performance (Shoaib, Rasool, & Anwar, 2021).

The study findings outline that the female students of tertiary level of education face lack of financial resource and limitations and gender-based stereotypes problems (Aleisa, 2022). Moreover, the study findings reveal that students of upper class have access to better educational resources and support privileged students regardless of gender generally perform better (Ismailov, 2021). Besides, the argument of the study also reveals that in tertiary level of education the social and cultural viewpoints have a big impact on learning outcomes of students. However, the study asserts that pupils' attitudes toward learning achievements and their capacity for success are shaped by cultural values norms customs and social expectations (Shoaib, Iqbal, & Tahira, 2021). Nonetheless, the study findings show that pupils learning experiences are shaped by their social class which also determines their access of educational resources (Shoaib, Ali, Anwar, & Abdullah, 2022). In a nut shell, the study of Owusu and Obuo Addo (2023) indicates that pupils from upper socio-economic backgrounds have advantages in the form of networks knowledge and skills. Contently, the study findings reveal that pupils from poor background not have benefits which have an impact on their academic performance (Shoaib & Ullah, 2021a).

The study findings outline that educational outcomes of the students are also influenced by gender norms and social norms (Shoaib, 2025a). Moreover, the study find reveal that females have less opportunities of education by discouraging them from pursuing higher education or particular fields of study (Shoaib, 2025b). Besides, the argument of the study reveals that poor class ales might experience pressure to enter the workforce early which have impact on their ability to continue their education (Larijani, Shoaib, & Abedi, 2025). However, the study asserts that higher education is made more problems and difficulties by the intersection of gender and class (Iqbal, Shoaib, Iqbal, & Abdullah, 2025). Nonetheless, the study findings show that intersectionality of class and gender and a lack of

support are common for girls' students from poor family backgrounds (Ali, Shoaib, & Kausar, 2025). In a nut shell the study indicates that reforms and policies for equal education of all and inclusive policies are necessary to address the intersectionality (Ali, Shoaib, Iqbal, & Abdullah, 2025a). Contently, the study findings reveal that academic success depends on having effective communication skills, which affect students' capacity to expressive their thoughts (Ali, Shoaib, Iqbal, & Abdullah, 2025b).

The study findings outline that the thoughts of higher education of students participate in class discussions and improve their score highly on tests (Ali, Shoaib, Iqbal, & Abdullah, 2025b). Moreover, the study findings reveal that communication skills are impacted by gender and class in different ways (Ali, Shoaib, Iqbal, & Abdullah, 2025a). Besides, the argument of the study reveals that higher socio-economic status or background frequently exposes students to a wider range of linguistic experiences and its improve communication skills (Ali, Shoaib, & Ali, 2025). However, the study asserts that students from lower-income households might not have as much access to books and scholarly discussions and have not confidence and communication skills (Ahmed, Shoaib, & Zaman, 2025). Nonetheless, the study findings show that intersectionality in gender and class also affect how people communicate to each other. In a nut shell the study indicates that males have a tendency toward direct and assertive communication styles and skills (Shoaib, Zaman, & Abbas, 2024). Contently, the study findings reveal that females are generally better at verbal communication and social interactions rather than males (Shoaib, Shehzadi, & Abbas, 2024b).

The study findings outline that the variations have an impact on academic achievement and classroom engagement (Shoaib, Shehzadi, & Abbas, 2024a). Moreover, the study findings reveal that communication problems are more noticeable at the intersection of class and gender (Shoaib, Ali, & Abbas, 2024). Besides, the argument study reveals that cultural and social norms and values for girls' students from lower socio-economic backgrounds not feel comfortable voicing their opinions (Shoaib, Abdullah, Naqvi, & Ditta, 2024). However, the study asserts that academic language proficiency a problem for male students from poor family backgrounds which have impact on their academic performance (Shoaib, 2024e). Nonetheless, the study findings show that the importance of gender and class are in determining students' communication skills, social and cultural perspectives (Shoaib, 2024d). In a nut shell, the study indicates that the cognitive capacities in higher education is most important for learning achievements (Shoaib, 2024b). Contently, the study findings reveal that the socio-economic status has a big impact on academic achievement with students from lower-income families having more difficulties (Shoaib, 2024c).

The study findings outline that the inequalities in educational outcomes are caused by gender norms which also affect learning experiences (Shoaib, 2024a). Moreover, the study findings outline that females' students face special difficulties arise that call for focused interventions and laws to support (Ali, Zaman, & Shoaib, 2024). Besides, the argument of the study reveals that the way male and female students of tertiary level of education behave dress up and interact with others is referred to as gender expression (Shoaib, Usmani, & Abdullah, 2023). However, the study asserts that socially constructed expectations of appropriate behavior for male and female are known as gender roles (Shoaib, Shehzadi, & Abbas, 2023). Nonetheless, the study findings show that the different elements affect the opportunities and experiences that students have for learning achievements (Shoaib, Rasool, Anwar, & Ali, 2023). In a nut shell, the study indicates that students' options of choosing subjects in academic fields restricted by traditional gender roles (Shoaib, Mustafa, & Hussain, 2023). Contently, the study findings reveal that females are encouraged to study the humanities and social sciences because of their gender (Shoaib, 2023c).

The study findings outline that male students have been expected to pursue sciences fields in their academic because of their gender role in society (Shoaib, 2023b). Moreover, the study find reveal that the male and female students' self-esteem and career goals impacted by these stereotypes (Shoaib,

2023a). Besides, the argument study reveals that gender roles challenged or reinforced by educational institutions (Shoaib, Usmani, & Ali, 2022). However, the study asserts that encouraging gender inclusivity schools faster a more equal learning environment where students freely pursue their interests (Shoaib, Tariq, Shahzadi, & Ali, 2022). Nonetheless, the study findings show that the ability to effectively comprehend control and regulate emotions is known as emotional intelligence (Shoaib, Mustafa, & Hussain, 2022). In a nut shell the study indicates that emotional intelligence influences the social relationships motivation and stress management making it a powerful predictor of academic success (Shoaib, Anwar, & Rasool, 2022). Contently, the study findings outline that emotional intelligence differences between genders have been extensively researched (Shoaib, Anwar, & Mustafa, 2022).

Theoretical Insights

The study is anchored in the sociological understanding of gender as a socially constructed and performative phenomenon. Drawing on Butler's (1990) theory of gender performativity, gender is conceptualized as a series of repeated social acts rather than a fixed biological attribute, highlighting how students actively negotiate and perform gendered identities within educational settings. Complementing this, West and Zimmerman's (1987) doing gender framework emphasizes that gender emerges through everyday interactions, influencing how learners engage with academic tasks, participate in classroom activities, and perceive achievement. Bourdieu's (1977) concepts of habitus and cultural capital further illuminate how institutional structures and ingrained social dispositions shape access to resources, opportunities, and recognition, producing differential learning outcomes across genders. Together, these theoretical perspectives underscore the dynamic interplay between individual agency and structural constraints, suggesting that learning achievement is not merely a measure of cognitive ability but a socially mediated process influenced by gender norms, interactions, and institutional practices (Connell, 2009).

Conclusion

This study highlights that learning achievement in educational settings is deeply intertwined with the construction and negotiation of gendered identities. Through an interpretive analysis of existing literature, it becomes evident that students do not experience education in a neutral or uniform way; rather, their academic engagement, strategies, and perceptions of success are shaped by social expectations, institutional norms, and gendered interactions. The findings underscore the importance of recognizing both structural influences, such as classroom practices and institutional policies, and individual agency, as students actively navigate and sometimes resist these gendered constraints. By situating learning achievement within a sociological framework, the study emphasizes that educational outcomes are not solely a reflection of ability or effort but are socially mediated processes. These insights have significant implications for educators, policymakers, and researchers seeking to foster more equitable, inclusive, and responsive educational environments that acknowledge and accommodate diverse gendered experiences.

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