

LEARNING ACHIEVEMENT IN THE AGE OF INTERSECTIONALITY: DEVELOPING A SOCIOLOGICAL MEASUREMENT SCALE FOR TERTIARY EDUCATION IN PAKISTAN

Sania Shahzadi¹, Muhammad Shoaib², Shamraiz Iqbal³, Farooq Abdullah⁴

¹M. Phil Student, Department of Sociology, University of Gujrat, Gujrat, Pakistan

²Associate Professor, Department of Sociology, University of Gujrat, Gujrat, Pakistan

³PhD Scholar, Department of Gender Studies, University of the Punjab, Lahore, Pakistan

⁴Lecturer, Department of Sociology, Mirpur University of Science & Technology, Mirpur, AJ&K, Pakistan

¹saniashahzadi1440@gmail.com, ²shoaibsoc@uog.edu.pk, ³shamraiznatt@gmail.com,

⁴farooq.abdullah@must.edu.pk

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Corresponding Author: *

Muhammad Shoaib

Abstract

This study addresses this gap by examining learning achievement in Pakistani tertiary education through the lens of intersectionality, which emphasizes the interconnected influences of gender, class, and other social identities on educational outcomes. Grounded in Bourdieu's theory of cultural capital and the sociology of education, the research recognizes that students' academic success is not solely the result of individual effort but is shaped by institutional practices, resource accessibility, and social positioning. To operationalize this perspective, the study develops a sociologically informed measurement scale that captures both the cognitive and social dimensions of learning achievement. The scale integrates indicators such as academic engagement, resource utilization, recognition within the classroom, and self-perceived competence, whereas accounting for the differential effects of intersecting social identities. Employing rigorous scale-development procedures, including item generation, expert validation, and pilot testing, the resulting instrument demonstrates strong reliability and validity, offering a robust tool for empirical assessment. The findings highlight that students' learning achievement is deeply influenced by the interplay of structural inequalities and individual agency, with gendered and class-based barriers significantly shaping academic experiences. This study contributes to the sociology of education by providing a comprehensive, intersectional framework for understanding and measuring academic success, emphasizing the importance of inclusive educational practices. The developed scale offers policymakers, educators, and researchers a practical instrument to identify disparities, design targeted interventions, and promote equitable learning environments in Pakistani higher education institutions.

Introduction

In contemporary higher education, learning achievement is no longer viewed solely through

the lens of individual ability but is increasingly understood as shaped by the complex interplay of social identities and structural inequalities (Biggs

& Tang, 2011; Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). Intersectionality, which examines how overlapping categories such as gender, class, and socio-economic background influence experiences and opportunities, provides a critical framework to understand disparities in academic outcomes (Bourdieu, 1986; (Shoaib & Ullah, 2019, 2021a, 2021b; Waris, Shoaib, Iqbal, & Abdullah, 2025). Despite its theoretical significance, there is a notable absence of empirically validated tools to measure learning achievement through an intersectional lens, particularly in the context of Pakistani tertiary education (Shoaib, Waris, & Iqbal, 2025b, 2025c; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b). This study addresses this gap by developing a sociological measurement scale that captures the nuanced ways in which intersecting social positions affect students' learning experiences and outcomes, offering both practical and theoretical contributions to educational research and policy in Pakistan.

Study Context

The study is situated within the context of tertiary education in Pakistan, where higher education institutions are experiencing rapid expansion alongside persistent social inequalities. Students entering universities come from diverse socio-economic, gendered, and cultural backgrounds, which shape their access to resources, learning opportunities, and academic success (Shoaib, Waris, Iqbal, & Abdullah, 2025; Shoaib & Zaman, 2025; Shoaib, Zaman, & Abbas, 2024). Despite government and institutional efforts to promote meritocracy, structural disparities and social hierarchies continue to influence educational outcomes (Shoaib, Waris, & Iqbal, 2025a; Shoaib, Waris, & Iqbal, 2025b, 2025c;

Shoaib, Waris, & Iqbal, 2025a, 2025b). In this environment, understanding learning achievement requires more than assessing individual performance; it demands attention to the intersecting social factors that mediate students' experiences (Crenshaw, 1989). By developing a sociological measurement scale grounded in intersectionality, this study provides a contextually relevant tool to assess learning achievement whereas highlighting the complex social dynamics at play in Pakistani higher education.

The Data and Methods

This study employed a quantitative research design using a cross-sectional survey to examine the selected variables. The population comprised students enrolled in BS (4-Year) programs within the Faculty of Social Sciences at a public sector university, with the sampling frame obtained from departmental records. A stratified random sampling technique was used to ensure representativeness, resulting in a final sample of 316 students. Data were collected through a structured questionnaire designed to capture students' attitudes and perceptions across multiple dimensions. A pilot study with 30 students confirmed the instrument's reliability, yielding a Cronbach's alpha above 0.700. Responses were measured using an attitudinal (dis)agreement scale, and the data were analyzed using Confirmatory Factor Analysis (CFA), to draw conclusions based on students' perspectives.

Results

A pilot testing has been done on randomly selected 25 students to check the reliability of the measurement tool. The detail has been provided as following in Table 1;

Table 1
Reliability Test

S. No.	Variable Name	Code	Items	CFA
i	Gender Identity	GEID	8	.728
ii	Gender Expression	GEEX	8	.719
iii	Gender Role	GERO	8	.722
iv	Culture Perspective	CUPE	8	.723
v	Habitus Perspective	HAPE	8	.725

vi	Social Perspective	SOPE	8	.734
C	Intersectional of Class and Gender (i+ii+iii+iv+v+vi)	IOAG	48	.877
vii	Academic Performance	ACPE	8	.751
viii	Communication Skills	COSK	8	.755
ix	Behavior Change	BECH	8	.742
x	Cognitive Ability	COAB	8	.745
xi	Critical Thinking Skills	CRTS	8	.756
xii	Creativity and Innovation	CRAI	8	.733
xiii	Emotional Intelligence	EMIN	8	.744
D	Learning Achievements (vii+viii+ix+x+xi+xii+xiii)	LEAC	56	.835
Overall			104	.962

Table 2 outlines the CFA of gender identity. The analysis revealed that all the items /statements mentioned in the table had confirmed variable gender identity. Hence, all the eight statements had been accepted and supporting the variable. It is worth to mention here that several studies had also been conducted on the subject of sociology,

sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoaib, Shehzadi, & Abbas, 2023, 2024a, 2024b; Shoaib, Tariq, & Iqbal, 2025a, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib, Tariq, Shahzadi, & Ali, 2022; Shoaib & Ullah, 2025).

Table 2
CFA of Gender Identity

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	Your gender identity has been easily identified	0.462	0.058	7.904	0.000
ii	Your identity has been based on physiological needs	0.475	0.048	9.976	0.000
iii	Your gender identity has been identified at the time of birth	0.562	0.054	10.413	0.000
iv	Your gender identity has been looked with genetic make up	0.451	0.055	8.186	0.000
v	You are performing social obligation as your identity	0.534	0.048	11.136	0.000
vi	Your academic achievements influenced by your gender	0.501	0.053	9.478	0.000
vii	Your gender identity affects your team work in class	0.478	0.055	8.738	0.000
viii	Your gender identity effects your group discussion	0.391	0.058	6.772	0.000

Table 3
CFA of Gender Expression

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	Your gender has been identified with your body features	0.722	0.050	14.351	0.000
ii	Your gender has been represented by your behavior	0.575	0.041	13.864	0.000
iii	Your body language reflect your gender	0.600	0.043	13.952	0.000
iv	You wear dress as per your gender	0.581	0.046	12.522	0.000
v	You present yourself as your gender	0.543	0.047	11.632	0.000
vi	You communicate with others as per your gender	0.545	0.046	11.799	0.000
vii	You participate in class following gender roles	0.400	0.048	8.307	0.000
viii	You present your gender roles outside of the room	0.427	0.049	8.677	0.000

Table 3 shapes the CFA of gender expression. The analysis revealed that all the items /statements mentioned in the table had confirmed variable gender expression. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and

concepts and had aligned results (Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025; Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025; Shoaib, Shamsheer, & Iqbal, 2025; Shoaib, Shamsheer, & Iqbal, 2025).

Table 4
CFA of Gender Role

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	Your assigned role are based on your gender	0.599	0.052	11.464	0.000
ii	You are aware about your gender performance	0.584	0.043	13.530	0.000
iii	You prefer to perform role in public as per your gender	0.511	0.048	10.545	0.000
iv	You are confident to perform your role	0.487	0.048	10.112	0.000
v	You are confident learning this subject with choice	0.474	0.049	9.679	0.000
vi	Your gender role choose the subjects you are enrolled	0.371	0.055	6.802	0.000
vii	You perform extracurricular activities in university	0.382	0.055	6.953	0.000
viii	Your gender role has impacts on learning achievements	0.219	0.056	3.899	0.000

Table 4 presents the CFA of gender role. The analysis revealed that all the items /statements

mentioned in the table had confirmed variable gender role. It is worth to mention here that

several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoaib, Mustafa,

& Hussain, 2022, 2023; Shoaib, Rasool, & Anwar, 2021; Shoaib, Rasool, Anwar, & Ali, 2023; Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c).

Table 5
CFA of Culture Perspective

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You prefer to practice cultural codes	0.516	0.045	11.378	0.000
ii	You accept culture diversity in university	0.503	0.041	12.231	0.000
iii	You prefer to perform within culture norms	0.455	0.045	10.115	0.000
iv	You easily accept study culture background on your gender	0.427	0.049	8.724	0.000
v	Your culture have impacts to engage in group projects	0.291	0.048	6.082	0.000
vi	Your culture influenced to choose subjects	0.215	0.054	4.001	0.000
vii	The cultural norms effects your behavior	0.259	0.047	5.511	0.000
viii	Your culture inspire the academic performance	0.240	0.051	4.744	0.000

Table 5 described the CFA of culture perspective. The analysis revealed that all the items /statements mentioned in the table had confirmed variable culture perspective. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoaib,

Anwar, & Mustafa, 2022; Shoaib, Anwar, & Rasool, 2022; Shoaib & Bashir, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025; Shoaib, Fatima, & Jamil, 2021; Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Iqbal, Iqbal, & Abdullah, 2026; Shoaib, Iqbal, Rasool, & Abdullah, 2025; Shoaib, Iqbal, & Tahira, 2021; Shoaib, Kausar, Ali, & Abdullah, 2025).

Table 6
CFA of Habitus Perspective

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You easily perceive individual response	0.559	0.046	12.082	0.000
ii	You easily perceive social work activities	0.470	0.043	10.915	0.000
iii	You have socialized subjectivity approach	0.411	0.050	8.294	0.000
iv	You have a particular position in a hierarchy	0.322	0.050	6.477	0.000
v	You prefer to have good body language in front of others	0.486	0.048	10.028	0.000
vi	You have strong social groups in your community	0.473	0.047	10.111	0.000
vii	Your social habits motivate you in academic activities	0.381	0.046	8.307	0.000
viii	Your family supports you in your reading	0.375	0.050	7.472	0.000

	habits				
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Table 6 asserts the CFA of habitus perspective. The analysis revealed that all the items /statements mentioned in the table had confirmed variable habitus perspective. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoaib, Ali, & Abbas, 2024; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c; Shoaib, Ali, & Kausar, 2025).

Table 7 reveals the CFA of social perspective. The analysis revealed that all the items /statements

mentioned in the table had confirmed variable social perspective. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoaib, Ahmed, & Usmani, 2025a, 2025b; Shoaib, Ahmed, Zaman, & Abdullah, 2025; Shoaib, Ali, Anwar, & Abdullah, 2022; Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021; Shoaib, Ali, & Naseer, 2021; Shoaib, Ali, & Akbar, 2021).

Table7
CFA of Social Perspective

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You prefer to have attitude according to surrounding	0.419	0.052	7.987	0.000
ii	Your behavior is acceptable in front of others	0.437	0.049	8.920	0.000
iii	You have strong social background	0.426	0.051	8.425	0.000
iv	Your peer group motivate you to study	0.483	0.056	8.642	0.000
v	Your friends help you in assignments	0.403	0.056	7.167	0.000
vi	You feel confident to share your ideas in your class	0.377	0.051	7.466	0.000
vii	Your social network help you in academic performance	0.351	0.046	7.703	0.000
viii	Your peer group inspire your study habits	0.447	0.054	8.222	0.000

Table 8
CFA of Academic Performance

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You easily complete academic task	0.681	0.050	13.682	0.000
ii	You are confident in participating in academic activities	0.629	0.044	14.331	0.000
iii	You perform in sessional marks	0.485	0.043	11.314	0.000
iv	You manage your time according to your study	0.377	0.052	7.286	0.000
v	Your mentor acknowledge your academic performance	0.438	0.047	9.344	0.000

vi	Your family acknowledge you academic achievements	0.475	0.048	9.877	0.000
vii	You confidently participate in debate competitions	0.343	0.055	6.206	0.000
viii	You actively participate in group assignments	0.285	0.054	5.311	0.000

Table 8 presents the CFA of academic performance. The analysis revealed that all the items /statements mentioned in the table had confirmed variable academic performance. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using

these natures of variables and concepts and had aligned results (Shoaib & Abdullah, 2025; Shoaib, Abdullah, & Ali, 2020, 2021; Shoaib, Abdullah, Naqvi, & Ditta, 2024; Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025, 2026a, 2026b, 2026c).

Table 9
CFA of Communication Skills

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistic	Prob. Level
i	You have strong communication confidence	0.509	0.052	9.765	0.000
ii	You use body language to express yourself	0.424	0.046	9.283	0.000
iii	You are confident to communicate with others	0.560	0.046	12.284	0.000
iv	You actively participate in class discussion	0.521	0.046	11.356	0.000
v	You confidently communicate with your teachers	0.553	0.044	12.720	0.000
vi	You confidently give your presentations in class	0.467	0.049	9.492	0.000
vii	You communicate on social issues in front of class	0.598	0.054	11.100	0.000
viii	You solve the problems through communication skills	0.462	0.045	10.163	0.000

Table 9 outlines the CFA of communication skills. The analysis revealed that all the items /statements mentioned in the table had confirmed variable communication skills. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoaib, 2021, 2023a, 2023b, 2023c, 2024a, 2024b, 2024c, 2024d, 2024e, 2025a, 2025b).

mentioned in the table had confirmed variable behavior change. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Ali, Abdullah, & Shoaib, 2026; Ali, Abdullah, & Shoaib, 2026; Ali, Zaman, & Shoaib, 2024; Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b; Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b; Ali, Shoaib, & Kausar, 2025; Iqbal, Shoaib, Iqbal, & Abdullah, 2025; Larjani, Shoaib, & Abedi, 2025).

Table 10 clinches the CFA of behavior change. The analysis revealed that all the items /statements

Table 10
CFA of Behavior Change

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You accept your behavior as a challenge	0.425	0.049	8.683	0.000
ii	You perform your behavior within discipline	0.427	0.042	10.172	0.000
iii	You adopt new learning strategies	0.538	0.043	12.503	0.000
iv	You have discipline in your academic activities	0.502	0.047	10.629	0.000
v	Your behavior focused for your learning achievements	0.454	0.048	9.487	0.000
vi	You have positive behavior to improve your learnings	0.438	0.046	9.533	0.000
vii	Your behavior has been changing with the passage of time	0.473	0.048	9.941	0.000
viii	You change behavior according to surroundings	0.420	0.049	8.593	0.000

Table 11
CFA of Cognitive Abilities

Sr. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You solve the problems easily	0.587	0.054	10.867	0.000
ii	You easily remember your all lectures	0.579	0.046	12.715	0.000
iii	Your cognitive abilities support academic activities	0.486	0.045	10.763	0.000
iv	You easily focus on your study deadlines	0.474	0.052	9.093	0.000
v	Your cognitive abilities has been improved by education	0.430	0.046	9.356	0.000
vi	You effectively manage multiple academic tasks	0.348	0.046	7.629	0.000
vii	You analyze data accurately in your study	0.503	0.047	10.596	0.000
viii	You identify patterns from complex data easily	0.379	0.046	8.163	0.000

Table 11 outlines the CFA of cognitive abilities. The analysis revealed that all the items/statements mentioned in the table had confirmed variable cognitive abilities. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and

gender studies using these natures of variables and concepts and had aligned results (Ahmed, Shoaib, Iqbal, & Abdullah, 2026a; Ahmed, Shoaib, Iqbal, & Abdullah, 2026b, 2026c; Ahmed, Shoaib, & Zaman, 2025; Ali, Shoaib, & Ali, 2025).

Table 12
CFA of Thinking Skills

S. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You critically assess research findings	0.505	0.051	9.915	0.000
ii	You apply critical thinking to real-life situations	0.462	0.043	10.854	0.000
iii	Your critical thinking skills enhance learning experience	0.426	0.042	10.119	0.000
iv	You use your critical thinking in your education	0.385	0.050	7.675	0.000
v	You solve academic issues by using critical thinking skill	0.426	0.048	8.885	0.000
vi	Your critical thinking skills help you in group discussions	0.499	0.047	10.601	0.000
vii	You regularly consider multiple perspectives	0.426	0.052	8.220	0.000
viii	You identify logical flaws in arguments presented to you	0.458	0.052	8.850	0.000

Table 12 describes the CFA of critical thinking skills. The analysis revealed that all the items /statements mentioned in the table had confirmed variable critical thinking skills. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Ahmed et al., 2026c; Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shaoib, 2026; Shoaib, Ahmed, et al., 2026a, 2026b, 2026c; Shoaib, Iqbal, et al., 2026).

Table 13 points the CFA of creativity and innovation. The analysis revealed that all the items /statements mentioned in the table had confirmed variable creativity and innovation. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Ahmed et al., 2026a; Ahmed et al., 2026b; Shoaib, Zaman, & Abdullah, 2025; Waris, Shoaib, Iqbal, et al., 2025; Waris, Shoaib, et al., 2025a, 2025b, 2025c).

Table 13
CFA of Creativity and Innovations

S. No.	Statement	Parameter Estimates	Standard Error	T Statistic	Prob. Level
i	Your creativities helps you in different projects	0.474	0.049	9.650	0.000
ii	You believe innovations improve your academic success	0.500	0.042	11.905	0.000
iii	You feel confident to present innovative ideas	0.464	0.045	10.329	0.000
iv	You adapt creative ideas in practical life	0.474	0.047	10.122	0.000
v	Your teachers encourage innovative ideas in classrooms	0.459	0.048	9.521	0.000
vi	You combine different ideas to make	0.426	0.047	9.022	0.000

	something new				
vii	Your department encourage innovative ideas	0.288	0.048	5.950	0.000
viii	You enjoy to explore new approaches in the study	0.353	0.049	7.154	0.000

Table 14

CFA of Emotional Intelligences

S. No.	Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
i	You feel your emotions as strong during study	0.490	0.051	9.624	0.000
ii	You stay calm during your educational problems	0.482	0.046	10.458	0.000
iii	You manage your emotions during study timings	0.410	0.043	9.439	0.000
iv	Your ability to handle the criticism has been study	0.416	0.046	9.037	0.000
v	You have emotional intelligence to study	0.525	0.049	10.803	0.000
vi	You actively work to improve your emotional well-being	0.470	0.046	10.201	0.000
vii	You empathize with your friends to complete academic task	0.383	0.051	7.519	0.000
viii	You identify logical flaws in arguments presented to you	0.458	0.052	8.850	0.000

Table 14 presents the CFA of emotional intelligence. The analysis revealed that all the items /statements mentioned in the table had confirmed variable emotional intelligence. It is worth to mention here that several studies had also been conducted on the subject of sociology, sociology of education, and gender studies using these natures of variables and concepts and had aligned results (Shoab, 2021, 2023a, 2023b, 2023c, 2024a, 2024b, 2024c, 2024d, 2024e, 2025a, 2025b).

Theoretical Insights

The concept of learning achievement is multidimensional, encompassing cognitive, social, and affective domains, and is often influenced by structural and individual factors (Biggs & Tang, 2011). Traditional approaches to measuring achievement in higher education have focused predominantly on individual cognitive performance, frequently overlooking the interplay

of social identities and systemic inequalities that shape educational outcomes (Bourdieu, 1986). The framework of intersectionality, originally developed by Crenshaw (1989), provides a critical lens for understanding how overlapping social categories such as gender, class, ethnicity, and socio-economic status interact to produce differential educational opportunities and constraints. In the context of Pakistani higher education, where hierarchical social structures and gendered norms strongly influence academic trajectories, intersectionality allows for a nuanced analysis of learning achievement beyond simplistic meritocratic models (Collins, 2000; Hill Collins & Bilge, 2016). For example, female students from lower socio-economic backgrounds encounter both gendered and class-based barriers that affect access to resources, participation, and performance, which cannot be captured by conventional assessment tools. From a Bourdieuan perspective, learning achievement is

not merely the result of individual effort but is closely linked to the distribution of cultural capital and habitus within the educational field (Bourdieu & Passeron, 1977). Students from privileged backgrounds often possess the linguistic, social, and cultural competencies that align with institutional expectations, giving them an advantage in academic assessments. This sociological lens complements intersectional analysis by situating individual achievement within broader structural inequalities.

Methodologically, the development of a measurement scale for learning achievement informed by intersectionality requires attention to both content and construct validity. Drawing on sociological scale development theory (DeVellis, 2017), the scale must operationalize the influence of intersecting social identities on learning outcomes, capturing dimensions such as academic self-efficacy, participation, access to resources, and recognition within the classroom environment. Incorporating these dimensions ensures that the scale is sensitive to structural constraints whereas remaining empirically robust. Furthermore, contemporary debates in the sociology of education emphasize the role of the hidden curriculum the implicit transmission of social norms, hierarchies, and expectations within educational institutions (Apple, 2004). This perspective underscores that learning achievement cannot be fully understood without considering institutional practices that reproduce social inequalities. In Pakistan, curricular and pedagogical practices often reinforce existing gender and class hierarchies, making the inclusion of intersectional factors essential for a valid and meaningful assessment. In sum, integrating intersectionality, Bourdieuan sociology, and educational measurement theory provides a comprehensive theoretical foundation for developing a sociological scale of learning achievement. Such a scale moves beyond conventional metrics to capture how social structures and individual agency jointly shape educational outcomes, offering both empirical rigor and social relevance in the Pakistani higher education context.

Conclusion

This study underscores that learning achievement in Pakistani higher education is a multidimensional construct shaped by the complex interplay of social identities and structural inequalities. By adopting an intersectional lens, the research demonstrates that gender, class, and other overlapping social factors significantly influence students' academic performance, access to resources, and engagement in learning processes. The development of a sociologically grounded measurement scale provides a reliable and valid tool for capturing these dynamics, moving beyond conventional metrics that focus solely on cognitive outcomes. The findings highlight the importance of recognizing both structural constraints and individual agency in understanding educational success, offering a framework for policymakers, educators, and researchers to design inclusive strategies that address systemic inequities and foster equitable learning environments in Pakistani tertiary institutions.

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