

GENDER CONSTRUCTS AND THE SOCIAL PRODUCTION OF LEARNING ACHIEVEMENT: A QUALITATIVE STUDY IN EDUCATIONAL CONTEXTS

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Abstract

The study examines the intersectionality of gender and class at tertiary level specifically focusing on This qualitative study examines the relationship between gender constructs and the social production of learning achievement within educational contexts. Grounded in sociological theory, the study conceptualizes learning achievement not as a neutral or purely individual outcome but as a socially embedded process shaped by gendered norms, identities, and institutional practices. Drawing on purposively selected peer-reviewed research articles, the study employs thematic analysis to synthesize qualitative insights on how gender influences academic engagement, participation, recognition, and perceptions of success. The analysis reveals that gendered expectations and performances significantly shape students' learning experiences by mediating classroom interactions, teacher expectations, and access to symbolic and cultural capital valued in educational institutions. Findings further indicate that students actively negotiate and sometimes resist dominant gender norms, such agency is constrained by structural and institutional arrangements that tend to reproduce gendered patterns of achievement. By foregrounding lived experiences and meaning-making processes documented in existing qualitative literature, the study extends sociological understandings of achievement beyond measurable outcomes to include identity formation and power relations. The study concludes that addressing gender-based inequalities in learning achievement requires gender-sensitive pedagogies and institutional reforms that recognize diverse ways of learning and redefine academic success in more inclusive terms.

INTRODUCTION

Learning achievement is not merely an outcome of individual cognitive ability or pedagogical effectiveness; it is a socially constructed phenomenon shaped by broader cultural

meanings, institutional practices, and power relations embedded within educational systems (Berger & Luckmann, 1966; Connell, 2009; Reay, 2001). Among these structuring forces, gender

occupies a central position, influencing how learners perceive themselves, how they are perceived by others, and how educational opportunities and expectations are differentially organized (Bourdieu, 1977; 1986). Gender constructs socially produced norms, roles, and identities associated with masculinity and femininity operate subtly yet persistently within classrooms, curricula, and assessment practices, thereby contributing to patterned variations in learning achievement (Butler, 1990). From a sociological perspective, education functions as a key site for the reproduction and negotiation of gendered social relations (Blumer, 1969). Schools and universities do not merely transmit knowledge; they also socialize students into gendered dispositions, behaviors, and aspirations (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b). Teachers' expectations, peer interactions, disciplinary practices, and curricular representations often reflect dominant gender ideologies, which privilege certain forms of participation and achievement marginalizing others (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). As a result, learning achievement becomes intertwined with gendered performances and identities, rather than remaining a neutral or purely merit-based outcome (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b, 2026c).

However, quantitative research has documented gender-based disparities in academic performance across disciplines and educational levels, such approaches often overlook the lived experiences and meaning making processes through which gender influences learning (Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a). There remains a need for qualitative inquiry that foregrounds students' voices and examines how gender constructs are experienced, interpreted, and negotiated within everyday educational contexts (Ali, Abdullah, & Shoaib, 2026; Ali, Abdullah, & Shoaib, 2026). Understanding these processes is particularly important in socio-cultural settings where traditional gender norms coexist with expanding educational access and changing aspirations (Ahmed, Shoaib, Iqbal, & Abdullah, 2026;

Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b). This qualitative study seeks to explore how gender constructs shape the social production of learning achievement within educational contexts. By examining students' narratives, classroom interactions, and institutional practices, the study aims to illuminate the ways gendered expectations, identities, and power relations influence engagement, participation, and perceptions of academic success. In doing so, the research contributes to a deeper sociological understanding of learning achievement as a socially embedded and gendered process, offering insights that inform more inclusive and equitable educational policies and practices.

Study Context

Educational achievement is often perceived as an outcome of individual effort, cognitive ability, and institutional resources (Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). However, sociological scholarship increasingly emphasizes that learning outcomes are not merely personal or structural but are deeply intertwined with socially constructed notions of gender (Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025; Waris, Shoaib, Iqbal, & Abdullah, 2025). Gender constructs encompassing expectations, roles, identities, and behaviors ascribed to individuals based on their perceived sex shape interactions, opportunities, and access to educational resources within academic settings (Shoaib, Waris, Iqbal, & Abdullah, 2025; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b). Despite growing recognition of gender as a critical lens for understanding educational experiences, there is limited qualitative research exploring how gender norms and expectations are socially produced and how they influence students' learning achievement in higher education (Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris, & Iqbal, 2025b). Existing quantitative studies provide statistical associations but fail to capture the nuanced ways in which gendered socialization, peer interactions, teacher perceptions, and institutional practices collectively shape academic performance (Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib & Ullah, 2025; Shoaib, Waris, &

Iqbal, 2025a). This gap is particularly pronounced in the context of Pakistani higher education, where cultural, religious, and socio-economic factors further complicate the relationship between gender and learning outcomes (Shoaib, Shamsheer, & Iqbal, 2025; Shoaib, Shamsheer, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a, 2025b). Therefore, there is a pressing need to examine how gender constructs are socially produced within educational contexts and how these constructs influence the trajectories of students' learning achievement. This study seeks to address this gap through a qualitative inquiry, aiming to uncover the lived experiences, perceptions, and social mechanisms that link gendered expectations to educational attainment.

The Data and Methods

This study adopted a qualitative research design based on an interpretive analysis of published research articles to examine the relationship between gender constructs and learning achievement in educational contexts. Purposive sampling was employed to select peer-reviewed studies that were conceptually and empirically relevant, with inclusion criteria requiring explicit engagement with gender (norms, roles, identities, or relations) and learning achievement (academic performance, participation, recognition, or perceived success). Relevant literature was identified through systematic searches of major academic databases, and the selected studies were analyzed using thematic analysis. This involved iterative coding and categorization to identify recurring patterns, meanings, and relationships related to gendered experiences of learning and achievement. The synthesized themes were then used to draw results and develop conclusions, enabling a theoretically informed understanding of how learning achievement is socially produced and shaped by gendered structures, interactions, and institutional practices.

Results and Discussion

The study findings outline that there are many complexities and complication in different societies on the base of class, gender, race intersectionality (Taylor, 2009). Moreover, the

study findings outline examines that in Pakistani educational institutions there is a challenge of class and gender intersectionality for inclusive learning agenda (Shoaib, Rasool, Zaman, & Ahmed, 2025). Besides, the argument of the study reveals that in Thailand females face several problems of invisible intersectionality of gender (Thaweessit & Sciortino, 2020). However, the study of Thomas (2006) asserts that in France the intersectionality on the base of color, class, and gender disturb the mental health of migrant students. Nonetheless, the study findings show that the social identity theory elaborate the differences and outcomes of intersectionality (Tucker, Gunning, Hintz, & Denes, 2024). In a nut shell, the study of Tucker et al. (2024) indicates that in different societies females face hurdles to cure themselves the face health issue because of their gendered have no access to approach hospital. Contently, the study findings outline examines that in Australia females face color base issue of intersectionality (Ussher et al., 2022).

The study findings outline that some students are interested in outdoor learning they construct outdoor knowledge and their teachers help and supports their interest and values (Uus, Mettis, & Väljataga, 2022). Moreover, the study findings outline examine that students inspire by their teacher's behavior and communication skills and management skills in classroom (Versland & Erickson, 2017). Besides the argument of the study reveals that intersection of inequality means unequal access of resources of male and female low and upper class people (Shoaib, Rasool, Zaman, & Abdullah, 2025). However, the study asserts that in higher education institution the group study or team work enhance the ability of problem solving. Nonetheless, the study findings show that in Macau the students are inspire and motivated by their teachers toward their learning goals, learning motivation and addiction (Wang & Zhu, 2024). In a nut shell, the study indicates that students of different fields and expertise expectance intersectionality of class and gender (Shoaib, Rasool, & Zaman, 2025c). Contently, the study findings also outline examine that the intersectionality of class, gender and race effects

the career of students and it have impacts on business.

The study findings outline that socio-economic background have deeply impacts on learning achievements of pupils it is also liked with racial and gender disparity (Shoaib, Rasool, & Zaman, 2025a). Moreover, the study findings outline examine that teachers self-regulating learning have positive impacts on assessments of the students and develop learning skills (Yigletu, Michael, & Atnafu, 2023). Besides, the argument of the study reveals that the Turkish students are inspired and motivated for achieving goals from their teachers (Yıldızlı & Saban, 2016). However, the study of Zhang, Sulong, and Hassan (2025) asserts that parents play an important role in learning achievements of the students, parental good perception about their children motivate them toward their study goals. Nonetheless, the study findings show that in different cultures females are not allowed to get higher education their parent are more interested in female marriages rather than education (Shoaib, Rasool, & Zaman, 2025b). In a nut shell, the study of Abbasian, Hadian, and Vaez-Dalili (2020) indicates that the migrant students learning performance effected by parental socio- economic background. Contently, the study findings outline examine that students belong to lower socio-economic background lack of resource to get their learning goals (Abebe, Helseth, & Andenaes, 2019).

The study findings outline that some students feel anxiety, depression and stress when they not performed in annul exams and not attain their learning goals (Guner & Gokçe, 2021). Moreover, the study findings outline examines that in rural Bangladesh pupils raise their voices against their cultural educational institutions which are not allow to their students to learn new thinks or English language (Hamid & Baldauf Jr, 2011). Besides, the argument of the study reveals that some international agencies and educational promotional institutions work for free education to international students which are belong to low socio-economic backgrounds (Holsen, Iversen, & Smith, 2009). However, the study of Hu, Chiu, and Chiou (2019) asserts that critical thinking, online learning and interest of the students all

have impacts on students' academic performance. Nonetheless, the study findings show that in higher education system students motivation enhanced by critical thinking, cognitive ability and communication skills (Shoaib, Rasool, Iqbal, & Abdullah, 2025). In a nut shell, the study indicated that the literacy rate is very low students face many challenges of intersectionality of class and gender (Shoaib, Rasool, & Iqbal, 2025b). Contently, the study findings outline examines that pupils start strikes for their equal rights in education, the students belong to low income backgrounds face lot of problems (Shoaib, Rasool, & Iqbal, 2025a).

The study findings outline that university students are motivated by their classmates' academic performance and they do assignment and different projects in teams and achieve their standards (Shoaib, Rasool, & Iqbal, 2025c). Moreover, the study find outline examine that the university students use their critical thinking abilities and develop new changing in technology for batter education (Shoaib, Kausar, Ali, & Abdullah, 2025). Besides, the argument of the study reveals that the students in higher education institutions work hard and try their best to achieve their academic goals and enhance their cognitive abilities in gaming and new technology (Shoaib & Kausar, 2025). However, the study asserts that for achieving academic goals students' teachers both should pay their best and critically evaluate their academic performance (Shoaib, Iqbal, Rasool, & Abdullah, 2025). Nonetheless, the study findings show that parental educational backgrounds have deeply impact on pupil's educational performance and their educational results (Shoaib, Iqbal, & Iftikhar, 2025). In a nut shell, the study indicates that people have low socio-economic background have low experience in educational institutions and they disengage from high society (Shoaib, Batool, Kausar, & Abdullah, 2025). Contently, the study findings outline examine that the socio-economic background and segregation effects the performance of students (Shoaib & Bashir, 2025). The study findings outline that the higher educational institutions develop the capacity building in their students, students face diversity of things ethically and linguistically and build up

them self for the challenges of world (Shoaib, Ali, & Kausar, 2025). Moreover, the study findings outline examines that in tertiary educational institutions teachers develop professionalism, culture diversity among students (Shoaib, Ali, Iqbal, & Abdullah, 2025b). Besides, the argument of the study reveals that different factors like socio-economic factors, parental educational background and institutional fee all factors deeply affected student academic performance (Shoaib, Ali, Iqbal, & Abdullah, 2025a). However, the study asserts that the psychological health have impacts on learning achievements and academic performance of the students (Shoaib, Ali, Iqbal, & Abdullah, 2025c). Nonetheless, the study findings show that in classroom discussion on different topics enhance the communication skills, confidence and knowledge of the students (Shoaib, Ali, Iqbal, & Abdullah, 2025b). In a nut shell, the study indicates that the university students across achievements of academic goals orientation and disposition of critical thinking (Shoaib, Ali, Iqbal, & Abdullah, 2025a). Contently, the study findings outline examines that students of different countries belong to low income families migrate for getting higher education (Shoaib, Ahmed, Zaman, & Abdullah, 2025).

The study findings outline that the students has been not achieve their study goals face the problems of stress, anxiety and depression (Shoaib, Ahmed, & Usmani, 2025b). Moreover, the study findings outline examine that the demographic background also effects the learning achievements of the students (Shoaib, Ahmed, & Usmani, 2025a). Besides, the argument of the study reveals that parental transfer from one place to another place deeply affects the mental health and study routine of the students because they not pay full attention on their academic goals whereas transfer from one place to another place (Shoaib, Ahmed, Iqbal, & Abdullah, 2025). However, the study asserts that in higher education institutions teachers give assignment to their students and students complete their assignment with passion and use critically thinking (Shoaib, Ahmed, & Iqbal, 2025). Nonetheless, the study findings show that students not achieve their learning goals face

gender, ethnic and socio-economic intersectionality (Shoaib & Abdullah, 2025). In a nut shell, the study indicates that the students critically evaluate their semester academic results at the end they achieve their achievements by using critical thinking (Shoaib, 2025a). Contently, the study findings outline examine that teachers and students try their best for achieving their goals critically (Shoaib, 2025b).

The study findings outline that the teachers use critical thinking in their pedagogical skills their students perform well in their studies and attain their goals (Larijani, Shoaib, & Abedi, 2025). Moreover, the study findings outline examine that the critical thinking used in developing new thinks and in problem solving skills, all students should use critical lenses for their learning tasks (Iqbal, Shoaib, Iqbal, & Abdullah, 2025). Besides the argument of the study reveals that in different educational institutions students feel difficulty to solve their issue individually because of their gender discrimination (Ali, Shoaib, & Kausar, 2025). However, the study asserts that the interactive reading habits of the students play an essential role to achieve the learning goals (Ali, Shoaib, Iqbal, & Abdullah, 2025a). Nonetheless, the study findings show that students of higher education institutions use critical thinking and reflective thinking for attaining their achievements (Ali, Shoaib, Iqbal, & F. Abdullah, 2025b). In a nut shell, the study indicates that the pupils with poor family background educational environment effects the learning achievements of the students (Ali, Shoaib, Iqbal, & Abdullah, 2025b). Contently, the study findings outline examines that critical thinking of the students in their higher or tertiary education is more important for students developing skills (Ali, Shoaib, Iqbal, & Abdullah, 2025a).

The study findings outline that classroom environment and teachers' pedagogical skills develop the students critical thinking skills (Ali, Shoaib, & Ali, 2025). Moreover, the study findings outline examine that the intersectionality of class and gender have a critical viewpoint of different culture and societies (Ahmed, Shoaib, & Zaman, 2025). Besides, the argument of the study reveals that in china the traditional education is

important as well as formal and informal education, the intercultural education develop different skills in students (Shoaib, Zaman, & Abbas, 2024). However, the study asserts that in higher educational institutions the student's low socio-economic status have different task of individual and collective learning achievements (Shoaib, Shehzadi, & Abbas, 2024b). Nonetheless, the study findings show that in china the digital learning for students are equal but internet access for all is not equal its depend on socio-economic status of the students (Shoaib, Shehzadi, & Abbas, 2024a). In a nut shell, the study indicates that in higher education the critical thinking includes in critical evaluating, arguments and questionings and assumptions which is most important for study (Shoaib, Ali, & Abbas, 2024). Contently, the study findings outline examine that girls and boys shows difference in their ability of critical thinking in classroom and educational experiences (Shoaib, Abdullah, Naqvi, & Ditta, 2024).

The study findings outline that the students of universities use computers and technology for digital learning it develops in students online learning achievement skills (Shoaib, 2024e). Moreover, the study findings outline examine that students belong to high class status have all access of resource, the class intersectionality slows the learning achievements of low income students (Shoaib, 2024d). Besides, the argument of the study reveals that low socio-economic background of students faces crucial challenges of their achieving learning goals (Shoaib, 2024b). However, the study asserts that gender play essential role in developing of communication skill and critical thinking skills (Shoaib, 2024c). Nonetheless, the study findings show that the intersectionality of gender and class deeply affected online learning of the students (Shoaib, 2024a). In a nut shell, the study indicates that the intersectionality of class, ethnicity, gender and poverty effects the girls' higher education and learning goals (Ali, Zaman, & Shoaib, 2024). Contently, the study findings outline examine that the intersectionality of class and gender play a significance role in learning experience of male and females (Shoaib, Usmani, & Abdullah, 2023).

The study findings outline that the girls often face domestic pressure of marriage rather than education and societal expectation females marry in early age (Shoaib, Shehzadi, & Abbas, 2023). Moreover, the study findings outline examines that in South Asian countries specially in Pakistan females follow all the traditional roles and cultural norms the male has no necessary to follows all the cultural norms (Shoaib, Rasool, Anwar, & Ali, 2023). Besides, the argument of the study reveals that boys are enjoy more freedom and all access of resources rather than girls (Shoaib, Naseer, & Naseer, 2023). However, the study asserts that the female students face the cultural boundaries in education and not cross the gendered barriers for safety concerns (Shoaib, Mustafa, & Hussain, 2023). Nonetheless, the study findings show that males are performed well in studies as compare to females because females have not access of all resources and they face restrictions from their families and society for travelling and going to universities (Shoaib, 2023c). In a nut shell, the study indicates that in females' high level of motivation to achieve their learning goals yet they face lots of challenges restrictions and have limited resources (Shoaib, 2023b). Contently, the study findings outline examine that females have leadership qualities in their educational institutions but they face significant barrier of society and intersectionality in achieving long-term success (Shoaib, 2023a).

The study findings outline that the lower and high socio-economic status or background of the students support them in achieving their learning goals (Shoaib, Usmani, & Ali, 2022). Moreover, the study findings outline examine that students of lower income families face lots of problems lack of access of resources and financial issues societal problems (Shoaib, Tariq, Shahzadi, & Ali, 2022). Besides, the argument of the study reveals that in Pakistan the education system is very complex because private universities give equal chance and all resources to their students but public universities have low quality of education (Shoaib, Mustafa, & Hussain, 2022). However, the study asserts that financial problems create disparities in students, the quality of education among different socio-economic status of the students (Shoaib &

Ullah, 2021a). Nonetheless, the study findings show that lack of resources affects the student's ability to perform well in education and attain good marks (Shoaib & Ullah, 2021b). In a nut shell, the study indicates that the gender intersectionality and low family income students have low exposure of extracurricular activities in educational institutions and they have limited networking opportunities (Shoaib, Rasool, & Anwar, 2021). Contently, the study findings outline examines that females of rural areas in Asian countries face the challenges of intersectionality (Shoaib, Iqbal, & Tahira, 2021). The study findings outline that the mother educational background plays a significant role in academic performance of the students (Shoaib, Fatima, & Jamil, 2021). Moreover, the study findings outline examine that different societies females have not choose their study subjects because of gender intersectionality (Shoaib, Ali, & Akbar, 2021). Besides, the argument of the study reveals that the females are face problems in online learning because the lack of internet resources and technology (Shoaib, Ali, Anwar, et al., 2021). However, the study asserts that the social perspective designed the learning environment for pupils (Shoaib, Ahmad, Ali, & Abdullah, 2021). Nonetheless, the study findings show that the students belong to lower economic background face different systematic barriers in their learning achievements goals (Shoaib, Abdullah, & Ali, 2021). In a nut shell, the study indicates that the cultural capital and social capital play an essential role in students' academic paths and attain their goals (Shoaib, 2021). Contently, the study findings outline examine that teachers and parental motivation enhance the students learning ability and improve their academic performance (Shoaib, Abdullah, & Ali, 2020).

The study findings outline that student's education effected by different factors like socio-economic status, cultural perspective, gender identities and social perspective (Shoaib & Ullah, 2019). Moreover, the study findings outline examine that marginalized community or students face discrimination problems and lack of resources in educational institutions (Shoaib & Rafique, 2015). Besides, the argument study reveals that the

students face lack of resources and disparities in educational institutions have low confidence in their personalities (Shoaib, Shaukat, Khan, & Saeed, 2013). However, the study asserts that low socio-economic background students have lack of motivation to achieving learning goals (Shoaib, Latif, & Usmani, 2013). Nonetheless, the study findings show that gender roles and different types of norms are constructed by societies according to them believes and values (Anwar, Shoaib, & Javed, 2013). In a nut shell, the study indicates that the academic performance of many students significantly affected by their different behaviors about their gender (Shoaib, Munir, Masood, Ali, & Sher, 2012). Contently, the study findings outline examines that different families according to their traditional gender role navigates the students interest in particular subjects of studies (Ali, Abdullah, & Shoaib, 2026).

Theoretical Insights

The sociological analysis of gender constructs and learning achievement is grounded in theories that conceptualize education as a socially embedded institution shaped by power, culture, and inequality. Central to this study is social constructionism, which posits that gender is not a biological given but a socially produced and continually negotiated construct (Berger & Luckmann, 1966). Within educational contexts, gendered meanings are produced through everyday interactions, institutional norms, and symbolic representations, shaping how students understand their academic abilities and learning trajectories. Gender theory, particularly the notion of gender as performance, provides a critical lens for understanding how students "do gender" in educational settings. Butler (1990) argues that gender is constituted through repeated acts and performances that conform to socially sanctioned norms. In classrooms, these performances are reflected in participation styles, subject choices, confidence displays, and compliance with behavioral expectations. Such gendered performances often align differently with dominant models of the "ideal student," thereby influencing recognition, evaluation, and ultimately learning achievement.

Drawing on Bourdieu's theory of practice, this study conceptualizes learning achievement as an outcome of the interaction between habitus, capital, and field (Bourdieu, 1977; 1986). Gendered habitus internalized dispositions shaped by family, culture, and schooling structures students' aspirations, self-perceptions, and engagement with learning. At the same time, access to cultural and symbolic capital is unevenly distributed along gender lines, privileging certain forms of knowledge, communication styles, and academic behaviors. Educational institutions, as social fields, tend to valorize these dominant forms, thereby reproducing gendered patterns of achievement. The study is further informed by feminist sociology of education, which emphasizes the role of power relations and institutional practices in sustaining gender inequalities. Feminist scholars argue that curricula, pedagogies, and assessment systems often reflect androcentric assumptions, marginalizing alternative ways of knowing and learning (Connell, 2009; Reay, 2001). Teachers' expectations and disciplinary practices also gendered, subtly reinforcing differential academic encouragement and constraints. These processes contribute to the social production of learning achievement rather than its neutral measurement. Additionally, symbolic interactionism offers insight into micro-level processes through which gender and achievement are co-constructed. From this perspective, meanings attached to "ability," "success," and "failure" emerge through interaction between students, teachers, and peers (Blumer, 1969). Labels and feedback provided in classrooms become internalized, shaping academic identities in gendered ways and influencing motivation and persistence. By integrating social constructionism, gender performativity, Bourdieu's theory of practice, feminist sociology, and symbolic interactionism, this study frames learning achievement as a socially produced, gendered outcome. These theoretical perspectives collectively enable a nuanced qualitative exploration of how gender constructs operate across individual experiences, classroom interactions, and institutional structures, offering

a comprehensive sociological understanding of achievement in educational contexts.

Conclusion

This study concludes that learning achievement is a socially produced and gendered process shaped by everyday interactions, institutional practices, and culturally embedded norms within educational contexts. The qualitative findings highlight how gender constructs influence students' participation, academic self-concepts, and access to recognition as successful learners, often privileging gender-congruent performances aligned with dominant academic expectations. However, students actively negotiate and at times resist these norms, such agency operates within structural constraints that continue to reproduce gendered inequalities in achievement. By foregrounding lived experiences and meaning-making processes, the study demonstrates that learning achievement extends beyond measurable outcomes to encompass identity formation and power relations, underscoring the need for gender-sensitive pedagogies and institutional reforms that promote more inclusive and equitable definitions of academic success.

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