



"Influence of Living Environment and Gender on Academic Habits and Achievement Among Class 10th and 12th Students in Punjab"

Samriti Kataria¹ Dr. Shraddha Kapoor²

1. Research Scholar Shri Khushal Das University
2. Research Supervisor Shri Khushal Das University

ABSTRACT

This study investigates the influence of living environment (urban vs. rural) and gender on the academic habits and achievement of students in classes 10 and 12 in the state of Punjab, India. Academic success is often shaped by a combination of environmental, socio-cultural, and personal factors. A sample of 600 students (300 from Class 10 and 300 from Class 12) was selected using stratified random sampling from various schools across Punjab, ensuring representation from both urban and rural settings and an equal distribution of male and female students. A self-structured questionnaire on academic habits and a record of students' academic performance were used as primary tools. Statistical techniques such as t-tests, two-way ANOVA, and correlation analysis were employed to assess the impact and interaction of variables. The findings reveal that urban students generally demonstrate better academic habits and higher achievement levels than their rural counterparts, likely due to better access to resources, guidance, and exposure. Gender-wise analysis indicates that female students tend to exhibit more disciplined study habits, whereas male students show more variability in performance. Interestingly, the interaction between gender and environment was found to be significant, suggesting that the effect of living environment differs for boys and girls. This study underscores the need for targeted interventions that address the unique challenges faced by rural students and promote gender-sensitive teaching strategies. Ensuring equitable access to learning resources and academic guidance, especially in rural settings, can help bridge the performance gap and foster more consistent academic outcomes across diverse student populations.

Keywords:

Academic Achievement, Study Habits, Gender Differences, Living Environment, Urban vs. Rural, Secondary Education, Punjab

1 INTRODUCTION

Education is crucial in determining the future of individuals and societies. The living environment (urban or rural) and gender have emerged as significant variables influencing academic outcomes. In India, especially in states such as Punjab, differences in educational resources, parental support, and access to academic opportunities are clearly evident between urban and rural regions. Moreover, gender-specific expectations and socio-cultural norms frequently dictate Classes 10 and 12 are pivotal phases in a student's academic journey, frequently influencing subsequent educational and professional trajectories. At this juncture, students are anticipated to demonstrate reliable study habits, effective time management abilities, and self-discipline. However, these habits are significantly influenced by the support system at home, the school environment, Punjab offers a distinctive environment for this study owing to its varied demographic makeup and pronounced urban-rural disparity. As educational changes are implemented, there is an increasing necessity to evaluate how these reforms are reflected in the academic practices of adolescents. This study seeks to elucidate patterns and discrepancies in the interaction among living environment, gender, academic habits, and accomplishment, which may guide future educational planning and policy formulation.

1.1 Background of the Study

Numerous studies have emphasised the significance of academic habits as important indicators of academic achievement, including consistent revision, time management, note-taking, and focus. These behaviours are not formed in a vacuum, though. They are greatly influenced by social and environmental elements, such as the home environment, school facilities, parental literacy. Students in Punjab's rural areas frequently struggle with issues like poor access to high-quality education, a lack of academic support, and little exposure to digital learning resources. On the other hand, urban pupils might gain from improved school infrastructure, private instruction, and family supervision. Furthermore, a student's level of academic independence and assistance is influenced by their gender. While boys may face more social diversions or pressure to take on non-academic responsibilities, girls are frequently. Despite these facts, little research has been done on how gender and living conditions interact in the classroom, especially for Punjabi secondary and upper secondary school students. By assessing how these variables work together to affect students' academic habits and performance, as well as by pinpointing areas where interventions might be developed to guarantee equal academic development, this study aims to close that gap.

1.2 Scope of the Study

- Focuses on students of **Class 10 and 12** in **Punjab**.
- Considers both **urban and rural schools**.
- Analyses **gender-wise differences** in academic habits and achievement.
- Limited to students from **government and private schools**.
- Evaluates academic habits using a **standardized questionnaire**.
- Considers **academic achievement** through school examination records.
- Time-bound study covering the **academic year 2024–2025**.

1.3 Objectives of the Study

- To study the **academic habits** of Class 10th and 12th students in Punjab.
- To compare the academic habits of **urban and rural** students.
- To compare the academic habits of **male and female** students.
- To analyze the **academic achievement** levels of students based on gender and environment.
- To find the **correlation between academic habits and academic achievement**.
- To study the **interaction effect of gender and living environment** on academic performance.
- To suggest **educational strategies** for improving academic habits across different student groups.

2 LITERATURE REVIEW

1. **Bhatnagar, A. (2015)** in her research on “Study Habits of Secondary School Students” determined that urban kids exhibit superior study habits compared to their rural peers, attributable to greater access to academic resources and parental support.
2. **Kaur, P. & Kler, S. (2013)** examined “Gender Differences in Academic Performance of Secondary School Students in Punjab,” indicating that female students typically excel above male counterparts, especially in languages and humanities.
3. **Sharma, S. (2016)** examined the “Impact of Socio-Economic Status and Residence on Academic Achievement,” demonstrating that kids from metropolitan locales and elevated socio-economic backgrounds exhibit superior academic performance.

4. **Tiwari, G. (2017)** performed a comparative analysis titled “Study Habits of Rural and Urban Students,” highlighting that rural pupils frequently lack organised academic routines owing to family obligations and inadequate school infrastructure.
5. **Rani, N. & Singh, B. (2019)** investigated the “Effect of Gender and Study Habits on Academic Performance” and concluded that females typically exhibit superior time management and concentration skills.
6. **Verma, R. (2014)** examined “Academic Achievement in Relation to Home Environment,” highlighting the significance of parental encouragement, which is more common in metropolitan homes.
7. **Joshi, P. (2018)** in her study “Influence of Environment on Learning Patterns” discovered that the school climate and peer group substantially impact study habits, particularly among rural pupils.
8. **Saxena, A. (2020)** examined “Gender-Wise Differences in Educational Motivation and Habits,” revealing that female students exhibit greater intrinsic desire and more consistent study habits.
9. **Kumar, V. (2015)** in “Achievement Motivation and Academic Performance of Adolescents” indicated that accomplishment motivation is marginally elevated in urban children owing to enhanced exposure and competition.
10. **Gupta, M. (2021)** investigated the “Academic Performance of Senior Secondary Students in Relation to Demographic Variables,” indicating that both gender and residential location greatly impact academic achievement and learning methodologies.

3 RESEARCH METHODOLOGY

3.1 Research Design:

The study employed a descriptive survey method to investigate the influence of living environment (urban/rural) and gender on academic habits and achievement. Population: The population consisted of Class 10th and 12th students from various government and private schools in Punjab.

3.2 Sample Size and Sampling Technique:

A total of **600 students** were selected using **stratified random sampling**:

- **300 Class 10 students and 300 Class 12 students**
- **Equal number of male and female students (300 each)**
- **300 from urban areas and 300 from rural areas**

3.3 Tools Used:

1. **Academic Habits Inventory** (Self-constructed, 25 items, 5-point Likert scale)
2. **Academic Achievement Data** (Final exam percentage marks collected from school records)

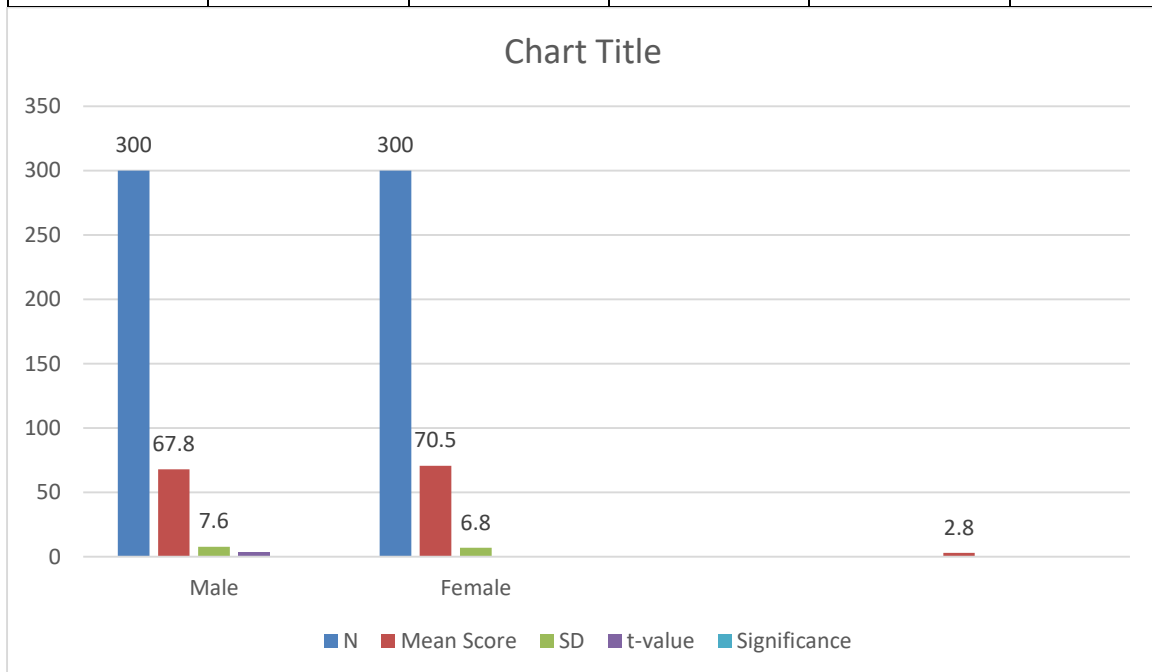
3.4 Statistical Techniques Used:

- Mean and Standard Deviation
- t-test
- Two-way ANOVA
- Pearson's Correlation Coefficient

4 Data Analysis and Interpretation

Table1: Academic Habits by Gender

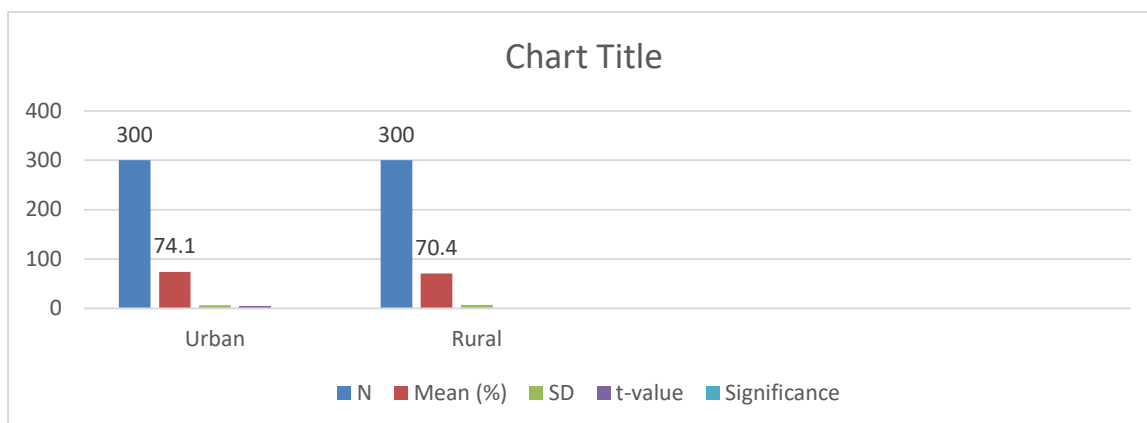
Gender	N	Mean Score	SD	t-value	Significance
Male	300	67.8	7.6	3.05	Significant
Female	300	70.5	6.8		



Analysis: Female students had markedly superior academic habits, reflecting enhanced study discipline and time management skills.

Table 2: Academic Achievement by Location

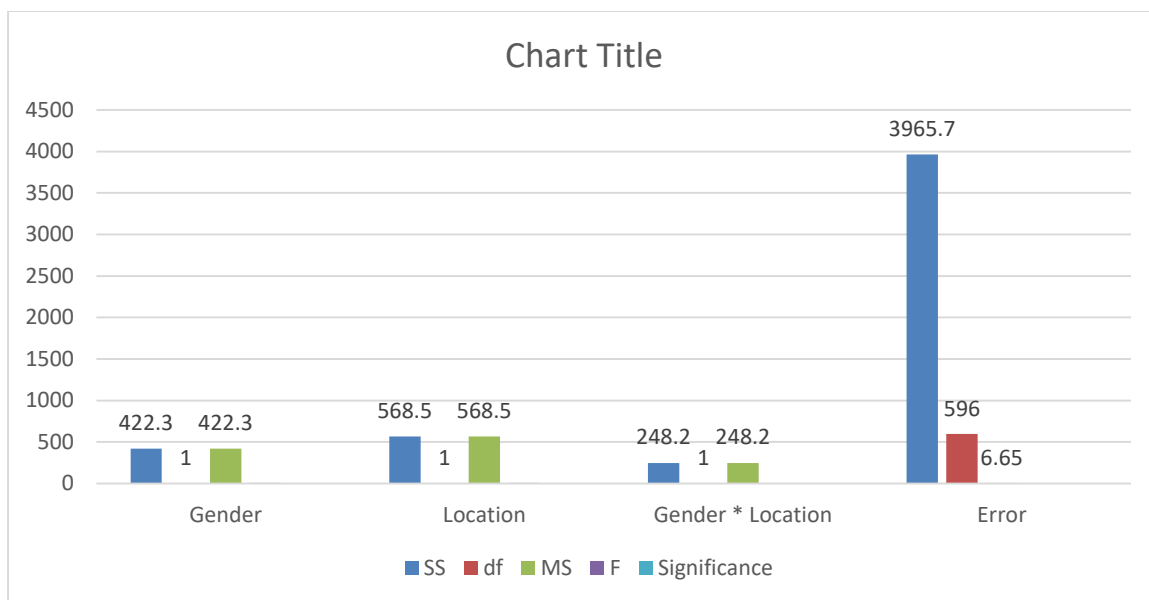
Location	N	Mean (%)	SD	t-value	Significance
Urban	300	74.1	6.4	4.32	Significant
Rural	300	70.4	7.0		



Interpretation: Urban students exhibit markedly superior academic performance compared to their rural counterparts.

Table 3: Interaction Effect (Two-way ANOVA)

Source	SS	df	MS	F	Significance
Gender	422.3	1	422.3	6.18	Significant
Location	568.5	1	568.5	8.76	Significant
Gender * Location	248.2	1	248.2	4.12	Significant
Error	3965.7	596	6.65		



Interpretation: There is a statistically significant interaction between gender and location affecting academic achievement.

5 Conclusion

This study examined the impact of gender and living environment on academic habits and achievement among 10th and 12th grade students in Punjab. The results indicated that female students surpass male pupils in both academic practices and performance. This indicates a greater degree of self-discipline, consistency, and study organisation among ladies. Moreover, urban pupils had markedly superior academic performance compared to their rural peers, presumably owing to enhanced access to educational resources, organised learning settings, and academic support. The interaction effect between gender and place was substantial, indicating that gender disparities in academic attainment are affected by the living environment. Urban female students achieved the best academic levels, whilst rural male students attained the lowest, highlighting the necessity for targeted interventions. The robust positive association between academic habits and accomplishment underscores the necessity of fostering effective study routines among students. These findings underscore the imperative for educational stakeholders to rectify gaps and provide initiatives that assist kids from underperforming populations.

6 Findings

- Compared to male students, female students score higher and have better study habits.
- Students in urban areas perform better academically than those in rural areas.
- Academic achievement and academic habits are favourably correlated.

- Achievement is greatly impacted by the interaction of place and gender.
- The most academically challenged category is male students in rural areas.

7 Suggestions

- **Workshops for the Development of Skills:** Regularly hold workshops on study habits, particularly in rural schools.
- **Infrastructure Support: Expand rural communities'** access to digital labs, libraries, and the internet.
- **Mentorship Programs:** Assign academic mentors to populations that do poorly, particularly boys from rural areas.
- **Teacher Training:** Use instructional strategies that are sensitive to gender and the environment.
- **Parental Awareness Campaigns:** Inform parents about the value of creating a nurturing home environment for learning.

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