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A comparative study on academic achievement of adolescent girls in urban and rural areas of Haryana

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Abstract

Adolescence is a critical stage in human development, marked by physical, emotional and cognitive changes. One of the challenges faced by many adolescents today is academic achievement. Education plays a very important role in girl's life. The study was conducted in Haryana state. The present study was conducted with the aim to find the Academic Achievement of girls students. A sample of 200 adolescent girls were selected randomly for the present investigation. It was found that the academic achievement of adolescent girls in urban was high as compared to and rural Haryana, this because of classroom facilities for girls in institute. While urban girls may have some advantages. Majority of girls were also have facility for tuition in their nearby areas.

Keywords: Education, achievement, girls, rural, urban

Introduction

In India, adolescent girls play crucial roles. The role of adolescent girls is influenced by the religious, legal, political, and economic conditions of our culture. Adolescent girls frequently face discrimination in accessing education due to legal, religious and customary traditions. The education system in a country plays a significant part in shaping the role of adolescent girls in society to a certain degree. Education has the potential to alter a adolescent girls's perspective and enhance her self-assurance, enabling her to assume greater responsibilities in prestigious positions within the fields of finance, politics, healthcare, education, and media. This, in turn, can enhance the reputation of our country on the global stage.

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. The term adolescent means 'to emerge' or 'achieve identity.' India has largest adolescent population in the world. Today's modern society expects everyone to be high achiever. The key criterion to judge one's true potentialities and capabilities is perhaps scholastic/academic achievement.

Academic achievement has become an index of a child's future. Therefore, it is putting a great pressure on the minds of children and their parents. This scholastic achievement is a function of cognitive and non-cognitive aspects of personality and is the resultant of various factors like personal, social, economic and other environmental factors.

Materials and Methods

The study was conducted in Haryana state purposively. Two districts, Hisar and Bhiwani were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%. In Hisar, rural female literacy rate is 62.3% and in Bhiwani, it is 64.8%. One block was selected randomly from each selected district comprising of total 2 blocks for the study (Hisar I block from Hisar district & Tosham block from Bhiwani district). 8 senior secondary schools (i.e. 4 from selected villages and 4 from Hisar & Bhiwani city) were taken for the present study. From each selected school, 25 adolescent girls enrolled in class XI and XII both and their parents were selected for present study. Academic achievement was studied in this paper.

Results and Discussion

1. Personal profile of adolescent girls

Personal profile of adolescent girls, in table-1 indicated that majority of girls in rural & urban area of both the districts, belonged to 16-17 years of age (84% & 92% respectively). Data regarding birth order of adolescent girls showed that in rural area, half of the adolescent girls had first birth order followed by 3rd birth order (32%) and 2nd birth order (18%) in pooled sample. In urban area, 69 percent of adolescent girls had 1st birth order followed by 2nd (20%) and 3rd birth order (11%) respectively. All the selected adolescent girls were unmarried in rural as well as in urban area of both the districts. Similar findings were reported by Gita (2010) [3] that most of the respondents were of younger age group, married and having medium family education status.

Table 1: Personal profile of adolescent girls

Sr. No.	Variable	Category	Frequency (%) n=200				Total	
			Hisar		Bhiwani			
			Rural n ₁ =50	Urban n ₂ =50	Rural n ₃ =50	Urban n ₄ =50	Rural	Urban
1.	Age	16-17	43(86.0)	47(94.0)	41(82.0)	45(90.0)	84(84.0)	92(92.0)
		18-19	07(14.0)	03(6.00)	09(18.0)	05(10.0)	16(16.0)	08(8.00)
2.	Birth order	1 st	12(24.0)	32(64.0)	38(76.0)	37(74.0)	50(50.0)	69(69.0)
		2 nd	10(20.0)	12(24.0)	08(16.0)	08(16.0)	18(18.0)	20(20.0)
		3 rd	28(56.0)	06(12.0)	04(8.00)	05(10.0)	32(32.0)	11(11.0)
3.	Marital status	Un-Married	50(100.0)	50(100.0)	50(100.0)	50(100.0)	100(100.0)	100(100.0)

2. Academic achievement of adolescent girls

Academic achievement of adolescent girls in previous class showed in Table 2 that in rural area of Hisar district, majority of adolescent girls (74%) passed middle, 94

percent girls passed matric and 95 percent passed 10+1 class respectively. But in urban area, more than half of the girls (58%) passed middle, 90 percent passed matric and 86 percent of girls passed 10+1 class.

Table 2: Academic achievement of Adolescent girls

Sr. No.	Variable	Category	Frequency (%) n=200				Total	
			Hisar		Bhiwani			
			Rural	Urban	Rural	Urban	Rural	Urban
1.	Middle	Fail	02(4.00)	0(0.00)	14(28.0)	0(0.00)	16(16.0)	0(0.00)
		Pass	37(74.0)	29(58.0)	33(66.0)	45(90.0)	70(70.0)	74(74.0)
		Pass with distinction	11(22.0)	21(42.0)	03(6.00)	05(10.0)	14(14.0)	26(26.0)
2.	Matric	Fail	0(0.00)	0(0.00)	07(14.0)	0(0.00)	07(7.00)	0(0.00)
		Pass	47(94.0)	45(90.0)	42(84.0)	48(96.0)	89(89.0)	93(93.0)
		Pass with distinction	03(6.00)	05(10.0)	01(2.00)	02(4.00)	04(4.00)	07(7.00)
3.	10+1	Pass	46(92.0)	43(86.0)	50(100.0)	47(94.0)	96(96.0)	90(90.0)
		Pass with distinction	04(8.00)	07(14.0)	0(0.00)	03(6.00)	04(4.00)	10(10.0)

Data regarding the academic achievement of Bhiwani district girls, it was clear showed that in rural area, cent percent girls passed 10+1 class followed by matric (84%) and middle class (66%) respectively. In urban area, majority of girls (93%) passed matric followed by 10+1 (90%) and middle class (74%). Two types of social interactions occur in the classroom Teacher vs. Students and students vs. students. First one is the most referred one in educational context. However, the interaction going on amongst students is equally significant from a psycho-social view point. The success or the failure of the students also depends on the quality of classroom's social climate (Sunitha, 2005) [5].

It is evident that there is still more work to be done in order to get universal basic education. The federal government's renewed focus on primary education through its Sarva Shiksha Abhiyan effort, along with the assurance of maintaining the favorable conditions established in the 1990s, provides reasons for hope in the foreseeable future. (Parul and Arya, 2024) [4].

Bajema (2002) [1] conducted a qualitative study of 17 rural high schools, (1051 students) and identified that ninety-six percent of the students indicated that they planned to pursue some type of post-secondary education. Students perceived that the environment provided by their schools was supportive of their educational and occupational aspirations.

3. Number of adolescent girls going for tuitions

Table 3 elucidated information regarding the adolescent girls who were going for tuitions. It was clear from the table 3 that 86 percent rural and cent percent urban adolescent girls were availing tuition facilities in Hisar district. But in Bhiwani rural area, 82 percent adolescent girls were taking tuition facilities in urban area and only 42 percent of

adolescent girls in rural area were going for tuition. The reason behind this result was that the class room teaching was not sufficient for competition examinations.

Table 3: Adolescent girls going for tuitions

Total no. of girls going for tuitions	Frequency (%) n=200			
	Hisar		Bhiwani	
	Rural	Urban	Rural	Urban
	43(86.0)	50(100.0)	21(42.0)	41(82.0)

Devi and Mayuri (2003) [2] studied the effect of school factors in student's achievement, Teachers qualification, physical setup, curriculum and subject matter, classroom organization, method of teaching and teacher-student interaction were found to be effective in the academic achievement of the children.

Conclusion

Next to family, school is the most important experience process of child development. These two environments not only affect the educational aspiration of adolescents but also affect directly or indirectly on the academic achievement of children. Data also revealed that majority of adolescent girls were 16-17 years old and was at 1st birth order. Cent percent girls were unmarried. Academic achievement of adolescent girls in previous classes revealed that majority passed the previous classes. There was high amount of difference between rural and urban areas about tuition facilities for girls. Girls from urban areas of both districts were going for tuition as compared to rural areas of both the districts, because in rural areas there was not much facilities of proper classroom for teaching.

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