

## **Culture, Habitus, and Society: A Multidimensional Sociological Perspective on Social Practices of Students in Higher Education in Pakistan**

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### **Abstract**

This study explores the interconnections between culture, habitus, and social practices among students in higher education in Pakistan. Employing a quantitative cross-sectional survey, the research targeted 316 students enrolled in BS (4-year) programs within the Faculty of Social Sciences at a public sector university, using stratified random sampling to ensure representativeness. Data were collected through a structured questionnaire assessing students' attitudes, perceptions, and behaviors, with reliability confirmed via a pilot study (Cronbach's alpha > 0.70). Analysis using descriptive statistics revealed that students' social interactions, academic engagement, and everyday practices are shaped by the interplay of internalized dispositions, cultural norms, and institutional structures. The concept of habitus highlighted how prior experiences and social backgrounds influence students' adaptation to the academic field, whereas cultural capital accounted for variations in access to knowledge, resources, and recognition. The findings demonstrate that student behaviors reflect negotiated identities, symbolic boundaries, and socially mediated expectations, positioning higher education simultaneously as a site of social reproduction and a space for agency and transformation. This study underscores the value of a multidimensional sociological lens in understanding student practices within Pakistan's educational and cultural context.

**Keywords:** Culture, Habitus, Social Practices, Higher Education, Bourdieu, Student Experiences

## **Introduction**

The study of students' social practices in higher education in Pakistan deeply enriched through the lens of culture, habitus, and society. Culture encompasses the shared values, norms, and symbolic meanings that shape social behavior, whereas habitus, as theorized by Bourdieu (1977), refers to the internalized dispositions and practices that guide individuals' actions within specific social contexts. In Pakistani universities, students' everyday activities ranging from classroom interactions and participation in academic rituals to engagement in extracurricular and peer networks reflect the dynamic interplay between their internalized habitus and the broader cultural and institutional environment (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b; Shoaib, Iqbal, Iqbal, & Abdullah, 2026). These practices are shaped not only by personal choice but also by social structures, power relations, and symbolic boundaries that define legitimate knowledge, acceptable conduct, and social hierarchies within the academic field (Bourdieu, 1984). By adopting a multidimensional sociological perspective, this study examines how students' behaviors are simultaneously influenced by cultural norms, institutional frameworks, and social dispositions, revealing the ways in which individual agency is intertwined with societal structures in the context of higher education in Pakistan.

## **Study Context**

Higher education in Pakistan occupies a critical space where social, cultural, and institutional forces converge to shape the experiences and practices of students (Ali, Abdullah, & Shoaib, 2026; Ali, Abdullah, & Shoaib, 2026; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026c). Pakistani universities are characterized by diverse student populations, hierarchical academic structures, and culturally embedded norms that influence both formal and informal learning environments (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b). Students navigate complex social fields where expectations regarding gender, class, and regional background intersect with institutional rules, curricula, and peer interactions (Waris, Shoaib, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). Within this context, social practices such as classroom engagement, participation in academic and extracurricular activities, and adherence to codes of conduct reflect the interaction between students' internalized dispositions (habitus) and the broader cultural and institutional milieu (Shoaib, Waris, Iqbal, & Abdullah, 2025; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b; Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025). The Pakistani higher education context is particularly significant for sociological inquiry because it embodies both traditional cultural norms and contemporary pressures of globalization, offering a unique site to explore how culture, habitus, and social structures collectively shape students' academic behaviors, identities, and social positioning (Shoaib & Ullah, 2025; Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris, & Iqbal, 2025a, 2025b).

## **The Data and Methods**

This study employed a quantitative research design using a cross-sectional survey to examine the variables of interest. The target 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 the respective departments. Stratified random sampling was used to

ensure representativeness, resulting in a final sample of 316 students. Data were collected through a structured questionnaire consisting of multiple sections designed to capture students' attitudes and perceptions. A pilot study with 30 randomly selected students was conducted to assess the reliability of the instrument, which demonstrated satisfactory internal consistency with a Cronbach's alpha above 0.70. Responses were recorded on an attitudinal (dis)agreement scale, and the data were analyzed using descriptive statistics, primarily frequencies and percentages. The study's findings are thus grounded in primary data reflecting the social and academic experiences of students in the Faculty of Social Sciences.

## **Results**

**Culture Perspective:** Table 1 provided the response of the student's reference to culture perspective variable. The analysis presented the frequency and percentages of the statement i.e., "you prefer to practice cultural codes". The primary analysis of the data indicated that 6.0 percentage of the respondents were in a favor of strongly disagree and 20.9 percentage of the male and female respondents were in a favor of disagree with the statement "you prefer to practice cultural codes". However, 55.4 percentage of the female and male respondents were in a favor of agree and 17.7 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table "you prefer to practice cultural codes". The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., "you prefer to practice cultural codes".

**Table 1**  
**Response of the Students towards Culture Perspective**

*SD=Strongly Disagree to SA=Strongly Agree*

Sr. No.	Statements	SD f (%)	D f (%)	A f (%)	SA f (%)
i	You prefer to practice cultural codes	19 (6.0)	66 (20.9)	175 (55.4)	56 (17.7)
ii	You accept culture diversity in university	11 (3.5)	74 (23.4)	182 (57.6)	49 (15.5)
iii	You prefer to perform within culture norms	15 (4.7)	50 (15.8)	179 (56.6)	72 (22.8)
iv	You easily accept study culture background on your gender	18 (5.7)	70 (22.2)	158 (50.0)	70 (22.2)
v	Your culture have impacts to engage in group projects	15 (4.7)	79 (25.0)	166 (52.5)	56 (17.7)
vi	Your culture influenced to choose subjects	21 (6.6)	81 (25.6)	145 (45.9)	69 (21.8)
vii	The cultural norms effects your behavior	14 (4.4)	70 (22.2)	176 (55.7)	56 (17.7)
vii	Your culture inspire the academic performance	24 (7.6)	47 (14.9)	182 (57.6)	63 (19.9)

The analysis presented the frequency and percentages of the statement i.e., “you accept culture diversity in university”. The primary analysis of the data indicated that 3.5 percentage of the respondents were in a favor of strongly disagree and 23.4 percentage of the male and female respondents were in a favor of disagree with the statement “you accept culture diversity in university”. However, 57.6 percentage of the female and male respondents were in a favor of agree and 15.5 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “you accept culture diversity in university”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “you accept culture diversity in university”.

The analysis presented the frequency and percentages of the statement i.e., “you prefer to perform within culture norms”. The primary analysis of the data indicated that 4.7 percentage of the respondents were in a favor of strongly disagree and 15.8 percentage of the male and female respondents were in a favor of disagree with the statement “you prefer to perform within culture norms”. However, 56.6 percentage of the female and male respondents were in a favor of agree and 22.8 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “you prefer to perform within culture norms”. The data asserted that more than half of the male and female respondents were agree with the statement i.e., “you prefer to perform within culture norms”.

The analysis presented the frequency and percentages of the statement i.e., “you easily accept study culture background on your gender”. The primary analysis of the data indicated that 5.7 percentage of the respondents were in a favor of strongly disagree and 22.2 percentage of the male and female respondents were in a favor of disagree with the statement “You easily accept study culture background on your gender”. However, 50.0 percentage of the female and male respondents were in a favor of agree and 22.2 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “You easily accept study culture background on your gender”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “You easily accept study culture background on your gender”.

The analysis presented the frequency and percentages of the statement i.e., “your culture have impacts to engage in group projects”. The primary analysis of the data indicated that 4.7 percentage of the respondents were in a favor of strongly disagree and 25.0 percentage of the male and female respondents were in a favor of disagree with the statement “your culture have impacts to engage in group projects”. However, 52.5 percentage of the female and male respondents were in a favor of agree and 17.7 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “your culture have impacts to engage in group projects”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “your culture have impacts to engage in group projects”.

The analysis presented the frequency and percentages of the statement i.e., “the cultural norms effects your behavior”. The primary analysis of the data indicated that 4.4 percentage of the respondents were in a favor of strongly disagree and 22.2 percentage of the male and female respondents were in a favor of disagree with the statement “the cultural norms effects your behavior”. However, 55.7 percentage of the female and male respondents were in a favor of agree and 17.7 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “the cultural norms effects your behavior”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “the cultural norms effects your behavior”.

The analysis presented the frequency and percentages of the statement i.e., “your culture inspires the academic performance”. The primary analysis of the data indicated that 7.6 percentage of the respondents were in a favor of strongly disagree and 14.9 percentage of the male and female respondents were in a favor of disagree with the statement “your culture inspire the academic performance”. However, 57.6 percentage of the female and male respondents were in a favor of agree and 19.9 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “your culture inspire the academic performance”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “your culture inspire the academic performance”.

**Habitus Perspective:** Table 2 provided the response of the student's reference to habitus perspective variable. The analysis presented the frequency and percentages of the statement i.e., “you easily perceive individual response”. The primary analysis of the data indicated that 7.0 percentage of the respondents were in a favor of strongly disagree and 18.4 percentage of the male and female respondents were in a favor of disagree with the statement “you easily perceive individual response”. However, 52.5 percent of the female and male respondents were in a favor of agree and 22.2 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “you easily perceive individual response”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “you easily perceive individual response”.

**Table 2**  
*Response of the Students towards Habitus Perspective*

Sr. No.	Statements	SD=Strongly Disagree to SA=Strongly Agree			
		SD f(%)	D f(%)	A f(%)	SA f(%)
i	You easily perceive individual response	22 (7.0)	58 (18.4)	166 (52.5)	70 (22.2)
ii	You easily perceive social work activities	9 (2.8)	63 (19.9)	165 (52.2)	79 (25.0)
iii	You have socialized subjectivity approach	22 (7.0)	57 (18.0)	162 (51.3)	75 (23.7)
iv	You have a particular position in a hierarchy	14 (4.4)	69 (21.8)	149 (47.2)	84 (26.6)
v	You prefer to have good body language in front of15		53	140	108

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	others	(4.7)	(16.8)	(44.3)	(34.2)
vi	You have strong social groups in your community	16 (5.1)	52 (16.5)	159 (50.3)	89 (28.2)
vii	Your social habits motivate you in academic activities	10 (3.2)	62 (19.6)	160 (50.6)	84 (26.6)
vii	Your family supports you in your reading habits	20 (6.3)	46 (14.6)	158 (50.0)	92 (29.1)

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The analysis presented the frequency and percentages of the statement i.e., “you easily perceive social work activities”. The primary analysis of the data indicated that 2.8 percentage of the respondents were in a favor of strongly disagree and 19.9 percentage of the male and female respondents were in a favor of disagree with the statement “you easily perceive social work activities”. However, 52.2 percentage of the female and male respondents were in a favor of agree and 25.0 percentage of the respondents were strongly agree with the statement as mentioned in the table “you easily perceive social work activities”. The data asserted that more than half of the male and female respondents were agree with the statement i.e., “you easily perceive social work activities”.

The analysis presented the frequency and percentages of the statement i.e., “you have socialized subjectivity approach”. The primary analysis of the data indicated that 7.0 percentage of the respondents were in a favor of strongly disagree and 18.0 percentage of the male and female respondents were in a favor of disagree with the statement “you have socialized subjectivity approach”. However, 51.3 percentage of the female and male respondents were in a favor of agree and 23.7 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “you have socialized subjectivity approach”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “you have socialized subjectivity approach”.

The analysis presented the frequency and percentages of the statement i.e., “you prefer to have good body language in front of others”. The primary analysis of the data indicated that 4.7 percentage of the respondents were in a favor of strongly disagree and 16.8 percentage of the male and female respondents were in a favor of disagree with the statement “you prefer to have good body language in front of others”. However, 44.3 percentage of the female and male respondents were in a favor of agree and 34.2 percentage of the respondents were strongly in a favor of agree with the statement as mentioned in the table “you prefer to have good body language in front of others”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “you prefer to have good body language in front of others”.

The analysis presented the frequency and percentages of the statement i.e., “you have strong social groups in your community”. The primary analysis of the data indicated that 5.1 percentage of the respondents were in a favor of strongly disagree and 16.5 percentage of the male and female respondents were in a favor of disagree with the statement “you have strong social groups in your community”. However, 50.3 percentage of the female and male respondents were in a favor of agree and 28.2 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “you have strong social groups in your community”. The data asserted that more than half of the male and female students were in a favor of agree with the statement i.e., “you have strong social groups in your community”.

The analysis presented the frequency and percentages of the statement i.e., "your social habits motivate you in academic activities". The primary analysis of the data indicated that 3.2 percentage of the respondents were in a favor of strongly disagree and 19.6 percentage of the male and female respondents were in a favor of disagree with the statement "your social habits motivate you in academic activities". However, 50.6 percentage of the female and male respondents were in a favor of agree and 26.6 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table "your social habits motivate you in academic activities". The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., "your social habits motivate you in academic activities".

The analysis presented the frequency and percentages of the statement i.e., "your family supports you in your reading habits". The primary analysis of the data indicated that 6.3 percentage of the respondents were in a favor of strongly disagree and 14.6 percentage of the male and female respondents were in a favor of disagree with the statement "your family supports you in your reading habits". However, 50.0 percentage of the female and male respondents were in a favor of agree and 29.1 percentage of the respondents were strongly agreeing with the statement as mentioned in the table "your family supports you in your reading habits". The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., "your family supports you in your reading habits".

**Social Perspective:** Table 3 provided the response of the students' reference to social perspective variable. The analysis presented the frequency and percentages of the statement i.e., "you prefer to have attitude according to surrounding". The primary analysis of the data indicated that 9.8 percentage of the respondents were in a favor of strongly disagree and 15.2 percentage of the male and female respondents were in a favor of disagree with the statement "you prefer to have attitude according to surrounding". However, 56.0 percentage of the female and male respondents were in a favor of agree and 19.0 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table "you prefer to have attitude according to surrounding". The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., "you prefer to have attitude according to surrounding".

**Table 3**

**Response of the Students towards Social Perspective**

SD=Strongly Disagree to SA=Strongly Agree

Sr.	Statements	SD f (%)	D f (%)	A f (%)	SA f (%)
i	You prefer to have attitude according to surrounding	31 (9.8)	48 (15.2)	177 (56.0)	60 (19.0)
ii	Your behavior is acceptable in front of others	13 (4.1)	62 (19.6)	155 (49.1)	86 (27.2)
iii	You have strong social background	18 (5.7)	61 (19.3)	158 (50.0)	79 (25.0)

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iv	Your peer group motivate you to study	29 (9.2)	60 (19.0)	141 (44.6)	86 (27.2)
v	Your friends help you in assignments	32 (10.1)	55 (17.4)	154 (48.7)	75 (23.7)
vi	You feel confident to share your ideas in your class	19 (6.0)	65 (20.6)	164 (51.9)	68 (21.5)
vii	Your social network help you in academic performance	13 (4.10)	47 (14.9)	187 (59.2)	69 (21.8)
vii	Your peer group inspire your study habits	25 (7.9)	53 (16.8)	148 (46.8)	90 (28.5)

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The analysis presented the frequency and percentages of the statement i.e., “your behavior is acceptable in front of others”. The primary analysis of the data indicated that 4.1 percentage of the respondents were in a favor of strongly disagree and 19.6 percent of the male and female respondents were in a favor of disagree with the statement “your behavior is acceptable in front of others”. However, 49.1 percentage of the female and male respondents were in a favor of agree and 27.2 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table “your behavior is acceptable in front of others”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “your behavior is acceptable in front of others”.

The analysis presented the frequency and percentages of the statement i.e., “your peer group motivate you to study”. The primary analysis of the data indicated that 9.2 percentage of the respondents were in a favor of strongly disagree and 19.0 percentage of the male and female respondents were in a favor of disagree with the statement “your peer group motivate you to study”. However, 44.6 percentage of the female and male students were in a favor of agree and 27.2 percentage of the respondents were strongly agreeing with the statement as mentioned in the table “your peer group motivate you to study”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “your peer group motivate you to study”.

The analysis presented the frequency and percentages of the statement i.e., “your friends help you in assignments”. The primary analysis of the data indicated that 10.1 percentage of the respondents were in a favor of strongly disagree and 17.4 percentage of the male and female respondents were in a favor of disagree with the statement “your friends help you in assignments”. However, 48.7 percentage of the female and male respondents were in a favor of agree and 23.7 percentage of the respondents were strongly in a favor of agree with the statement as mentioned in the table “your friends help you in assignments”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “your friends help you in assignments”.

The analysis presented the frequency and percentages of the statement i.e., “you feel confident to share your ideas in your class”. The primary analysis of the data indicated that 6.0 percentage of the students were in a favor of strongly disagree and 20.6 percentage of the male and female respondents were in a favor of disagree with the statement “you feel confident to share your ideas in your class”. However, 51.9 percentage of the female and male respondents were in a favor of agree and 21.5 percentage of the students were in a favor of strongly agree with the statement as mentioned in the table “you feel confident to share your ideas in your class”. The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., “you feel confident to share your ideas in your class”.

The analysis presented the frequency and percentages of the statement i.e., "your social network helps you in academic performance". The primary analysis of the data indicated that 4.10 percentage of the respondents were in a favor of strongly disagree and 14.9 percentage of the male and female respondents were in a favor of disagree with the statement "your social network help you in academic performance". However, 59.2 percentage of the female and male respondents were in a favor of agree and 21.8 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table "your social network help you in academic performance". The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., "your social network help you in academic performance".

The analysis presented the frequency and percentages of the statement i.e., "your peer group inspire your study habits". The primary analysis of the data indicated that 7.9 percentage of the *respondents* were in a favor of strongly disagree and 16.8 percentage of the male and female respondents *were* in a favor of disagree with the statement "your peer group inspire your study habits". However, 46.8 percentage of the female and male respondents were in a favor of agree and 28.5 percentage of the respondents were in a favor of strongly agree with the statement as mentioned in the table "your peer group inspire your study habits". The data asserted that more than half of the male and female respondents were in a favor of agree with the statement i.e., "your peer group inspire your study habits".

## **Discussion**

**Culture Perspective:** The study findings indicated that students of the social sciences preferred to practice their cultural codes. The study findings summarized that the cultural norms effected student's behavior in university (Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025). The study findings had been linked with the study findings as mentioned in review. The study findings outlined that the intersectionality refers to given the unequal opportunity of education to male and female and it influenced learning goals (Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025). Moreover, the argument of the study revealed that gender and class played an essential role to achieved the academic goals and performed well in educational institutions (Shoaib, Iqbal, Rasool, & Abdullah, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025; Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025). Besides, the study of Gupta (2019) asserted that gender is not secured attribute but it was a social identity which is constructed the intersections or discrimination. Further, the study of Hovorka (2015) indicated that the lower class pupils faced less opportunity to reached the educational institutions because they were breadwinners of their families their class create a hurdles to achieve their goals.

**Habitus Perspective:** The study findings indicated that university students easily perceived individual response. Similarly, the study findings asserted that students easily perceived social work activities in university. In a nut shell, the study findings summarized that some families supported their children's in their reading and learning habits (Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c; Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b, 2025c; Shoaib, Ali, & Kausar, 2025; Shoaib & Bashir, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025; Shoaib,

Iqbal, & Iftikhar, 2025). The study findings had been linked with the study findings as mentioned in review (Shoaib, 2025a, 2025b; Shoaib & Abdullah, 2025; Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025a, 2025b; Shoaib, Ahmed, Zaman, & Abdullah, 2025). The study findings outlined that traditional, cultural and social perspective played a crucial role in intersectionality of class gender and race to achieve the educational goals (Ali, Shoaib, & Ali, 2025; Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b; Ali, Shoaib, Iqbal, & Abdullah, 2025a, 2025b; Ali, Shoaib, & Kausar, 2025; Iqbal, Shoaib, Iqbal, & Abdullah, 2025; Larijani, Shoaib, & Abedi, 2025). Moreover, the argument of the study revealed that student's special female students belonged to communities play their important role for demanding equal rights for education and they also supported equity (Ahmed, Shoaib, & Zaman, 2025; Shoaib, Abdullah, Naqvi, & Ditta, 2024; Shoaib, Ali, & Abbas, 2024; Shoaib, Shehzadi, & Abbas, 2024a, 2024b; Shoaib, Zaman, & Abbas, 2024). Contently, the study findings showed that the students from upper class or from strong and healthy families had easy accessed to books and extra helped for study and achieved their academic goals (Ali, Zaman, & Shoaib, 2024; Shoaib, 2024a, 2024b, 2024c, 2024d, 2024e; Shoaib, Usmani, & Abdullah, 2023). Nonetheless, the study findings included that lower class students faced poor infrastructure of universities and classrooms (Shoaib, 2023a, 2023b, 2023c; Shoaib, Mustafa, & Hussain, 2022, 2023; Shoaib, Rasool, Anwar, & Ali, 2023; Shoaib, Shehzadi, & Abbas, 2023; Shoaib, Tariq, Shahzadi, & Ali, 2022; Shoaib, Usmani, & Ali, 2022).

**Social Perspective:** The study findings indicated that some students to had attitudes according to their soundings. Similarly, the study findings asserted that student's behavior acceptable in front of their teachers and parents. In a nut shell, the study findings summarized that some peer group of students inspired by their study habits (Shoaib, Ali, Anwar, & Abdullah, 2022; Shoaib, Anwar, & Mustafa, 2022; Shoaib, Anwar, & Rasool, 2022; Shoaib, Iqbal, & Tahira, 2021; Shoaib, Rasool, & Anwar, 2021; Shoaib & Ullah, 2021a, 2021b). The study findings had been linked with the study findings as mentioned in review (Shoaib, Ali, & Akbar, 2021; Shoaib, Fatima, & Jamil, 2021). The study findings outlined that family support is essential for students to attained their academic goals, upper class families understand the values of education and they support their children to engaged in education (Shoaib, 2021; Shoaib, Abdullah, & Ali, 2021; Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib, Ali, Anwar, et al., 2021). Moreover, the argument of the study revealed that the students faced class intersectionality and faced different types of challenges like lack of confidence, emotional burden, and they felt loneliness which effected their learnings (Mariam, Anwar, Shoaib, & Rasool, 2021; Rafique & Shoaib, 2015; Shoaib, Abdullah, & Ali, 2020; Shoaib, Latif, & Usmani, 2013; Shoaib & Rafique, 2015). Further, the study findings showed that the achievement gap reduced by reducing intersectionality of class and gender through the supported of society and changed the traditional education system (Ali et al., 2025). The study findings outline that in south Asia girls' education neglected because of poverty low income class preferred boys' education because they become breadwinner for their families (Shoaib, Ahmed, & Iqbal, 2025).

### **Theoretical Insights**

The present study is anchored in Bourdieu's theory of habitus, field, and capital, which provides a framework to understand how students' social practices are shaped by the interplay of individual dispositions and structural forces. Habitus refers to the internalized dispositions, habits, and ways of thinking that guide individuals' actions within social contexts, reflecting both their past experiences and social positioning (Bourdieu, 1977). In the context of higher education, students' engagement in academic and social practices seen as a manifestation of habitus interacting with the institutional field, which is structured by norms, rules, and hierarchies (Bourdieu, 1984). The concept of cultural capital further explains how students' familiarity with dominant cultural codes, values, and educational resources influences their academic success and social mobility (Bourdieu, 1986). Additionally, the study draws on symbolic interactionism, which emphasizes how individuals interpret and give meaning to their social environment through interactions (Blumer, 1969). Students' daily practices, such as classroom participation, peer networking, and engagement in co-curricular activities, are shaped by these micro-level interactions, reflecting both negotiated identities and socially recognized roles. By integrating Bourdieu's macro-level structural perspective with the micro-level focus of symbolic interactionism, this study situates students' behaviors within a multidimensional sociological framework, highlighting how culture, habitus, and social structures collectively influence academic practices in Pakistan.

### **Conclusion**

This study highlights the intricate relationship between culture, habitus, and social practices among students in higher education in Pakistan. Findings suggest that students' behaviors, interactions, and academic engagement are not solely individual choices but are shaped by the dynamic interplay of internalized dispositions, cultural norms, and institutional structures. The concept of habitus elucidates how students' past experiences, social backgrounds, and ingrained practices influence their adaptation to the academic field, whereas cultural capital explains variations in access to knowledge, resources, and social recognition. Moreover, students' daily interactions and participation in academic and social activities reflect negotiated identities, symbolic boundaries, and socially mediated expectations. Overall, the study underscores the importance of viewing student practices through a multidimensional sociological lens, revealing that higher education serves both as a site of social reproduction and as a potential space for agency, negotiation, and transformation within Pakistan's cultural and institutional context.

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