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ACADEMIC ACHIEVEMENT, SELF CONCEPT AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS IN RURAL AND URBAN AREA SCHOOLS.

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Abstract: The Present study aims at investigating the significant difference for academic achievement, self-concept and study habits of secondary school students studying in different schools located in rural and urban areas..Most of our present student population is under achievers because they pay only less time for their educational task. Some crucial emotional competencies, like, lack of self-concept, unsatisfactory study habits which impress their educational attainment is not at all good both at the micro level and as well as the macro level. Therefore, a need was felt to investigate the variables, self-concept, study habit and academic achievement of students. Descriptive survey method was employed for the present study. The data was collected from IX class students of secondary schools located in rural and urban areas of Jalandhar District to test the hypotheses

Index Terms: Academic Achievement, Self-concept, study Habits, secondary Schools, Rural & Urban area Schools.

INTRODUCTION: Education is the process of developing the capacities and abilities of the individual so as to prepare the individual to be successful in a specific society or culture. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. So academic achievement occupies a vital place in education as well as in the learning process. There are several factors which influence the academic achievement of students like opportunities, motivation, socio-economic status, intelligence, self-concept and study habits. Study habits are intended to elicit and guide one's cognitive process during learning. If a student wants to show high academic achievement, first of all, he must know his own self- that is the self-concept. Knowing one's own strengths and weaknesses and developing good study habits definitely yields best results.

ACADEMIC ACHIEVEMENT: Achievement means the amount of knowledge gained by students in different subjects of study. This aspect motivates the pupil to work hard and learn more. It also help the teachers to know whether their teaching technologies are

FACTORS AFFECTING ACADEMIC ACHIEVEMENT :(i) Individual factors: These factors are related to the individual himself. The main among these factors are: a) Cognitive like intelligence, learning ability, cognitive styles, creativity etc. b) Non Cognitive like attitude towards self and others, perceptions of school, interests, motivation, level of aspiration, study habits, personality, self esteem, attitude towards education etc. (ii) Environmental Factors: These are related to the environment of the individual. These include socio-economic status; family traits and company i.e. value system, educational system, system of evaluation, teacher's efficiency, training and methods of teaching, school environment and home environment, peer groups etc.

SELF CONCEPT: The self-concept is defined as a set of beliefs about the self and the relationships between those beliefs that may mediate behavior in certain situations. It is regarded as a key factor in the integration of personality, in motivating behavior and achieving mental health

Components of self-concept: There are three major components of self-concept, which are as under-

* The perceptual component- It is the image the person has of the appearance of his body and of the impression he makes on others. It is often called the physical self-concept.

* The Conceptual component-It is the person's conception of his distinctive characteristics, his abilities, his background and origins and his future. It is also called the psychological self-concept.

* The Attitudinal component-The attitudinal components of self is the feeling of person that he has about himself, his attitudes towards his parent status and future prospectus, and his way of looking at himself.

STUDY HABITS: Study habits are the habitual practices one uses to help them study and learn. Good study habits can help students achieve and/or maintain good grades. The learner's Dictionary has defined study as a "mental effort to obtain knowledge". This means that studying is an art of learning which helps the individual not only to acquire knowledge but also the skill and the habit to study. Study Habit of every student is one of the most important factor that affect his or her understanding regarding a certain subject. It means, if a student possesses poor study habits, she has a greater chance of getting failing grades, if compare to a student who has a good study habit. But "habit" as it was defined from the Introduction to Psychology, means "a learned, or fixed way of behaving to satisfy a given motive". By this definition alone, we can say that the person involves is the one making or forming his own habit. May be, habits can be affected by outside interference like his environment, his attitude toward his comparisons, his teachers and the books and reading materials around him, even the place where he study and other factors which influence the concentration of a students to effectively understand his lessons, and to pass his mind to discipline himself and form to himself the proper study habits which he knows he really needed.

OBJECTIVES:

1. To study the level of self-concept among rural & urban secondary school students.
2. To examine the study habits of rural & urban secondary school students
3. To study the level of academic achievement among rural & urban secondary school students.
4. To compare the self-concept of students in rural & urban secondary schools .
5. To compare the study habits of students in rural & urban secondary schools.
6. To compare the academic achievement of students in rural & urban secondary schools.

HYPOTHESES:

H0 1. There exist no significant difference between self-concept of rural & urban secondary school students..

H0 2. There exist no significant difference between study habits of rural & urban secondary school students.

H0 3. There exists no significant difference between academic achievement of rural & urban secondary school students..

SAMPLE: The sample of the study consists of 200 students of secondary schools situated in rural and urban areas of Jalandhar District. 100 students were selected from secondary schools in rural areas and 100 from secondary schools situated in urban areas of Jalandhar District. Random sampling technique was employed to select the sample.

DESIGN OF THE STUDY: Descriptive survey method was employed for the present study. The data was collected from IX class students of secondary schools situated in rural and urban areas of Jalandhar District to test the hypotheses.

TOOLS TO BE USED:

1. Self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat.
2. Study Habit Inventory (SHI) by (Mukhopadhyaya & Sansanwal).
3. Academic achievement was measured by the marks achieved by students in their midterm exams.

Statistical Analysis of Data (A):

For the present study, the data was collected with the help of Self-Concept questionnaire by Dr. Raj Kumar Saraswat and Study Habit Inventory by Mukhopadhyaya & Sansanwal. This data was collected to study the comparison between Self-concept and Study Habit among secondary school students. The collected data was coded and processed using Microsoft Excel-2007 software. Results obtained were analyzed under the following section, according to the objectives of the study:

Frequency distribution of scores of students for the measure of Self-Concept (N=200) :-The majority of students scored between 180-189 on the variable of Self-Concept. 47 students scored between 170-179 and only 3 student score between 210-219.

Frequency distribution of scores of students for the measure of study habit (N=200):- It was found that majority of students scored between 172-181 on the variable of study habit. Only one student scored between 112-121.

Frequency distribution of scores of students for the measure of Academic Achievement (N=200):- The majority of students scored between 172-181 on the variable of Academic achievement. Only one student scored between 112-121.

Statistical analysis of Data (B):-In order to achieve the objectives formulated for the study, the data was statistically analyzed by employing t-test.

Table no.1: Mean comparison of govt. and public school students on self-concept.

Type of school	N	M	S.D	t-value	p-value	Level of Significance	Result
Rural area Schools	100	179.59	14.234	0.003155	.99753	0.05	Not significant
Urban area Schools	100	185.45	13.482			0.01	

Significance level 0.05

Table no.1 shows the mean comparison of rural & urban secondary school students on self-concept. A perusal of the above table also shows that the rural area secondary school students have secured a mean score of 179.59 with S.D of 14.234 whereas the urban area secondary school students have secured a mean score of 185.45 with S.D 13.482. It shows a little difference between rural secondary school students and urban school students on self-concept. It is evident from the table that on self-concept (t-value 0.003155 < .05) the two group viz. rural and urban secondary school students are not significantly different. Therefore, hypothesis no. 1, which reads as “there exists no significant difference between self-concept of govt. & public secondary school students. “Stands accepted.

Table no.2: Mean comparison of govt. and public secondary school students on study habits.

Type of school	N	M	S.D	t-value 0.00234	p-value	Level of significance	Result
Rural area Schools	100	175.99	19.050		.998167	0.05 0.01	Not significant
Urban area Schools	100	185.72	25.122				

Table no.2 shows the mean comparison of rural and urban secondary school students on study habits. The above table shows that rural. Secondary school students have secured a mean score of 175.99 with S.D of 19.050 whereas urban secondary school students have secured a mean score of 185.72 with S.D 25.122. This means that urban secondary school students are slightly higher than the govt. secondary school students on study habits score and it is evident from the table that on study habit (t-value 0.00234<. 05) The two groups under study do not show any significant difference in their study habits, therefore hypothesis H 02“There exist no significant difference between study habits of government and public secondary school students” stands accepted.

Table no. 3: Mean comparison of govt. and public secondary school students on academic achievement.

Type of school	N	M	S.D	t-value	p-value	Level of significance	results
Rural area Schools	100	301.53	113.26	3.05199	.002586	0.05 0.01	significant
Urban area Schools	100	400.685	129.17				

Table no.3 shows the mean comparison of rural area secondary school students and urban area secondary school students on academic achievement. A perusal of the above table shows that rural area secondary school students have secured a mean score of 301.53 with S.D of 113.26 whereas the urban area secondary school students have secured a mean score of 400.685 with S.D of 129.17. It is evident from the table on academic achievement (t-value 3.05>0.05), the two groups viz. rural. secondary school students and public secondary school students differ significantly. The table further reveals that urban secondary school students have better academic achievement than the rural . secondary school students. Therefore, hypothesis H 0.3 “There exist no significant difference between academic achievement of government and public secondary school students” stands rejected.

CONCLUSIONS: On the basis of the findings, the following conclusions are drawn:

1. There is no significant difference in the self-concept of the students of rural and urban area secondary school students.
2. There is no significant difference in the study habits of rural and urban area secondary school students.
3. There is a significant difference in academic achievement of of rural and urban area secondary school students. The students of urban secondary schools have higher academic achievement than the students of rural area secondary schools.

5.18 EDUCATIONAL IMPLICATIONS

It is important for the teachers and parents to convey to their children the importance of self-concept..Parents and teachers must help their children to develop good study habits for better achievements. Individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. One of the factors contributing to achievement among pupils of

comparable endowments is the variation of the pupil's ability to organize their work and to study efficiently. An important area of guidance therefore, is specific training in how to study, how to learn and how to work efficiently. The amount and kind of study in which a learner engages differs with his age and grade level. The learner's technique and habits of study need to be adjusted to changing learning materials, purposes and desired outcomes.

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