

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABITS, PEER PRESSURE AND SCHOOL ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study is an attempt to find out the effect of study habits, peer pressure and school environment on academic achievements of secondary school students of Delhi. The descriptive survey method will be used in the present investigation. The sample will consist of 600 secondary school students of Delhi. Amongst them there will be 300 boys and 300 girls. There are three independent variables i.e. study habits, peer pressure and school environment and one dependent variable i.e., academic achievement.

INTRODUCTION

The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as study habits, peer pressure and school environment (Crosnoe, Johnson & Elder, 2004). Academic achievement in this context simply means the scores students have obtained in either examination or test which has led to their performance. In this study therefore, the researcher hopes to examine the influence of school environment on academic achievement secondary school students

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002).

The head and the staff members of the school put in all their efforts to enable the students to achieve the best in their scholastic and academic endeavors. This radical change in the education system has given rise to many questions and the researchers are very anxious and enthusiastic to know their answer like-What are the factors responsible for success of students? How much is the contribution of such factors towards achievements of students? etc.

Freiberg, Driscoll and Knights (1999) observed that some of the notable factors that may influence students' academic achievement in secondary schools are: school climate, instructional materials, discipline, physical facilities, teacher quality, type of location of

school and class size. This is because, schools with a good and conducive environment that has the best type of teachers, instructional materials and physical facilities will produce better school leavers with high achievement.

What is peer pressure? Peer pressure can be defined as persuading a child into doing something or acting a certain way as desired by his friends or peers.

Generally, the term peer pressure is considered negative. Peer pressure is basically the effect that is created by a group or any individual on another individual that forces him to change his values, behaviour and attitude so as to be at par with group norms. There are different type of groups that are affected such as membership groups which includes the individuals formally like the

Political parties and trade unions or other kinds of social groups in which there are no official clear members. Sometimes people are a part of such groups willingly and sometimes non-willingly due to the peer pressure. People are sometimes part of a dissociative group with which they don't want to be

Involved and thus they are less interested in the group's activities and behave differently when it comes to be about the group. Socializing and having strong friendships is important for a child. However, the parents should be much concerned when their child is persuaded to do something that both the parents and the child are uncomfortable with. They can be persuaded to gang up on another friend, to cheat or to try drugs or alcohol. The youth is found to be most associated with peer pressure as they spend most of their time in schools with fixed groups that they do not want to be with. They feel the pressure of the peers as they are not mature enough to handle pressures exerted by friends.

KEY TERMS USED:

1.1 ACADEMIC ACHIEVEMENT

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. According to Annie, Howard, Stoker and Mildred (1996) academic achievement is the outcome federal the extent to which a student, teacher or institution has achieve their educational goals.

Bossaert, Doumen, Buyse and Verschueren (2011) defines academic achievement as student's success in meeting short or long term goals in education in the big picture according to the authors, academic achievement means completing high school or earning a college degree. Lassiter (1995) looks at students' academic achievement as referring to a students' strong performance in a given academic area. A student who earns good grades or awards in science has achieved in the academic field of science. He further stated that education associations and schools monitor the overall level of student academic achievement to decide what, if any challenges, need to be made in the educational system.

Good (2009:56) defines academic achievement as "the knowledge obtained or skills developed in the school subjects.

Odeh. R. C et al., Influence Of School Environment On Academic Achievement Of Students In Secondary Schools usually designed by test scores or marks

assigned by the teacher”.

Mehta (1996:8) defines academic achievement as “academic performance includes both curricular and cocurricular performance of the students it indicates the learning outcomes of the students. In classrooms students perform their potentials efficiently, as a result of it, learning takes place: the learning outcomes changes the behaviour pattern of the student through different subjects.

Academic achievement has always been a crucial point and main centre of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that other aspect of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil.

Academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work . In view of other authors such as Goods (1955) Biswal and Aggarwal (1971) there seems to be considerable similarities in as much as all of them place emphasis on knowledge attained or skill developed in academic subjects and usually originated by test scores. It is different from proficiency in the area of different age accomplishment quotient or achievement quotient are the most commonly used meant to interpret the level of academic achievement of pupils in general or in a specific given subject matter in particular. The justification of measuring academic achievement is based on the fundamental assumptions of psychology that there are differences within individual from time to time, place to place, situation to situation, one class to other class. Besides there are individual differences. Also individual of same age group, same grade, and of same potential ability, usually differ in their academic proficiency whether measured by Standardized Achievement Tests or by teachers’ grading or by marks obtained in tests or examinations.

1.2 STUDY HABITS

Study habits act as another variable connected with students’ performances. Study habits reflect students’ usual act of studying and also call forth and serve to direct the learner’s cognitive processes during learning. Study habits includes a variety of activities: time management, setting appropriate goals, choosing an appropriate study environment, using appropriate note-taking strategies, choosing main ideas, and organization (Proctor et al., 2006).

Study habit is; buying out a dedicated scheduled and un-interrupted time to apply one’s self to the task of learning. Without it, one does not grow and becomes self –limiting in life. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one’s study habits, throughout the life. Stella and Purthothaman (1993) opined that the researchers have analyzed the pupil’s achievement with reference to the classification high, average and low achievers, in this conventional classification, the point of reference in the average score of group or a standard norm, but study habits differ from person to person , hence in an attempt to help the learners progress by developing suitable study habits, we need a different set of parameters that takes into account of the individual capabilities.

According to Palani (2012) reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

However, the developments in the Mass Media had continued to influence interest in reading books, magazines and journals, among others.

Issa et al. (2012) recommended that everyday reading activities in which students engage influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good habits of reading and the academic performance of students generally.

Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on hundred higher secondary school students, randomly selected from higher secondary schools. The results indicate that girls and boys differ significantly in their study habits and academic achievement.

Bhan and Gupta (2010) conducted a study for academic achievement and study habit among the students belonging to scheduled caste and non-scheduled caste group. The result revealed that sex has no significant impact on academic achievement and study habit of students. Ogbodo (2010) examined that parent send their children to school to learn. In the school, children are exposed to various experiences which influence their behavior. Therefore, learning is a change in behavior. Such a change is seen in their mental reasoning, physical growth, manipulative skills and development of values and interest. The change may be easy or difficult depending on the home and school environment.

Reading for recreation or relaxation very common among the educated elite. Students, who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue and also makes them live a disciplined life in the school. In most cases, its effects in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits.

Dadzie (2008) reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development. This implies making meaning out of recorded information either printed or non-printed in the life of an individual. People read for different reasons and purposes, some of which includes for pleasure, leisure, relaxation, information and for knowledge.

Gallo (2007) "Books yield their best to you, if you read them at the age at which each particular masterpiece can ideally be chewed and digested." There is little knowledge about everyday reading practices of tertiary education students and how these practices affect their academic achievement.

Guthrie et al. (2007) believed that "reading" is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills everyday lives.

Vandamme et al. (2005) carried out a study to find out the factors that influence student performance and explore prediction methods. The main aim of this study is to classify students into three groups: „low“ students, „medium risk“ students, and „high risk“ students. Neural Network decision tree and discriminate analysis was used to predict the achievement of freshmen.

Deavers (2000) believed that reading is a process of thinking, evaluation, judging, imaging reasoning and problem solving. Reading is an essential tool for knowledge transfer and the

habit of reading an academic activity that increases skill in reading strategies. To know about the world and its environment a child helps himself through reading book, newspapers and other magazines. Once the child has been taught to read and has developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children, who miss the opportunity of getting in touch with books in their early stages of life, find it hard to acquire good reading habits in their years.

Higginbotham (1999) examined the reading interests of middle school-sixth, seventh and eighth grade students in a metropolitan, public school located in a southeastern state Atlanta, Georgia. The result of this study showed differences in interest by gender, which are congruent with many society, stereotypes and females reported a stronger interest in friendship, animal stories, adventure and historical, fiction. While the males reported stronger preferences for the categories of sports and science. Also, the male respondents had a stronger preference for nonfiction than did he female's respondents.

Christian (1983) observed that there were no sex differences in the study habits of students

1.3 PEER PRESSURE

An individual is first attached with his parents then with other members of the society. During infancy and childhood, the bond between the parents and the children is very strong but as they grow the strength of this bond shifts to the bond with the friends i.e. they get more attached to their friends during their adolescence period. The level of this bond and attachment varies as per the age and the stage of life. According to Dacey & Kenny (1997) "adolescents who feel accepted by their peer group and their parents are likely to feel good about themselves". Attachment with the peers is also important as the attachment with the parents. After reviewing different research studies Haynei (2002) concluded that "the adolescents who have poor peer relationships are more likely to have adjustment difficulties in adulthood". Their feelings, thinking, decisions and living styles are influenced by these attachments. The persona of an individual is strongly influenced by the strong attachment he has with others. When this influence effects their decision making, likes and dislikes of a person and when he is forced to feel give up his own mottos and wish to fulfill the expectation of his closed ones like parents ,it is called pressure. Weiten and Lloyd (2004) have said that the "Pressure involves expectations or demands that one behaves in a certain way". Pressure is classified in two types by them that is, the pressure to perform and the pressure to confirm. The power of pressure is to violate personal standards in order to be liked by other members of cohesive group (Weiten and Lloyd, 2004). This power of pressure cannot be denied by anyone.

The term "peer pressure" means the influence that peers have on each other. Although peer pressure is not necessarily negative. The process that influences the people to do things that they may resist to, or may not otherwise choose to do is called pressure. So usually the term peer pressure refers to socially undesirable behaviours, such as tastes of fashion, music, television and academic success etc. It is common place that as children grow, the level of peer influence also increases but as the children gain independence from the family or caretakers, and before they fully form an adult identity, resistance to peer influence generally declines. Children in preschool stage are least aware of peer pressure, and are the least

influenced by the need to conform. However, the influence of peers increases. Due to more social interactions outside the home and more awareness about others, Pre-teens and teenagers face many issues related to conformity and peer pressure. They tussle between the desire to remain as unique and the desire to belong to a group where they feel secure and accepted. As a result they reject the family values or general society values, while feeling pressure to conform rigidly to the values of their peer group. For example when they join a gang they reject the way of behave in a community and to belong to the gang, they have conform to the gang's own style of dress, behaviour, and speech. The children are often forced to change their outlook towards life by the changing ways of life of their peers. Imitation is a human characteristic. Not all people dare to resist the peer pressure and be their own selves rather than being one among the lot.

1.4 SCHOOL ENVIRONMENT

Environment is a place where the child functions. This includes home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, tissue needs, social needs, psychological needs it is defined not to mean only the place in which the child lives (physical) but also the people with which he comes in contrast with (social) (Akem, 2008).

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate. A school environment is broadly characterized by its facilities, classrooms, schoolbased health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, and to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools

The increasing school enrolment and students interests in learning from the best kind of environment has generated much research interest in order to put into use by private individuals mission, communities or government proprietors an environment that will be stimulating and will enhance academic achievement of students.

Gagne (1997) states that environment for the child includes a host of structures such as buildings, furniture's, equipments, instructional materials, the teachers, the peer group and other people involved in the development of a child. Booth and Okely (2005) looked at school environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and Health Educational Sport) and school practices regulating PE and Sport, banners to participation and strategies to promote participation). This definition encapsulates components of the Health Promoting School Model (NHMRC, 1996) and also how school staff tends to contextualized health, particularly physical activity.

Nwangwu (1990) gave the characteristics of school environment to include school buildings, classrooms, furniture's, playgrounds, sporting facilities, laboratories, libraries and equipments which aid the teachers in effective delivery of lesson. According to State of Maine (2002) school environment includes the physical and aesthetic surroundings and the psychological climate and culture of the school.

STATEMENT OF THE PROBLEM

“STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABITS, PEER PRESSURE AND SCHOOL ENVIRONMENT OF SECONDARY SCHOOL STUDENTS”

OPERATIONAL DEFINITIONS OF THE TERMS USED IN STUDY

(1) Academic Achievement: Academic achievement is the performance of students in the field of education and the types of environment found at home plays, perhaps, a very important role in determining academic achievement in children.

(2) Study Habits: Studying is basically investing the time and self to the application and task of study which is to get involved in a process of learning, understanding, practicing, and self-enlightenment of one's self.

(3) Peer Pressure: The term “Peer Pressure” means the influence that peers have on each other. It includes the influence of a group in motivating a person to change his or her behavior, values and attitude similar to that of the peer group.

(4) School Environment: It refers to the psycho-Social climate of the school as perceived by the students in school. It includes six dimensions – Creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, and control.

NEED AND IMPORTANCE OF THE STUDY

The study will be helpful in the field of education. It is important for students, parents, educators and policy makers in understanding the way how study habits, peer pressure and school environment affect the academic achievement of adolescent/senior secondary school students. In view of the above, present study will be designed to find out relationship among academic achievement, study habits, peer pressure and school environment.

OBJECTIVES OF THE STUDY

- 1) To find out the relationship between Academic Achievement and study habits of secondary school students.
- 2) To find out the relationship between Academic Achievement and peer pressure of secondary school students.
- 3) To find out the relationship between Academic Achievement and school environment of secondary school students.
- 4) To find out the difference between Academic Achievement and study habits of male and female secondary school students.

- 5) To find out the difference between Academic Achievement and peer pressure of male and female secondary school students.
- 6) To find out the difference between Academic Achievement and school environment of male and female secondary school students.
- 7) To find out the difference between Academic Achievement and study habits of rural and urban secondary school students.
- 8) To find out the difference between Academic Achievement and peer pressure of rural and urban secondary school students.
- 9) To find out the difference between Academic Achievement and school environment of rural and urban secondary school students.
- 10) To find out the difference between Academic Achievement and study habits of Govt. and private secondary school students.
- 11) To find out the difference between Academic Achievement and peer pressure of rural and urban secondary school students.
- 11) To find out the difference between Academic Achievement and school environment of Govt. and private secondary school students.

HYPOTHESES OF THE STUDY

- 1) There is no significant relationship between Academic Achievement and study habits of secondary school students.
- 2) There is no significant relationship between Academic Achievement and peer pressure of secondary school students.
- 3) There is no significant relationship between Academic Achievement and school environment of secondary school students.
- 4) There is no significant relationship between Academic Achievement and study habits of male and female secondary school students.
- 5) There is no significant relationship between Academic Achievement and peer pressure of male and female secondary school students.
- 6) There is no significant relationship between Academic Achievement and school environment of male and female secondary school students.
- 7) There is no significant relationship between Academic Achievement and study habits of rural and urban secondary school students.
- 8) There is no significant relationship between Academic Achievement and peer pressure of rural and urban secondary school students.
- 9) There is no significant relationship between Academic Achievement and school environment of rural and urban secondary school students.
- 10) There is no significant relationship between Academic Achievement and study habits of Govt. and private secondary school students.
- 11) There is no significant relationship between Academic Achievement and peer pressure of Govt. and private secondary school students.
- 12) There is no significant relationship between Academic Achievement and school environment of Govt. and private secondary school students.

Variables

- 1) Dependent variable
 - a. Academic Achievement

- 2) Independent variables
 - a. Study Habits
 - b. peer pressure
 - c. school environment

Design and procedure the study

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy on procedure.

METHODOLOGY:

For investigation and collection of data descriptive survey method will be used to find out the relationship between/among mentioned variables.

POPULATION:

Secondary school students studying in different government and private schools of Delhi will be taken for the study as it is appropriate for the study selected for research.

SAMPLE:

The sample of study will comprise secondary school students and will be taken by using multi-stage random sampling technique. Size of the sample will be limited to 600 students as it is in accordance to the population.

Tools to be used

Following tools will be used for the collection of data:

- 1) Study Habit Inventory (2002) developed by M. Mukhopadhyaya and D.N Sans Wal.
- 2) Peer Pressure Scale (2010) developed by Sunil Saini and Sandeep Singh
- 3) School environment (2000) developed by K.S. Mishra
- 4) Academic Achievements scores will be taken from the 9th class annual exam results of the students.

Statistical Techniques

Keeping in view the objectives of study following statistical technique will be used for the analysis and interpretation of the data:

1. Mean
2. Standard Deviation
3. t - test
4. Product moment correlation.

Delimitations of the study

- 1) The present study will be delimited to 600 students.
- 2) The present study will be delimited to students of government and private school.

- 3) The present study will be delimited to government and private school students of north zone of Delhi only.
- 4) The present study will be delimited to government and private school students of academic year 2020-2021.

EDUCATIONAL IMPLICATIONS

The study is designed to study the contribution of some variables peer pressure, home environment and gender factor with respect to the social competence, study habits and academic achievement of secondary students.

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