

Study of Relationship Between Study Habits, Level of Educational Aspiration, Adjustment And Academic Achievement of Secondary School Students

Gaude Gautam Gurudas

Research Scholar, P.G. Department of Education,
Dharwad, Karnatak University

Dr. (Smt) Shahataj Begum,

Research Guide & Former Professor,
University College of Education, Karnatak University, Dharwad

Abstract:

This study examined the relationship between study habits and aspiration, study habits and adjustment, study habits and achievement, aspiration and adjustment, aspiration and achievement; and adjustment and achievement. The sample consists of 280 boys and 289 girls of standard VII and VIII from secondary schools of Goa. The following tools were used for data collection: Study Habit Inventory constructed by Lajawanti / NPS Chandel / Ashish Paliwal, Level of Educational Aspiration Test constructed by Yashmin Ghani Khan, Adjustment Inventory for School Students prepared by A. K. P. Sinha and R. P. Singh while the total marks obtained by the students in the previous year that is standard VI and VII were used as achievement criteria. Pearson correlation was used to find relation between the variables. This study shows that there is significant correlation between study habits and aspiration, aspiration and adjustment, aspiration and academic achievement. The study also shows that there is no significant correlation between study habits and adjustment, study habits and academic achievement, adjustment and achievement.

Keywords: Study Habits, Level of Aspiration, Adjustment, Academic Achievement.

Introduction:

When an individual is born they are blessed with equal talents. But as they grow and enrolled in school we can observe that there are learners who are not equal in terms of their talent and capacity. All are unique and they differ as per study habits, achievements, adjustment and educational aspiration. There are many other factors which directly or indirectly affect the learner success in life. Now let us try to understand the terms like study habits, adjustment, aspiration and achievement.

Study Habits: Study habits are those habits that are developed by a learner over a period of time through the influence of family, peers, school and society. There are good study habits and bad study habits. Those students who imbibe good study habits, they tend to achieve more in less time and become highly successful in life. While those who don't have good study habits, they may lack behind in terms of achievement and success in life. Study habits include

many dimensions and skills like comprehension, concentration, interaction, writing, drilling, task orientation, sets, supports and recording. Husain (2000) stated "Study Habits combines nearly all other sub-concepts such as study attitude, study methods and study skills. Patel (1976) stated "Study Habits include home environment and planning of work, reading and note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes and the school environment.

Adjustment: Adjustment is a process where human begins tries to maintain a balance between the various needs and obstacles of their environment. It is a process through which an individual moulds himself/ herself in response to conditions it faces. As per the Traxler the most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of life. Shaffer "Adjustment is the relationship which becomes established among biological heritage or organism, the environment and

personality". Adjustment is classified into three areas that is social, emotional and educational adjustment.

Educational Aspiration: Success of an individual depends upon the goal of an individual and how far he/ she try to achieve his goal. Aspiration means a longing for and striving for some goal higher than oneself or one's present status. When the level of aspiration is centered towards the educational areas, it is refer as level of educational aspiration. According to Sirin, Diemer, Jackson and Howell (2004), "Aspirations have been defined as the educational and vocational dreams that students have for the future." Aspiration is classified into three categories i.e. positive and negative aspiration, immediate and remote aspiration, and realistic and unrealistic aspirations.

Academic Achievement: Education is an all round development of an individual. In school, development of an individual is measured in terms of scholastic and non scholastic achievements. Learner's achievement depends on his / her way of learning. Although all learners learn from different schools and highly experience and knowledgeable teacher but their achievement differs due to varied factors like private tuition, family educational background, gender, learner commitment and dedication towards learning etc. Academic achievement has been considered as an important factor in the educational life of the students as admission for higher classes depends on the school performance. If school academic performance is better than students have more options to select the higher education course as per their interest.

Statement of the problem:

Study of Relationship Between Study Habits, Level of Educational Aspiration, Adjustment And Academic Achievement of Secondary School Students

Objectives of the study:

1. To study the Relationship between study habit and aspiration.
2. To study the Relationship between aspiration and adjustment
3. To study the Relationship between aspiration and academic achievement
4. To study the Relationship study habit and adjustment

5. To study the Relationship between study habit and academic achievement
6. To study the Relationship between adjustment and achievement

Hypotheses of the study:

1. There is no significant Relationship between study habit and aspiration.
2. There is no significant Relationship between aspiration and adjustment
3. There is no significant Relationship between aspiration and academic achievement
4. There is no significant Relationship between study habit and adjustment
5. There is no significant Relationship between study habit and academic achievement
6. There is no significant Relationship between adjustment and achievement

Method:

The method adopted for the study was descriptive and statistical in nature. The sample consists of 569 students, selected from few secondary schools of Goa, India. Out of 569 students, 280 were males and 289 were females of standard VII and VIII from secondary schools of Goa. The sample was collected from few Government and Aided schools of Goa. Simple random sampling method was applied for selection of secondary school.

Tools used for the study:

1. Study Habit Inventory constructed by Lajawanti / NPS Chandel/Ashish Paliwal.
2. Level of Educational Aspiration Test constructed by Yashmin Ghani Khan.
3. Adjustment Inventory for School Students prepared by A. K. P. Sinha and R. P. Singh.
4. Students marks from academic year were considered as academic achievement

Data Analysis

The collected data was scored as per manual and analyzed by four way factorial ANOVA

Result and discussions:

Table-1.0: Relationship between Study Habits, Level of Aspiration, Adjustment and Achievement

		Study Habit	Aspiration	Adjustment	Achievement
Study Habit	Pearson Correlation		.087*	.032	.021
	Sig. (2-tailed)	--	.039	.445	.623
	N		569	569	569
Aspiration	Pearson Correlation			.159**	.601
	Sig. (2-tailed)	--	--	.000	.022
	N			569	569
Adjustment	Pearson Correlation				.053
	Sig. (2-tailed)	--	--	--	.209
	N				569
Achievement	Pearson Correlation				
	Sig. (2-tailed)	--	--	--	--
	N				

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

From the above table it is observed that the obtain p value is .039 for correlation between study habit and aspiration of secondary school students; p value is .445 for correlation between study habit and adjustment of secondary school students; p value is .623 for correlation between study habit and Academic Achievement of secondary school students; p value is .000 for correlation between aspiration and adjustment of secondary school students; p value is .022 for correlation between aspiration and achievement of secondary school students; p value is .209 for correlation between adjustment and achievement of secondary school students. It means,

- At .05 level of significance, there is significant correlation between study habit and aspiration [p= .039 and r = .087] secondary school students;

- At .05 level of significance, there is significant correlation between aspiration and adjustment [p= .0009 and r = .159] of secondary school students;
- At .05 level of significance, there is significant correlation between aspiration and academic achievement [p= .022 and r = .601].
- At .05 level of significance, there is no significant correlation between study habit and adjustment [p= .445 and r = .032] of secondary school students;
- At .05 level of significance, there is no significant correlation between study habit and academic achievement [p= .623 and r = .021];
- At .05 level of significance, there is no significant correlation between adjustment and achievement [p= .209 and r = .053].

Conclusions:

Thus, study found that study habit and aspiration, aspiration and adjustment; and aspiration and academic achievement are positively correlated as well as dependent on each other. Whereas study habit and adjustment, study habit and academic achievement; and adjustment and achievement are not dependent and related with each other.

References:

1. Chawla, M. (2018). *A study of educational aspirations of secondary school students in relation to their achievement scores.* (vol. 8). International journal of research in social sciences.
2. Chirag, S. &. (2012). A study of adjustment problems of college students in relation to gender, socio-economic status & academic achievement. *International journal of behavioral social and movement sciences*, 01 (02).
3. Choudhary, P. S. (2015). Impact of socioeconomic status on academic-achievement of school students: an investigation. *International journal of applied research*, 1 (4), 266-272.
4. Christine Mwikali Muoki, J. M. (2021). Influence of socio –economic status of parents on students’ academic performance in kcse in public day secondary schools in marani sub-county, kisii county, kenya. *Iosr journal of research & method in education (iosr-jrme)*, 11 (2), 32 -42.
5. Farkhanda Ahmar, D. E. (2013, julu - aug). Socio economic status and its relation to academic achievement of higher secondary school students.

- Iosr journal of humanities and social science (iosr-jhss)* , pp. 13 -20.
6. G.R. Memon, M. F. (2010). Impact of parental socio-economic status on students' educational achievements at secondary schools of district malir, karachi . *Middle-east journal of scientific research* , 6 (6), 678 - 687.
 7. Gobena, G. A. (2018). Family socio-economic status effect on students' academic achievement at college of education and behavioral sciences, haramaya university, eastern ethiopia. *Journal of teacher education and educators* , 207-222.
 8. Gul, S. B. (2015). Impact of socio-emotional adjustment on academic achievement of adolescent girls in jammu and kashmir. *Sodha pravaha (a multidisciplinary refereed research journal)* , v (3), 21-28.
 9. Hiatt, A. (2012). Impact of socioeconomic status on students and their ability to.
 10. Hossain, B. (2020). A study of socio-economic status as determinant of academic achievement among adolescents. *International journal for innovative research in multidisciplinary field* , 6.
 11. Jamabo, T. (2014). Relationship between parental socio-economic variables and adolescents vocational aspiration. *Journal of education and practice* , 5.
 12. Khan, M. R. (2017). Impact of socio economic status on academic achievement among the senior secondary school students. *Educational quest: an int. J. Of education and applied social science* , 8, 1-7.
 13. Kumar, M. (2017). Effect of socio-economic status on vocational aspiration of professional college students. *Internatkonal jounatl of creative research* , .
 14. M Bhat, J. J. (2016). Effect of socio economic status on academic performance of secondary school students, . *Nternational journal of indian psychology* , 3 (4).
 15. Mahmood, K. (2015). Psychological adjustment and academic achievement among adolescents. *Journal of education and practice* , 6 (1), 39-43.
 16. Oghomena, P. U.-E. (2018). Assessment of gender, location and socio-economic status on students' performance in senior secondary certificate examination in mathematics. *International education studies* , 11 (8).
 17. Qishan Chen, Y. K. (2018). Effects of socioeconomic status, parent-child relationship, and learning motivation on reading ability. *Frontiers in psychology* , 9.
 18. R., D. (2014). A comparative study of the adjustment of secondary school students. *I-manager's journal on educational psychology* , 7 (3), 18-22.
 19. Rathi, A. P. (2016). Academic performance as a function of level of aspiration & gender – a comparative study amongst different streams of education. *The international journal of indian psychology* , 3, 38 -48.
 20. Roma, A. K. (2018). Educational aspiration and socio-economic status among secondary school students. *Iosr journal of humanities and social science* , 23 (3), pp 25-29.
 21. Sinha, G. C. (2017). Effect of socioeconomic status on performance in mathematics among students of secondary schools of guwahati city. *Iosr journal of mathematics (iosr-jm)* , 13, 26-33.
 22. Suci monika, s. S. (2021). The influence of social economic status, discipline, motivation on learning outcomes of entrepreneurship creative products. *International journal of research and review* , 8 (7).
 23. Taskin, s. K. (2016). Parent involvement in education in terms of their socio-economic status. *Eurasian journal of educational research* (66), 105-122.
 24. U., o. J. (2017). Effect of socio-economic status on the academic performance of senior secondary school students (a case study of public senior secondary schools in adavi l.g.a of kogi state). *International journal of education and evaluation* , 3.
 25. <https://www.gcoedu.in/pdf/unit4.pdf>
 26. <https://egyankosh.ac.in/bitstream/123456789/46916/1/Unit-14.pdf>
 27. <http://shreeprakashan.com/Documents/20127287912201.7.parwinderjit%20Kaur.pdf>