



---

## **Semi-Urban Secondary students: A Psychological Study**

**Brajesh Kumar**

**Research Scholar**

**Department of Psychology**

**Sri Satya Sai University of Technology & Medical Sciences, M.P.**

### **Introduction**

The studies indicate to the importance of the personal and SES factors and the learned habits and dispositions with respect to the student's academic achievement. Recharads and others 1967 Rao 1970, Mathew 1965, Shukla 1958, Bhadra and Girija 1984 and some others have pointed out the role of intelligence and other abilities in the academic achievement. Some other investigators as Guilford 1950, Getzles and Jackson 1962 have found creativity as negatively related to higher academic performance by the students, self concept and self esteem have been found also as important determinants of academic achievement. Inferiority as such, "I am not a good student" or learnt helplessness as such, "I cannot do good in examination" are some of self related negative factors that hamper the educational growth of the pupils (Paquita and Michael 1977; Santrock and Ross 1975; Johnson 1981). Interest and aspiration have also been found related to academic achievement (Baldwin, R Scott, Pleg Bruckner; Ziva and Maclintock A. H., 1985). Studies have also been conducted widely on achievement motivation as a factor of academic achievement. Students having higher achievement motivation have been found to score higher on different courses (Mc. Clelland et. Al 1953, Roson 1956, Clark and Mc. Clelland 1956, Mehta 1978). Level of anxiety play also important role in determining the academic achievement. Highest the anxiety a student has at the time of examination poor he will perform. Complex task also raises the anxiety level of students. Besides these some students are prone to be anxious more in comparison to other students. Psychologists are of the belief that neither high anxiety nor the low anxiety levels are good for the learning. Low anxiety levels are good for the learning and achievement (B.R. Bugleski, 1964 Holden 1978).



We also reviewed studies on adjustment problems in school students. We also noted several types of problem behaviours that are manifested commonly among students in schools. We also noted studies on cheating behaviour, hypertensive behaviour, hostility etc. We reviewed some of the studies on habits in relation to learning of students in schools.

Thus from all these studies it is apparent that academic achievement is influenced by several factors but these have been a few such studies on adjustment and academic achievement. We also noted some of them. In the present studies therefore the attempt has been made to investigate the school adjustment of High and Low achievers.

**Classroom behaviours of students or School adjustment:** Students differ in the classroom behaviours. We may find several students doing disrupting behaviours thus disturbing the whole class. Some students are seen hostile and aggressive to their fellow students. Some of them may be very shy and still others are inattentive. The difference in classroom behaviour influences the learnings of the students in the classroom. It was expected in the present study, that hostile, disruptive and inattentive students would fail to grasp and understand the learning material as such taught by the teachers. Whereas those who are co operative and attentive to teachers would do learn better the task as taught by the teachers. Learning of teaching courses certainly influences the academic achievement. Thus it was hypothesised that the High and the Low achievers would differ significantly with respect to their behaviours in classroom as indicators of school adjustment. Further the classroom behaviours included the following sub indicators - (a) Attentiveness, (b) Compliance, (c) Nervousness, (d) Disruptiveness, (e) Shyness, (f) Co-operativeness, (g) Tenderness, (h) Studiousness.

### **Study Habits:**

Repetition of an activity at a regular interval and its association with reinforcement results into a habit. At this stage the activity itself acquires the motivational force. As for example the smoking is an activity. The smoking temporarily gives relaxation (Reinforcement). Repeation of smoking turns into the habit of smoking, now the habits of smoking takes the form need drive incentive sequence.



There are variety of habits an individual acquires in the course of development and growth. Study habits like any other habits are important in this respect that they influence the learning and achievement of the student. In the present study therefore, study habits of High and Low achievers have been studied. The hypothesis was that the High and the Low achievers would differ significantly in their habits of study as indicators of school adjustment. Further habits of study included following sub indicators as study time, regularity, study mechanism, study materials, study dependency and place of study.

### **Recreational Habits:**

Most of the school students develop certain recreational habits. Televisions, cinema, comic books, outdoor games, indoor games are the main source of recreation among the school students. Which source of recreation student follow or say has been habituated may influence their achievement. Further how much a student is habituated may significantly show impact upon achievement. With this view in mind the hypothesis was conjectured that the High and the Low achievers would differ significantly with respect to their recreational habits.

### **Habit of intoxication:**

Habit of intoxication in students is observed these days. This is one of the important indicators of adjustment. Unfortunately in school boys the case of taking intoxicant is increasing. The reason of intoxication or drug habits may be of many folds, but it was expected in the present study that the intoxication by the students would influence their achievement. Taking this into consideration it was hypothesised that the High and the Low achievers would differ significantly with respect to habits of intoxications.

The investigator tried his best to seek the cooperation of the students in data collection by employing the method of rapport and better communication.

### **Conclusion**

Behaviour adjustment is different from adjustment in other social settings as in family or with friends. It refers to those behaviours interfering or facilitating the learning teaching process.



Hence if a student has acquired a good number of desirable behaviours will be able more to derive benefits from learning teaching course than those who lack the desirable behaviours. In the present study therefore the general hypothesis was that the high and the low achievers would differ on behaviours indicators of school adjustment. To verify the above hypotheses, the high and low achievers were tested on questionnaire named “Behavioural Adjustment Questionnaire” specially designed to measure the behaviour adjustment of the students. The questionnaire measured the adjustment of students in terms two dimensions, the first dimension was “behaviours of the students in the classroom with their classmates and teachers thus reflecting their adjustment in the social climate of school. The second dimension was related with some habits as study habits, recreational habits and habits of intoxication. These habits have direct implications with their behaviour adjustment and influence upon academic achievement

Behaviour adjustment has been considered in the present study not as serious problem behaviour rather it has been referred as those behaviours which either may facilitate or interfere the learning teaching process. From this view the behaviours and habits investigated in reference to school adjustment are helpful in diagnosing. Those students who are achieving lower in the school examination. Teachers may attend to these behaviours and habits for their counselling programme.

The present study was diagnostic one. On observing the classroom behaviours, study habits, recreational habits and other habits, pre information about high and low achievers can be gathered and teachers can use the corrective measures. The study is especially helpful for those who desire to work in the area of child guidance and counselling.

## **References**

1. Debord Larry W (1977) The achievement syndrome in lower class boys sociometry 40 (2) 190-196
2. Dowd R. J (1952) under achieving students of high capacity, Journal of Higher education 23, 327 – 330.



3. Guilford J.P (1959) personality, New York Me Graw Hill P.185-187.
4. Hadzalla Pernadetta M and Williamson James D. (1984) study skills self concept and academic achievement. Psychological reports vol.54 (3) 923-929.
5. Gil D.S (1970) violence against children physical chide abuse in the united states Cambridge, Mass Harvard Universally press 1970.
6. Heck Hausen H.(1975) fear of failure as a self zeinforcing motive system L.G sarason and C. Spiel Berger (edue) stress and anxiely vol.11 washington P.C Hemisphere
7. Hopkins J Malleson, N and, Saranoll (1959) some intellectual correlates of success and failure among university students. British Journal psy 23 ,25-36
8. Holden, D (1978) the criminal mind. A new book at an ancient puzzle science 199 511-514.
9. Holland J.L (1973) Making vocational choices A theory of career Englewood Clills N.J prentice Hall