CHAPTER I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 EDUCATION

Education begins at birth and continues throughout life. It is constant and ongoing. That is why Kothari Education Commission stated in the opening sentence of its report ‘the destiny of India is now being shaped in her classrooms’. Through education alone the necessary changes in the knowledge, skills, interests and values of the people as a whole could be brought about, which is basic to every programme of social and economic betterment of people, of which India stands in need.

The progress of a nation in the world of today is more than ever dependent upon the quantity and quality of the education received by the people. Education has the dual function of transmitting to the new generation the heritage of the past with its accumulated wisdom and preparing it for the present and the future that the emergent needs of society and individuals whole before us.

According to Radhakrishnan, Education according to Indian tradition is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.
Plato says, “Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of”.

According to Rousseau, “Education is the child’s development from within”. In general, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.

Education is a dynamic process. It is a lifelong process. It is now believed that every individual is born with latent talents. He inherits these talents by birth. The role of education consists in the development of these talents or potentialities. The development of different aspects of human personality should take place in a balanced form. It must be all round, wholesome and integrated (Sunil & Sanju, 2014).

Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. It includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the child receives either in the school or outside. In this wider sense, life is education and education is life. Whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thought and feeling, educates us”. In other words,
education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in the broader sense, is transmission of life by the living, to the living, through living and for living”. Education is a means for the development of balanced all-round harmonious development of personality (Sathish and Sajjad, 2007).

1.1.1 Meaning and the Concept of Education

In any system of education, the purpose or aims and objectives of education determine its other aspects such as its structure, curriculum, etc. Unless one is quite clear about what is wanted to achieve through educating children, he/she is likely to adopt wrong methods of teaching too. Gone are the days, when people thought that education is solely concerned with the imparting of knowledge alone. The importance of the development of the whole personality of the child is realized now. “Educating the whole child” is the aim now. What does it mean? Children are helped to grow, develop their body and mind, acquire practical skills, imbibe certain social values such as cooperation, tolerance, etc. and also develop their character. It is also considered necessary that every child should learn to appreciate and enjoy the beautiful things in life, know to spend his/her leisure and form attitudes towards work and also life in general. In short, in the education of the child, the development of its whole behavior is concerned along certain desirable lines. “Desirable” is a key word here. That desirable development of behavior is attempted through teaching of various subjects.
1.1.2 Aims of Education

Everything in life has a goal. Life has its function which aims the direction. Without direction, function will not be smooth. Therefore, aim is a must for the effective functioning.

Life and education are interwoven in a meaningful way. Dewey considers education as life itself. Every moment appears like dew drops and remains because it is transitory. Education provides with a sense of priority and perspective. It is also pragmatic as it changes with the ongoing life. Education is the process of realizing this truth and reaching the goal.

It is both an art as well as a science. It is the art of living and the science of doing. Human beings live to love and love to live with a view to enjoying the creation. The immortal self finds its way through education and culture. The Kothari Commission (1966) has also stressed that the education system should emphasize on the development of the fundamental social, moral and spiritual values. Education is a must to engender a new humanism, one that contains an essential ethical component and sets considerable store by knowledge of and respect for the cultures and spiritual values of different civilizations’ (UNECSCO, 1996).

In the modern usage, the term ‘Education’ has a threefold functions.

a. Education as a process of human development.

b. Education as a training for preparing teachers and

c. Education as a course of study like history, geography, psychology, etc.
1.2 SECONDARY EDUCATION

Secondary education which is a link between the primary education and the university education play a vital role in any programmes of education for national development. It provides teachers for primary education, prepares pupils for the universities and other institutions of higher learning. Besides this a vast majority of students complete their education at this stage. Student who goes for higher education cannot take full advantage of the university education, unless they have received sound education at the secondary stage. Hence, secondary education, being the terminal point must of the highest quality.

1.2.1 Secondary Education Commission

To renovate the Secondary Education, Secondary Education Commission was constituted (1952-53) under the chairmanship of Dr. Lakshmanswami Mudaliar. The Commission has made important recommendations for the reconstruction and development of secondary education in the country. The Commission formulated the following aims of Secondary Education after considering the dominant needs of India.

1. Developing Democratic Citizenship

The adoption of the goals of democracy and socialism necessitate the development of habits, attitude and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship. Among these qualities, which are to be fostered through curricular and co-curricular activities in secondary schools, are:
Improving for clear thinking; developing scientific attitude of mind; Accepting and making new ideas; value education to respect others and creating the ability to live harmoniously with one another.

2. Vocational Efficiency

The commission recommended fostering dignity of manual labour and promotion of work and technical skill for the advancement of industry and technology.

3. Development of Personality

The aim of democratic education is the all-round development of every individual’s personality. Hence, education should be so organized that subjects like life, art, craft, music, dancing and the development of creative hobbies should find place of honour in the curriculum.

4. Education for leadership

The special function of the secondary education is to train persons who will be able to assume the responsibility of leadership in social, political, industrial and cultural fields. To achieve success in a work, the qualities of justice, courage, discipline, tolerance, wisdom, sacrifice, initiative, understanding of social issues, civic as well as vocational efficiency should be developed in the students of our country.
1.3 HIGHER SECONDARY EDUCATION

Kothari Education Commission (1964-66) recommends the uniform pattern of education i.e. 10+2+3. That is one year P.U.C. has been shifted to schools, making school education of 12 years duration. Now the present Indian educational structure is 5 years of primary stage, 3 years of Lower secondary stage and 2 years of secondary stage constituting 10 years of school education. It is followed by 2 years of ‘Higher Secondary Education’ provided in higher secondary schools. Thus higher secondary stage constitutes the terminal stage for majority of pupils who are to take up jobs and the rest pursue collegiate education in arts and science colleges or professional colleges (Santhy, 2011).

The Kothari Commission Report entitles the following new educational system should have

a) Pre-school education otherwise known as pre-primary education.

b) A 10 year period of general education

c) A higher secondary education stage of 2 years (age group of study 16 to 18 years) of general education or one to three years of vocational education.

Thus higher secondary education will form the preparatory stage for Higher Education and Professional Degree Education.
1.4 PSYCHO-SOCIAL FACTORS

Psycho-social factors involve both psychological and social variables which influence various aspects of student’s behaviour and development. In this study the investigator selects five psycho-social factors namely self-concept, anxiety, home environment, occupational aspirations and socio-economic status which influence the study habits and academic achievement of the higher secondary students.

1.4.1 Self-concept

Baumeister (1999) provides the following self-concept definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is" (Saul, 2008).

Self-concept, the individual’s perception of self, affects relationships, functional abilities, and health. Self-concept

a) is unique to the individual

b) can be positive or negative

c) has emotional, intellectual, and functional dimensions

d) changes with the environmental context

e) changes over time and

f) has a powerful influence on one’s life.

Self-concept is an important concept of any child’s development. As children develop a sense of self and interact with and gain experience in the world, their self-
concept is affected. The importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance.

**Components of self-concept**

*A. Personal Identity*

Personal identity is the sense of what sets a person apart from others. It may include the person’s name, gender, ethnicity, family status, occupation, and roles. Personal identity develops during childhood from self-reflection and feedback from others. Erikson’s psychosocial theory stresses the importance of the family, peer group, and community in forming the personal identity.

*B. Body Image*

Body image, the attitude about one’s physical attributes and characteristics, appearance, and performance changes as the body changes over time.

*C. Self-esteem*

Self-esteem is the judgment of personal performance compared with the self-ideal. The self-ideal is based on personal standards and self-expectations. Self-esteem is most threatened during adolescence. Self-esteem is associated with locus of control. People with an internal locus of control perceive that they affect their own destiny, as opposed to people with an external locus of control, who perceive that others affect their destiny.
D. Role performance

Role is a set of expected behaviors that are determined by familial, cultural, and social norms. People express their self-identity through their roles.

Self-concept develops throughout life. An infant whose needs are met develops a positive self-concept and develops a sense of self distinct from the primary caregiver. Positive and negative self-concept develop based on feedback from significant others. Adolescents are quite interested in appearances and social status. They cannot separate their body image from their self-concept and are usually self-critical. Adults gradually adapt to the changes in self-image resulting from physical changes and health challenges, at the same time developing and introducing new roles.

Academic self-concept

Academic self-concept refers to the personal beliefs about their academic abilities or skills. Some research suggests that it begins developing from ages 3 to 5 due to influence from parents and early educators. By age 10 or 11, children assess their academic abilities by comparing themselves to their peers. These social comparisons are also referred to as self-estimates. Self-estimates of cognitive ability are most accurate when evaluating subjects that deal with numbers, such as math.

Some researchers suggest that, to raise academic self-concept, parents and teachers need to provide children with specific feedback that focuses on their particular skills or abilities. Others also state that learning opportunities should be conducted in
groups (both mixed-ability and like-ability) that downplay social comparison, as too much of either type of grouping can have adverse effects on children's academic self-concept and the way they view themselves in relation to their peers (Freund & Kasten 2012).

1.4.2 Anxiety

Anxiety is a state of intense apprehension or worry often accompanied by physical symptoms such as shaking, intense feelings in the gut, etc, common in mental illness or after a very distressing experience (www.thefreedictionary.com/anxiety). Anxiety may occur without a cause, or it may occur based on a real situation but may be out of proportion to what would normally be expected. Severe anxiety can have a serious impact on daily life.

Anxiety refers to the kind of vague irrational fear which prevents students from doing well in their academic activities. Everyone experiences some anxiousness before a test. The key is that anxiety should be at a level high enough to act as a motivator but not so high as to interfere with the test performance.

Definition of Anxiety

Webster’s Dictionary (1913) defines anxiety as concern or solicitude respecting something or event, future or uncertain, which disturbs the mind, and keeps it in a state of painful uneasiness and a state of restlessness and agitation with general indisposition and distressing sense of oppression.
Anxiety is defined as,

i. An uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

ii. Something that causes a feeling of fear and worry.

iii. Distress or uneasiness of mind caused by fear of danger or misfortune.

iv. A state of apprehension and psychic tension occurring in some forms of mental disorder.

v. Non-specific, unpleasant feeling of apprehension, discomfort, and in some cases, dread and impending doom that is manifested physically by such symptoms as motor-tension, autonomic hyperactivity, or by hyper attentiveness.

vi. An uncomfortable emotional state associated with a perceived danger, feelings of powerlessness and prolonged tension in preparation for the expected danger.

Anxiety is a complex and multidimensional phenomenon and can be defined as a "Subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system" (McIntyre and Gardner, 1991).

Causes of Anxiety

The main documented cause for anxiety in India among school children and an adolescent is parents’ high educational expectations and pressure for academic achievement (Jampa, 2014).
It's not easy to say exactly what causes depression and anxiety because it's different for everyone. Some risk factors for students developing depression or anxiety include,

- Physical health problems
- Relationship problems
- Familial problems
- Social isolation
- Significant change in living arrangements
- Fear
- Racing thoughts, and
- A feeling of impending doom

*Emotional symptoms of anxiety*

In addition to the primary symptoms of irrational and excessive fear and worry, other common emotional symptoms of anxiety include,

- Feelings of apprehension or dread
- Trouble concentrating
- Feeling tense and jumpy
- Anticipating the worst
- Irritability
- Restlessness
- Watching for signs of danger
- Feeling like your mind’s gone blank
Physical symptoms of anxiety

Anxiety is more than just a feeling. As a product of the body’s fight-or-flight response, anxiety involves a wide range of physical symptoms. Because of the numerous physical symptoms, anxiety sufferers often mistake their disorder for a medical illness. Common physical symptoms of anxiety include,

- Pounding heart
- Sweating
- Stomach upset or dizziness
- Frequent urination or diarrhea
- Shortness of breath
- Tremors and twitches
- Muscle tension
- Headaches
- Fatigue
- Insomnia

According to Freud (1920), ‘the ego’ reaction to external threat is called fear. When the ‘ego’ is exposed to threats from within, i.e., coming from the Id or the super ego, its reaction to such a threat is called anxiety. For students, one of the most frequent stressful or anxiety-provoking experiences is taking tests. All students may feel some effects of the anxiety associated with examinations (Selvaraju, 2011).
1.4.3 Home Environment

Home is the place of promise, security, comfort where people related by blood and marriage live together. Many empirical studies have shown that children are influenced and moulded by their family. Developmental psychologists have demonstrated that students are influenced by their family especially parents and significant others even before birth and some experiences in the early childhood can even be irreversible.

However, when we consider home as a system the study of home environment would be more holistic including parent – child interactions, sibling relationship, socio-cultural aspects of home. The collective influence of all members of the family on the growth and development of children can be traced by analyzing the dynamics of home environment (Bhat, 2014).

The “good home environment” is one which prepares the children to meet the demands of the specific culture or subculture in which they live. Early home environment is a significant prediction of mental development and at the same time the home is of extraordinary importance in the development of various personality traits and social skills.

A home is the first institution that initiates socialization of a child. Generally home consists of father, mother and children. A child observes each and every thing thoroughly in the home. He is emotionally attached to each member of the family especially to mother and he is totally influenced by working or housewife mother as both
mothers provide different types of home environment. Home is considered as critically important in providing children with stimulation, support and nurturance (Iram, 2013).

Home is the first socializing agent, value indicator and the most effective one too. Children pick up all the desirable and undesirable social norms from their home environment. A child’s relationship to the universe can be more meaningful if he develops appropriate moral values, ideals and philosophy of life. No child can grow in a vacuum. He needs all the elements in this environment to help him to grow, develop, and become complete, in short, to possess integrity. In a child’s life, teachers, and parents have the enormous responsibility of creating wholesome individuals.

Bradley (1995) demonstrates that, home-environment shows generally stronger relation to cognitive development. Parent’s activities are the important factors in creating the home environment. Now a day’s success in education becomes prior demand of parents from their children.

**Importance of Home Environment**

The importance of the home environment is something that has been acknowledged as vital to a child’s learning and development. Children learn and grow through every day experiences. Parents are experts on their own children and every child needs to be treated as an individual (Kate, 2012).
The family is in fact the primary environment of child and only from this the child derives his raw material for nourishment and development. It is essential for the family to help the child to receive the life assistance he needs. In the modern age, life has become so complicated and parents have become over-ambitious. They are in the habit of imposing their ideas on the children. They want to realize their own dreams through their children.

Man is social and his personality and cognitive functioning depend on the social setting in which he has to interact. Family is a part and parcel of the social setting. A congenial and favourable home-environment not only shapes personality, but also facilitates or inhibits creative abilities of children. It is obvious that a child’s home environment is a major determinant of those abilities and personality traits that are related to creativity. Rigidity, conventionality and authoritarianism are reported to, negatively related to creativity and these are induced by a harsh, discipline oriented conformist home-environment (Adorno et al 1950).

1.4.4 Occupational Aspirations

Occupational aspiration, being one of the most important and applied concepts of the area of career development, has been attracting the attention of the researchers working in many disciplines, i.e. psychology, sociology and education etc.

Occupational aspirations are the thoughts, feelings, fantasies and goals that people have about their work, that affect their motivation and decision making in respect
of their occupational choice and subsequent participation in their occupation. Occupational aspirations are the reasons, goals, thoughts, fantasies a person has for his occupation. These facts motivate a person about their occupation and affect their decision making about the choice of their work.

During adolescence, higher secondary students begin to plan for their future career by considering a number of occupational choices. Counsellors, parents, and educators may be better able to assist adolescents in their exploration of occupational options, help them seek career-related information, and obtain support for their career plans by developing a greater understanding of higher secondary students’ occupational aspirations (Angela & Kerry, 2005).

Occupations occupy a central place in determining a person’s personal, social and economic aspects of life. By influencing individuals’ status and value in the society, occupation contributes a major portion to their personal satisfaction and happiness. It is a prime force behind an individual’s life satisfaction and determines the happiness and satisfaction of people around him like his/her spouse, children and society in general. Therefore, what an individual aspires to become and on what basis he aspires for are very crucial. Occupational aspiration motivates an individual to make necessary preparations required to enter an occupation like mobilizing his/her resources, abilities, interests and job related information. Proper guidance from parents, teachers and career counselors is very much essential to show correct path keeping in view of their abilities, interests etc.
1.4.5 Socio-Economic status

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation (National Center for Educational Statistics, 2008). In other words, socioeconomic status indicates one’s access to collectively desired resources, be they material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities. And it is access to such resources that enable individuals and/or groups to prosper in the social world.

Students come from very different socio-economic classes, values, intelligence, capacity, ideas; ambitions of the students vary according to their socio-economic status. The factor of status has impact on the academic achievement of the students. Socio-Economic-Status of a person refers to status of his/her family in relation to their level of socio-cultural participation, ability to influence mass, level of education, kind of occupation, financial position, health–wellbeing, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys.

It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of socioeconomic status as a gradient or continuous variable reveals inequities in access to and distribution of resources.
Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school.

A social status is an indication of one’s position of respect, prestige and influence in the social structure apart from his personal attributes (Maclver, 1937). The Economic endeavor entails ‘Cherishing of things because of their material value (Spranger, 1928). Socio Economic status means ranking of an individual by the society he lives in terms of his material belongings and cultural possessions along with the degree of respect, power and influence. Socioeconomic status is based on income, education level, occupational level and social status in the community.

Socio economic status refers to ranking of an individual by the society he lives in terms of his material belongings and cultural possessions along with the degree of respect, power and influence. Socioeconomic status has long been known as a good predictor of academic achievement. A central conclusion of the Coleman Report (1966) was that family background accounted for the majority of the variation in student achievement. Since then, researchers have continued to demonstrate the importance of
the relationship between family background and student achievement. Many studies were conducted in relationship of socio economic status and academic achievement. There was significant relationship between Socio economic status and academic achievement of school children. (Nuthana, 2007, Parida Sucharita, 2003). Singh (1996) found that high socio economic status was positively related with achievement. But study conducted by Panda Manoranjan, (1998) found that there was no significant relationship between Socio economic status and academic achievement of students studying in different categories of schools. Vince Diaz (2008) found that socio economic status is the best predictor of academic achievement.

For decades, researchers, both theoretical and empirical ones, have asserted that socio-economic status is one of the best predictors of academic performance (Karl & White, 1982). Home background has been observed to influence academic and educational success of students and school work, while socio-economic status reinforces the activities and functioning of teachers and students. Marzano (2002) denotes that the family characteristic that is the most powerful predictor of school performance is socioeconomic status. Socio-economic status has been found to predict a variety of outcomes, including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance and total amount of formal schooling (Harters, 1963).
1.5 STUDY HABITS

According to Aristotle, habit is what we repeatedly do. Habits generate other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habit is what makes us automatic. Anything we practice long enough becomes ingrained into our system and becomes a habit (Chamundeswari, Sridevi & Archana, 2014).

Study habit is a habit that is done on a scheduled regular and planned manner. According to Crow and Crow (1992), ‘the effective habits of study include plan/place, a definite time table and taking brief of well organized notes’.

The definition of study habits are the behaviors used when preparing for tests or learning academic material (Your Dictionary, 2015). 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 term study habit has been used to mean various methods and practices adopted by the students in their schools and college studies. Effective study consists of much more than merely memorizing fact. It calls for knowing where and how to obtain facts and the ability to make intelligent use of time. It means that the students must be able to organize, classify and arrange facts in their proper relationship to the subject being studied (Sahu, 2013).
Study habit includes students’ habit of concentration, notes taking, time budgeting and study methods. Taking notes is essential for learning and remembering things properly. Notes should be prepared from books because every time it is not possible to go through the books we have read. Lack of good study habits among the students may be a possible and pertinent reason for their failure. The ambitious and intelligent student is more likely to develop effectively study method.

According to dictionary of education (2007), “study habit indicate settled tendency of practice and thought to acquire knowledge and information from the book.” Study habit is auto nominally, learned behaviour pattern that enable the student to acquire how to study. A good study habit has actually developed a behaviour pattern which enables him to sit down and began working on his assignment with a minimum fuss and maximum concentration.

According to Crow and Crow (2008), “Study habit can be interpreted as a planned programme of subject matter mastery”. For acquiring subject matter mastery it is essential to acquire knowledge and habits which will be useful in meeting new situation interpreting ideas, making judgments and creating new ideas and in general enrichment of life, to acquire perfect skills and to develop attitudes.

It has been usually observed that different students plan their study at home in their own way. They also devote time to the study of different subjects according to the
need. Owing to the individual differences in learning, some learners study alone while some study listening to radios, few study at night other study in morning.

1.5.1 Need and Importance of Study Habits

Study implies investigation for the mastery of facts, ideas or procedures that are known or only partially known to the individual. Any application of energy directed towards the learning of new material, the solution of a problem, the discovery of new relationship or similar purposeful activity can be considered to be study. Since study requires energy, it is often regarded by pupils as distasteful. The teachers' function is to help learners to find in which their study may become as pleasant and as successful as possible. Many learners need continued guidance; other can develop for themselves good study procedures that will achieve desired results on every school level. The individual learner gradually develops certain study habits to comprehend the concepts of the subject.

Developing good study habits and skills is an asset. Seeking assistance for developing study skills help in becoming good students. Researchers have identified the good study habits and poor study habits. It is important to develop good ‘Study Habits’ for successful adjustment in college. Successful college students differ from unsuccessful students in study habits.

Kohli (1977) says that in the academic field study habits are particularly theoretical and practical importance. Healthy study habits help the individual to surpass the limits circumscribed by his intelligence, bringing him to the category of a
overachiever. Unhealthy study habits become a hurdle in the way of achievements of the individual and do not let him make the best use of his potentialities dragging him down to poor performance in the academic domain and thus making him an under achiever. Hence study habits are of immense importance in the acquisition of a satisfactory level of achievement.

1.5.2 Formation of Study Habits

An individual may be doing poorly in school though actually putting in a reasonable amount of study time, on account of poor study habits. No one knows where or when he acquired them, but failure has, to some extent, become a habit. Not only can bad habits be broken, but they can be replaced by good habits relatively easily. The steps by which good study habits can be formed are given below:

1. It is much easier to replace one of our habits than to break it entirely. So, one should not attempt to stop poor study habits, but just to learn the good ones that substitute them.

2. Go on practising. There is no way around it. The more we do something, the more ingrained it becomes.

3. It is better to seek the help of friends and family to look into one’s new practice of a study habit regularly followed. Added pressure by others is a good motivator (Santhy, 2011).
1.5.3 Developing of Study Habits

Most of the students are able to develop efficient study habits without receiving any special formal training; however, these satisfactory habits may result from the use of several methods of study before satisfactory study procedures are discovered. Some students fail to achieve economical and successful study techniques unless they receive help in the form of guiding principles which they can apply to their study activity.

Kulshrestha (1992) suggested some strategies for the development of effective study habits,

i. Have a definite purpose and place for study.
ii. Ensure physical conditions that are favorable to mental activity.
iii. Proper planning and assigning time schedule for study.
iv. Put effort to read quickly and carefully.
v. Maintain well organized notes to study.
vi. Evaluate the materials to study.
vii. Arise questions and attempt to find answer.
viii. Make efforts to complete the study significantly.
ix. Develop the habit of summarizing the reviewing.
x. Ensure proper use of dictionary.
xi. Evaluate study habits and make corrections for effectiveness.

The importance of education cannot be overstated. The opportunities available to those who succeed academically are many. It is extremely vital to get an academic edge as early as possible in order to reach your goals.
Many times, academic difficulties have less to do with subject matter and more to do with the ability of the student to study and absorb information effectively. Learning anything requires discipline, concentration and time. Without any of these ingredients mastery of any kind is unlikely. The most successful students are those who are able to relax, concentrate and focus their minds.

1.5.4 The Role of Teacher’s and Parent’s in Developing Study Habits

The teacher’s prominence will change the method of a student’s study habit. Effective teaching with its four components, knowledge, understanding, application and skill fulfilled, can definitely elevate one’s study habits. Some teachers encourage the students to memorize and some others emphasize the need for learning by understanding, avoiding memorization. Hence, in developing a study habit, it’s not only a student who performs, but also a teacher. Teachers are unique in their teaching approach. Accordingly a student adopts a particular approach in a particular class. As is the teacher, so is the student.

According to Ron Fry (2000), “The parent’s involvement is absolutely essential to a child’s eventual success. A parent not even for a minute, underestimate the importance of his commitment to his child’s success”. Nancy L. Weishew (2003) points out, “parents can help improve their children’s behaviour in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions”. It is clear that parents have a specific role in developing one’s study habits.
1.6 ACADEMIC ACHIEVEMENT

Achievement is a general term for the successful attainment of some goals requiring a certain effort, the degree of level of success in some specified area or in general. It is the knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test and examinations (Ambedkar, 2013).

Individuals can set personal goals. A student may set a goal of high mark in an exam. Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to concentrate and improve on, and often subconsciously prioritizes that goal. Goal setting and planning promotes long-term vision and short-term motivation. It focuses intention, desire, acquisition of knowledge, and helps to organize resources. The higher the combination of intelligence and the motivation, the higher is the achievement. Therefore, the act of achieving or successful performing of a person regarding his higher values and objectives through scientific assessment with public acceptance is called achievement. In any type of sustainable development, there must be three sets of objectives – knowledge, skill and values. Achievement is possible for those who are concentrating on their objectives with total commitment and hard work. Indeed adolescents’ achievement is due to much more than their intellectual ability (Lourdhusamy, 2012).

According to the dictionary of education Carter (1959), “Academic Achievement is the knowledge attained or skills developed in the school subjects usually determined by test scores or marks assigned by teacher or both”. Dictionary of psychology Chaplin,
(1965) defined “Academic achievement as specified level of attainment or proficiency in academic work as evaluated by the student by standardized test or by a combination of both”. The world is becoming more and more competitive. The quality of performance has become the key factor for personal progress. A lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours.

Academic achievement defined as “the knowledge attained or skills developed in the school subjects, usually determined by test score or by mark assigned by teachers or both” (Good, 1959).

Crow and Crow (1969), defined “Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him”. Academic Achievement is the level of accomplishment attained in curricular subjects as a result of learning process and is measured in terms of the marks obtained at the examination.

According to Mitzel H.E. (1984), “Academic achievement is often defined in relation to the concept of aptitude, by simple contrast measuring the learning that takes place during definable course of instruction is achievement testing.”

Hawes (1982) defined achievement as “successful accomplishment or performance in particular subjects areas, or courses, usually by reasons of skill, hard
work and interest; typically summarized in various types of grades, marks, scores or
descriptive commentary.”

According to Carter (1958), academic achievement means “knowledge attained or
skills developed in the school subjects, usually designed by the test scores, or by marks
assigned by teachers or both.”

1.6.1 Concept of Academic Achievement

According to Tang and Thomas (1977) achievement means performance in school
or college in a standardized series of educational tests. The term is used more generally to
desirable performance in the subjects of curriculum.

Achievement in itself has become more or less a power symbol and way of life.
Academic achievement is the outcome of training imparted to a student by the teacher in
school situation. Hence every individual is obsessed by social and psychological
pressures later leads to various tensions and strains. Such resulting tensions are more
often disruptive and resulting performance decrements and discrepancies’ between
potential and performance. In the realm of educational measurement, the most
meaningful achievement is almost certainly academic success. Thus academic
achievement refers to the degree or level of success and that of proficiency attained in
some specific area concerning scholastic and academic work.
Academic achievement of an individual is so far considered to be influenced in part by his ability to make adjust to his environment, in part by his special abilities, aptitude and intelligence, which are integral part of his personality and in part by the intensity of drives and motives which serves as the impelling for his activities. Academic achievement constitutes a socially desirable, equally relevant and integral aspect of all students’ lives such that all students are motivated to seek academic excellence. In the view of Good(1959), there seem to considerable similarities in as much as all of them place emphasis on knowledge attained or skills developed in academic subjects and designated by test score.

1.6.2 Importance of Academic Achievement

Academic achievement has a great importance in personal life. There is an explosion of knowledge in all walks of life. Because of explosions of aspirations, every parent sets their goals high to educate their children. Thus academic achievement has become a case of educational growth. Good academic achievement help to develop self esteem, self respect and self confidence and it helps the individual to create a position for him/her in the competition ridden society. Success in academic subjects act as an emotional tonic and any damage done to a child in the home or neighborhood may be partially repaired by success in school or college. Importance of academic achievement can be judged when we realize fuller and happier life, which we wish for every student, would be impossible unless he has attained high degree of proficiency in his subjects. Academic achievement to a great extent predicts the future of student. At the time of admission, for entrance in job or for further studies, good academic achievement record is
the only recommendation. Therefore, academic achievement is the unique responsibility of all educational institutions established by society to promote a whole sum scholastic development of the student.

Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic performance.

1.6.3 Factors affecting Academic Achievement

Academic Achievement depends upon numerous factors which are responsible for high, average or low academic achievement of students. These factors are

1. Cognitive factor: it includes intelligence; creativity and language ability.

2. Non-cognitive factors: It includes variables such as self concept, adjustment and level of aspiration, needs motivation, aptitude, anxiety values and self-confidence.

3. Home environmental factors: It includes demographic variables i.e. socioeconomic status, residential background, parental aspiration and expectations, parental education and occupation, sex etc.

4. Social environmental factors: It includes personality, attitude, method of teaching, curriculum, emotional climate of school etc.
5. Lack of inspiration
6. Lack of faculties
7. Lack of financial support
8. Lack of infrastructural facilities
9. Lack of guidance and counseling
10. Lack of material support
11. Lack of encouragement and
12. Political influence

Apart from these factors, a few other factors are also affecting the academic achievement of the students. The factors differ from subject to subject, learners to learners, levels to levels, etc.

Thus achievement means all those behavioural changes which take place in individual as a result of learning experience of various kinds. Though our examination system lacks objectivity and a scientific picture of the real achievement yet it is the only method to get academic achievement. The examination marks obtained by students is the only record of academic achievements. In other words,

1. The scores obtained on achievement test are the index of one’s mental ability.
   Therefore, these scores form basis for the award of degrees, prizes or scholarship.
   These scores are utilized by the schools, colleges and universities for deciding the policies regarding the failure and promotions to the next higher class.

2. Achievement scores are indicator of one’s success.
3. Achievement scores are helpful to predict use of vocational maturity and vocational satisfaction.

4. Achievement scores form the part of research for the construction of ability tests.

5. Sound achievement in academic side can be well matched with the pillars on which the entire structure of personality stands.

Academic achievement is one part of the wider term Educational Growth. Thus academic achievement is defined as a measure of knowledge, understanding of skill in a specific subject or group of subjects. It refers to achievement in a separate subject or a total score of several subjects combined. It is concerned with quality and quantity of learning attained in a subject or a group of subjects after a period of instructions (Sharma, 2011).

1.7 SIGNIFICANCE OF THE STUDY

The students of today are the youth of tomorrow, future citizens and pillars of the nation. They are the backbone of the educational process. Education is a process and it acts as an instrument to bring out the innate behaviour of the individual. Therefore, proper development and growth of the students should be ensured even at the earliest stage. During the higher secondary level, their academic achievement is supposed to be based on the psycho-social factors like self-concept, Anxiety, Home Environment occupational aspiration and socio-economic status and by the study habits of the students. All the psycho-social factors are considered to be of great importance in the achievement of the higher secondary students. On the other hand psycho-social factors have great
impact in the general habits and study habits of the higher secondary students. Hence there arises an urgent need for the study of the present problem.

The present attempt is to study the influence of psycho-social factors on study habits and academic achievement of higher secondary students. The present study will be useful for students as well as teachers, because the knowledge of the relationship of these factors under study will enable students to plan their study habits keeping in view of these factors. The present study will provide an insight to the parents to deal effectively with their children, so that they will be able to develop an understanding of the importance of home environment, socio-economic status and self-concept of the students. This understanding will also assist the teachers to create student oriented practices in inculcating good study habits at school. And also proper training and guidance may be given to the children accordingly to develop their self-concept, lower the anxiety level and to improve the academic achievement.

In the present context it is felt that in India academic achievement is the outcome of training imparted to a student by the teacher in school situation. Though our examination system lacks objectivity and a scientific picture of the real achievement yet it is the only method to get academic achievement. Therefore the present study may prove to be of great value for students and teachers in dealing effectively with the various problems arising on the academic achievement of the students. The study will also have great significance for students and teachers in providing the necessary impetus to actively improve their study habits, which actually defines the academic achievement of the
students. It has therefore been considered essential to select this topic of study and it has been programmed to study the influence of psycho-social factors on study habits and academic achievement of higher secondary students.

1.8 STATEMENT OF THE PROBLEM

Psycho-social factors and study habits enhance the students’ academic achievement. So the investigator attempts to find out whether psycho-social factors such as self-concept, anxiety, home environment, occupational desire and socio-economic status has any effect on the study habits of the higher secondary students, whether psycho-social factors has any effect on the academic achievement of the higher secondary students and whether study habits has any effect on the academic achievement of the higher secondary students and if so to what extent it influences. Hence the study is entitled as,

“InFLUENCE OF PSYCHO-SOCIAL FACTORS ON STUDY HABITS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS”

1.9 OPERATIONAL DEFINITIONS

Influence

It is the effect of psycho-social factors on study habits and academic achievement of higher secondary students.
Psycho-Social Factors

In this study, the factors like self-concept, anxiety, home environment, occupational aspirations and socio-economic status has been selected as psycho-social factors.

Study Habits

By Study habits the investigator means, the tendency of history and vocational group higher secondary students to learn their subjects in a systematic and efficient way.

Academic Achievement

In this study, it refers to the total marks scored in the half-yearly examination by the higher secondary students during the academic year 2013-2014.

Higher Secondary Students

By higher secondary students, the investigator means the students studying XI standard in higher secondary schools under State Board of Higher Secondary Education.

1.10 OBJECTIVES OF THE STUDY

1. To find out the level of psycho-social factors of higher secondary students.

2. To find out the level of study habits of higher secondary students.

3. To find out the level of academic achievement of higher secondary students.

4. To find out the significant difference, if any, in psycho-social factors of higher secondary students with regard to gender, age, group, religion, community, nature of school, type of school, location of school, location of residence, family type, father’s education and mother’s education.
5. To find out the significant difference, if any, in study habits of higher secondary students with regard to gender, age, group, religion, community, nature of school, type of school, location of school, location of residence, family type, father’s education and mother’s education.

6. To find out the significant difference, if any, in academic achievement of higher secondary students with regard to gender, age, group, religion, community, nature of school, type of school, location of school, location of residence, family type, father’s education and mother’s education.

7. To find out the relationship between psycho-social factors and study habits of higher secondary students.

8. To find out the relationship between psycho-social factors and academic achievement of higher secondary students.

9. To find out the relationship between study habits and academic achievement of higher secondary students.

1.11 NULL HYPOTHESES

1. Psycho-social factors of Higher Secondary Students

1.1 There is no significant difference between higher secondary boys and girls in their psycho-social factors.

1.2 There is no significant difference between history and vocational group higher secondary students in their psycho-social factors.

1.3 There is no significant difference between Government and Aided school higher secondary students in their psycho-social factors.
1.4 There is no significant difference between rural and urban school higher secondary students in their psycho-social factors.

1.5 There is no significant difference between rural and urban resided higher secondary students in their psycho-social factors.

1.6 There is no significant difference between joint and nuclear family higher secondary students in their psycho-social factors.

1.7 There is no significant difference among Hindu, Christian and Muslim higher secondary students in their psycho-social factors.

1.8 There is no significant difference among BC, MBC and SC higher secondary students in their psycho-social factors.

1.9 There is no significant difference among boys, girls and co-education school higher secondary students in their psycho-social factors.

1.10 There is no significant association among the age of 16, 17 and 18 years of higher secondary students in their psycho-social factors.

1.11 There is no significant association between father’s education and psycho-social factors of higher secondary students.

1.12 There is no significant association between mother’s education and psycho-social factors of higher secondary students.

2. Study Habits of Higher Secondary Students

2.1 There is no significant difference between higher secondary boys and girls in their study habits.

2.2 There is no significant difference between history and vocational group higher secondary students in their study habits.
2.3 There is no significant difference between Government and Aided school higher secondary students in their study habits.

2.4 There is no significant difference between rural and urban school higher secondary students in their study habits.

2.5 There is no significant difference between rural and urban resided higher secondary students in their study habits.

2.6 There is no significant difference between joint and nuclear family higher secondary students in their study habits.

2.7 There is no significant difference among Hindu, Christian and Muslim higher secondary students in their study habits.

2.8 There is no significant difference among BC, MBC and SC higher secondary students in their study habits.

2.9 There is no significant difference among boys, girls and co-education school higher secondary students in their study habits.

2.10 There is no significant association among the age of 16, 17 and 18 years of higher secondary students in their study habits.

2.11 There is no significant association between father’s education and study habits of higher secondary students.

2.12 There is no significant association between mother’s education and study habits of higher secondary students.

3. Academic Achievement of Higher Secondary Students

3.1 There is no significant difference between higher secondary boys and girls in their academic achievement.
3.2 There is no significant difference between history and vocational group higher secondary students in their academic achievement.

3.3 There is no significant difference between Government and Aided school higher secondary students in their academic achievement.

3.4 There is no significant difference between rural and urban school higher secondary students in their academic achievement.

3.5 There is no significant difference between rural and urban resided higher secondary students in their academic achievement.

3.6 There is no significant difference between joint and nuclear family higher secondary students in their academic achievement.

3.7 There is no significant difference among Hindu, Christian and Muslim higher secondary students in their academic achievement.

3.8 There is no significant difference among BC, MBC and SC higher secondary students in their academic achievement.

3.9 There is no significant difference among boys, girls and co-education school higher secondary students in their academic achievement.

3.10 There is no significant association among the age of 16, 17 and 18 years of higher secondary students in their academic achievement.

3.11 There is no significant association between father’s education and academic achievement of higher secondary students.

3.12 There is no significant association between mother’s education and academic achievement of higher secondary students.
4. **Correlation Analysis**

4.1 There is no significant relationship between psycho-social factors and study habits of higher secondary students.

4.2 There is no significant relationship between psycho-social factors and academic achievement of higher secondary students.

4.3 There is no significant relationship between study habits and academic achievement of higher secondary students.

1.12 **DELIMITATIONS OF THE STUDY**

1. The present study has been confined with a sample of 1000 higher secondary students in Ramanathapuram district only.

2. Half-yearly examination scores of the higher secondary students have been considered as Academic achievement.

3. Only XI standard students of history and vocational groups have been considered as higher secondary students.

4. In studying the Psycho-social factors, the investigator has used psycho-social factors questionnaire having five dimensions namely self-concept, anxiety, home environment, occupational aspirations and socio-economic status.

5. SC and ST students were considered as single category SC, because there was not much higher secondary students in ST category.

*The ensuing chapter deals with Review of Related Literature.*