CHAPTER-I
INTRODUCTION

"Child's overall development is possible when education they are getting is enable the individual develop his physical, mental, intellectual and spiritual aspects."

-Mahatma Gandhi

1.1 INTRODUCTION

School, Colleges and Universities have no worth without student. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student Academic Achievement. The students' Academic Achievement plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et al., 2009). Student Academic Achievement measurement has received considerable attention in previous research; it is challenging aspects of students Academic Achievement is affected due to psychological factors. These factors strongly influence on the student Academic Achievement.

Secondary education system is the bridge between primary education and higher secondary education. Though the Primary Education paves the foundation for learning, it is Secondary Education which prepares the learners towards the expected outcome of education; they gain confidence, train values and culture and prepare for a better higher education criteria. Educational psychology attempts to define, describe and explain the change that takes place in individuals in their various stages of development. It deals with the conditions that promote or retard human development. It describes and often formulates certain principles, which are worthy of consideration in directing and fostering the programmes of School Education on humanistic lines. Educational psychology is concerned with two cardinal problems, namely the construction of good teaching procedures and the measurement and evaluation of effects of
teaching in and objective manner. It explores and explains the psychology of pupil, his patterns of responses, his hereditary nature and the impact of their forces in his learning and development. Educational psychology investigate the methods of imparting Education to the child, discover a number of general rules and applies these to the practical problems of learning.

Psychology has greatly influenced the development of modern Education. Basic connections and relationships between Psychology and Education are manifold. Educational theory and practice are conditioned by the nature of human behaviour. Educational Psychology has developed to study scientifically the behaviour of the students and to help the process of education. It is particular field applied psychology. It tries to study the educational behaviour of the child and applies the knowledge psychology in education. Judd has defined Educational Psychology as the science which describes and explains the changes that take place in individuals as they pass through various stages of development from birth to maturity. “Apparently Educational Psychology deals with various problems of learning and teaching. That is why Educational Psychology is known as "psychology of teaching and learning."

The starting point in the process of education must be related to original tendency of the child. This stock of originality is conveniently classified as instinct, reflex action, emotion and intelligence. Original tendencies are adaptable and incomplete. These may be modified and improved in acquiring acceptable behaviour -responses through education. As the original tendencies are adaptive these can be channelised in more progressive and socially desirable form of behaviour. Variations in general intelligence is great. Psychology measures this general ability. Educational psychology discusses process of development of the students, process of learning, Social Adjustment of the students, Individuals differences in physical abilities and mental traits and powers, Interest and motivation of child and various problems associated with the mental health of the students.
Student Academic Achievement, evidenced by test performance, is one of the most important outcomes by which school effectiveness is judged (Haertel, James, and Levin, 1987). Examining the role of school boards in improving student achievement, Lashway (2002) stated: Student Achievement is the ultimate measure of educational value. Teachers, administrators, and policymakers now routinely preface their action plans with the reminder that success is defined in terms of what students learn. Hoffer (2000) came to a similar conclusion. Educational psychology has generated a prolific array of findings about factors that influence and correlate with academic achievement.

Schools are expected to have many effects on their students, ranging from the inculcation of relatively diffuse attitudes and norms to quite specific cognitive skills. How well schools achieve all of their various goals is currently a matter of great public concern, but the concern is greatest with respect to the cognitive goals of schooling. School plays a vital role in molding the personality of students. The function of schools should not be confined only to cognate subjects alone; on the other hand it should guide the students to grow to their full stature. The all-round development of the personality is the need of the hour. Therefore school programmes should be organized in such a way it should make students to develop not only knowledge in school subjects but also develop good habits, sound personality and emotional balance. In many schools it is observed that teachers give more importance to personality. Academic Achievement cannot exist in isolation; on the other hand it depends upon several factors like students readiness to learn, Study Habits, Anxiety, Adjustment, School Environment, Intelligence and so on and so forth. This has been proved by several research findings.

1.1.1 ACADEMIC ACHIEVEMENT

Academic Achievement can be defined as what a student does or achieve at school, college or university, in class, in a laboratory, library or project work. 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: procedural knowledge such as skills or declarative knowledge such as facts (Ward, Stoker & Murray, 1996). Individual differences in academic performance have been linked to differences in intelligence and personality. For better academic performance, apart from IQ, other competencies like emotional self-awareness, self-control, optimism, achievement motivation, and communication skills are also required (Goleman, 1996). For example, students who are higher in conscientiousness (component of emotional intelligence linked to effort and achievement motivation) and curiosity tend to achieve highly in academic settings (Sophie, Benedikt, & Tomas, 2011).

In our society Academic Achievement is considered as a key criterion to judge once total potentialities and capacities. Hence Academic Achievement occupies a very important place in education as well as in the learning process. Academic Achievement is defined by crow and crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic Achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the Academic Achievement of student like study habits, Adjustment, School Environment, Anxiety, intelligence etc.

Every child when admitted to the school is expected to achieve to the normal standards of the grade. The child through various experiences learn to adjust to its peer group; teacher and to the School environment.

The term Academic Achievement is closely related to the type Adjustment the child is able to make up within-the school where a number of learning experience is provided. Academic Achievement denotes way in which the child is able to adjust and achieve in the school situation in terms of various activities that are provided in the school to a normal degree of expectation. It is the resultant of need and its satisfaction which is measured through various learning experiences including curricular and co-curricular activities.
Achievement in the school subjects is a way for adolescents to maintain their personal worth. There must be a strong drive for achievement. Failure to make satisfactory progress in school subjects make the individual to develop tension and this is aggressive behaviour. When the threats are imposed constantly on the student's personal integrity, he will develop prolonged emotional tension which makes further academic success difficult to attain. The personal conditions of achievement are marked by various conditioning factors which can be summed up in three complexes of conditions, willingness to achieve, skill and ability.

Even though there are many factors which may influence an individual's Academic Achievement, in this study it has been decided to find out relationship of four factors, namely Study Habits, School Environment, Anxiety and Adjustment of students of Morarji Desai Schools with their Academic Achievement.

1.1.2 STUDY HABITS AND ACADEMIC ACHIEVEMENT

Study Habits refer to the activities carried out by learners during learning process of improving learning. Study Habits are intended to elicit and guide one's cognitive process during learning. According Patel (1976) Study Habits include home environment and planning of work, reading note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, school environment.

A student's failure to achieve the level of which he is capable is most often due to ineffective habits built in the early years besides goals, motivation and personal relations. One such problem is lack of good study habit. Study is the process of acquiring knowledge one's own effort is needed for such gaining of knowledge and understanding. Since many people do not study efficiently they attribute this to slow reading or other factors. These may appears to be merely a symptoms of an unsystematic and disorganized approach to study and not a real cause for their failure. Effective learning usually comes to those who have desirable conditions for study. Above the elementary school level
much of a young person's preparatory study for school work is done in the home. Hence parents are faced with problem of encouraging their children towards concentrated study and of providing a place in which this studying can be done with a minimum of distraction.

A substantial amount of research has examined the role of students' Study Habits and their attitudes to study on academic performance. The study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the students study habit as a means of enhancing their academic performance revealed a high correlation between Study Habits and student’s academic performance. This suggests that it is only when students imbibe or cultivate proper Study Habits that their academic performance can be improved upon.

Similarly, Nuthana and Yenagi (2009) found significant correlation between Study Habits and academic achievement. It further revealed that reading and note taking habits, habits of concentration, and preparation for examination had significant correlation with academic achievement. The authors pointed out that students who are better in reading and note taking, well prepared for the board examination, and have concentration may have better academic achievement. An association between study skills and academic performance also has been found to prevail among undergraduate students. The study of Fazal (2012) identified various study skills used by learners and ascertain which study skills is more related to academic achievement. Results of the study indicate significant relationship of time-management skills, reading and note taking skills with academic achievement. Students with higher Academic Achievement used a wide range of study skills as compared to students with lower academic achievement.

The purpose of the study was to assess whether the following Study Habits i.e. Time Scheduling, Concentration, Listening Note Taking, comprehension and Exams will have a significant relationship with students' Academic Achievement and whether these Study Habits will predict the Academic Achievement of the students.
1.1.3 ADJUSTMENT AND ACADEMIC ACHIEVEMENT

The concept of Adjustment is originated from the biological term 'adaptation'. Biologists used the term 'adaptation' strictly for the physical demands of the environment but psychologists used the term 'Adjustment' for varying conditions of social or interpersonal relations in the society. Adjustment means the reaction to the demands and pressures of social environment imposed upon the individual. The demand to which the individual has to react may be external or internal. Psychologists have viewed 'Adjustment' from two important perspectives, for one, Adjustment as an achievement and for another, Adjustment as a process. The first point of view emphasizes the quality or efficiency of Adjustment and the second lays emphasis on the process by which an individual adjusts to his external environment.

Social and cultural Adjustment s are similar to physiological Adjustment s. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural Adjustment may be accompanied by Anxiety or depression.

Adjustment plays a pivotal role in the development of an individual. It is Adjustment which is responsible for the organization of behaviour to life situations in every sphere.

Academic Achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Trow (1956) defined Academic Achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests
and expressed in a grade or units based on pupils' performance". Good (1959) refers to Academic Achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". Mehta K.K. (1969) defined Academic Achievement as "academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place". The learning outcome changes the behaviour pattern of the student through different subjects.

In the modern days Education system Adjustment plays a very important role in every individual learner the achievement of student work is mainly depends how student control and maintains the Adjustment in every situation. Adjustment is some type of disorder. Now-a day's most of the students facing different type of Adjustment. Some has Adjustment about their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about unnecessary things because of their Adjustment. They do not concentrate in any work properly, it will effect on their academic achievement and failure in their life. The purpose of the study was to assess whether the following Adjustment i.e. emotional Adjustment, Social Adjustment and educational Adjustment will have a significant relationship with students' Academic Achievement and whether this School Adjustment will predict the Academic Achievement of the students.

1.1.4 ANXIETY AND ACADEMIC ACHIEVEMENT

Anxiety plays a very important role in every individual learner the achievement of student work is mainly depends how student control and maintains the Anxiety in every situation. Anxiety is some type of disorder now-a day's most of the students facing different type of Anxiety. Some has Anxiety about their health their studies, their environment, about their family member, about their position in college, about friends, about love and affectionate about
their peer groups. They are always living in imagination. They are always thinking about films, some dialogues, they thinking about some scenes which they seen in films, thinking about unnecessary things. Because of their Anxiety, they do not concentrate in any work properly, it will effect on their Academic Achievement and failure in their life and main aim to assess whether it will have a significant relationship with students’ Academic Achievement and whether the Anxiety will predict the Academic Achievement of the students.

The problem arises when socio psychological needs are not fulfilled and it often results in maladjusted behavior. However, when these needs are completely satisfied a temporary state of equilibrium is established in the organism and the activity towards that goal ceases. Thus healthy Adjustment is a process whereby an individual meets his biological, psychological and social needs and external demands of the society through appropriate behavioral responses.

Jawaharlal Nehru declared that if all were well with our educational institutions, all would be well with the nation. Educational institutions are intimately linked with the society at large. They are the temples of knowledge. They are the agents of social change and transformation. Therefore, the general condition of our schools, colleges and universities is a matter of great concern to the nation. Environment plays a vital role in the development of the personality of the students. As a student spends most of his life at school, the School Environment is highly responsible for the inculcating of great values in him. The Kothari Commission (1964-66) has beautifully said, “The destiny of India is now being shaped in her classrooms” (p.2). As students are the backbones of the nation it is important to maintain a healthy school environment

1.1.5 SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT

School Environment refers to factors that contribute to the tone in schools, and the attitudes of staff and students toward their schools. Environmental influence before now have not been considered as one of the factors that affect academic performance in secondary schools hence it has little
or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a students, teachers, employer or employee. Though some people are yet to believe that environment brings about better performance. Udoh (1980) in his article "The Environmental Health Problems in Nigeria Schools", identified some unhealthy practices in our schools. These include sitting of schools, inadequate facilities, poor ventilation etc.

Positive School Environment is associated with well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior. Major problem of adolescents is attaining economic independence. To get money for personal expenditure is a major problem for them. The most difficult task of adolescent is related to Social Adjustment. These Adjustments must be made to the members of opposite sex, to adults outside the family and school environment. To achieve the goal of adult patterns of socialization, the adolescent must make new Adjustments.

Most of our schools have no light, insufficient facilities, sick buildings and no ventilation. Under these conditions the health of students and teachers according to Udoh (1980) may be adversely affected, which will in turn reflect on students performance. Therefore, for the students to carry his learning effectively and efficiently, it is necessary that learning takes place in conducive environment. School climate can play a significant role in improving a healthy and positive school atmosphere, Freibery (1998:22) notes "the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels". Anxiety plays a very important role in every individual learner the achievement of student work is mainly depends how student control and maintains the Anxiety in every situation. Anxiety is some type of disorder now-a-day's most of the students facing different type of Anxiety. Some has Anxiety
about their health, their studies, about their environment, about their family members, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about films, some dialogues, they thinking about some scenes which they seen in films, thinking about unnecessary things. Because of their Anxiety, they do not concentrate in any work properly, it will effect on their Academic Achievement and failure in their life and main aim to assess whether it will have a significant relationship with students' Academic Achievement and whether the Anxiety will predict the Academic Achievement of the students.

Contribution to this study is that explore the four factors that affect Secondary School students' Academic Achievement. These factors are students' Study Habits, Anxiety, Adjustment and School Environment. The Morarji Desai residential schools are purely residential and rural background, selection of the students on the merit basis. The investigator made an attempt to see the relation between Anxiety, School Environment, Adjustment and Study Habits on Academic Achievement among the students of Morarji Desai residential schools.

1.1.6 AIMS AND OBJECTIVES OF RESIDENTIAL EDUCATIONAL INSTITUTIONS

It is certain that education gives knowledge, awareness and development. Our Constitution assures equality and social justice in getting better education to the children of all class, caste and communities. Constitution also make provision for framing special programmes to provide education to more backward groups in the society like Scheduled Castes, Scheduled Tribes, Minorities and other backward classes. In order to implement the aspirations of the constitution the state government started the Navodaya Model / Morarji Desai Residential Schools for the students of Scheduled Castes, Scheduled Tribes, Backward Classes and Minorities of the rural parts of Karnataka.
1.1.7 THE BACKGROUND OF MORARJI DESAI RESIDENTIAL SCHOOLS IN KARNATAKA

The State Government in memory of Dr. B. R. Ambedkar’s Century celebrations in 1991, decided to start 4 Residential Schools for scheduled castes on the Model of Government of India’s Jawaharlal Navodaya Residential Schools in four revenue divisions one for each.

During 1995-96 Budget Session his Excellency the Governor made reference on starting of Sri Morarji Desai Residential Schools in the State. In the education department’s budget proposals of the same year government declared the sanction of four Sri Morarji Desai Residential Schools in each revenue division.

In the academic Year 1996-97 government have sanctioned 40 Morarji Residential Schools for S.C/S.T category students as per its budgetary allocations. At present state Government established and running totally 385 Navodaya Morarji Desai Residential Schools along with 4 Ekalavya and 5 Educational Complexes of central Government, put the total number of institutions to 395.

1.1.8 ESTABLISHMENT OF MORARJI DESAI RESIDENTIAL SCHOOLS IN KARNATAKA

The government of Karnataka has approved setting up of Residential School in rural areas for the welfare of minorities. These residential school were started based on the model of Jawahar Navodaya schools run by Central Government Education from 6th standard to 10th standard is being provided in these residential schools. In every class 50 students are admitted out of which 50% seats will be reserved for girls. The Department runs several Morarji Desai Residential Schools for Minorities to provide free Residential Education from Standards VI to X on a co-education basis. These schools following the state syllabus of Karnataka. The Schools are run through the Karnataka Residential Education Institute Society and the Zilla Panchayts. At Present 395 Morarji Desai residential Schools are functioning.
1.1.9 OBJECTIVES OF MORARJI DESAI RESIDENTIAL SCHOOLS

- To impart not only quality Education to Scheduled Caste, Scheduled Tribe and Backward Class students and to encourage brilliant students but also give more emphasis to educate rural students.
- Providing quality education along with free boarding and lodging facilities.
- Encouraging the students to be self-reliant and encouraging them the dignity of labour.
- Developing life skills in them through Sports, Yoga, Cultural activities and encouraging all round personality development of the student.
- Providing opportunity to girl students to study from 6th to 12th standard under single shelter in residential schools.
- Promoting Intellectual, Physical, Mental and spiritual aspects in the students.
- Helping the students to engage in studies with mutual co-ordination and harmony.

1.1.10 FACILITIES PROVIDED FOR MORARJI DESAI RESIDENTIAL SCHOOLS

All the students studying in Morarji Desai Residential Schools are provided with free Education, food, accommodation, uniforms, text books, study materials and medical facilities. The below mentioned facilities are provided for those schools which runs in own buildings.

- Free tuition, boarding and lodging facilities.
- Food is supplied as per a nutrition chart.
- Free books and uniforms.
- Medical expenses paid to each student at Rs 1000 per annum
- English and Kannada medium of instruction
- Govt. spends Rs 650 per student per month towards food for 10 months and Rs 800 per student is spent for 2 pairs of dresses, shoes and socks.
Rs 600 once in 2 years is given for bedding.

Miscellaneous expenses such as soap, oil, tooth paste, hair cutting, etc., will be incurred at the rate of Rs 100 per student per month.

Students are provided with plates and cups, table and chair, library books, laboratory equipments, computer training and sports materials.

1.2 NEED AND IMPORTANCE OF THE STUDY

Even though there are many factors which may influence an individual's academic achievement, in this study it has been decided to find out relationship of four factors, namely Study Habits, School Environment, Anxiety and Adjustment of students of Morarji Desai schools with their Academic Achievement.

Numbers of researches have been conducted to see the relationship between School Environment and Academic Achievement, Study Habits and Academic Achievement, Adjustment and Academic Achievement And Anxiety and Academic Achievement. However there are no researches related Morarji Desai Schools. All the students studying in Morarji Desai Residential Schools are provided with free Education, food, accommodation, uniforms, text books, study materials and medical facilities.

The residential type of school system tends to improve students' academic Achievement. Residential school system prepares students academically, physically and mentally to develop the good qualities of mind, body and character by using high discipline. The impetus for the present study came from the belief that schools vary considerably in their functions and set up. Since Morarji Desai Schools are residential in nature the atmosphere in those schools may influence positively the students Study Habits, Anxiety, School Environment, Adjustment and the Academic Achievement. Complex curriculum and heavy loads of restricted movements which sometimes creates high pressure and Anxiety in some students which may in turn affect their academic performance.
One particular phase of applied psychology that is of major importance to all students regardless of their special interest is study efficiency. Too frequently students finish their schooling without having learned how to use their study time well. To complete one's assignment in a minimum amount of time with a high degree of success, permitting sufficient time for leisure reading, sports, relaxation and various extra-curricular activities is one important mark of a successful Adjustment.

Since Morarji Desai Schools are unique in its approach with residential facilities, but it is natural that these schools have to improve the Academic Achievement of students by promoting proper study habits.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good Academic Achievement. Main objectives of the Morarji Desai Residential Schools are to Providing quality education along with free boarding and lodging facilities, Promoting Intellectual, Physical, Mental and spiritual aspects in the students and Helping the students to engage in studies with mutual co-ordination and harmony is keen on quality assurance and maintenance of standards. There is lack of sufficient research in the case of Morarji Desai Residential Schools as to what Psychological factors correlates/affect Academic Achievement and The researcher would therefore like to establish the contribution of predictor variables viz., Study Habits, Anxiety, Adjustment and School Environment in predicating the criterion variable (Academic Achievement) of Morarji Desai Residential Secondary School Students.

This is precisely the reason why the present study is undertaken to find out the Academic Achievement of Morarji Desai Schools students in relation to their Study Habits, School Environment, Anxiety and Adjustment. The results of the study will have far-reaching use for teachers in general and guidance counselors in particular. The results of the study would also enable to know the factors that affect or help the Academic Achievement of students.
1.3 STATEMENT OF THE PROBLEM

"Psychological Correlates of Academic Achievement among the Students of Morarji Desai Schools of Shimoga District"

1.4 VARIABLES OF THE STUDY:

A concept which can take on different quantitative values is called a variable. If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable and the variable that is antecedent to the dependent variable is termed as independent variable. In the descriptive researches, the relationship between the two types of variables is studied.

Independent variables are the cause and the dependent variable is the effect. In the present investigation three independent variables were taken up with one dependent variable. The independent variables in respect of the present study are Study Habits, Anxiety, School Environment and Adjustment and the dependent variable is Academic Achievement.

1.5 OPERATIONAL TERMS USED IN THE STUDY

The key terms used in the study were operationally defined as under:

- **Psychological Correlates**: The factors that influence the behaviour of the students to perform academic activities to their maximum potentials that contributes towards academic achievement. These are psychological variables that relate to or influence Academic Achievement. In this study these are relates to the Study habits, Adjustment, Anxiety and School Environment.

- **Academic Achievement**: It is means that the achievement a student makes in a school or a college or a university namely his marks in the Test/Examination, which is the criterion for the performance of the student. This variable was measured by using Academic Achievement Test. This Test consisted of each 50 multiple choice objective items on Kannada, English, Hindi, Mathematics, Science and Social Studies. Each item was constructed to test the achievement that will be required of persons with knowledge in each
of the basic areas specified above. A total mark obtained by this test was considered as score Academic Achievement for present investigation.

- **Morarji Desai Schools**: The government of Karnataka has approved setting up of Residential School in rural areas. These schools are set up to provide free residential Education from Standards VI to X to the rural background merit students. These residential schools are provided with free Education, Food, Accommodation, Uniforms, Text Books, Study Materials and Medical Facilities for students. These are named after former prime minister of India Morarji Desai.

- **Study Habits**: Effective learning usually comes to those who know how to study and who have desirable conditions for study. Study is the process of acquiring knowledge. Study Habit means the methods that are adopted by the students for studying school subjects. The method includes Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams which may come in the way their Study Habits.

- **Anxiety**: It is an echo of the ego to a supposed danger. It is an emotional attitude or sentiment to future mingled with fear and hope. In Freudian usage anxiety represent a combination of apprehension, uncertainty and fear. It is neurotic type or a reaction to some actual extreme condition.

- **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.

- **Adjustment**: Adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. The adjustment of child in school subjects, teaching and different activates is called as student adjustment.

- **Shimoga District**: It is one of the 30 districts of Karnataka State.
1.6 OBJECTIVES OF THE STUDY

1. To measure and analyze the levels of Academic Achievement, Study Habits, School Environment, Anxiety and Adjustment among Secondary School Students.

2. To Study the Relationship between Academic Achievement and Study Habits of Secondary School Students.

3. To Study the Relationship between Academic Achievement and Study Habits of Secondary School Boys.

4. To Study the Relationship between Academic Achievement and Study Habits of Secondary School Girls.

5. To Study the Relationship between Academic Achievement and School Environment of Secondary School Students.

6. To Study the Relationship between Academic Achievement and School Environment of Secondary School Boys.


8. To Study the Relationship between Academic Achievement and Anxiety of Secondary School Students.

9. To Study the Relationship between Academic Achievement and Anxiety of Secondary School Boys.

10. To Study the Relationship between Academic Achievement and Anxiety of Secondary School Girls.

11. To Study the Relationship between Academic Achievement and Adjustment of Secondary School Students.

12. To Study the Relationship between Academic Achievement and Adjustment of Secondary School Boys.

13. To Study the Relationship between Academic Achievement and Adjustment of Secondary School Girls.
14. To Study the Relationship between Academic Achievement and Dimensions of Study Habits of Secondary School Students viz., Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams.

15. To Study the Influence of Interaction between Study Habits and Anxiety on Academic Achievement of Secondary School Students.


17. To Study the Influence of Interaction between Study Habits and Adjustment on Academic Achievement of Secondary School Students.


20. To Study the Influence of Interaction between Anxiety and Adjustment on Academic Achievement of Secondary School Students.

21. To study the difference in the contribution of predictor variables (Study Habits, Anxiety, Adjustment and School Environment) in predicating the criterion variable (Academic Achievement) of Secondary School Students.

22. To study the difference in the contribution of predictor variables (Study Habits, Anxiety, Adjustment and School Environment) in predicating the criterion variable (Academic Achievement) of Secondary School Girls.

23. To study the difference in the contribution of predictor variables (Study Habits, Anxiety, Adjustment and School Environment) in predicating the criterion variable (Academic Achievement) of Secondary School Boys.

24. To study the difference in the contribution of predictor variables (Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams) in predicating the criterion variable (Academic Achievement) of Secondary School Students.
1.7 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 Study Habits of Secondary School Students.

3. There is no significant Relationship between Academic Achievement and Study Habits of Secondary School Boys.

4. There is no significant Relationship between Academic Achievement and School Environment of Secondary School Students.

5. There is no significant Relationship between Academic Achievement and School Environment of Secondary School Boys.

6. There is no significant Relationship between Academic Achievement and School Environment of Secondary School Girls.

7. There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Students.

8. There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Boys.

9. There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Girls.

10. There is no significant Relationship between Academic Achievement and Adjustment of Secondary School Students.

11. There is no significant Relationship between Academic Achievement and Adjustment of Secondary School Boys.

12. There is no significant Relationship between Academic Achievement and Adjustment of Secondary School Girls.

13. There is no significant Relationship between Academic Achievement and Dimensions of Study Habits of Secondary School Students viz., Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams.
14. There is no significant Influence of Interaction between Study Habits and Anxiety on Academic Achievement of Secondary School Students.

15. There is no significant Influence of Interaction between Study Habits and School Environment on Academic Achievement of Secondary School Students.

16. There is no significant Influence of Interaction between Study Habits and Adjustment on Academic Achievement of Secondary School Students.

17. There is no significant Influence of Interaction between School Environment and Anxiety on Academic Achievement of Secondary School Students.

18. There is no significant Influence of Interaction between School Environment and Adjustment on Academic Achievement of Secondary School Students.

19. There is no significant Influence of Interaction between Anxiety and Adjustment on Academic Achievement of Secondary School Students.

20. There is no significant difference in the contribution of predictor variables (Study Habits, Anxiety, Adjustment and School Environment) in predicating the criterion variable (Academic Achievement) of Secondary School Students.

21. There is no significant difference in the contribution of predictor variables (Study Habits, Anxiety, Adjustment and School Environment) in predicating the criterion variable (Academic Achievement) of Secondary School Girls.

22. There is no significant difference in the contribution of predictor variables (Study Habits, Anxiety, Adjustment and School Environment) in predicating the criterion variable (Academic Achievement) of Secondary School Boys.

23. There is no significant difference in the contribution of predictor variables (Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams) in predicating the criterion variable (Academic Achievement) of Secondary School Students.
1.8 SCOPE/DELIMITATION OF THE STUDY

This study centers on correlates of Study Habits, School Environment, Anxiety and Adjustment on Academic Achievement among the students of Morarji Desai residential schools in Shimoga District Karnataka State. It is aimed at all Morarji Desai residential school students in Karnataka State, but due to time, money and other factors it will be limited to only Twelve schools in Shimoga District of Karnataka State. The content scope covered Psychological factors such as Study Habits, School Environment, Anxiety and Adjustment which Correlates/affect Academic Achievement of IX Standard Students Studying in Morarji Desai residential schools.

1.9 SKELETAL OUTLINE OF THE SUCCEEDING CHAPTERS

- In chapter one namely, Introduction, Explains the Need and Importance of the study, the researcher has defined the statement of the problem, Variables of the Study, Various technical terms of the study, objectives of the study and hypotheses accordance objectives. The scope/Delimitation of the study also described in this chapter.
- In the second chapter namely, Review of the Related Literature, this chapter deal with review of related literature which would provide a clear picture of the work done in the area
- In chapter third namely, Methodology, researcher has described design of the study, sampling design, variables, data gathering tools, statistical techniques for analysis the data. This chapter signifies the methodological framework of the study.
- In chapter four namely, Statistical Analysis and Interpretation of data, researcher has described analysis and interpretation of data.
- In chapter five namely, Findings of the study, Discussion of findings, Educational implications of the study and Scope for further Research.