1.1 INTRODUCTION:
‘Academic Achievement’ is one of the significant predictors in the lives of students. It’s the outcome of education and it foretells the extent to which the students, teachers and educational institutions have attained their educational goals. Academic achievement is important because it promotes success later (Areekpattamanni & Freeman, 2008) and in current life. Among the various influencing factors of academic achievement like socio-economic factors, parent factors, peer factors, school factors, for obtaining an optimal academic achievement, student’s academic or learning behavior is an equally important factor in ascertaining the academic achievement of students. It includes student’s outlook, choice, his/her persistence, his/her efforts in learning and how he/she relates to the people that make up the school community (Rogel, I.R, 2012). Study skills are often determined by the student’s learning behavior which affects their learning pattern. Learning Behavior is the mental readiness of the students to learn which indicates their resourcefulness, creative thinking and imaginative activities, love for their learning, high interest for reading and writing and also having better psychological adjustment in class and school (Saxena, 2002). It depends upon the emotional and social climate of the home and school. Good schools make a contribution to develop such climate of learning. Thompson, V (2014) in his article titled ‘How can behavior affect academics of students’ speaks about how a student’s behavior can affect his/her ability to learn as well as other students’ learning environment. Among a variety of factors, such as teacher involvement, parental investment, school quality and student motivation affecting the academic life of students, it is student’s academic behavior which plays a major role in academic achievement. It is highlighted that students having disruptive behavior such as bullying other students, talking during lectures or by requiring the teacher to interrupt lessons to discipline them can have a negative effect on entire classroom. There are also other similar studies by Ning, H.K and Downing, K (2010), Ralph A.T et al., (2010) which investigates how academic behavior, learning styles influence the academic achievement. Owing to the repercussion of academic/learning behavior on the academic achievement of students, the researcher was keen to understand the relationship of learning behavior with the academic achievement of students belonging to different localities - rural, urban and semi-urban areas.

1.2. OBJECTIVES OF THE STUDY:
- To know the level of learning behavior of students belonging to rural, urban and semi-urban areas.
- To study the academic achievement level of students of rural, urban and semi-urban areas.
- To study the correlation between learning behavior of students and their academic achievement.
- To find out whether male and female differ significantly in their learning behavior.
- To find out the significant difference among the area of living (rural, urban and semi-urban) with regard to their student learning behavior.
- To suggest suitable measures for improving the student learning behavior.

1.3. RESEARCH METHODOLOGY:
1.3.1 Research Design:
The researcher has adopted ‘descriptive research design’ to understand the learning behavior of the students belonging to rural, urban and semi-urban areas.

1.3.2 Universe of the study:
The universe for the present study consists of all the 9th students (both male and female) studying in a rural, urban and a semi-urban government school which are situated in Tiruchirapalli district. The size of the universe is 270.

1.3.3 Sampling:
The researcher applied ‘stratified (disproportionate) random sampling technique’ to select the samples based on the area of living (rural, urban and semi-urban) and about 30 samples has been selected in each stratum. Thus, a total of 90 samples were being selected for the study.

1.3.4 Tool for data collection:
The researcher collected primary and secondary data in order to understand the learning behavior of the respondents. The primary data consists of a pre structured ‘questionnaire’ comprising of the a) socio-demographic details and b) Student Learning Behavior Scale.

a) Socio-demographic details:
It consisted of questions related to the personal and socio-demographic details self-prepared by the researcher.

b) Student Learning Behavior Scale:
Authors by C.P. Saxena (2002) this scale has 40 items related to the characteristics of learning behavior of the students. The instrument has 2 options such as ‘always’ and ‘sometimes’ and the scoring procedure is 1 to always and 0 to sometimes. The reliability and validity coefficients to the scale are 0.83, 0.89, 0.76 and 0.79.
1.3.5. Method of data collection:
The researcher used ‘questionnaire method’ to collect the data. Translated to the local (Tamil) language the researcher acted as the facilitator during the data collection wherein doubts were clarified.

1.4. FINDINGS:
Table 1 Distribution of the respondents by the level of learning behavior of the students

<table>
<thead>
<tr>
<th>S.No</th>
<th>Level of Learning Behavior</th>
<th>No. of Respondents (n=90)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Poor</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>2)</td>
<td>Moderate</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>3)</td>
<td>Good</td>
<td>48</td>
<td>53.3</td>
</tr>
<tr>
<td>4)</td>
<td>Very Good</td>
<td>16</td>
<td>17.8</td>
</tr>
</tbody>
</table>

The above table explains the learning behavior of students revealing that more than half (53.3%) of the students are in the level of good meaning that the students involve themselves in continuous learning, have social approval at home and school also the students have positive attitude towards school, teachers and the learning activities.

Table 2 Distribution of the respondents by the student’s Academic Achievement level

<table>
<thead>
<tr>
<th>S.No</th>
<th>Level of Academic Achievement</th>
<th>No. of Respondents (n=90)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Fail</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>2)</td>
<td>Average</td>
<td>40</td>
<td>44.4</td>
</tr>
<tr>
<td>3)</td>
<td>Good</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>4)</td>
<td>Very Good</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

The above shows that about 44.4% of the students are in the average level with regard to the level of academic achievement.

Table 3 Correlation between learning behavior and the academic achievement of the students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Correlation Value</th>
<th>Extent of relationship</th>
<th>Statistical Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Behavior and Academic Achievement</td>
<td>0.125</td>
<td>Low</td>
<td>P&lt;0.05 Significant</td>
</tr>
</tbody>
</table>

From the above table it is evident that, there occurs a significant relationship between student learning behavior and academic achievement of the students and the extent of relationship is very low. It’s clear that as student learning behavior increases academic achievement also increases and vice versa.

Ralph A.T et al., (2010) ‘How Student Achievement is related to Student Behaviors and Learning Style Preferences’. The article examines the relationship between student achievement and student behaviors and learning style preferences. The results of the study showed that student performance is significantly correlated with student’s behavioral choices and their learning styles.

Table 4 Z-test between male and female with regard to their learning behavior

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sex</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Statistical Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Behavior</td>
<td>Male (n=45)</td>
<td>24.07</td>
<td>4.565</td>
<td>Z=1.765 P=0.05</td>
</tr>
<tr>
<td></td>
<td>Female (n=45)</td>
<td>27.27</td>
<td>5.871</td>
<td></td>
</tr>
</tbody>
</table>

From the above table its evident that there occurs a significant difference between the learning behavior of male and female students and the mean value shows that female’s learning behavior is slightly higher than the males.

Table 5 One way analysis of variance among the area of living with regard to the learning behavior of the students

G1=Rural  G2=Urban  G3=Semi-urban

The table explains that there exists a significant difference in the student learning behavior belonging to rural, urban and semi-urban areas. The mean difference shows that semi-urban student’s learning behavior is high when compared to rural and urban students. The result supports the study of Kumar, S and Sohi, A (2013) which resulted that the locality is likely to have major effect on the study habits and academic achievement of students.

1.5 DISCUSSION:
Opportunities for continuous learning, social approval at home and school, the student’s positive attitude towards school, teachers and the learning activities have embolden the students to reach a level of good in their learning behavior. Pertaining to the academic achievement of students it’s found that about 44.4% of the students are in the average level. The Karl Pearson Coefficient of Correlation test have resulted that there existed a positive low relationship between the learning behavior and the academic achievement of students. The reason for low relationship could be the influence of other factors like socio-economic status, parenting style and involvement, school environment wanted be the predictors in deciding the academic achievement of students. For this study, it’s understood that learning behavior is not only the single variable which contributes for academic achievement. The learning behavior of the rural, urban and semi-urban students differ even though they belong to government schools following the same curriculum perhaps the reason could be their school environment or parenting style and their socio-economic status. Perhaps the personality traits of the male and female have also contributed to the difference in their learning behavior.

1.6 CONCLUSION:
Hence, the researcher would like to put forth the thought that even though learning behavior is a student factor there are many other intervening variables which exert an indirect influence on the learning behavior of the students. It is high time that the educationalists, parents and students focus not only on the learning behavior of students but also the other.
variables for the optimal academic achievement of the students.

REFERENCE


