



Student Learning Behavior And Academic Achievement: Unraveling Its Relationship

KEYWORDS

student learning behavior; academic achievement; influential factors; learning ability.

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ABSTRACT

This empirical study brings to limelight the student learning behavior of lower secondary (9th std) school students of a rural, urban and a semi-urban school in Tiruchirapalli. Owing to the growing concern of Academic Achievement in the lives of the children, the researcher has made an attempt to study the relationship of Academic achievement measured by the student's exam total score and their learning behavior using Student Learning Behavior Scale (C.P. Saxena, 2002) as being one of the influential factors in deciding the academic life of the students. A positive learning behavior creates better psychological adjustment in class and in school. High interest, experience of success and good learning ability are involved in the learning behavior of the students. Overall, about 53.3% of the student's learning behavior is good and about 25.6% of the student's learning behavior is moderate. Bi-variate analysis such as correlation is used to find the relationship of student's learning behavior with their academic achievement and its extent to which they are related. This research study's findings will help the academicians, parents and students themselves to know their learning behavior so that it contributes for continuous learning and high achievement.

1.1 INTRODUCTION:

'Academic Achievement' is one of the significant predictor 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 (Areppattamannil & 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 influences 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:

Authored 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

S.No	Level of Learning Behavior	No. of Respondents (n=90)	Percentage
1)	Poor	3	3.3
2)	Moderate	23	25.6
3)	Good	48	53.3
4)	Very Good	16	17.8

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 and 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

S.No	Level of Academic Achievement	No. of Respondents (n=90)	Percentage
1)	Fail	3	3.3
2)	Average	40	44.4
3)	Good	20	22.2
4)	Very Good	27	30

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

Variables	Correlation Value	Extent of relationship	Statistical Inference
Student Learning Behavior and Academic Achievement	0.125	Low	P<0.05 Significant

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

Variable	Sex	Mean	Standard Deviation	Statistical Inference
Student Learning Behavior	Male (n:45)	24.07	4.565	Z=1.765 P=0.05
	Female (n:45)	27.27	5.871	Significant

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

Variance	Sum of squares	Mean square	Df	Mean	Statistical Inference
Student Learning Behavior					
Between groups	196.967	98.433	2	G1= 23.60 G2= 26.37 G3= 27.03	F= 3.509 P<0.05 Significant
Within groups	2465.133	28.335	87		

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 deemed to be the predictors in deciding the academic achievement of students. As 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.

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