

Problem Behaviour of Rural Higher Secondary Students in Relation to Their Academic Achievement



Education

KEYWORDS : Problem Behaviour, Academic Achievement

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ABSTRACT

The aim of this research article is to find the level of problem behaviour of rural higher secondary students and its relationship with their academic achievement. For achieving this, the investigator used survey method. For data collection, the researcher used self-constructed Problem Behaviour Scale. For measuring the academic achievement, the investigator used the total marks of the students in the half-yearly examination. A sample of 691 rural higher secondary students was selected using simple random sampling method. Percentage analysis, 't' test, ANOVA and Pearson Product Moment Correlation were used for analysing the data. From the findings, it is understood that the problem behaviour of rural higher secondary students is significantly correlated with their academic achievement.

INTRODUCTION

Education is the backbone of any country. It helps the individual to make him or her a civilized and educated man or woman actively take part in the nation building process. Education can be considered from three angles, the first contributing to development of intelligence, the second utility in living and providing a livelihood and the third developing character, moral values and thus a versatile personality.

The present study focuses its attention on the psychological factor - problem behaviour - influencing the academic achievement of rural higher secondary students. For this, the investigator would like to explain the concept of problem behaviour, which may or may not have its significant influence on the academic achievement of rural higher secondary students.

PROBLEM BEHAVIOUR AND ACADEMIC ACHIEVEMENT

Behavioural problems of students are disruptive to learning. Such behavioural patterns spoil the teaching learning process of themselves and others. Further, it damages the smooth sailing of the whole class. The objective of schooling itself is jeopardized due to these behavioural problems. Therefore a good teacher should have the knowledge of the common and individual problems of the students in the class.

Academic achievement has become an index of a child's future in this highly competitive world. It is only a drop in the vast sea of education. A great many students seem not to get credit commensurate with their known or rated abilities. Many a time, we often find students with average abilities who excel. The baffling facts, which have come into the limelight, are that in spite of having similar educational facilities, environment, aspiration and even intelligence, the academic achievement of students differs from one another (Subramanyam and Shreenivasa Rao, 2008).

A low academic achievement represents a significant risk factor for poor behavioral outcomes. A systemic viewpoint posits that behavioral and academic problems exert reciprocal influences on one another, which over time can negatively affect the development of individuals and their environments (Barriga et al., 2002). It shows that the adolescents are of great concern to the present society. There are various behavioural problems found among the adolescents in different situations. These problems of teenagers may become serious if not met and resolved at the earliest.

NEED AND SIGNIFICANCE OF THE STUDY

The goal of education is to make a man complete in all aspects

of life. A true education that a student receives in the school decides his or her life. The option to choose the best that suits his/her inner aptitude and attitudinal tendencies without sacrificing the materialistic advancement and spiritual satisfaction leading to a peaceful and blissful familial life depends on his performance at the school level. Academic achievement of a person does not purely depend on one's intelligence alone though it constitutes the major portion of it. It is the ability to relate with others who could positively contribute in academic learning that helps a lot in identifying the source of learning, gathering related learning materials, clarifying the doubts, preparing for the examination and to be on the top in the ladder of academic achievement.

Even though, the reasons for studying problem behaviour of the chosen sample in rural areas may seem obvious, it is important to make explicit the scope of the chosen problem. Apart from intellectual curiosity about the behavioural problems of rural area students, this study is very much essential to motivate the persons involved in the teaching learning process. The most pressing and dramatic problem is the high level problem behaviour found in the higher secondary education. If it is found, it severely influences their academic performance, which in turn, their ultimate career is completely questionable.

In order to get a clear-cut idea about this fact, the investigator conducted this survey type research mainly focusing its attention on the problem behaviour of the rural higher secondary students in relation to their academic achievement. Hence, the investigator selected this problem for the study.

OPERATIONAL DEFINITIONS

Problem behaviour

By 'Problem Behaviour', the investigator means the ill behaviour of the students.

Academic Achievement

By this, the investigator means the total marks obtained by the rural higher secondary students in the half-yearly examination.

Rural Higher Secondary Students

Rural Higher Secondary Students include those studying standards XI in the higher secondary schools residing in the rural areas of Thoothukudi District.

OBJECTIVES

1. To find the significance of difference in the problem behaviour of rural higher secondary students with regard to gender and community.

- To find the significance of difference in the academic achievement of rural higher secondary students with regard to gender and community.
- To find the significance of relationship between the problem behaviour of rural higher secondary students and their academic achievement.

METHODOLOGY IN BRIEF

Survey method was used in the present study. A sample of 691 rural higher secondary students was randomly selected. For data collection, the researcher used self-constructed Problem Behaviour Scale. For measuring the academic achievement, the investigator collected the total marks of the students in the half-yearly examination. 't' test, ANOVA and Pearson Product Moment Correlation were used for analysing the data.

ANALYSIS AND FINDINGS

- There is no significant difference between male and female rural higher secondary students in their problem behaviour.

Table – 1: Difference in the Problem Behaviour of Rural Higher Secondary Students in terms of Gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	283	14.43	5.65	3.10	S
Female	408	13.10	5.48		

(Table Value for 689 degrees of freedom at 5% level = 1.96)

It is found from the above table that there is significant difference between male and female rural higher secondary students in their problem behaviour.

While comparing the mean scores of male and female rural higher secondary students in their problem behaviour, male students (mean = 14.43) have more problem behaviour than female students (mean = 13.10).

- There is no significant difference among the rural higher secondary students belonging to SC, OBC and OC communities in their problem behaviour.

Table – 2: Difference in the Problem Behaviour of Rural Higher Secondary Students in terms of Community

Community	Mean	SSb	SSw	Calculated 'F' Value	Remark
SC	14.62	1913.66	19598.76	33.59	S
OBC	14.16				
OC	9.70				

(Table Value for 2, 688 degrees of freedom at 5% level = 3.00)

It is found from the above table that there is significant difference among the rural higher secondary students belonging to SC, OBC and OC communities in their problem behaviour.

While comparing the mean scores of rural higher secondary students belonging to SC, OBC and OC communities in their problem behaviour, SC students (mean = 14.62) have more problem behaviour than OBC students (mean = 14.16) and OC students (mean = 9.70).

- There is no significant difference between male and female rural higher secondary students in their academic achievement.

Table – 3: Difference in the Academic Achievement of Rural Higher Secondary Students in terms of Gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	283	912.10	128.49	6.40	S
Female	408	969.05	92.24		

(Table Value for 689 degrees of freedom at 5% level = 1.96)

It is found from the above table that there is significant difference between male and female rural higher secondary students in their academic achievement.

While comparing the mean scores of male and female rural higher secondary students in their academic achievement, female students have better academic achievement than male students.

- There is no significant difference among the rural higher secondary students belonging to SC, OBC and OC communities in their academic achievement.

Table – 4: Difference in the Academic Achievement of Rural Higher Secondary Students in terms of Community

Community	Mean	SSb	SSw	Calculated 'F' Value	Remark
SC	929.21	1092933.01	7566978.75	49.69	S
OBC	929.00				
OC	1040.75				

(Table Value for 2, 688 degrees of freedom at 5% level = 3.00)

It is found from the above table that there is significant difference among the rural higher secondary students belonging to SC, OBC and OC communities in their academic achievement.

While comparing the mean scores of rural higher secondary students belonging to SC, OBC and OC communities in their academic achievement, OC students have better academic achievement than SC and OBC students.

- There is no significant relationship between the problem behaviour of rural higher secondary students and their academic achievement.

Table – 5: Relationship between the Problem Behaviour of Rural Higher Secondary Students and their Academic Achievement

Variable	Calculated 'r' Value	Remark
Problem Behaviour vs. Academic Achievement	-0.714	S

(Table Value for 689 degrees of freedom at 5% level = 0.078)

It is found from the above table that there is significant relationship between the problem behaviour of rural higher secondary students and their academic achievement.

FINDINGS AND CONCLUSION

From the findings, it is observed that the male rural higher secondary students have more behavioural problems than female counterparts. The SC students have more behavioural problems than the students of FC and OBC counterparts. The female students have better academic achievement than male students. The OC students have better academic achievement than SC and OBC students. The problem behaviour of rural higher secondary students is significantly correlated with their academic achievement. From these facts, it may be interpreted that the male students and the SC students of the rural areas may have behavioural problems because of communal disparities prolonged for several decades. This develops unwanted behavioural problems among these students. This should be cull out from the student communities to secure a good position not only in their educational scenario, but also in the social setup.

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