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TITLE

**A STUDY OF SECONDARY SCHOOL STUDENTS' ATTITUDE
TOWARDS EDUCATION, STUDY HABITS AND ACADEMIC
PERFORMANCE IN RELATION TO THEIR SOCIO ECONOMIC
STATUS**

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INTRODUCTION

“Education is simply the soul of a society as it passes from one generation to another.”

G.K. Chesterton

Good education has the power to change one's life. It gives us knowledge and information about the world we live in and it also helps change the world into something better. It aids in developing a perspective or a way of looking at life as we see it. It helps us build opinions and different views.

Education is the process of gaining new and interesting information about our surrounding world. The more one learns, the more they explore various ideas that, in turn, can help human evolution progress in ways never done before. Education is mankind's most important tool that helps us gain new skills, proficiency, information, knowledge and creativity.

Education is also said to be one of the most useful and long lasting assets that can be given to a child. It often equips the students with the knowledge they need on how to handle the many challenges in life, be it in a workplace setting or in the social sphere.

Some of the factors of an individual's education are study habits, motivation, procrastination, their academic performance, their study efficacy, etc., and one way to look at all these factors is through the individual's socioeconomic status.

The socioeconomic status of an individual is defined as a measure of their combined economic as well as their social status that tends to be positively associated with better outcomes such as health, education, lifestyle, etc. Many researchers focus on three common measures of socioeconomic status; namely education, income, and occupation, either of the individual or the group.

Study habits are the behaviours used by a student when they are preparing either for tests or are learning academic material, maybe for further examinations. It plays a significant role in a student's academic performance and achievement. In fact, they lie at the core of their academic performance. They determine their pace of learning, efficiency and retention capacity. Some good study habits are; having a proper schedule, time management, keeping appropriate breaks between studying, a proper environment, eating healthy and sleeping on time, and getting enough sleep.

Academic performance is a measurement of a student's achievement across various academic subjects. It is the extent to which a student has achieved their educational goals. It is usually measured by teacher's or education officials through the means of classroom performance, class tests, vivas/oral examinations, written examinations and other standardized tests. Individual differences in academic performance have also been linked to differences in personality and intelligence. It was even seen that extracurricular activities have resulted in a positive relationship with high academic performance, including rising attendance rates, increase in school engagement, higher GPA, as well as a fall in drop-out rates.

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols". Attitudes of an individual can affect every aspect of the person's life, including their education. The attitude towards education, is understood as the beliefs, thoughts and opinions of students about the school and learning in it, as well as the emotions and a relationship the student has towards the school and towards learning in accordance with favourable and unfavourable experiences. Student attitudes toward learning and education determine their ability as well as their willingness to learn. This also, has a big impact on the student's academic performance. In a learning environment, having a positive attitude is very important. Negative attitudes toward education may lead to less motivation to studying and learning and getting educated.

RATIONALE OF THE STUDY

In this day and age, a lot of complexities come into play in an individual's academic performance, and the various study techniques and methods they use, as well as how they perceive education and/or the attainment of education.

Since students are at the core of learning process, it is imperative to conduct a study tailored to their study habits, academic performance and their attitude towards education and also to find out what factors may be hindering these variables. Factors such as socioeconomic status, in particular.

Identifying what exactly socioeconomic status is a factor of is vital, as it helps us to know its impact in a student's day-to-day life. In terms of the three variables used in this study, it is clear that the socioeconomic status has the power to hinder a student's performance academically, as they may be lacking of resources needed to attain a certain set of skills or to gain particular knowledge that is not already readily available to them. It is also clear that the SES of the individual plays a role in the perspective of the individual towards education, learning, and gaining knowledge.

It is important to discuss the role socioeconomic status has to play in the study habits, attitude towards education and academic performance, especially in India, where poverty and illiteracy are both prevalent issues. If there's a way to correlate both those variables, then certain initiatives and programs can be carried out in order to eradicate them both.

GAP IN THE RESEARCH

The 'Attitude Towards Education' variable was examined in relation to academic performance, subject performance, perception of the classroom, and learning environment.

The 'Study Habits' variable was examined in relation to academic performance, study attitudes, academic efforts, procrastination & planning fallacy, cognition & test anxiety, cognitive strategies, and motivation.

The 'Academic Performance' variable was examined in relation to home environment, self-concept, academic self-concept, personality traits, and attitude towards education, sleep loss, learning capacity, influence of language of instruction, thinking styles, socioeconomic status, home factors, and social motivational influences.

The 'Socioeconomic Status' variable was examined in relation to academic performance, perceptual motor skills, traumatic stress, student achievement, self-regulation, motivation, student gender, teacher perception, race, social support, and technology.

On the basis of this review of literature we can see that there many studies done on attitude towards education, study habits, academic performance and socio economic status but there is no study which combines all these four variables altogether. Therefore researcher selected this topic for the study.

VARIABLES OF THE STUDY

Present study focuses on following variables.

- 1) Attitude towards Education
- 2) Study Habits
- 3) Academic Performance
- 4) Socio Economic Status
- 5) Type of family
- 6) Gender

OPERATIONAL DEFINITIONS OF THE VARIABLES

1) Attitude towards Education

Attitude towards education indicates the degree to which the secondary school students view usefulness and need of an education in one's life.

2) Study Habits

Study habits include various practices and actions used by secondary school students to acquire knowledge which may include various aspects such as planning, setting timetable, retention, preparation for examination so on and so forth.

3) Academic Performance

Academic Performance is operationally defined as the marks that students have got in 10th Standard.

4) Socio Economic Status

Socio economic status is defined in terms of secondary school students' economic and social position based on education, income, and occupation.

5) Type of family

Type of family includes two forms i.e. joint family and nuclear family.

6) Gender

Gender includes two forms i.e. male students and female students.

OBJECTIVES OF THE STUDY

- 1) To compare secondary school students' attitude towards education on the basis of gender.
- 2) To compare secondary school students' attitude towards education on the basis of type of family.
- 3) To compare secondary school students' study habits on the basis of gender.
- 4) To compare secondary school students' study habits on the basis of type of family.
- 5) To compare secondary school students' academic performance on the basis of gender.
- 6) To compare secondary school students' academic performance on the basis of type of family.

- 7) To compare secondary school students' socio economic status on the basis of gender.
- 8) To compare secondary school students' socio economic status on the basis of type of family.
- 9) To ascertain the relationship between secondary school students' attitude towards education and their socio economic status.
- 10) To ascertain the relationship between secondary school students' study habits and their socio economic status.
- 11) To ascertain the relationship between secondary school students' academic performance and their socio economic status.

HYPOTHESES OF THE STUDY

Hypothesis 1

Null Hypothesis: There is no significant difference between secondary school students' attitude towards education on the basis of gender.

Alternative Hypothesis: There is a significant difference between secondary school students' attitude towards education on the basis of gender.

Hypothesis 2

Null Hypothesis: There is no significant difference between secondary school students' attitude towards education on the basis of type of family.

Alternative hypothesis: There is a significant difference between secondary school students' attitude towards education on the basis of type of family.

Hypothesis 3

Null Hypothesis: There is no significant difference between secondary school students' study habits on the basis of gender.

Alternative Hypothesis: There is a significant difference between secondary school students' study habits on the basis of gender.

Hypothesis 4:

Null Hypothesis: There is no significant difference between secondary school students' study habits on the basis of type of family.

Alternative Hypothesis: There is a significant difference between secondary school students' study habits on the basis of type of family.

Hypothesis 5

Null Hypothesis: There is no significant difference between secondary school students' academic performance on the basis of gender.

Alternative Hypothesis: There is a significant difference between secondary school students' academic performance on the basis of gender.

Hypothesis 6

Null Hypothesis: There is no significant difference between secondary school students' academic performance on the basis of type of family.

Alternative Hypothesis: There is a significant difference between secondary school students' academic performance on the basis of type of family.

Hypothesis 7

Null Hypothesis: There is no significant difference between secondary school students' socio economic status on the basis of gender.

Alternative Hypothesis: There is a significant difference between secondary school students' socio economic status on the basis of gender.

Hypothesis 8

Null Hypothesis: There is no significant difference between secondary school students' socio economic status on the basis of type of family.

Alternative Hypothesis: There is a significant difference between secondary school students' socio economic status on the basis of type of family.

Hypothesis 9

Null Hypothesis: There is no significant relationship between secondary school students' attitude towards education and their socio economic status.

Alternative Hypothesis: There is a significant relationship between secondary school students' attitude towards education and their socio economic status.

Hypothesis 10

Null Hypothesis: There is no significant relationship between secondary school students' study habits and their socio economic status.

Alternative Hypothesis: There is a significant relationship between secondary school students' study habits and their socio economic status.

Hypothesis 11

Null Hypothesis: There is no significant relationship between secondary school students' academic performance and their socio economic status.

Alternative Hypothesis: There is a significant relationship between secondary school students' academic performance and their socio economic status.

SAMPLE

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. The sample for the present study comprises of 351 secondary schools students from English medium schools in Greater Mumbai.

SAMPLING TECHNIQUES

For the purpose of the present study, the incidental sampling technique was used for the selection of secondary school student due to administrative problems and paucity of time on the part of researcher and school authorities.

TOOLS OF RESEARCH

In present study researcher used readymade questionnaires.

a) Attitude towards education.

Attitude towards education scale was prepared by Thombare V. in (1993). The reliability coefficient was found to be 0.73. The number of item in the final scale was 17. Out of 17, 7 statements were positively worded and 10 were negatively worded. Minimum possible score is 17 and maximum possible score is 68. The tool is designed in such a way that higher the score more positive is the attitude towards education and vice versa.

b) Study habits

Study habits scale was prepared by Saldanha L. in (1991). The reliability coefficient was found to be 0.88. The number of item in the final scale was 20. Out of 20, 9 statements were positively worded and 11 were negatively worded. Minimum possible score is 20 and maximum possible score is 80. The tool is designed in such a way that higher the score better is the study habit and vice versa.

c) Socio economic status scale

Socio economic status scale was prepared by Kuppuswamy in (1976). It includes the education and occupation of the family head along with income per month of the family. This scale was revised in 2019 as per recent price indices. The score of the scale lies between 3 to 29.

ANALYSIS OF THE DATA

Analysis of data is a vital part of research design. It includes the processing of the data that is collected for the study. Analysis of data is nothing but studying the organized material in order to discover intrinsic facts. Analysis of data includes descriptive and inferential data analysis.

Descriptive analysis comprises of describing the data with respect to its distribution and deviation from normal probability curve. For the descriptive analysis of the data in the present study, measures of central tendency, measures of dispersion, measures of divergence from normality etc are calculated. Inferential Analysis is carried out for testing hypotheses. The inferential methods used for testing of hypothesis for the present study are Pearson's product moment coefficient of correlation and t – test.

MAJOR FINDINGS AND DISCUSSIONS

- 1) There is no significant difference between secondary school students' attitude towards education on the basis of gender. The obtained value of 't' for secondary school male and female students' attitude towards education is 1.46. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' attitude towards education on the basis of gender. Nowadays both male and female students value education equally. Therefore they have equal attitude towards education.
- 2) There is no significant difference between secondary school students' attitude towards education on the basis of type of family. The obtained value of 't' for secondary school students' attitude towards education with respect to type of family is 0.79. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' attitude towards education on the basis of type of family. Nowadays students belonging to both joint and nuclear family value education equally. Therefore they have equal attitude towards education.

- 3) There is no significant difference between secondary school students' study habits on the basis of gender. The obtained value of 't' for secondary school male and female students' study habits is 1.21. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' study habits on the basis of gender. Nowadays both male and female students value education equally. Therefore they put in equal efforts for their education. As a result they exhibit similar level of study habits.
- 4) There is no significant difference between secondary school students' study habits on the basis of type of family. The obtained value of 't' for secondary school students' study habits with respect to type of family is 0.57. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' study habits on the basis of type of family. Nowadays students belonging to both joint and nuclear family value education equally. Therefore they put in equal efforts for their education. As a result they exhibit similar level of study habits.
- 5) There is a significant difference between secondary school students' academic performance on the basis of gender. The obtained value of 't' for secondary school male and female students' study habits is 2.08. Calculated value of t is greater than the table value of t. Thus 't' is significant at 0.05 level. Hence null hypothesis is rejected. Therefore there is a significant difference between secondary school students' academic performance on the basis of gender. Female students are having higher score on academic performance as compared to male students.
- 6) There is no significant difference between secondary school students' academic performance on the basis of type of family. The obtained value of 't' for secondary school students' academic performance with respect to type of family is 0.28. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' academic performance on the basis of type of family. Nowadays students belonging to both joint and nuclear family value

education equally. Therefore they put in equal efforts for their education. As a result they exhibit similar level of academic performance.

- 7) There is no significant difference between secondary school students' socio economic status on the basis of gender. The obtained value of 't' for secondary school male and female students' socio economic status is 1.75. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' socio economic status on the basis of gender.
- 8) There is no significant difference between secondary school students' socio economic status on the basis of type of family. The obtained value of 't' for secondary school students' socio economic status with respect to type of family is 0.61. Calculated value of t is smaller than the table value of t. Thus 't' is not significant. Hence null hypothesis is accepted. Therefore there is no significant difference between secondary school students' socio economic status on the basis of type of family.
- 9) There is a significant relationship between secondary school students' attitude towards education and their socio economic status. The obtained 'r' for male, female and total students is greater than the tabulated value of 'r'. Hence 'r' between secondary school students' attitude towards education and their socio economic status scores of male, female and total students are significant. The 'r's between secondary school students' attitude towards education and their socio economic status scores of males, females and total student are 0.24, 0.20 and 0.22 respectively. All these 'r' are positive, low in magnitude and significant. Thus the null hypothesis is rejected. There is a significant relationship between secondary school students' attitude towards education and their socio economic status. Higher the socio economic status more positive will be the attitude towards education and vice versa.
- 10) There is a significant relationship between secondary school students' study habits and their socio economic status. The obtained 'r' for male, female and total students is greater than the tabulated value of 'r'. Hence 'r' between secondary school students' study habits and their socio economic status scores of male,

female and total students are significant. The 'r's between secondary school students' study habits and their socio economic status scores of males, females and total student are 0.24, 0.20 and 0.21 respectively. All these 'r' are positive, low in magnitude and significant. Thus the null hypothesis is rejected. There is a significant relationship between secondary school students' study habits and their socio economic status. Higher the socio economic status better will be the study habits and vice versa.

- 11) There is a significant relationship between secondary school students' academic performance and their socio economic status. The obtained 'r' for male, female and total students is greater than the tabulated value of 'r'. Hence 'r' between secondary school students' academic performance and their socio economic status scores of male, female and total students are significant. The 'r's between secondary school students' academic performance and their socio economic status scores of males, females and total student are 0.25, 0.25 and 0.26 respectively. All these 'r' are positive, low in magnitude and significant. Thus the null hypothesis is rejected. There is a significant relationship between secondary school students' academic performance and their socio economic status. Higher the socio economic status higher will be the academic performance and vice versa.

SCOPE AND DELIMITATIONS OF THE STUDY

- 1) The study include 351 students of various English medium secondary schools from greater Mumbai.
- 2) The study is delimited to secondary schools of Greater Mumbai. It does not include secondary schools from any other city, state of the country.
- 3) Data was collected from students of 10th standard only. The study excluded other standards from its purview.
- 4) The present study is confined to English medium secondary schools students and does not include vernacular medium student.
- 5) The study is delimited to understand secondary school students' attitude towards education, study habits and academic performance in relation to their socio

economic status as perceived and reported by them on pre-determined questionnaire given by the researcher.

SIGNIFICANCE OF THE STUDY

- 1) The findings of the study would enable the teachers, counselors, teacher-educators and parents to get a holistic picture of the attitude towards education of their students and accordingly plan different learning strategies to build more positive attitude towards education.
- 2) The findings of the study would enable the teachers, counselors, teacher-educators and parents to get a holistic picture of academic performance of their students and accordingly plan different learning strategies and activities to improve academic performance of students.
- 3) The findings of the study would enable the teachers, counselors, teacher-educators and parents to get an insight into the study habits of their students and accordingly plan different learning strategies and activities to build good study habits.
- 4) The findings of the study would enable the teachers and management of the school to get idea about socio economic status of their students and its impact on attitude toward education, study habits and academic performance. This knowledge will help them to plan various programs and schemes for the students having low socio economic background.
- 5) The findings of the study will also be helpful to the Principals of the schools to get idea about socio economic status of their students and its impact on attitude toward education, study habits and academic performance. Accordingly they can guide the teacher to adopt various teaching and learning strategies which will lead to better and more positive attitude towards education, study habits and academic performance.
- 6) Awareness about the relationship between socio economic status of students and its impact on attitude toward education, study habits and academic performance

will help government to introduce various schemes and scholarships for students belonging to lower socio economic status.

SUGGESTIONS FOR FURTHER RESEARCH

The review of literature and the results of the present study suggest further research in the following areas:

1. A study of secondary school students' attitude towards education in relation to their self-esteem.
2. A study of secondary school students' study habits in relation to their self-esteem.
3. A study of secondary school students' academic performance in relation to their self-esteem.
4. A study of secondary school students' attitude towards education in relation to their motivation.
5. A study of secondary school students' study habits in relation to their motivation.
6. A study of secondary school students' academic performance in relation to their motivation.
7. A study of secondary school students' attitude towards education in relation to parental involvement.
8. A study of secondary school students' study habits in relation to parental involvement.
9. A study of secondary school students' academic performance in relation to parental involvement.
10. A study of secondary school students' attitude towards education in relation to school and home climate.
11. A study of secondary school students' study habits in relation to school and home climate.
12. A study of secondary school students' academic performance in relation to school and home climate.

13. A study of secondary school students' attitude towards education in relation to school infrastructure.
14. A study of secondary school students' study habits in relation to school infrastructure
15. A study of secondary school students' academic performance in relation to school infrastructure.
16. A study of secondary school students' attitude towards education in relation to type of school (Aided / unaided)
17. A study of secondary school students' study habits in relation to type of school (Aided / unaided)
18. A study of secondary school students' academic performance in relation to type of school (Aided / unaided)
19. A study of secondary school students' attitude towards education in relation to board of school.
20. A study of secondary school students' study habits in relation to board of school.
21. A study of secondary school students' academic performance in relation to board of school

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