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ACADEMIC ACHIEVEMENT OF TRUANTS IN RELATION TO STUDY HABITS AND GUIDANCE NEEDS

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**Abstract**

The present study aims at studying the levels of academic achievement of truants in relation to study habits and guidance needs. For this purpose a sample is taken which is the representative of the population. The truant adolescents of Punjab constituted the universe of the present study. The investigator has used Study Habit Inventory (SHI) by Mukhopadhyay and Sansanwal (1983) and Guidance Needs Inventory by Grewal (1999) to collect the necessary data. Non-probability method of sampling was followed for selection of Ludhian district, out of 20 districts of the state. Then, using the probability method of sampling, 10 colleges of Ludhiana district and further, the truant adolescents from these colleges was selected on a random basis. In all, a sample of 200 truants adolescents was drawn from the different colleges of Ludhian district of Panjab. The results showed that there is no significant relationship between Guidance Needs and Study Habits, Guidance Needs and Academic Achievement and Study Habits and Academic Achievement of truant adolescents with respect to gender and areas. This shows that besides these two factors, there may be other contributory factors which influence the Academic Achievement of truants.

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**INTRODUCTION**

Education not only fills the missing links and gaps created due to a fast paced life, but also creates general awareness about changing scenario. Education is the axis around which revolves the fullness of human being and education forms an effective means to improve the status of character of living patterns of the pupil, helps in intellectual, social and emotional development and enables them to meet their basic needs. Thus education is an indispensable instrument for stability and progress of individual as well as society. In education, effective learning not only depends upon good teaching but also on satisfactory learning procedure i.e. good study habits. Psychologists believe that good study habits are the gateway of the knowledge and wisdom. It is the one of the effective means of systematic development of the personality of an individual. 'Study habit' as a habit is generic than specific in terms of importance.

Everything a person does is done to satisfy some need or attain some goal. In every sphere of life motivation play an important role. Our success and failure depend on the motivation and habits. Study habits and guidance needs play an important role in a student's life for achieving his or her goals. It was presumed that a well formed habit furnishes its own source of achievement, so it is clear that study habit, guidance needs and Academic Achievement are interrelated. Bark (2003) guidance and counseling are the assistances made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points

of view, make his own decisions and carry his own burden. In addition, Braddock (2001) states that, the purpose of guidance and counseling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts. Study habits play an important role in human performance in the academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy and Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement.

The relationship between study habit and students' academic performance has for long receive attention from scholars and educational agencies. Raiz et al. (2002) revealed that there existed a significant and positive relationship between achievement of the students and the said factors like schedule of study, habit of note taking and writing book. Hence, study habits of students' plays important role in learning and fundamental to school success. Nuthane and Yenage (2009) has examined the causes of poor academic performance among university undergraduates. Some of these factors identified are intellectual ability, poor study habits, achievement motivation, lack of vocational goals, self concept, low socioeconomic status of the family, poor family structure and so on. In the same Ichado (1998) also agreed that the environment in which the students come from can greatly influence their performance academically in the school. The concept of study habit comprises the concept of study attitude, study method and study skill. Attitude towards study has a great contribution in academic achievement and good study pattern. Successful students adopt a positive attitude towards study and do not waste time or energy. Anwar (2013) in his study found that there is a significant relationship between study habits and academic achievement of senior secondary school students. Thus, it is clear that the study habit has an impact on the academic achievement. Various factors such as method of study, family background, socio-economic status and environment, etc. are the determinants of study habits, i.e. these factors affect study habits, but the investigator has kept these variables controlled in this study. Hussain (2006) examined the effect of guidance services on students' study attitudes, study habits and academic achievement by developing a guidance programme for secondary school students. An experiment was conducted to explore the effectiveness of guidance services in terms of improvement in students' study attitudes, study habits and academic achievement. The results of the study indicated that the guidance services have a significant effect on the students' study attitude, study habits and academic achievement. Aanu and Olatoye (2011) investigated combined and relative influences of use of library resources and study habits on science achievement of the junior secondary school students in Ogun State, Nigeria. They found that the use of library resources and study habits combined together to significantly influence science achievement. Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is a direct relationship between study habits and academic achievement. The present study is selected after the review of related literature. After reviewing the literature, it was found that the studies conducted by the different investigators it can be concluded that there is a strong relationship between the academic achievement study habit and guidance needs. So there was an immediate need to conduct a study on the Academic achievement of truants in relation to study habits and guidance needs. This study was conducted with the following objectives.

### **OBJECTIVES OF THE STUDY**

1. To find out the relationship between Study Habits, Academic Achievement and Guidance Needs among truants of colleges of Ludhiana district.
2. To find out the relationship between Study Habits, Academic Achievement and Guidance Needs among male truants of colleges of Ludhiana district.
3. To find out the relationship between Study Habits, Academic Achievement and Guidance Needs among female truants of colleges of Ludhiana district.
4. To find out the relationship between Study Habits, Academic Achievement and Guidance Needs among truants of colleges of Urban areas of Ludhiana district.
5. To find out the relationship between Study Habits, Academic Achievement and Guidance Needs among truants of colleges of Rural areas of Ludhiana district.

### **Method**

#### **Sample**

In present study keeping the limited source of time and money only 200 truants from urban and rural colleges of Ludhiana district were randomly selected. Out of the selected truants, 100 were males and 100 were females. Out of the 100 male truants, 50 were taken from urban colleges and 50 from rural colleges similarly 50 female truants were taken from urban colleges and 50 from rural colleges of Ludhiana district.

#### **Procedure**

The present study was a descriptive survey, which was conducted on truants of colleges of Ludhiana district. The study was conducted in different phases.

#### Phase –I

The investigator classified the sample into two randomly selected equal numbers of male and female truants. The students were further categorized into the truants of urban and rural areas. Truants were classified into 3 categories on the basis of academic achievement i.e. High (A.A<sub>h</sub>), Average (A.A<sub>a</sub>) and low (A.A<sub>l</sub>). The classification was done on the basis of Kelley's (1939) criteria of top and bottom 27% cases. Top 27% cases were considered as falling into high academic achievement level (A.A<sub>h</sub>) while bottom 27% cases were considered as falling into low academic achievement level (A.A<sub>l</sub>). The rest of the students were recorded as having an average academic achievement level (A.A<sub>a</sub>).

#### Phase –II

In the second phase of the study, the investigator measured study habits and guidance need of truants in regard to their academic achievement. Co-efficient of correlation was calculated.

#### Measure

The selection of suitable tool or instrument is of vital importance for the collection of data in any research study. The tool used to collect data was Mark Sheet of Matric of the Students: The data regarding the Academic Achievement of the students. The Academic Achievement was assessed through the aggregate percentage of marks obtained by truants in their Matriculation Examination. Study Habit Inventory' (SHI) Mukhopadhyay and Sansanwal (1983). Guidance Needs Inventory Grewal (1999).

## Results and Discussion

**Table 1 Showing Coefficient of Correlation matrix of Academic Achievement, Guidance Needs and Study Habits of total sample**

	Academic Achievement	Guidance Needs	Study Habits
Academic Achievement	1.00		
Guidance Needs	0.11	1.00	
Study Habits	0.016	0.014	1.00

Table 1 The entries made in the table revealed that the co-efficient or correlation of Guidance Needs and Study Habits with Academic Achievement are 0.11 and 0.016 respectively. The coefficient of correlation between Guidance Needs and Study Habits is 0.014. The value of the coefficient of correlation of Guidance Needs with Academic Achievement as well as study habits with Academic Achievement is non-significant at both the levels of confidence also the value of the coefficient of correlation between Guidance Needs and Study Habits is non significant at both the levels of confidence i.e 0.05 as well as 0.01. Entries in the table show that there is no significant relationship between Guidance Needs and Study Habits, Guidance Needs and Academic Achievement and Study Habits and Academic Achievement. This shows that besides these two factors, there may be other contributory factors which influence the Academic Achievement of truants.

**Table 2 Showing Coefficient of Correlation matrix of Academic Achievement, Guidance Needs and Study Habits of male truants**

	<b>Academic Achievement</b>	<b>Guidance Needs</b>	<b>Study Habits</b>
Academic Achievement	1.00		
Guidance Needs	0.09	1.00	
Study Habits	0.06	0.10	1.00

Table 2 The entries made in the table revealed that the coefficient of correlation of Academic Achievement with Guidance Needs and Study Habits are 0.09 and 0.06 respectively. The coefficient of Guidance Needs and Study Habits is 0.10. The value of co-efficient of correlation of Guidance Needs with Academic Achievement and Study Habits are non-significant at both the levels of confidence and Academic Achievement with Study Habits is also non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. In the case of male truants there is no-significant relationship between Academic Achievement with Study Habits and Guidance Needs. There no significant relationship exists between Guidance Needs and Study Habits.

**Table 3 Showing Coefficient of Correlation matrix of Academic Achievement, Guidance Needs and Study Habits of female truants**

	<b>Academic Achievement</b>	<b>Guidance Needs</b>	<b>Study Habits</b>
Academic Achievement	1.00		
Guidance Needs	0.15	1.00	
Study Habits	0.050	0.097	1.00

Table 3 The entries made in the table revealed that the coefficient of correlation of Guidance Needs and Study Habits with Academic Achievement are 0.15 and 0.050 respectively. The coefficient of Guidance Needs and Study Habits is 0.097. The value of the coefficient of correlation of Guidance Needs and Academic Achievement and Study Habits and Academic Achievement is non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. The value of co-efficient of correlation of Guidance Needs and Study Habits is also non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. Entries in the table show that in the case of female truants there is no significant relationship between Academic Achievement with Guidance Needs and Study Habits. It is also from the table that no significant relationship exists between Guidance Needs and Study Habits.

**Table 4 Showing Coefficient of Correlation matrix of Academic Achievement, Study Habits, Guidance Needs of truants of urban area**

	<b>Academic Achievement</b>	<b>Guidance Needs</b>	<b>Study Habits</b>
Academic Achievement	1.00		
Guidance Needs	0.070	1.00	
Study Habits	0.022	0.054	1.00

Table 4 The entries made in the table revealed that the coefficient of correlation of Guidance Needs and Study Habits with Academic Achievement are 0.070 and 0.022 respectively. The coefficient of Guidance Needs and Study Habits is 0.054. The value of the coefficient of correlation of Guidance Needs and Academic Achievement is non-significant at 0.05 level of confidence and the value of the coefficient of correlation of Study Habits with Academic Achievement and Guidance Needs are not significant at both the levels of confidence i.e. 0.05 as well as 0.01. Entries in the table show that there is no significant relationship between Academic Achievement and Guidance Needs and there exists no significant relationship between Academic Achievement, Study Habits and Guidance Needs.

**Table 5 Showing Coefficient of Correlation matrix of Academic Achievement, Study Habits, Guidance Needs of truants of rural area**

	<b>Academic Achievement</b>	<b>Guidance Needs</b>	<b>Study Habits</b>
Academic Achievement	1.00		
Guidance Needs	0.17	1.00	
Study Habits	0.027	0.034	1.00

Table 5 The entries made in the table revealed that the coefficient of correlation of Guidance Needs and Study Habits with Academic Achievement are 0.17 and 0.027 respectively. The coefficient of correlation of Guidance Needs and Study Habits is 0.034. The value of the coefficient of correlation of Guidance Needs and Academic Achievement is not significant at both the levels of confidence and the value of the coefficient of correlation of Study Habits with Academic Achievement is a non-significant at both the levels of confidence and the coefficient of correlation of Study Habits and Guidance Needs is a non-significant at both the levels of confidence i.e. 0.05 as well as 0.01. Entries in the table show that there is no significant relationship between Academic Achievement and Guidance Needs and Study Habits and there exists no significant relationship between Study Habits and Guidance Needs.

### **Educational Implications**

On the basis of results and conclusion it has been found that Study Habits and Guidance Needs alone do not affect the Academic Achievement of truants, some other factors like hard work, punctuality, determination, interest that affect Academic Achievement of truants. Therefore, there is a dire need for the teachers and the educationist to take into account the other contributing factors for high Academic Achievement. The findings of an investigation may provide help to the school personnel, teachers, counselors and guidance workers to develop suitable methods of teaching and instruction so as to improve Study Habits and Guidance Needs of truants.

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