

**A COMPARATIVE STUDY OF ACADEMIC
PERFORMANCE, ANXIETY, STUDY HABITS AND
ATTITUDES AMONG HIGH SCHOOL AND
INTERMEDIATE STUDENTS IN PRE- COVID 19
CONDITION**



THESIS

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INDIA

2020



DEDICATED
To My Beloved Parents
& Brothers

Akanksha ✍

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CERTIFICATE-I

This is to certify that the thesis entitled **“A Comparative Study of Academic Performance, Anxiety, Study Habits and Attitudes Among High School and Intermediate Students In Pre- COVID 19 Condition”** submitted for the degree of **Master of Science (Community Science)** in the subject of **Human Development and Family Studies** of the **Acharya Narendra Deva University of Agriculture and Technology, Kumarganj, Ayodhya (U.P.)** is a bonafied research work carried out by **Miss Akanksha Nandan Id. No. C-10601/18** under my supervision and no part of this thesis has been submitted for any other degree.

The assistance and help received during the course of investigation have been duly acknowledged.

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September, 2020

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CERTIFICATE-II

This is to certify that the thesis entitled “**A Comparative Study of Academic Performance, Anxiety, Study Habits and Attitudes Among High School and Intermediate Students In Pre- COVID 19 Condition**” submitted by **Miss Akanksha Nandan, Id. No. C-10601/18** to the Acharya Narendra Deva University of Agriculture and Technology, Kumarganj, Ayodhya (U.P.), in partial fulfillment of the requirement for the degree of **Master of Science (Community Science)** in subject of **Human Development and Family Studies** has been approved by the Student’s Advisory Committee after an oral examination on the same in collaboration with an external examiner.



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INTRODUCTION



INTRODUCTION

Academic performance of students is the centre around which the whole education system revolves. The success and failure of any educational institution is measured in terms of academic performance of students. Not only the schools, but parents also have very high expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. Academic performance is the educational goal to be achieved by a student, teacher or institution over a certain period and is measured either by examinations or continuous assessments and the goal may differ from one individual or institution to another. Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals (**Narad and Abdullah, 2016**).

Education is the most important weapon to bring changes in the society by removing orthodoxy and superstitions, and make people wise and rational. It is the prime equipment to make the people of a state or country skilled and civilized, and leads the development of a nation through individual development of its citizen. Without educated citizen no country can make progress in Science and Technology which are the prime requisite for the development of a nation. The whole process of education is focused on academic performance or achievement of the students, the final product of education (teaching-learning process). Academic performance or achievement of a student is very much influenced by numerous factors like Socio-economic Status of the parents, residential locality of the students, gender, age, school and class room environment and many more. It is education which determines an individual's occupation, income, status or position in the society. On the other hand, Socio-economic Status of student's family or parents have great impact upon academic success of the students, they are reciprocally related to each other but Socioeconomic Status is the important contributing factor in student's Academic Achievement (**Islam and Khan, 2017**).

Shakir (2014) stated that education provides us the opportunity for holistic growth and development. It is an activity as well as a process which modifies the behaviour of a person from instinctive behaviour to human behaviour. It transforms ones raw personality into refined personality. People start acting rationally instead of impulsively. It develops

ones thinking and reasoning power. It is responsible for the supply of good citizens who can contribute to the growth of the country. In all the stages of education right from nursery to university education, the senior secondary stage, is the most important stage, because, this stage provides the base for further education. In fact future depends on this stage, as progress of a nation depends upon its students' academic achievements. Therefore, every nation emphasizes academic achievements.

Socioeconomic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status. For the investigation of a family socioeconomic status, the household income, education of earner and occupation are checked and in addition consolidated wage contrasted and a person, when their own attributes are assessed. Socioeconomic status is by and large partitioned into three categories i.e., high socioeconomic status, middle socioeconomic status and low socio economic to clarify the three fields a family or an individual may fall into. At the point when putting a family or individual into one of these classifications, any or the majority of the three variables i.e., income, education, and occupation can be investigated and evaluated (**Bhatt *et al.*, 2016**).

The term Socio-economic Status is the combination of social status and economic status of an individual or family on the basis of income, education, profession, and material possessed etc. in relation to others in a society. Broadly, Socio-economic Status comprised of socio-cultural aspects, economic, education and possession of goods and services which are avails in a family (**Islam and Khan, 2017**).

Rich source of literature is available which highlights the impact of socio economical status on academic performance like **Suleman *et al.* (2012)** who found that children with strong socioeconomic status show better academic performance in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic performance. **Saifi (2011)** investigated the effect of socioeconomic status on student's performance. Results revealed that parental education and occupation and facilities at home affect the student's achievement.

Academic performance or achievement of a student's is very much influenced by numerous factors like Socio-economic Status of the parents, residential locality of the students, gender, age, school and class room environment and many more. It is education

which determines an individual's occupation, income, status or position in the society. On the other hand, Socio-economic Status of student's family or parents have great impact upon academic success of the students, they are reciprocally related to each other but Socioeconomic Status is the important contributing factor in student's Academic Achievement (**Islam and Khan 2017**).

Solanke and Narayanaswamy (2015) conducted the study with the objective to find out the effect of SES on Academic Achievement. The result showed that there exist significant positive correlation between SES and Academic Achievement. The t-test showed significant difference in the Academic Achievement of students having different levels of SES. The study further revealed that there was significant difference in Academic Achievement and SES of boys and girls.

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (**Bashir and Mattoo, 2012**).

According to **Palani (2012)**, reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass Media, had continued to influence interest in reading (hard copy of literatures such as books, magazines and journals, among others).

Palani (2012) revealed that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. Before the advent of the television, both the young and the old found enough time to read. Apart from teachers,

other professionals used to spend their leisure time in reading both English and vernacular literature. English medium schools almost always demanded extra reading from their students. But all these have become a thing of the past.

Marc (2011) found that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self disciplined, self-directed and ultimately successful in their degree programs.

Ashish (2013) revealed that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones. He further maintains that no matter what age or academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions..

John (2010) opines that not all students are alike. There are several key study habits that are crucial to all students' success. One of such is study in a good environment, a little bit of background music, such as classical with no lyrics are fine and a good studying location. Whether studying in rain or shine, day or night, what is most important is to be consistent and stay on one schedule.

Katelyn (2013) study habits can be classified into two-good study habits, and bad study habits. Good study habits are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results. They are the study habits which make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most effective for you as a student. When studying, stay away from distractions, such as the computer. Instead of procrastinating,

work on a long term assignment daily, instead of studying the night before, study a little each night. Review what you learned in class every day when you get home, before starting homework.

Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behavior over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time.

The study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming (**Mehraj and Qamar, 2012**).

Anxiety, a psychological experience, is a normal reaction to certain situations involving a ranging from mild worry or apprehending to acute fear. Anxiety is due to imaginary rather than real cause. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases (**Huberty (2012)**). Social anxiety can also affect a student's academic performance. If a student has social anxiety, the student might not be able to complete group tasks or might not feel comfortable asking for help in class. Social anxiety can go along with or even lead to academic anxiety. Teaching student's self-regulation can reduce anxiety and increase academic performance. High anxiety has usually been found to be detrimental to performance on complex activities (**Ader and Erktin, (2012); Reddy and Harinath, 2013**).

Educational or academic anxiety is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic anxiety is totally not a bad thing. However, it is true that a high level of anxiety interferes with concentration and memory which are critical for day to day academic performance and success, at the same time it is also true that without any anxiety, majority of us would lack the enthusiasm and motivation to study

for exams, do everyday homework or write any research papers. A modest amount of anxiety actually helps academic performance by creating morale and motivation. Academic anxiety is a common issue that students cannot ignore if they want to achieve academic success in school. If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, tell lies to parents, perform poorly on school work, absent classes to pursue activities that interest him and withdraw from socializing with peers or friends and may recoil into his own cocoon and drop school (**Mahato and Jangir, 2012**).

Ashok *et al.* (2020) agreed that the health of children and youth is of fundamental importance. Over one-fifth of our population comprises of children aged 5-14 years that is, the group covering primary and secondary education. As today's children are the citizens of tomorrow's world, their survival, protection, and development are the prerequisite for the future development of humanity. Without ensuring optimal child growth and development, efforts to accelerate economic development significantly will be unsuccessful. It is widely accepted that, for practical purposes, anthropometry is the most useful tool for assessing the nutritional status of children. There are many anthropometric indicators in use, such as mid upper arm circumference, weight for age, height for age, weight for height, and body mass index of Quetlet. Most of these indicators need to be used along with specific reference tables, e.g. National Center for Health Statistics tables, for interpreting data.

Sekhon and Minhas (2014) Overweight and/or obesity are defined as accumulation of abnormal or excessive fat that may impair health. It may be simply just a state of excess of adipose tissue. Evidence based on surveys indicates that there is a rising incidence of overweight and obesity among all age groups. It has been found in many studies that the prevalence of combined overweight and obesity is more in girls (16.66%) than in boys (12.48%) . A "double burden" of disease exists now. This is faced more so by many low- and middle-income countries. Also, the attitude of the family members, in many cases, is not found to be supportive towards the young girls. All this affects their immediate growth as well as the future development too. Anthropometry is one way of making this observation. Adolescent health is an important aspect of healthcare, recognized worldwide. But in India, like many other countries, this is an issue which is insufficiently acknowledged and so far, has not received the adequate attention.

Bhattacharya *et al.* (2019) Human body needs a proper nutrition through well balanced diet to fulfill body requirements and to maintain basic body physiology. Improper nutrition leads to the consumption of excess calorie (over-nutrition) or insufficient supply of one or more essential nutrients (under-nutrition). Over-nutrition is a threat that increases body weight and causes several non-communicable diseases. On the other, under nutrition, caused due to the insufficient intake of energy and nutrients, is a serious health problem for the economically backward, developing countries like India. It causes nutrition related complications, different deficiency diseases and even death by decreasing body immunity.

Therefore, the specific objectives of the study were:

1. To know the socio- economic profile of the selected students.
2. To know the academic performance of the students.
3. To examine the anxiety among the selected students.
4. To understand the study behavior of the students.
5. To know the attitude of students towards education and other selected variables.
6. To assess the nutritional status of children through anthropometric measurements.
7. To find out association between selected variables.



**REVIEW
OF
LITERATURE**



REVIEW OF LITERATURE

Li et al. (2020) conducted study on relationship between ses and academic achievement of junior high school students in china: the mediating effect of self-concept and result indicated that that both family SES and self-concept were significantly associated with the children's Chinese and mathematics performance, and family SES was also significantly correlated with self-concept. The mediation analysis showed that self-concept partially mediated the relationship between SES and school academic achievement. These findings suggest that interventions targeting self-concept may be an effective way in which to improve children's school academic achievement.

Jafari et al. (2019) studied on relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran and reported that the mean of students' grade point average was 15.73 ± 1.5 out of 20 and the mean of total status of study habits was 45.70 ± 11.36 out of 90. The status of study habits in 81.3% of the students was at moderate level. There was a direct and significant relationship between study habits and academic achievement. The status of study habits was at moderate level for most students. Therefore, it is recommended to consider and assess students' study habits at the time of entry into university, in addition, specific training should be offered to students in order to help them learn or modify study habits to increase their academic achievements.

Sarwer (2019) undertaken study on secondary school student's academic anxiety and achievement in English and indicated that study is intended to discover student's academic anxiety and achievement in English in relation to certain demographic variables. Also, the impact of academic anxiety on achievement in English of secondary school students is estimated. Total sample in the present study is 1007. Academic anxiety tool by Singh and Gupta (2011) and achievement in English test develop by researcher himself were used for data collection. Results of the present study revealed significant differences in academic anxiety of secondary school students with regard to their gender, type of school, and place of living. Further, the study also revealed that academic anxiety contributed negligibly, and has negative impact on student's achievement in English.

Aafreen et al. (2018) investigated the effect of stress on academic performance of students in different streams and revealed that students studying in science stream had stress more compared to students studying in other streams. It affects them mentally, physically, and emotionally. Students face anxiety and go in to depression which later leads to decreased performance in academics. Stress is the body's reaction to a challenge. This research can help us in finding the reason and the causes of stress thus helping the students in finding a solution to their problems and help them enjoy their schooling stress-free and tension-free.

Nogueira (2018) conducted experiment on academic achievement and socioeconomic status: results of the Brazilian National high school examination and the results showed that there is a correlation between socioeconomic factors and the students' final grades, with approximately 16% of the influence of the independent variables on the dependent variable ($R^2 = 0.16$). The research verified that among the independent variables, family income has the strongest correlation, followed by maternal education. Empirical evidence suggests that policies in favor of increasing education for females could contribute to the improvement of students' academic performance without the conflicts that redistributive policies tend to bring.

Laxmi and Kaur (2017) while studying on study habits and attitudes among secondary school students with respect to gender and results of the study revealed that there exists significant difference among P.S.E.B and C.B.S.E. secondary school students. Moreover, it has been found that no significant differences is there in the mean scores of Study Habits and attitudes of PSEB Secondary school students with respect to gender whereas significant differences is found in the mean scores of Study Habits and attitudes of CBSE Secondary school students with respect to gender.

Islam and Khan (2017) conducted a research on impact of socio-economic status on academic achievement among the senior secondary school students and revealed that the present study, the researcher intended to examine and explore the impact of Socio-economic Status on Academic Achievement of Senior Secondary School Students. The investigator used descriptive survey research method for the present study and selected 170 Senior Secondary School students as a sample population from four Secondary schools by using Simple Random Sampling Technique. Socio-economic Status Scale (SESS) developed by Kalia and Sahu (2012) was used for data collection regarding student's Socio-economic Status and previous annual marks of the students considered as

Academic Achievement of the students were collected from office record book. The researcher analysed the data by applying Pearson's Correlation Coefficient and t-test as statistical techniques with the help of IBM SPSS 20.0. The findings of the study showed that there is positive correlation exist between Socio-economic Status and Academic Achievement of Senior Secondary School students, it also highlight that significance difference is present among different SES group in their Academic Achievement. It further revealed that there is no significant difference between male and female students in their Academic Achievement.

Rabia *et al.* (2017) conducted research on a study on study habits and academic performance of students and found that study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. Therefore it is assumed that study habits are correlates of scholastic or academic achievement. In this study, the association between study habits and academic performance of students is examined. Sample of 270 students were taken from two colleges Govt. AllamaIqbal College for Women, Sialkot and Govt. Technical College for boys, Sialkot. The association between study habits and academic performance was checked by using chi-square test. The results showed that there is significant relationship between study habits and academic performance of the students.

Sherafat and Murthy (2016) conducted experiment on a study of study habits and academic achievement among secondary and senior secondary school students of Mysore city and results indicated that the study habits facilitate higher academic achievement. Further, it was also found that secondary school students are significantly better than senior secondary students on study habits. The findings are analyzed and explained. Thus, study habit is found to be an important correlate of academic achievement.

Siahi and Maiyo (2015) had undertaken study of the relationship between study habits and academic achievement of students: a case of Spicer Higher Secondary School, India and found that the studies on the correlation of academic achievement have paved way for control and manipulation of related variables for quality results in schools. In spite of the facts that schools impart uniform classroom instructions to all students, wide range of difference is observed in their academic achievement. The study sought to determine the relationship between study habits and academic achievement of students. A survey

design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. Stratified random sampling was used to select the respondents, study habits inventory by N.M. Palsane and school examinations records was the main instrument for data collection. Quantitative method was used to analyze field data collected. Interpretation and recommendations of the findings was made accordingly as per computed Pearson's product moment coefficient of correlation. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

Gudaganavar and Halayannavar (2014) investigated on influence of study habits on academic performance of higher primary school students and revealed that there was no association between boys and girls on study habits. Boys and girls differed significantly on two dimensions of reading & note taking habits & preparation for examination. There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.

Shakir (2014) conducted study on academic anxiety as a correlate of academic achievement and research findings revealed an inverse relationship (negative correlation) between the academic achievement and the academic anxiety of students. Significant differences were found between the academic achievement of high and low academic anxiety groups of students, between high and low academic anxiety groups of males, between high and low academic anxiety groups of females, between high academic anxiety groups of male and female students, and also between low academic anxiety groups of male and female students.

Chaudhari (2013) conducted study on study habits of higher secondary school students in relation to their academic achievement and found that there is a significant positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise. Further, there is a significant difference between high and low academic achievement student on study habits in general.

Singh and Thukral (2009) conducted experiment on the role of anxiety in achievement and revealed that the present study was designed to investigate the

relationship of anxiety with achievement of high school students and also to see the regional and gender differences on the basis of their anxiety. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. Sharma's general anxiety scale for children was used to measure anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of achievement. The results reported that there exists a negative and significant relationship between anxiety and achievement. Significant differences were observed between boys and girls, rural and urban students on the basis of their anxiety.

Satyarthi (2018) investigated on academic achievement does not relate with socio-economic status of secondary school students and revealed that the researcher focused on the secondary school student's socio-economic status and studied their relationship with academic achievement in social science (geography). There were 320 9th class students randomly selected in the sample. All the three schools were affiliated to the UP Board of Agra district, Uttar Pradesh, India. Descriptive research design was used for this study. For data analysis t test and Pearson correlation technique was used in this study through SPSS. Study found no relationship between academic achievement & socio-economic status, and found no significant relationship in academic achievement of secondary school students having high and low socio-economic status. Girls and boys were performed equally in academic achievement and also found that, there is significant difference in socio-economic status of secondary school students in terms of gender.

Gobena (2018) conducted study on family socio-economic status effect on students' academic achievement at college of education and behavioral sciences, Haramaya University, Eastern Ethiopia and the result showed that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% ($R^2 \times 100\%$) to students' academic achievement whereas 59.04% ($(1-R^2) \times 100\%$) were unexplained variables that contributed to students' academic achievement. It was recommended that families should access education to encourage their children in schools. Moreover, socioeconomic policies should be formulated to enable children from low economic status to have equal opportunity as children from high economic parents to maintain the harmony among children in the nation.

Srinisha et al. (2018) investigated on effects of economic crisis on academic performance of school students - a survey and revealed that from this survey, we come to know that economic crisis has an adverse effect on academic performance of school students. Economic crisis results in various physiological and psychological disorders among schoolgoing children which, in turn, has a negative impact on their academic performance too.

Thomson (2018) conducted research on achievement at school and socioeconomic background—an educational perspective and found that socioeconomic background does have an effect on educational achievement, we are no closer to understanding how this effect is transmitted. Until we are, it will remain difficult to address. In this edition of Science of Learning, two further contributions to this body of knowledge have been added—and perhaps indicate new paths that need to be followed to develop this understanding.

Das and Sinha (2017) studied effect of socioeconomic status on performance in mathematics among students of secondary schools of Guwahati city and revealed that Socio-economic status' (SES) is a term used by social scientists and sociologists to describe the position of an individual in a hierarchical social structure which includes both the social and economic status. In looking more closely at why a remarkable number of students may be struggling for improvement in mathematics in comparison to other subjects, it is timely to consider, the SES factor. This study intends to investigate how parents' SES affects their children's performance in that subject. The study adopted a descriptive survey design and data was largely descriptive by nature. Data were collected using questionnaires for the students of 9th standard. These were administered on a sample of 384 students selected from 13 secondary and senior secondary schools of Guwahati city. The internal reliability and validity were examined. The formulae used for internal reliability were Split-half reliability and Cronbach Alpha. Data collected were coded and subjected to SPSS analysis which indicates overall that parents' socioeconomic status affects their children's performance in the subject.

Islam and Khan (2017) while studying impact of socio-economic status on academic achievement among the secondary school children stated that in the present study, the researcher intended to examine and explore the impact of Socio-economic Status on Academic Achievement of Senior Secondary School Students. The investigator used descriptive survey research method for the present study and selected 170 Senior

Secondary School students as a sample population from four Secondary schools by using Simple Random Sampling Technique. Socio-economic Status Scale (SESS) developed by Kalia and Sahu (2012) was used for data collection regarding student's Socio-economic Status and previous annual marks of the students considered as Academic Achievement of the students were collected from office record book. The researcher analysed the data by applying Pearson's Correlation Coefficient and t-test as statistical techniques with the help of IBM SPSS 20.0. The findings of the study showed that there is positive correlation exist between Socio-economic Status and Academic Achievement of Senior Secondary School students, it also highlight that significance difference is present among different SES group in their Academic Achievement. It further revealed that there is no significant difference between male and female students in their Academic Achievement.

Bhat and Joshi (2016) studied on effect of socio-economic status on academic performance of secondary school students and results proves it beyond any shadow of doubt that there is a significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socioeconomic status in respect to academic achievement.

Singh and Choudhary (2015) conducted research on impact of socioeconomic status on academic-achievement of school students: An investigation and result showed that the difference between high and low socioeconomic status groups. This study further reveals that gender influences the academic achievement at secondary school (Standard XI) level. It is also found that the academic achievement was influenced by the socioeconomic status and those who belonged to high & middle socioeconomic status have shown better performance. Based on these findings, some recommendations were given with great implications for both practice and further studies.

Rather and Sharma (2015) conducted experiment on impact of socioeconomic status on the academic grades of secondary level students and results indicated that there is an intimate relationship between socio economic status and academic grades of students. The results also showed that male secondary school students perform better and got better academic grades than their female secondary school students. The findings also indicated that there is no significant difference between the urban and rural secondary school

students in terms of the achievement of grades in their term end examinations and same grades were found to be attained by both the categories of the students.

Chandra and Azimuddin (2013) conducted study on influence of socio economic status on academic achievement of secondary school students of Lucknow city and found in their study that Socio Economic Status has always influenced the Academic Achievement of students. Academic Achievement varies for children from different social backgrounds. Their academic performance is an outcome of their social status. Previous studies have shown that Parent's Socio Economic Status is strongly associated with students' academic performance. The present study examines the influence of different categories of SES of students on their academic achievement. The study also examines the relationship between SES and Academic achievement of 14 Secondary school students of Lucknow city of Uttar Pradesh (India) The age range varies from 13years to 17 years. The sample of the study comprised of 614 students (358 males and 256 females) from classes IX and X. The Socio Economic Status scale developed by Dr. Meenakshi (2004) is used for collection of data. The board results of class IX and X are used for assessment of academic achievement. The statistical measures like t-test and Karl Pearson's correlation coefficient is used. The result of the study reveals the difference between high, average and low SES groups and their academic achievement. A positive correlation is observed between SES and Academic achievement. Based on these findings some recommendations are given for practice and further studies.

Ahmar and Anwar (2013) conducted research on socio economic status and its relation to academic achievement of higher secondary school students and result showed that this study examined the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city. The sample consists of 102 males and 98 females in age range of 15 to 19 from five higher secondary schools of Lucknow city Uttar Pradesh (India). Socio economic status scale developed by R.L.Bharadwaj (2005) was used for data collection, while the total mark obtained by the students in the previous class i.e. standard X was used as an achievement criteria. Mean (M), Standard Deviation(S.D), Standard Error of the mean(S.E.M), t-test were used. This study shows that gender does not influence the achievement in science at higher secondary school (Standard -XI) level. Also the result of this study showed the difference between high and low socio-economic status groups. It is found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic

status showed better performance. Based on these findings some recommendation was given with great implication for both practice and further studies.

Okioga (2013) studied the impact of students' socio-economic background on academic performance in universities, a case of students in Kisii University College and results revealed that the student social economic background influenced student academic performance since Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher and lower social economic status. The middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Lower incomes families can have children who do not succeed to the levels of the middle income children have a greater sense of entitlement, more argumentative, or better prepared for adult life.

Ogunshola and Adewale (2012) revealed that while studying the effects of parental socio-economic status on academic performance of students in selected schools in edulga of Kwara State Nigeria stated that the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified tom have statistical significant effect of the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student' home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area.

Farooq et al. (2011) investigated on factors affecting students' quality of academic performance: a case of secondary school level and revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

Pascoe et al. (2020) studied on the impact of stress on students in secondary school and higher education and result showed that Students in secondary and tertiary education settings face a wide range of ongoing stressors related to academic demands. Previous research indicates that academic-related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout. The longer-term impacts, which include reduced likelihood of sustainable employment, cost Governments billions of dollars each year. This narrative review presents the most recent research concerning the impact of academic-related stress, including discussion of the impact on students' learning capacity and academic performance, mental health problems, such as depression and anxiety, sleep disturbances and substance use.

Bhatta et al. (2018) while studying test anxiety: prevalence and correlates concludes that private school students had significantly high test anxiety as compared to government school students. Also, test anxiety did not differ significantly with respect to sex, type of family, academic achievement motivation, self-efficacy, emotional intelligence and adjustment.

Kumari (2018) conducted experiment on a study of academic anxiety in relation to mental health in adolescents and found that there is significant relationship between Academic Anxiety and Mental Health of Adolescent Boys and Girls of secondary schools at 0.01 and 0.05 levels of significance and they are negatively correlated.

Azeem (2018) investigated on study of academic anxiety and academic achievement among secondary school students and investigation result showed that, no significant difference is found in the academic anxiety and academic achievement of male and female students respectively. Similarly, no significant difference is found in the academic anxiety and academic achievement of muslim and non-muslim students

respectively. Though, a significant and negative relationship is seen among the academic anxiety and the academic achievement. It is also inferred from the findings that a moderate level of anxiety is desired in order to excel in the academics, and when anxiety crosses the limit academic achievement decreases significantly.

Njue and Anand (2018) studied academic anxiety and general wellbeing: a comparative study among high school students of Rohtak, India and revealed that the correlation between academic anxiety and general wellbeing was negative in both boys and girls proving the first two hypotheses true. In addition, the results also showed that there was no significant difference between academic anxieties in boys as compared to girls and there was be no significant difference between general wellbeing of boys with that of girls also proving the third and fourth hypotheses and null hypothesis true. All the findings have been shown and given meanings accordingly and some suggestions have been recommended for future research.

Sharma (2017) studied relationship between academic anxiety and mental health among adolescents and result revealed that relationship between Academic Anxiety and Mental Health among adolescents. Descriptive survey method of research was adopted for the study. A sample of 100 adolescents with equal number of boys and girls of 13 to 16 years of age was taken through purposive sampling technique. The tools for data collection were Academic Anxiety' Scale for Children (AASC) and Mental Health Battery (MHB) developed by Dr. Arun Kumar Singh and Dr. Alpana Sen gupta. The data were analyzed using t-test and Product Moment method of correlation. Findings revealed that, Academic Anxiety is significantly but negatively correlated with Mental Health, for both male and female adolescents. Gender difference on Academic Anxiety among adolescents was found significant. Gender difference on Mental Health among adolescents was not found significant. The study had implications in education as well as in social settings, because it provides an understanding into the manifestation of academic anxiety as related to mental health.

Al-Qahtani and Al-Harbi (2017) revealed that while studying the prevalence and risk factors of anxiety among female governmental secondary schools students in Al-madinah, Saudi Arabia stated that the prevalence and risk factors of anxiety among female governmental secondary school students of Al-Madinah city. Overall 64.6% of students showed symptoms of anxiety. High morbid anxiety was reported among 25.5% of secondary school girls whereas high not morbid anxiety was reported among 39.1% of

them. Association between students believing that school's examinations increase anxiety symptoms and anxiety was observed. Students who did not believe that anxiety symptoms increase by school's examinations reported higher rate of high morbid anxiety compared to those who believe that anxiety symptoms increase by school's examinations (56% versus 23.4%). The present study did not reveal significant association between anxiety and socio-demographic characteristics of the school girls.

Hooda and Saini (2017) undertaken study on academic anxiety: a overview revealed that Academic anxiety can have a negative effect on a student's academic performance. Teachers and parents can learn to recognize the signs of anxiety in school students. If teachers and parents help students to learn to control anxiety early, more serious academic problems related to anxiety can be avoided. Anxiety can become more detrimental over time. If academic anxiety is identified on time it helps to improve the performance of students so it necessary to know more about academic anxiety.

Preeti et al. (2017) studied on study of depression, anxiety and stress among school going adolescents and found that the scores of students in all three domains of Depression, anxiety, and Stress scale were found to be remarkably correlated. It was seen that depression was significantly more among the female students than the male students. Overall findings suggest that these adolescents are at high risk of developing depression and anxiety disorder. Adolescents with stress need to be identified early and interventions to reduce academic stress needs to be provided which are likely to affect the occurrence and severity of depression and anxiety.

Alam (2017) reviewed on impact and factors of academic anxiety: a review and revealed that personal, familial, institutional, social & political factors were identified as potential threat to provoke severe academic anxiety among students. The need of the hour is to create awareness among students, so they can take help of professional at the right time.

Chauhan (2016) conducted research on an achievement motivation and academic anxiety of school going students and result showed that today Education is most important in our life. Day to day education system some changes. Education begins at birth and continues throughout life. The achievement motivation is conceived as a latent disposition which is manifested in over striving only when the individual perceives performance as instrument to a sense of personal accomplishment. Anxiety is your body's way of telling

you that there is something in the environment in need of your attention. It is basically a series of biochemical changes in your brain and body.

Khemka and Rathod (2016) on a study of academic anxiety of secondary school students and result showed that 18.5% of students had low academic anxiety, 75% of students had average academic anxiety and about 6.5% of students had high academic anxiety. Female students were more academic anxious than male students. Boys of government schools had more academic anxiety than boys of private schools. Girls of private schools had more academic anxiety than girls of government schools.

Mahajan (2015) conducted research on academic anxiety of secondary school students in relation to their parental encouragement and the result showed that academic stress was significantly and negatively correlated with parental encouragement. No significant difference was found between academic anxiety of male and female secondary school students. A significant difference was found between academic anxiety of govt. and private secondary school teachers.

Das et al., (2014) investigated on study on academic anxiety and academic achievement of secondary level school students and found that 21st century can be indicated as the century of competition. Everywhere there is a race, a competition. With the huge development in science and technology, all part of the world is connected with this competition. Especially in the field of education, this competition rapidly increased among the students. To survive in this competition, educational achievement is necessary and compulsory to all and for good educational achievement, anxiety free, a positive environment is also essential. Academic anxiety is a deliberating factor which impact on students' academic achievement. In the present study, the researchers made an attempt to investigate the gender difference in relation to academic anxiety and academic achievement of the students of secondary level. The researchers also tried to find out the correlation between academic anxiety and academic achievement. A sample of 237 (128 boys and 109 girls) of secondary level students of class VIII were selected randomly. Analyzing the data, the result shows that girls students has more academic anxiety than boys. It was also found that there is a negative and significant correlation ($r = -0.10$) between academic anxiety and academic achievement.

Kazmiet al. (2013) conducted research on anxiety as predictor of aspiration among the achievers and results showed satisfactory reliability that is .747 and .836 for the both

scales respectively. Analysis of results revealed that the pattern of achievement of a student depends on his/her aspiration level and anxiety has association with level of aspiration in students. Study further highlighted that achievers tend to have considerably higher achievement scores have higher aspiration as the result of perceived high anxiety. Students with low achievement scores have lower aspiration as the result of perceived high anxiety. Least-square line of Regression with achievement status as the outcome of aspiration and anxiety as the predictor variable indicated good model of fit showed that results indicate there was positive significant relationship between students' high level of academic achievement and anxiety. The study filled some identified gaps in literature and tries to stress the need for more research on this topic.

Joshi *et al.* (2012) conducted study on academic anxiety a growing concern among urban mid adolescent school children and study concludes that the provision of counseling facilities for students and parents shall go in a long way in not only relieving the students from the undesirable levels of academic anxiety, but will also help them to cope up with academic challenges thereby avoiding possibilities of taking extreme steps like suicide.

Deb and Walsh (2010) experiment conducted on anxiety among high school students in India: comparisons across gender, school type, social strata and perceptions of quality time with parents and revealed that anxiety was prevalent in the sample with 20.1 per cent of boys and 17.9 per cent of girls found to be suffering from high anxiety. More boys were anxious than girls ($p < 0.01$). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools ($p < 0.01$). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socioeconomic groups ($p < 0.01$). Adolescents with working mothers were found to be more anxious ($p < 0.01$). Results also showed that a substantial proportion of the adolescents perceived they did not receive quality time from fathers (32.1%) and mothers (21.3%). A large number of them also did not feel comfortable to share their personal issues with their parents (60.0% for fathers and 40.0% for mothers).

Tokan and Imakulata (2019) revealed that while conducting study on the effect of motivation and learning behaviour on student achievement and found that intrinsic motivation has a direct effect on learning behaviour, and that both directly affect learning achievement; intrinsic and extrinsic motivation and learning behaviour jointly affect the learning achievement of the students of the biology education department.

Arifin *et al.*, (2018) conducted research on influence of social environment on student's behavior and result showed that the interest in the study of social environment stems from a major belief that 'Social environment consists of the sum total of a society's beliefs, customs, practices and behaviors.' However, researcher and reformer from many countries have suggested that social environment is an important aspect on student's behavior. The challenges of the coming century are too complex. The influence of social environment will produce problematic society. This article suggests a significant social learning theory based on Islamic and west perspective and effect of social environment on student behavior.

Harvey *et al.*, (2017) conducted study on the effects of physical activity on learning behaviors in elementary school children: a randomized controlled trial and concluded that little research has been done in assessing the impact of such interventions on the behavioral engagement of students with learning behavior difficulties. This study assesses the impact of classroom-based PA on teacher-rated classroom behaviors of students with identified learning behavior difficulties. Two schools (one intervention, one control) participating in a larger, cluster randomized trial provided scores on a teacher-administered classroom behavior scale. This scale was used to collect information on 15 characteristics identified as being essential to behavioral engagement. Participants included male and female students in second and third grade classrooms who were identified by their classroom teacher and school counselor as having difficulties with learning behaviors. Mixed linear modeling for repeated measures was used to examine the changes over time in the classroom behavior scores. The intervention group showed significant improvement over time in classroom behavior while the control group showed no change or a slight degradation over time (i.e., group \times time interaction, $F[2132] = 4.52$, $p = 0.01$). Schools must meet the diverse needs of students today, including those who exhibit less than optimal learning behaviors. Combined with the evidence that PA is linked to several health and cognitive behavior benefits, providing classroom-based PA that is incorporated within the curriculum provides common ground for all students to participate. It is a potential solution to increasing behavioral engagement, and in turn stimulating and enhancing learning.

Belle (2017) investigated on factors that influence student behaviour in secondary schools and revealed that these same systems should endeavour to teach socio emotional skills to the students: this is likely to enhance their social competence. This may help

eliminate student disruptive behaviour: this problem is a socio-emotional problem that requires socio-emotional approaches.

Siahi and Maiyo (2015) revealed that while conducting research on study of the relationship between study habits and academic achievement of students: A case of Spicer higher secondary school, India and concluded a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

Ebele and Olofu (2017) study habit and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja and the study revealed that there is significant relationship between study habits and students' academic performance. It was recommended that teachers and school guidance counselors should collaboratively guide students on how to develop good study habits; thereby enhancing their academic success.

Mary and Jebaseelan (2014) research conducted on student learning behavior and academic achievement: unraveling its relationship and revealed that 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.

Tiwari and Panwar (2014) revealed that on study on the management of classroom behaviour problems at secondary level and concluded that the teacher plays an important role in the process of education. In real classroom situations, teachers come across numerous behaviour problems. The behaviour problem refers to deviation from certain pre-set rules and regulations of the schools. The various behaviour problems in the classroom can be enlisted as follows-bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness, drug or alcohol addiction. There are various factors that cause behaviour problems in the classroom such as mass media, school or family. Classroom behaviour problems affect the teaching learning process as it influences teacher's ability and competence in handling the

classroom environment. Present study is an empirical study with a view to identify the behaviour problem of the students and to explore different techniques or strategies that teacher employ to deal with such problems.

Chand (2013) conducted study on study habits of secondary school students in relation to type of school and type of family and the result finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Rahman *et al.*, (2012) taken study on factors affecting students' change of learning behavior and found that A model describing factors affecting students' learning will be presented. The model was based on Norman and Prichard's work which identified three major components of the teaching and learning situation, namely Entry Mastery, Student Motivation and Opportunity to Learn. I have focused on two components: Opportunity to Learn and Students' Motivation in the teaching of Engineering Mathematics at UTM. I changed my teaching practice to support the development of students' independent learning and problem solving skills. Naturalistic data of class interactions and how they influence students' motivation and attitudes towards learning will be presented. From the analysis, additional elements were added to the model.

Golley *et al.* (2010) conducted study on School lunch and learning behaviour in primary schools: an intervention study and findings showed that the study findings show that pupils in the intervention schools were 3.4 times more likely to be 'on-task' (OR 3.40, $P=0.009$) in the teacher-pupil setting compared with pupils in the control schools. Contrary to expectations, however, 'on-task' pupil-pupil behaviour was less likely in the intervention group compared with the control group. Similarly, 'off-task' pupil-pupil behaviour was more likely in the intervention group than in the control group.

Raikar *et al.* (2019) found that the trends of changing anthropometric measurements as evident in our study indicate the schoolchildren are growing taller and heavier. With increase in BMI, the prevalence of childhood overweight is on high level but level of underweight and under nutrition per say is low, probably due to quality food availability and increased buying capacity of families.

Firdos *et al.* (2018) revealed that significantly ($p < 0.05$) lower heights of both male and female children of low SES compared with of high SES. Similarly, mean weight of children of low SES was significantly ($p < 0.05$) lower than children of middle and high SES. As expected, height and weight of both boys and girls increased with age irrespective of socioeconomic status. However increase in height and weight between 6 and 10 years ages was larger in the high SES group than in the low SES group. They conclude that socio-economic status is an important determinant of nutritional status of school children.

Ashok *et.al* (2020) revealed that 1566 children, 385 (24.5%) were underweight, 132 (8.4%) were overweight, and 65 (4.1%) were obese. Majority of underweight children 226 (32.5%) were found in government school. Except for two overweight children in government school, all overweight and obese children were found in private schools. Socioeconomic status, dietary habits, and physical activity of the child were found to be the determinants of their nutritional status. The study highlighted the dual nutritional problem, under-nutrition among the lower socioeconomic class on one hand and growing epidemic of obesity among the affluent on the other.

Pavithran and Bant (2018) study found 14.9% of rural adolescent girls were under- weight for their age. Based on BMI, 25.2% of girls were under-nourished and 3.7% were over nourished. Significant relation with age, type of diet and age of menarche was found at p value <0.05 . There is high prevalence of under nutrition among adolescent girls and is under nutrition is associated with micronutrient deficiencies like anemia. There is need to create awareness to improve the nutritional needs of adolescent girls in rural areas.

Sharma *et.al* (2017) the current study is to find out prevalence of overweight and obesity in rural and urban adolescent students of Rajasthan, India. A cross-sectional 74 study was conducted in two high schools one in urban private and one in rural in Rajasthan, Bikaner, India. A total of 220 adolescent in the age groups of 16-19 years were selected using stratified random sampling. Weight and height of each student was measured using standard measures and BMI was calculated. The results were 220

adolescents were included in this study. Out of this, 32 (12boys, 20girls) children were found to be either overweight or obese. Mean age was 17.6 years. Mean weight was found to be 52.3kg. A statistically significant higher prevalence of overweight and obese was found among subjects with high calorie foods, physical inactivity and television or computer viewing for more than 3 hours a day.

Kumar and Faisal (2015)- conducted study to assess the prevalence and determinants of overweight and obesity in the affluent adolescents of Vijayawada city. A cross sectional study with a sample size of 1721 students aged 12-15 years were randomly selected from seven affluent private schools of Vijayawada with fee > 20,000 rupees per annum from march 2013 to January 2014. The height and weight of the participants were measured and body mass index was calculated. Results were the overall prevalence of overweight and obesity was 26.9% and 8.7%. In that 50.6% were boys of which 15.7% were overweight and 5.4% were obese, and 49.38% were girls of which 11.2% were overweight and 3.4% were obese. The overall prevalence of overweight and obesity was found to be 26.9% and 8.7% .20.

Kowsalya and Parimalavalli (2014) assessed the “prevalence of overweight/obesity among adolescents in urban and rural areas of Salem, TN, India”. The study was carried out at the Salem block in Salem district. Cross sectional data were collected from November 2012 to march 2013. Anthropometric measurements were recorded among 1898 school going 11-15 year adolescents, and BMI was calculated. Subjects who were studying 6-10 standard were included. Results concluded the overall prevalence rate of overweight/obese among adolescent was found to be 12.11%. The highest prevalence was observed at the age of 14 years (15.76%). The prevalence rate of overweight/obese was higher in rural (13.16%) than urban (11.33%) areas. Consequently, the prevalence rate of overweight/obesity was 75 higher in girls when compared to boys. The prevalence was 15.88% in rural girls and in urban girls it was 13.74%. Among rural boys, obesity was 12.18% and 10.45% in urban areas. The highest rate of prevalence was observed at the age of 15 years (14.42%) in urban and 12 years (8.30%) in a rural area.

Rohilla (2014) conducted study on “prevalence and correlates of overweight/obesity among adolescents in an urban city of North india.” Obesity and overweight is a growing pandemic affecting millions of adolescents in developed as well as in developing countries. Obesity is associated with the onset of major chronic disease leading to complicating and also psychological problems in adolescents. The greater

concern is that the risk of obesity during childhood will persist into adolescence and adulthood. 1900 adolescents in the age group of 10-19 years were included in the study. A predesigned and pretest questionnaire was included in the variables such as going to school by bus or cycle, eating habits, playing video/ computer games or outdoor games and siblings count were recorded. Body weight and height were recorded in subjects to classify overweight and obese. The results were the mean age of the study subjects was 14.84 years and mean weight increased from 43.7 to 55.09 kg in the age group 10-19 years and Mean height also increased from 1.34 to 1.57m in 10-19 year age group. Similarly, the mean body mass index was 19.23 at 10-13 years, followed by 21.11 at 14- 16 years and 22.46 at 17-19 years. On binary logistic regression analysis, gender, bus as a mode of transport, not playing games, and single sibling were found to have independent association with prevalence of being overweight.

Raikar et.al (2019) revealed that a total of 995 students, aged 5-16 years of which, 569 (57.2%) were boys and 426 (42.8%) were girls. BMI percentiles were calculated for both schoolboys and schoolgirls. Comparisons of the present height and weight curves with earlier data from India and multi country data from WHO was done. In the study prevalence of overweight was 10.35% which indicates the rising trends of childhood overweight and obesity. The trends of changing anthropometric measurements as evident in our study indicate the schoolchildren are growing taller and heavier. With increase in BMI, the prevalence of childhood overweight is on high level but level of underweight and under nutrition per say is low, probably due to quality food availability and increased buying capacity of families.



RESEARCH METHODOLOGY



RESEARCH METHODOLOGY

The methodology of the study on ‘A Comparative Study of Academic Performance, Anxiety, Study Habits and Attitudes among High School and Intermediate Students in Pre-COVID 19 Condition’ has been described under the following heads:

3.1. Locale of the Study

3.2. Research design

3.3. Sample Selection

3.4. Tools & Techniques used for data collection

3.5. Procedure of Data Collection

3.6. Analysis of Data

3.7. Limitations of Study

3.1. Locale of the study

The locale of the study was Bahraich district of Eastern Uttar Pradesh which was purposely selected for the study because of COVID19 pandemic threat and the availability of the sample subjects. Bahraich has a warm humid subtropical climate with hot summers from April to July. The rainy season is from July to mid-September when Bahraich gets an average rainfall from the south-west monsoon winds, and occasionally frontal rainfall will occur in January. In winter the maximum temperature is around 25 °C (77 °F) and the minimum is in the –1 to 7 °C (30 to 45 °F) range. Fog is quite common from late December to late January. Summers are extremely hot with temperatures rising to the 40 to 47 °C (104 to 117 °F) range, the average highs being in the high of 30s (degree Celsius). Average annual rainfall is 1,900 centimetres (750 inches) (approx). It has an average elevation of 126 metres (413 feet). It has a population of 1.86 lakhs with 49.32 % Literacy rate, 706 inhabitants per square kilometer (1,830/sq mi) population density, sex ratio of 891 females for every 1000 males. Latitude and Longitude 27.570839,81.598022 Figure 1 shows the location of the study in the map of district Baharaich.

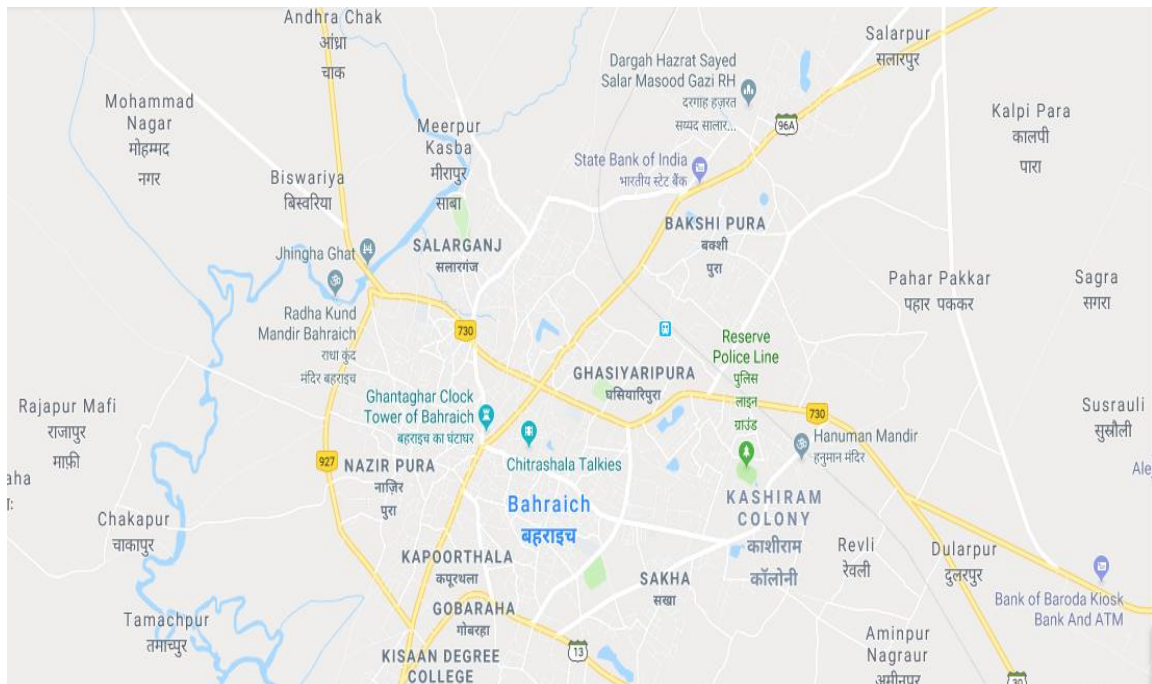


Figure-1 shows the location of the study

3.2. Research design

A research design is prepared for collecting and analyzing new data for interpreting the already available facts in a new way. Preparation for a research design involves making proper arrangements for systematic research work. The researcher plans the various operations, keeping the theoretical framework and the availability of the required resources in mind.

The *Ex-post Facto* descriptive research design was used to study the academic performance, anxiety level, study habits and attitude toward study environment.

3.3. Sample selection

A total number of 100 students (50 from high school - 10th class and 50 intermediate - 12th class) were randomly selected from the L.R.P colony in light of the COVID 19 pandemic. The colony was approachable and had sufficient number of sample for the study. On random selection, the students selected belonged to three schools namely Bal Shiksha Niketan, Moon and Sun public school and City Montessori inter-college in the district. Figure 2 presents the sampling design of the study.

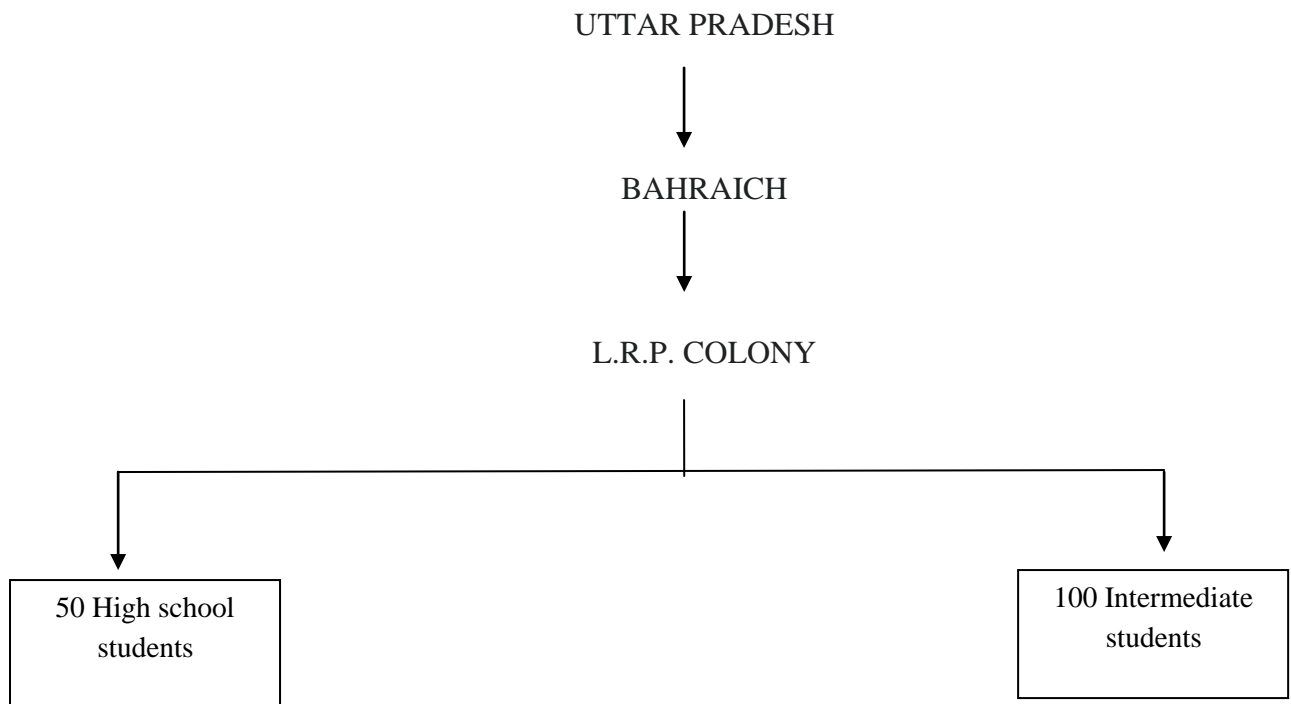


Fig.-2 presents the sample design of the study

3.4. Tools and Technique used for data collection

Various tools used to collect data for the study on the variables for the study were as follows:

1. Questionnaire

A structured questionnaire schedule was prepared to elicit information regarding family background (family type, family size, house type, father education, mother's education, father occupation, mother occupation, monthly family income, Caste, academic performance of the student in respective Board Examination and related study environment and study habits and attitudes (Appendix – A).

2. General Anxiety Scale

The General Anxiety Scale for Children (GASC) by Dr. Anil Kumar was used to examine the anxiety level of the students. The scale had five categorized the anxiety level of children as very low, low, average, high and very high anxiety. All the 45 items in the scale were in Hindi language with whom the students were familiar. These items contained an element of

anticipation of dangerous and painful consequences experienced in varied life situations (Appendix –B).

3. Anthropometric Measurement

Nutritional anthropometry has been defined as - measurements of the variations of the physical dimensions and the gross composition of the human body at different age levels and degrees of nutrition (**Srilakshmi, 2012**). Hence, anthropometric measurement is useful criteria for assessing the nutritional status. The height and weight of the students were taken as anthropometric measurements to know the nutritional status. The tools used to measure the height and weight of the students, were measuring tape and digital bathroom type weighing machine respectively. Height was recorded on centimeter (Cm) and weight was recorded on kilogram (Kg).

3.5. Procedure of data collection

The families with high and intermediate class students in the colony were approached maintaining the protocol of the pandemic threat. After rapport building with family the purpose of the study was explained and cooperation requested. To include sufficient number of families and the respective children, the students were requested to share the contact number of the other students irrespective of the school in which they were studying as it the pandemic threat restricted the door to door survey. They were assured to them that the study was purely academic in nature.

The height and weight of the nearby students was taken by the investigator, while parent who did not permit the investigator to take the anthropometric measurement due to COVID- 19 condition, were requested and directed to take the measurement of the child in a proper manner.

After a good rapport building with the students and their family, the self designed questionnaire for the purpose was given to the students to fill it to their best of their ability and the parents were requested to share the related information in their questionnaire as it was purely and academic work and information shared by them shall confidential.

For collecting data on anxiety of the students, an answer booklet of the scales - General Anxiety Scale was given and students were asked to fill their details and follow the instruction of recording their response. Appropriate questions were included in the questionnaire with respect to the study habits of the students. The scales were explained to

the maintaining proper social distancing in light of the pandemic (Plate 1). They were requested to respond to the questions in the schedules put to them to the best of their ability and knowledge. Telephonic support was used as and when needed.



Plate -1 Data collection

3.6. Analysis of the data

To analyse the academic performance of the student the final board results of the respect examination as reported by the student was taken. The percentage of marks obtained were graded as per the standards followed in the school

The data obtained from various schedules were codified and consolidated using Microsoft Excel programme. After entering the data into the Excel file, they were checked with questionnaire and necessary correction included. The data was tabulated with the help of functions of the Excel program. The statistical measures used for analysis were Percentage, Mean, Chi Square, Standard Deviation.

1. Percentage:

Single comparisons were made on the basis of the percentage, for drawing percentages, the frequency of a particular cell was multiplied by 100 and divided by total number of respondents in that particular category to which they belonged.

$$\text{Percentage} = \frac{\text{The sum of all the respondents}}{\text{Total number of all the respondents}} \times 100$$

2. Mean

Mean is a point in a data set which is the average of all the data point in a set. It is basically arithmetic average of the data set and can be calculated by taking a sum of all the data points and then dividing it by the number of data points we have in data set. In statistics, mean is the most common method to measure the center of a data set. It's a very basic yet important part of the statistical analysis of data. If we calculate the average value of the population set, then it is called the population mean. But sometimes what happens is that population data is very huge and we cannot perform analysis on that data set. So in that case, we take a sample out of it and take an average. That sample basically represents the population set and mean is called a sample mean. Mean value is the average value which will fall between the maximum and minimum value in data set but it will not be the number in the data set.

Mean = Sum of All Data Points / Number of Data Points

3. Chi-square test

In order to test the independence of two attributes a Chi-square test was applied as –

$$\chi^2 = \sum_{i=1}^n \frac{(o_i - E_i)^2}{E_i}$$

Where,

o_i = Observed frequency of i^{th} cell

E_i = Expected frequency of i^{th} cell

In $r \times c$ contingency table, χ^2 value is compared at $(r-1) \times (c-1)$

degree of freedom with theoretical value of χ^2 at 5 per cent level of significance.

4-Standard deviation – is the + square root of a average of squares of deviation i.e.:

$$s = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}}$$

where,

s = sample standard deviation

\sum = sum of...

\bar{X} = sample mean

n = number of scores in sample.

5. B.M.I (Body Mass Index)

A value calculated from height-weight data, is an indicator of the body fat content. Standard of BMI have been developed for use in judging the health status of the person. In order to calculate B.M.I height is taken in cm and weight in kg.

B.M.I was recorded on kg/m².

B.M.I= Body Weight (Kg) / (Standing Height in Meters) ²

3.7. Limitations of the study-

- 1- The sample size of the data is taken was restricted 100 students only because of COVID-19 pandemic.
- 2- For Random selection the universe data with respect to total high school and Intermediate students could not be taken.



RESULTS AND DISCUSSION



RESULTS AND DISCUSSION

The present study entitled “A Comparative Study of Academic Performance, Anxiety, Study Habits and Attitudes Among High School And Intermediate Students In Pre-COVID 19 Condition” was carried out in colony Bahraich. Thus, keeping in view the objectives of the study the findings of the study are presented under following heads:

4.1. The socio- economic profile of the selected students

4.2 The attendance and academic performance of the students

4.3. The Study Habits and Preferred environment among high school and Intermediate class students

4.4. Attitude of high school and Intermediate students

4.5. Anxiety among High school and Intermediate students

4.6. Anthropometric measurements of the High school and Intermediate students

4.1. The socio- economic profile of the selected students

a) Personal profile of the respondents:

Table 4.1.1: Distribution of students according to gender

Sex	High School		Intermediate		Total	
	N	%	N	%	N	%
Male	32	64.0	26	52.0	58	58.0
Female	18	36.0	24	48.0	42	42.0
Total	50	100.0	50	100.0	100	100.0

The random inclusion of high school and Intermediate Table 4.1.1 revealed that irrespective of the class, there were 58 per cent and 42 per cent female. Among the high school students, 64 per cent male and 36 per cent female students whereas in Intermediate 52 per cent were male and 42 per cent were female. It was interesting to note that overall there were almost similar number of female students in the random selection that is indicative off the better opportunities provided to the female children so that they are able to complete their schooling.

Table: 4.1.2 Distribution of students according to age group

Age	High School		Intermediate		Total	
	N	Mean \pm SD	N	Mean \pm SD	N	Mean \pm SD
14 to 15 years	12 (24.0)	14.7 \pm 0.3	-	-	12 (12.0)	14.7 \pm 0.3
15 to 16 years	38 (76.0)	15.2 \pm 0.2	-	-	38 (38.0)	15.2 \pm 0.2
16 to 17 years	-	-	9 (18.0)	16.6 \pm 0.5	9 (9.0)	16.6 \pm 0.5
17 to 18 years	-	-	41 (82.0)	17.3 \pm 0.2	41 (41.0)	17.3 \pm 0.2
Total	50 (100.0)	15.1 \pm 0.3	50 (100.0)	17.1 \pm 0.3	100 (100.0)	16.1 \pm 0.8

*Figures in parenthesis indicated percentages

Table 4.1.2 found that the high school students belonged to age group of 14-15 years (24%) and 15-16 years (76%). None of them were age group of 16-17 years and 17-18 years. The mean age of high school was 15.1 years, which implies that there were no dropouts in the group and that students were promoted/qualified their exams smoothly. In intermediate none of them were age group belong to 14-16 years. Students (18%) belonged to age group of 16-17 years whereas students in the age group of 17-18 years were 82 per cent. The mean age of Intermediate students was 17.1 years which is a positive sign in school education.

b) Family Profile of the respondents:

i) Family type:

Table: 4.1.3 Distribution of students as per family type

Family Type	High School		Intermediate		Total	
	N	%	N	%	N	%
Nuclear	36	72.0	31	62.0	67	67.0
Joint	14	28.0	19	38.0	33	33.0
Total	50	100.0	50	100.0	100	100.0
χ^2	1.131				p>0.05	

Table 4.1.3 indicates it was found that majority of student's belonged to nuclear family in high school (72%) and joint family (28%). Similar results were recorded amongst Intermediate students with 62 per cent from nuclear family and joint family (33%). In total respondents were observed residing in nuclear family (67%) as against joint family system i.e. 33.0 per cent. Hence, it pointed that nuclear family system was dominantly prevailing

in the study. Studies conducted in different areas found that majority of families were nuclear families (Maurya, 2018; Maurya and Yadav, 2019).

ii) Family size

Table: 4.1.4 Distribution of students according to family size

Family Size	High School		Intermediate		Total	
	N	%	N	%	N	%
3 to 4 members	32	64.0	27	54.0	59	59.0
5 to 8 members	12	24.0	14	28.0	26	26.0
9 to 12 members	6	12.0	9	18.0	15	15.0
Total	50	100.0	50	100.0	100	100.0
χ^2	1.178				p>0.05	

Table. 4.1.4 revealed that among high school (64%) had family size of three to four members, 24 per cent had 5 to 8 members and 9 to 12 members (12%) in their families. Amongst the intermediate group, 54 per cent were with three to four members, 5 to 8 members (28%) and 9-12 members (18%). Overall 59.0 per cent students were from families having three to four members followed by 26.0 per cent families who had 5 to 8 members and 15.0 per cent respondent's families were found having 9 to 12 members in their families.

It was hypothesized that there is no association between the family size and the class of the students. The calculated value of χ^2 (1.178) was less than the table value at 5 % L.S. Therefore, the hypothesis was accepted. Thus, no significant association was found between the family size and the class of the students which indicates that educational level and family size are not significantly associated.

iii) House type:

Table: 4.1.5 Distribution of students according to house type

House Type	High School		Intermediate		Total	
	N	%	N	%	N	%
Mixed	16	32.0	11	22.0	27	27.0
Pucca	34	68.0	39	78.0	73	73.0
Total	50	100.0	50	100.0	100	100.0
χ^2	1.268				p>0.05	

Table 4.1.5 revealed that students in high school were residing in mixed house (32%) whereas 68 per cent had pucca house. A similar pattern was found amongst Intermediate students with 22 per cent having mixed house type whereas 78 per cent had pucca house. Irrespective of the class in which the students were studying, more than half of the respondent (73.00%) was found having their pucca type with rest residing in mixed type (27.00%).

The hypothesis that house type and education level are not significantly associated was accepted as the calculated value of χ^2 (1.268) was less than the table value at 5 % L.S. Therefore, it seems that where the students reside and study is not significant.

iv) Caste:

Table: 4.1.6 Distribution of students according to caste

Caste	High School		Intermediate		Total	
	N	%	N	%	N	%
General	27	54.0	22	44.0	49	49.0
OBC	17	34.0	21	42.0	38	38.0
SC/ST	6	12.0	7	14.0	13	13.0
Total	50	100.0	50	100.0	100	100.0

Table 4.1.6 revealed that in high school, 54 per cent students belonged to general castes followed by OBC (34%) and only a few (12%) respondents belonged to SC/ST (13%). In Intermediate 44 per cent were from general castes, OBC (42%) and SC/ST (14%). Irrespective of the class they belonged, total majority of the families belonged to general caste (49%) whereas OBC (38%) and rest were SC/ST (13%).

v) Education of Father of the Students:

Table:4.1.7 Distribution of students according to their father education

Father Education	High School		Intermediate		Total	
	N	%	N	%	N	%
High School	4	8.0	2	4.0	6	6.0
Intermediate	11	22.0	9	18.0	20	20.0
Graduate	24	48.0	22	44.0	46	46.0
Post graduate	11	22.0	17	34.0	28	28.0
Total	50	100.0	50	100.0	100	100.0
χ^2	1.988				p>0.05	

Table 4.1.7 brings forth that irrespective of the class of the students, majority of the fathers of respondents were graduates (46.0 %), graduated (28.0%). intermediate (20 %) and high school (6.0%).majority of father of high school students were graduate (48%) followed by intermediate and post graduate (22% each) and only a few (8%) were educated upto high school, whereas among the intermediate students most of the fathers were graduate (44%) , postgraduate (34%) and intermediate (18%). A few (4%) fathers high school educated. The null hypothesis that there is no significant association between father's education and the education of children was accepted at 5% LS as the table value was less than the calculated chi-square value.

vi) Education of Mother of the students:

Table: 4.1.8 Distribution of students according to their mother education

Mother Education	High School		Intermediate		Total	
	N	%	N	%	N	%
High School	8	16.0	11	22.0	19	19.0
Intermediate	12	24.0	15	30.0	27	27.0
Graduate	21	42.0	18	36.0	39	39.0
Post graduate	9	18.0	6	12.0	15	15.0
Total	50	100.0	50	100.0	100	100.0
χ^2	1.638				p>0.05	

It was found from the Table 4.1.8 that majority mother's of high school students were graduate (42%), intermediate (24%), post graduate (18 %) and high school educated (16%). high, whereas amongst intermediate students mothers were graduate (36%), intermediate (30%), and High school educated (22%). Only 12 per cent of the mothers of the students were educated to postgraduate. In total majority of the respondents (46.0 %) fathers education up to graduate level and investigation shows that (28.0%) of fathers were post graduated. In total, majority of mothers were educated up to graduate (46%), postgraduate (28%) and intermediate (20 %). Only a few mothers (6.0%) were educated up to high school, and. The calculated value of χ^2 (1.638) was less than the table value at 5 % L.S accepting the null hypothesis that there is no significant association between the education of the student and of mother's education.

vii) Occupation of Father of the Students:

Table: 4.1.9 Distribution of students according to their father occupation

Father Occupation	High School		Intermediate		Total	
	N	%	N	%	N	%
Service	24	48.0	17	34.0	41	41.0
Business	15	30.0	22	44.0	37	37.0
Farming	5	10.0	9	18.0	14	14.0
Caste occupation	6	12.0	2	4.0	8	8.0
Total	50	100.0	50	100.0	100	100.0

Amongst all the students, the occupation of their fathers service (41%) as presented in Table 4.1.9. Thirty seven per cent were in business, farming (14%) and rest (8%) were engaged in caste based occupation. The fathers of intermediate students were in business (44%), service (34%), and farming (18%). Only a few (4%) fathers were engaged in caste based occupation. The fathers of high school students (48%) were in service and business (30%). Twelve per cent father of high school children were earning through their caste occupation and rest (10%) fathers of students were in farming. The calculated value of X^2 (2.519) was greater than at 5 % L.S was not significant.

viii) Occupation of Mother of the students:

Table: 4.1.10 Distribution of students according to their mother's occupation

Mother's Occupation	High School		Intermediate		Total	
	N	%	N	%	N	%
House wife	33	66.0	29	58.0	62	62.0
Service	8	16.0	14	28.0	22	22.0
Business	9	18.0	7	14.0	16	16.0
Total	50	100.0	50	100.0	100	100.0

Table 4.1.10 showed that amongst the high school students, the majority of mothers of students (66%) were housewife, were in business (18%) and in service (16%). With respect to intermediate students', majority of mothers (58%) were housewife, 28 per cent mothers were in service and 14 per cent mother of the students were doing business.

Overall it was found that student's mothers were housewife (62%), mother of 22 per cent students were engaged in service whereas rest were doing business (16%).

ix) Family Income:

Table: 4.1.11 Distribution of students according to monthly family income

Monthly Income	High School		Intermediate		Total	
	N	%	N	%	N	%
Rs 25000/- to Rs 50000/-	12	24.0	7	14.0	19	38.0
Rs 50001/- to Rs 75000/-	24	48.0	33	66.0	57	57.0
Rs 75001/- and 80,000/-	14	28.0	10	20.0	24	24.0
Total	50	100.0	50	100.0	100	100.0

Table revealed that the monthly income drawn by the family was communicated through students. It was found that the majority of families of high school students have Rs 50001-75000 (48%) followed by 28 per cent had Rs 75001- 80,000 and Rs 26000- 50000 (24%) whereas the family income of intermediate students was Rs 50001-75000 (66%), Rs 75001- 80,000 (20%) and 14 per cent earned Rs. 25000- 50000. Irrespective of the class of the students, majority of students (57%) belonged to family with monthly income was Rs.50001-75000 while 24 per cent families earned between Rs.750001-80,000, 19 per cent earned between Rs.25000-50000 per month.

4.2 The attendance and academic performance of the students

Table 4.2.1. Attendance of the students among high school and intermediate students

– Sex wise

S.no	Attendance Percentage of class attended	High School		Intermediate		Total		
		Male	Female	Male	Female	M	F	T
1.	61-70	01 (03)	00	03 (11.6)	5 (20.8)	4 (6.8)	5 (12.2)	9
2.	71-80	15(45.5)	06(35.3)	18 (69.2)	15 (62.5)	33 (55.9)	21(51.2)	54
3.	81-90	16(48.5)	10(58.8)	5 (19.2)	4 (16.7)	21 (35.6)	14 (34.1)	35
4.	91-100	01 (03)	01 (5.9)	0	0	1 (1.7)	1 (2.5)	2
	TOTAL	33 (100)	17(100)	26 (100)	24 (100)	59 (100)	41 (100)	100

Table 4.2.1. revealed that irrespective of the class students belonged to, majority of the students' (54%) attendance during their academic year was 71-80 percent, 35 per cent students attended 81-90 percentage of the class. Only a few (9 and 2 %) students attended 61-70 or 91-100 percentage respectively of their class. Class wise, more number of students in high school than the intermediate attended 81-90 and more percentage of the classes, while it was visa versa with respect to students attending 71-80 percentage of their class. More students of intermediate class (8 in numbers) than high school had 61-70 percentage of class attendance. The attendance of 91 percent and above was only among high school students. This was an interesting finding since both the educational milestone is critical to students life and also for their future endeavors yet there seems to a fall in the attendance of the students which needs further examination,

Sex wise from the Table it was found that amongst the male students, majority of them (55.9%) had attended 71-80 percent of their classes, followed by 81-90 percent (35.6%). A few attended 60-70 and 91 percent classes (6.8% and 1.7% respectively). The female students in the study also followed a similar pattern of attendance with majority of the female students' attendance as 71-80 (55.9%), 81-90 (35.6), and 61-70 (6.8%). Only a few of the (1.7%) had more than 91 percent attendance in their class. Class wise it was revealed the per cent of female students attending 71-80 percent of their respective classes was higher than amongst the intermediate students than high school girls (62.5% and 35.3%) respectively. There were 58.8% girl students from high school and 35.6 per cent from intermediate who had an attendance from 81-90 per cent in their respective class. It was interesting to note that female students seem to show higher attendance (more than 80%) in their respective classes.

Table 4.2.2. Academic performance of the students

S.no	Level of performance	% of marks & Grade	High School		Intermediate		Total		Total
			Male	Female	Male	Female	M	F	
1..	Very Good	71-80 (A)	7 (21.2)	2 (11.8)	6 (23.1)	4 (16.7)	13 (22.0)	6 (14.6)	19
2.	Good	61-70 (B+)	19(63.6)	11 (64.7)	12 (46.2)	16 (66.6)	31 (52.6)	27 (65.9)	58
3.	Above average	51-60 (B)	7 (21.2)	4 (23.5)	7 (26.9)	4 (16.7)	14 (23.7)	8 (19.5)	22
4.	Average	41-50 (C)	0	0	1(3.8)	0	1 (1.7)	0	1
		TOTAL	33 (100)	17 (100)	26(100)	24 (100)	59(100)	41(100)	100

Table brought forth that the grades of majority of students were Good (with % marks between 61-70), followed by 22 per cent obtained marks above average (51-60% marks) and Very Good (71-80% marks). Only a few (1%) had obtained C grade or average with 41-50 % marks. None of the students scored more than 80 % marks in their respective examinations. Comparing the grades obtained class wise it was found that more students of intermediate scored 71-80% marks (A grade) than the high school children, High school students and intermediate students who got marks 61-70% (B+ Grade) was 30 and 47 in number respectively. Only a few from Intermediate school obtained less than 50 % marks (C Grade) in Intermediate examination. Such students are at risk-to-dropout for their future education and may need skill training for future personal growth and livelihood. Such students need to be identified with extensive and intensive studies on the concerned issue. Also low grades at this stage of critical milestone are also a great concern as the students entering into higher education shall not be with strong foundation in academics. Studies on education and innovations in teaching learning are need to work out strategies for stronger academic foundation in every school.

Gender wise it was found that 63.6 per cent of boys and 64.7 per cent of girls in high school scored A grade while in intermediate class, girls (66.9%) and boys (46.2%) obtained A Grade. With respect to students with B Grade (above Average) 23.5 per cent were girls and 21.2 per cent were boys from high school whereas 23.7 per of girls and 16.7 per cent boys of intermediate class. Only a few girls (1.7%) in intermediate obtained C Grade. Thus, we find a positive social change with more girls students performing well in their class. Studies are needed to investigate the factors that are affecting the performance of boys and girls at these levels of education so that necessary intervention can be made to help students score higher.

Table: 4.2.3 Attendance and performance with respect to gender in high school – Gender-wise

Gender	N	High School			
		Attendance		Performance	
		Mean	SD	Mean	SD
Boys	32 (64.0)	82	4	74.6	6.4
Girls	18 (36.0)	85	5	78.0	5.6
Total	50 (100.0)	83	5	75.8	6.3

*Figures in parenthesis indicated percentages

Table 4.2.3 revealed that mean attendance of the high school students was 83 with 5 SD which indicates that students attended 80 % of the class. Girl students' attendance was better than the boys attending the high school class with mean attendance as 85 and 82 respectively. The mean academic performance was 75.8 with SD as 6.3. With respect to male students, the mean performance was 74.6 while female students showed mean performance was 78 which implied that performance of the girls students of high school was better than the boys.

Table: 4.2.4 Attendance and performance table with respect to gender in intermediate school

Gender	N	Intermediate			
		Attendance		Performance	
		Mean	SD	Mean	SD
Boys	26 (52.0)	74	6	75.0	6.0
Girls	24 (48.0)	78	5	78.2	7.0
Total	50 (100.0)	76	6	76.5	6.5

*Figures in parenthesis indicated percentages

With respect to the Intermediate students, the mean attendance of the students it was found that of the 76, whereas for boys student, mean attendance was 74 and 78 for girls. Overall the mean performance was 76.5 with 6.5 standard Deviation. The mean performance of girls was found to be 78.2 with SD as 7.0 and for boys 75.0 with SD of 6.

Table: 4.2.5 Attendance and performance table with respect to family type in high school students

Family Type	N	High School			
		Attendance		Performance	
		Mean	SD	Mean	SD
Nuclear	36 (72.0)	82	4	75.4	6.7
Joint	14 (28.0)	86	5	76.8	5.2
Total	50 (100.0)	83	5	75.8	6.3

*Figures in parenthesis indicated percentages

Table 4.2.5 reveals that 72 per cent students who lived in nuclear family, the mean attendance was 82 and mean performance was 75.4. With respect to joint family, 28 per cent students who lived in joint family mean attendance was 86 and mean performance was 76.8 whereas total 100% students the mean attendance was 83 and mean performance was 75.8.

Table: 4.2.6 Attendance and performance table with respect to family type in intermediate school students

Family Type	N	Intermediate			
		Attendance		Performance	
		Mean	SD	Mean	SD
Nuclear	31 (62.0)	75	5	75.8	7.0
Joint	19 (38.0)	77	7	77.6	5.6
Total	50 (100.0)	76	6	76.5	6.6

*Figures in parenthesis indicated percentages

With respect to Intermediate, Table 4.2.6 presented that 62 students who live in nuclear family, mean attendance was 75 and mean performance was 75.8 while students who live in joint family (38%), the mean attendance was 77 and mean performance was 77.6 whereas for overall students (100%), the mean attendance was 76 and mean performance was 76.5.

4.3. The Study Habits and Preferred environment among high school and Intermediate class students

Table 4.3.1 Study habits among of High School students

S. No.	Preferred Study Environment	Yes	No	Mean Score	Rank
1.	During studying frequent physical break	42(84.0)	8(16.0)	0.84	I
2.	Study in quiet peaceful atmosphere	38(76.0)	12(24.0)	0.76	II
3.	Prefer Chew/bite while concentrating on studies	32(64.0)	18(36.0)	0.64	III
4.	Prefer earphones to muffles the outside sound	25(50.0)	25(50.0)	0.50	IV
5.	Prefer classical music without lyrics while study	15(30.0)	35(70.0)	0.30	V

*Figures in parenthesis indicated percentages

Table 4.3.1 showed that preferred environment and study habits of the behaviour while studying with respect to high school students. Majority of the students had the habit of taking frequent breaks while studying (84%), with mean score of 0.84. Study in quiet peaceful atmosphere rank II with mean score 0.76 and was preferred by (76%) high school students. while concentrating on studies, 64 per cent preferred something to Chew/bite with mean score 0.64. Half of the students used earphones to muffles the outside sound while 30 per cent preferred to hear music without lyrics while studying with mean score 0.50.

Table: 4.3.2. Study Environment preference of Intermediate by their academic condition

S. No.	Preferred Study Environment	Yes	No	Mean Score	Rank
1.	Prefer classical music without lyrics while study	46(92.0)	54(108.0)	0.92	I
2.	Study in quiet peaceful atmosphere	45(90.0)	55(110.0)	0.90	II
3.	Prefer earphones to muffles the outside sound	32(64.0)	68(136.0)	0.64	III
4.	During studying frequent physical break	24(48.0)	76(152.0)	0.48	IV
5.	Prefer Chew/bite while concentrating on studies	18(36.0)	72(144.0)	0.36	V

*Figures in parenthesis indicated percentages

With respect to Intermediate class students, Table 4.3.2 the revealed that intermediate students prefer classical music without lyrics to be played while study (rank I) with mean score is 0.92 (92%), study in quiet peaceful atmosphere (Rank II) with mean score 0.90 (90%), prefer earphones to muffles the outside sound (rank III) with mean 0.64 (64%), during studying frequent physical break (rank IV) with mean score 0.48 (48%), prefer Chew/bite while concentrating on studies (rank V) with mean score 0.36 (36%).

Table 4.3.3. Physical Setup preferred for studying by high School and Intermediate students

S. No.	Arrangement and methods used for studying	High school		Intermediate		Total	
		Frequency	%	Frequency	%	Frequency	%
1.	Sitting arrangement while Studying prefer						
	Sit on Chair and table	18	36.0	44	88.0	62	62.0
	Sit on bed or couch	32	64.0	6	12.0	38	38.0
χ^2		28.693**				P<0.01	
2.	Snacking behavior						
	After lesson	20	40.0	40	80.0	60	60.0
	Between lesson	30	60.0	10	20.0	40	40.0
χ^2		16.667**				P<0.01	

3.	Light preference while studying						
	Normal light	22	44.0	42	84.0	64	64.0
	Extra illuminated lamp	28	56.0	8	16.0	36	36.0
χ^2		17.361**				P<0.01	
4.	Learning methods for new information						
	Talk about	36	72.0	24	48.0	60	60.0
	Think about	14	28.0	26	52.0	40	40.0
χ^2		6.011**				P<0.01	
5.	New information prefer through						
	Picture, diagrams, graphs or map	28	56.0	36	72.0	64	64.0
	Verbal information	22	44.0	14	28.0	36	36.0
χ^2		2.778				p>0.05	
6.	Prefer Study						
	Group	12	24.0	28	56.0	40	40.0
	Alone	38	76.0	22	44.0	60	60.0
χ^2		10.667**				P<0.01	
7.	For Entertainment						
	Watch TV	38	76.0	10	20.0	48	48.0
	Read book	12	24.0	40	80.0	52	52.0
χ^2		31.410**				P<0.01	
10.	Prefer course that emphasize						
	Concrete material	26	52.0	37	74.0	63	63.0
	Abstract materials	24	48.0	13	26.0	37	37.0
χ^2		5.191*				P<0.05	

Table 4.3.3 results showed that (64%) high school student prefer sit on bed or couch while studying and (88%) intermediate students prefer sit on chair and table while studying. It was hypothesized that there is no significant association between sitting preference while studying with class in which student are studying. The calculated value of χ^2 (28.693) found was greater than table value at 1 % L.S, therefore, the hypothesis was disapproved. It implies that the association between sitting preference and class of the students was highly significant.

While studying, high school students (60%) preferred taking snacks between lessons and intermediate students (80%) taking snacks after lesson. The observed value of χ^2 (16.667) found was greater than the table value at 1 % L.S. Thus, the hypothesis that there is no significant association between snacking habits of the students with the class in which they studying was rejected. Thus, it implied that snacking habit and class of the student were significantly associated at 1% level of significance.

High school students prefer normal light while studying (56%) while intermediate students prefer extra illuminated lamp (84%). It was hypothesized that there is no significant association between light arrangements and class of the student. Since the observed value of χ^2 (17.361) found was greater than the table value at 1 % L.S., hence, there was highly significant association between the light arrangements and class of the students.

When they learning something new, for high school students, it helps them to talk about it (72%) and think about (52%). It was hypothesized that there is no significant association between method to new information and class of the student. The observed value of χ^2 (6.011) found was greater than table values therefore, the hypothesis was disapproved at 1 % L.S. Thus, the method of new information was highly significant to the class of the students.

It was interesting to note that both class students preferred picture, diagrams, and graphs or map while studying new information (64%). It was hypothesized that there is no significant association between use of pictures, diagram, and maps and class of the student. The calculated value of χ^2 (2.778) was less than table values at 5 % Level of significance. Thus, hypothesis was approved and the association was not significant.

High school students prefer alone study (76%), Rest (24 %) preferred to study in group and intermediate students preferred group study (56%) than studying alone (44%). It was hypothesized that there is no significant association between study habit – group vs. solitude and class of the student. It was hypothesized that there is no significant association between study habit – group vs. solitude and class of the student. The observed value of χ^2 (10.667) found was greater than table values at 1 % L.S. Hence, the two variables were highly significant associated.

The high school students preferred watching TV for entertainment (76%) and intermediate students prefer reading books for entertainment (80%). It was hypothesized that there is no significant association between entertainment and class of the student. The observed value of χ^2 (31.410) found was greater than table value at 1 % L.S therefore, the hypothesis was rejected. Hence, there was a highly significant association between entertainment and class of the students.

Both classes preferred course that emphasize concrete material than abstract (63%). High school (52 %) and Intermediate (74%) prefer courses that emphasize concrete materials and rest (48% and 26%) preferred abstract material respectively. It was hypothesized that there is no significant association between preferred courses and class of the student. The calculated value of χ^2 (5.191) was greater than table value at 5 % L.S therefore, the hypothesis was rejected. Thus, there was significant association between courses preferred and class of the students.

Table: 4.3.4 Study Style of High school and Intermediate students

Prefer new chapter	High School		Intermediate		Total	
	N	%	N	%	N	%
In Morning	22	44.0	12	24.0	34	34.0
After noon	20	40.0	18	36.0	38	38.0
At Night	8	16.0	20	40.0	28	28.0
Total	50	100.0	50	100.0	100	100.0
χ^2	8.189**					P<0.01

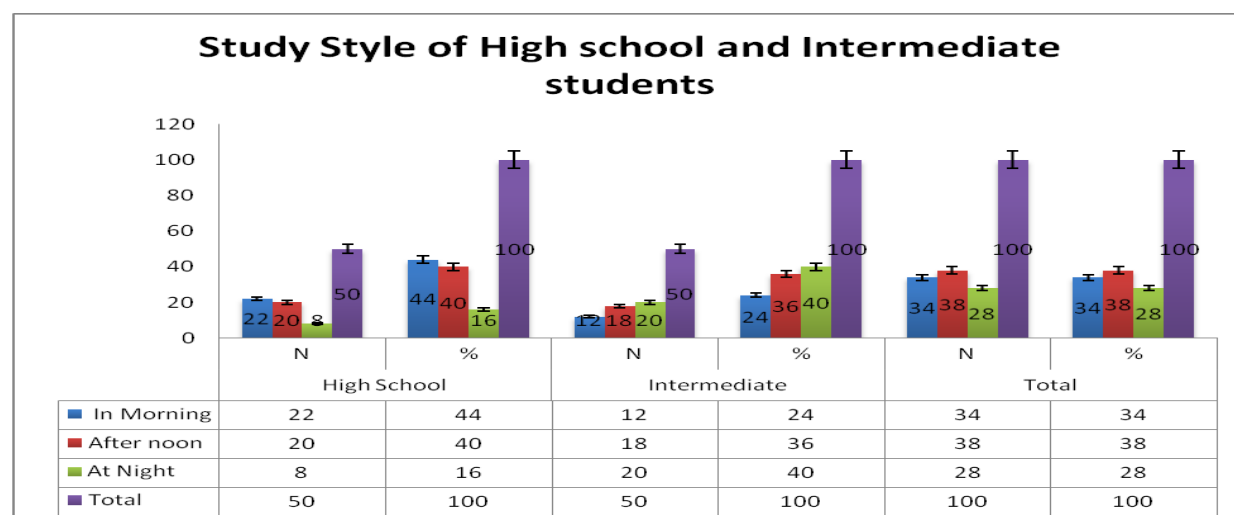


Table 4.3.4. Revealed that high school students preferred new chapter in morning (44%), students prefer new chapter in after noon (40%), students prefer new chapter at night (16%). In intermediate 24 per cent students prefer new chapter in morning, in afternoon (36%), at night (40%) whereas irrespective of class, 34 per cent students prefer new chapter in morning, in after noon (38%), at night (28%). It was hypothesized that there is no significant association between time of study and class of the student. The observed value of χ^2 (8.189) found was greater than table at 1 % L.S. Therefore, the hypothesis was disapproved. Hence, it implied that there was highly significant between time of study and class of students.

4.4. Attitude of high school and Intermediate students

Table 4.4.1: Attitudes of High School and Intermediate Students

S.NO	Attitude Towards Teachers	High School		Intermediate		Total	
		Yes	No	Yes	No	Yes	No
1.	Teachers understand the problems	28(56)	22(44)	41(46)	09 (18)	69	31
2.	Like to study from favorite Teachers only	13(26)	37(74)	10(20)	40(80)	23	77
3.	Likes Teachers who give less Homework	15(30)	35(70)	05(10)	45(90)	20	80
4.	Teachers help	34(68)	15(30)	42(84)	8(16)	76	23
5.	Teachers complain about poor handwriting and wayward answers	9(18)	41(82)	7(14)	42(84)	16	83

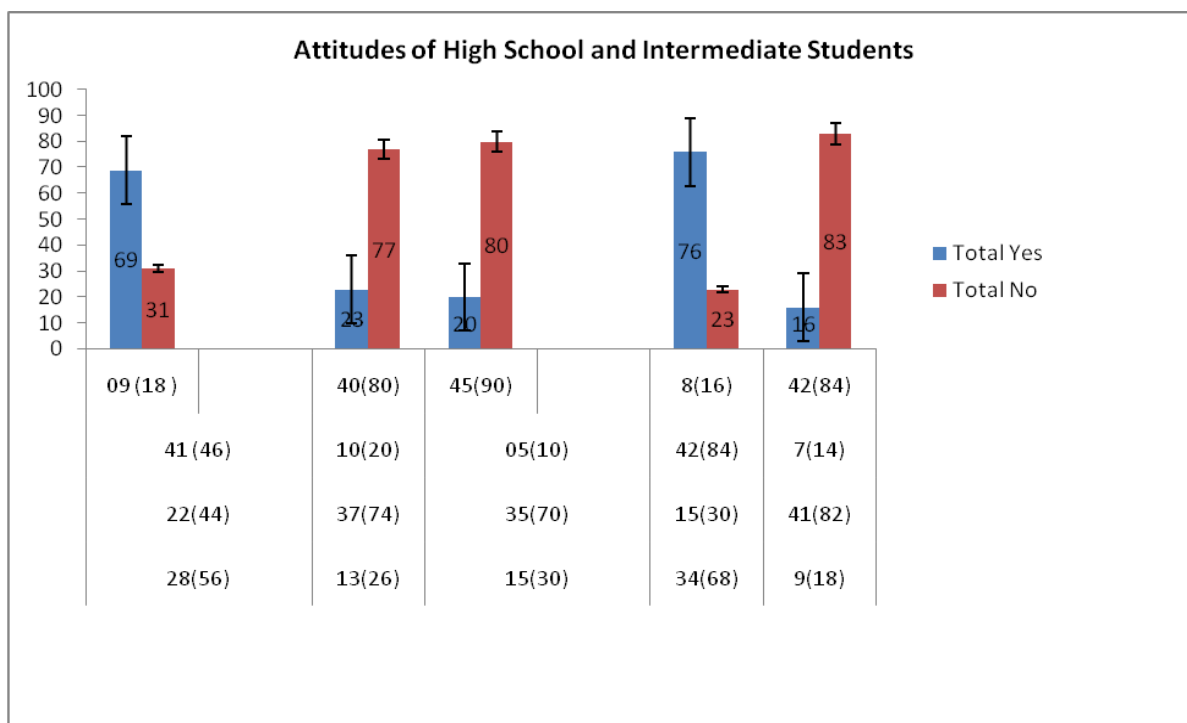


Table 4.4.1 presented the attitude of the students towards their teachers and it was found that majority of students opined that their teachers were understanding and they understood the students problem (69%) but the rest (31%) felt that their teacher was not understanding. With respect to class, more percentage of high school students than intermediate students (56% and 46% respectively) reported that their teacher were understanding. There were 77 per cent of students who informed that they were comfortable with learning from all their teachers and not just their favorite teacher. Rest (23%) liked to learn from their favorite teacher only. Class wise it was revealed that both the group liked to learn from not just their favorite teacher but all teacher. Thirty students of high school and 10 per cent of intermediate students like teachers who give less homework, thus, irrespective of the class 20 per cent liked teacher who gave less home work. This is a welcome note that most of the students did not mind home work and thus like their teacher for that. Majority of the students (68% high school, 84% Intermediate and 76% overall) appreciated teacher help to them. High school students (18%), Intermediate (14%) and Overall (16%) students reported that the teacher complained of the poor writing which can be one of the areas the students need to improvement.

Table 4.4.2: Attitude of High school and Intermediate students towards Education

S.No	Attitude towards education	High School		Intermediate		Total	
		Yes	No	Yes	No	Yes	No
1.	Study foreign language	38(76)	12(24)	46(92)	4(8)	84	16
2.	Education – a wastage of time and money	7(14)	43(86)	5(10)	45(90)	12	88
3.	Education is only bookish knowledge	11(22)	39(78)	5(10)	45(90)	16	84

The table 4.4.2 revealed the attitude of the students towards education and it was interesting to find that majority of high school (76%) and intermediate students (92%) showed positive attitude towards studying foreign languages, A positive attitude towards education was also reported by high school students (86%), Intermediate (90%) who did not think that education was a waste of money and 78 per cent high school and 90 per cent intermediate did not agree to that education is only bookish knowledge. But the students who felt that education was about bookish knowledge and a waste of time and energy need appropriate understanding of their attitude and execute intervention towards positive attitude for better learning.

4.5. Anxiety among High school and Intermediate students

Table-4.5.1. Distribution of Anxiety level in among High School and Intermediate students

Anxiety level (Range of score)	High School			Intermediate			Total		
	M	F	T	M	F	T	M	F	T
Very high (42 & above)	0	0	0	0	0	0	0	0	0
High (33 – 41)	5 (15.2)	4 (23.5)	09 (18)	1 (3.8)	4 (16.7)	05 (10)	6 (10.2)	8 (19.6)	14
Average (18 – 32)	13 (39.3)	8 (47.1)	21 (42)	16 (61.5)	6 (25)	22 (44)	29 (49.2)	14 (34.1)	43
Low (10 – 17)	10 (30.3)	2 (11.8)	12 (24)	5 (19.2)	3 (12.5)	08(16)	15 (25.4)	5 (12.2)	20
Very low	5 (15.2)	3 (17.6)	08 (16)	4 (15.3)	11 (45.8)	15(30)	9 (15.2)	14 (34.1)	23
Total	33 (100)	17 (100)	50 (100)	26 (100)	24 (100)	50 (100)	59 (100)	41 (100)	100

Table 4.5.1 presented that majority of the high school students were found to have average (42%), low anxiety (24%), high anxiety (18%). Rest (16%) had very low anxiety. None of the high school students were found to be having Very high anxiety, which is a good sign as too much anxiety affects the academic performance of the students. Majority of the intermediate students had high anxiety (30%), 22 per cent had average anxiety, low anxiety (32%) and 10 per cent students were found to experience very low anxiety but a

few (6%) students were found to have very high anxiety. It was hearting to note that almost half of the students, irrespective of the class, had average anxiety, which is to an extent obvious considering the importance of board exams at high school and intermediate.

Similarly findings were reported by **Sharma and Shakir (2019)** urban senior secondary school students ($M = 158.70$, $SD = 20.78$) are significantly higher in the academic anxiety. **Mary et al. (2014)** findings that all board exam going students had increased level of anxiety, which was particularly higher among 12th standard board exam going students.

Sex-wise it was found that irrespective of the class students were studying, the students found to have average anxiety (49.2%), low anxiety (25.4%), very low anxiety (15.2%). Rest (10%) of the male students showed high anxiety. With respect to class, majority of both boys and girls had average anxiety (39.3% and 47.1% respectively) but 30.3 per cent boys had low anxiety and 23.5 per cent girls showed high anxiety, High and low anxiety was found among boys (15% each) and Very low anxiety and Low anxiety girls was found among 17.6 per cent and 11.8 per cent respectively.

4.6.1: Anthropometric measurements of the High school and Intermediate students

Table: 4.6.1: Height of the High school and Intermediate Students - gender wise

Gender	Height			
	High School		Intermediate	
	N	Mean \pm SD	N	Mean \pm SD
Male	32	160.0 \pm 1.3	26	169.8 \pm 2.4
Female	18	154.4 \pm 1.0	24	159.1 \pm 2.7
Total	50	158.0 \pm 3.0	50	164.7 \pm 5.9
Z value	6.650*			P<0.05

Table 4.6.1 shows that in high school the mean height of 32 male students was 160 cm, while the mean height of 18 female students was 154.4 cm. Hence, mean of height of total high school students was 158 cm. With respect to intermediate, the mean height of 26 male students was 169.8 cm, while the mean height of 24 female students was 159.1 cm. The mean of height of total intermediate students was 164.7 cm.

Table: 4.6.2: Weight of the High school and Intermediate student - gender wise

Gender	Weight			
	High School		Intermediate	
	N	Mean \pm SD	N	Mean \pm SD
Male	32	53.1 \pm 1.8	26	61.6 \pm 1.7
Female	18	48.0 \pm 1.6	24	52.1 \pm 1.6
Total	50	51.3 \pm 3.0	50	57.0 \pm 5.1
Z value	5.968*			P<0.05

Table 4.6.2 shows that with respect to high school students, the mean weight of 32 male students was 53.1 kg, while the mean weight of 18 female students was 48 kg. The mean of weight of total high school students was 51.3 kg. In intermediate the mean weight of 26 male students was 61.6 kg, while the mean weight of 24 female students is 52.1 kg. Hence mean of weight of total intermediate students was 57 kg. Comparing the weight of high school students to Intermediate students, the z value was calculated (5.968) was found to be significant at 5% level of significance, which implies that standard deviation is more than mean.

Table: 4.6.3 Students Body Mass Index (BMI) according to gender wise

Gender	BMI			
	High School		Intermediate	
	N	Mean \pm SD	N	Mean \pm SD
Male	32	20.7 \pm 0.8	26	21.4 \pm 0.8
Female	18	20.1 \pm 0.8	24	20.6 \pm 1.1
Total	50	20.5 \pm 0.8	50	21.0 \pm 1.0
Z value	6.626*			P<0.05

Table 4.6.3 revealed that with respect to high school students, the mean BMI of 32 male students was 20.7, while the mean BMI of 18 female students was 20.1. Hence, mean of BMI of total high school students was 20.5. In intermediate, the mean BMI of 26 male students was 21.4, while the mean BMI of 24 female students was 20.6. Thus, the mean of BMI of total intermediate students was 21.

Table: 4.6.4 Anthropometric measurements of high school students – age group wise

Age group	High School			
	N	Height (cm)	Weight (kg)	BMI
14-15 years	11	157.1 \pm 3.3	50.4 \pm 2.9	20.4 \pm 0.8
15-16 years	39	158.3 \pm 3.0	51.5 \pm 3.1	20.5 \pm 0.9
Total	50	158.0 \pm 3.0	51.3 \pm 3.0	20.5 \pm 0.8

In age group of 14-15 years, the mean height of 157.1, mean weight was 50.4 and BMI was 20.4 whereas in age group of 15-16 years, mean height of 158.3, mean weight of 51.5, mean and BMI of 20.5. High school students (50 in number) had mean height of 157.1, mean weight of 50.4, mean BMI of 20.4. (Table 4.6.4)

Table: 4.6.5 Anthropometric measurements of Intermediate students –age group wise

Age group	Intermediate			
	N	Height	Weight	BMI
16-17 years	9	164.9 \pm 5.2	57.3 \pm 5.8	21.0 \pm 1.0
17-18 years	41	164.6 \pm 5.9	56.9 \pm 5.0	21.1 \pm 1.1
Total	50	164.7 \pm 5.9	57.0 \pm 5.1	21.0 \pm 1.0

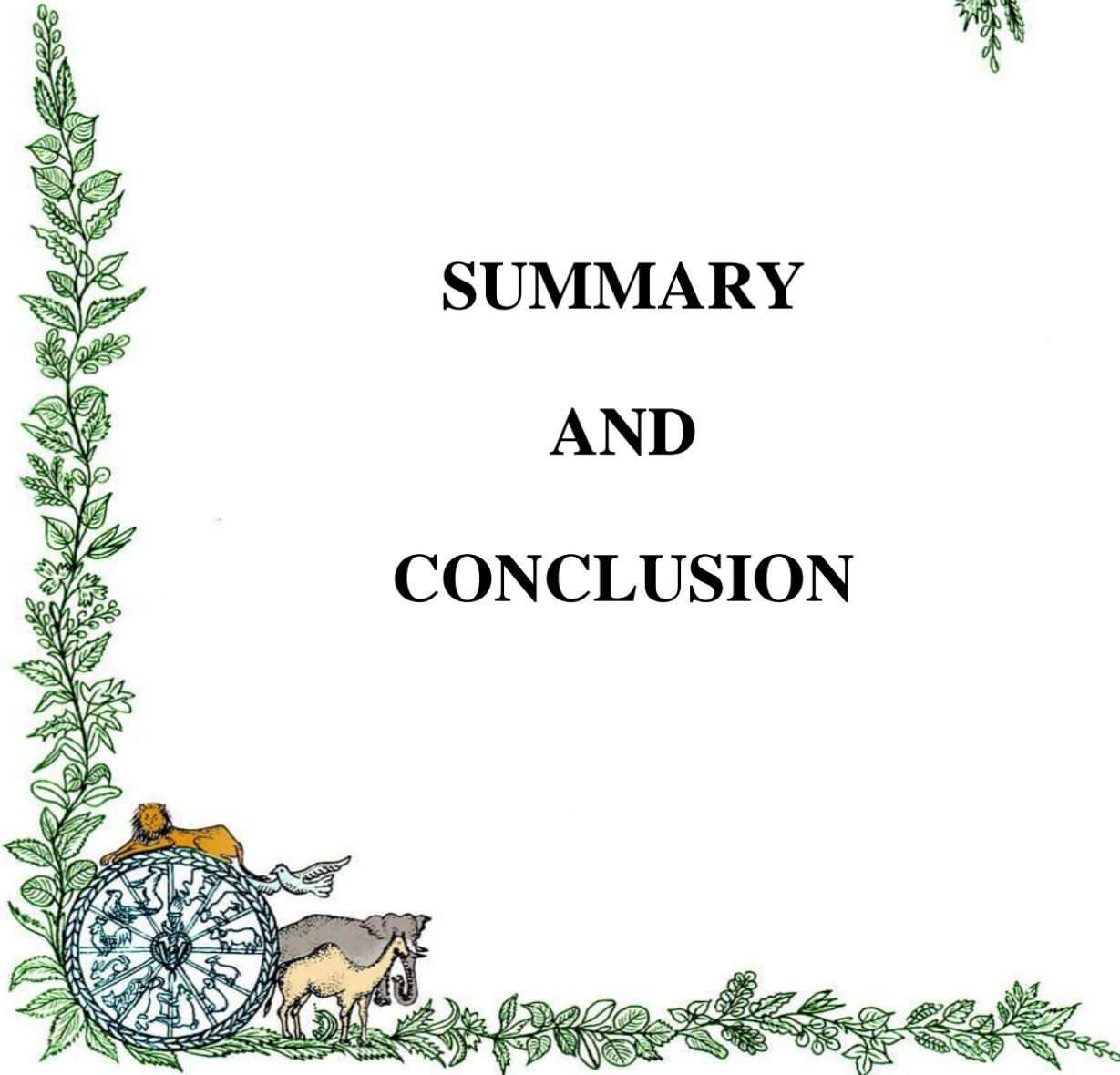
Table 4.6.5. shows that in age group of 16-17 years 9 students had mean height of 164.9 cm, mean weight of 57.3 kg , mean BMI of 21 and in age group of 17-18 years 41 students have mean height of 164.6 cm, mean weight of 56.9 kg , mean BMI of 21.1. In total intermediate 50 students have mean height was 164.7 cm, mean weight 57 kg, mean BMI 21. The BMI revealed that 95 per cent students were normal with two per cent who was obese.



SUMMARY

AND

CONCLUSION



SUMMARY AND CONCLUSION

Academic performance of students is the centre around which the whole education system revolves. Academic performance or achievement of a student is very much influenced by numerous factors like Socio-economic Status of the parents, residential locality of the students, gender, age, school and class room environment and many more. It is education which determines an individual's occupation, income, status or position in the society. High school and intermediate education in India are considered critical for their future studies and endeavors, therefore, the study was conducted to compare the academic performance, anxiety, study habits and attitudes among the students of high school and intermediate.

The study was conducted with a total of 100 students (50 high school and 50 Intermediate) from LRP Colony of District Bahraich using self prepared questionnaire eliciting information on personal profile, family profile, study habits and environment, attitudes and anthropometric measurements. The anxiety was examined with the help of standardized test – General Anxiety Scale for Children by Dr. Anil Kumar. The data collected was statistically analyzed using Microsoft excel on personal laptop. The salient finding of the study were as follows:

- Majority of high school students belonged to the age group of 15 to 16 years and 17 to 18 years students in intermediate;
- Majority of families were from nuclear family (67%), families belong to general caste (49%) , Other Backward Caste (38%) and SC/ST caste (13%). family size of up to 4 numbers in both classes (59%)
- Father education were educated up to graduation (46%) and post graduate (28%); Mothers were educated upto graduate (39%). and only 15 per cent were educated up to post graduation with most mother being housewife (62%) but 16 percent were in business.
- Families had a monthly income of Rs.50001/- to 75000/- (57%) and only (5%) were reported getting 25000.
- Class wise,
- In both the educational milestone none of the students had attendance more than 80 per cent of their respective class. More Intermediate than High school students had 71-80 % class attendance. Female students higher attendance (more than 80%) in their respective classes.

- The Intermediate students, the mean attendance of the students it was found that of the 76, whereas for boys student, mean attendance was 74 and 78 for girls. Overall the mean performance was 76.5 with 6.5 standard Deviation
- According to family type 72 per cent students who lived in nuclear family, the mean attendance was 82 and mean performance was 75.4. With respect to joint family, 88 per cent students who lived in joint family mean attendance was 86 and mean performance was 76.8.
- Majority of students were Good (with % marks between 61-70), followed by 22 per cent obtained marks above average (51-60% marks) and Very Good (71-80% marks). Comparing the grades obtained class wise it was found that more students of intermediate scored 71-80% marks (A grade) than the high school children, High school students and intermediate students who got marks 61-70% (B+ Grade) was 30 and 47 in number respectively. Gender wise we find a positive social change with more girls students performing well in their class as 63.6 per cent of boys and 64.7 per cent of girls in high school scored A grade while in intermediate class, girls (66.9%) and boys (46.2%) obtained A Grade.
- Almost half of the students, irrespective of the class, had average anxiety, which is to an extent obvious considering the importance of board exams at high school and intermediate.
- The high school students habit of taking frequent breaks while studying (84%) and Study in quiet peaceful atmosphere whereas intermediate students prefer classical music without lyrics to be played while study (rank I) with mean score is 0.92 (92%), study in quiet peaceful atmosphere.
- High school student (64%) prefer sit on bed or couch while studying and (88%) intermediate students prefer sit on chair and table while studying which was significantly associated.
- While studying, high school students (60%) preferred taking snacks between lessons and intermediate students (80%) taking snacks after lesson, found significantly associated.
- In attitude towards education the students who felt that education was about bookish knowledge and a waste of time and energy need appropriate understanding of their attitude and execute intervention towards positive attitude for better learning.

- High school students prefer normal light while studying (56%) while intermediate students prefer extra illuminated lamp (84%) which was highly significantly associated.
- High school students prefer alone study (76%) whereas intermediate students preferred group study (56%).
- High school students preferred watching TV for entertainment (76%) and intermediate students prefer reading books for entertainment (80%).
- High school students preferred new chapter in morning (44%), students prefer new chapter in after noon (40%), students prefer new chapter at night (16%). In intermediate 24 per cent students prefer new chapter in morning, in afternoon (36%), at night (40%) whereas irrespective of class, 34 per cent students prefer new chapter in morning, in after noon (38%), at night (28%). The association was found to be highly significant.
- More percentage of high school students than intermediate students showed positive attitude towards their teachers and education. They were interested in learning foreign language and did not find education a waste of time and that education should not be bookish.
- According to students BMI their weight is normal (98%) whereas (2%) were overweight.

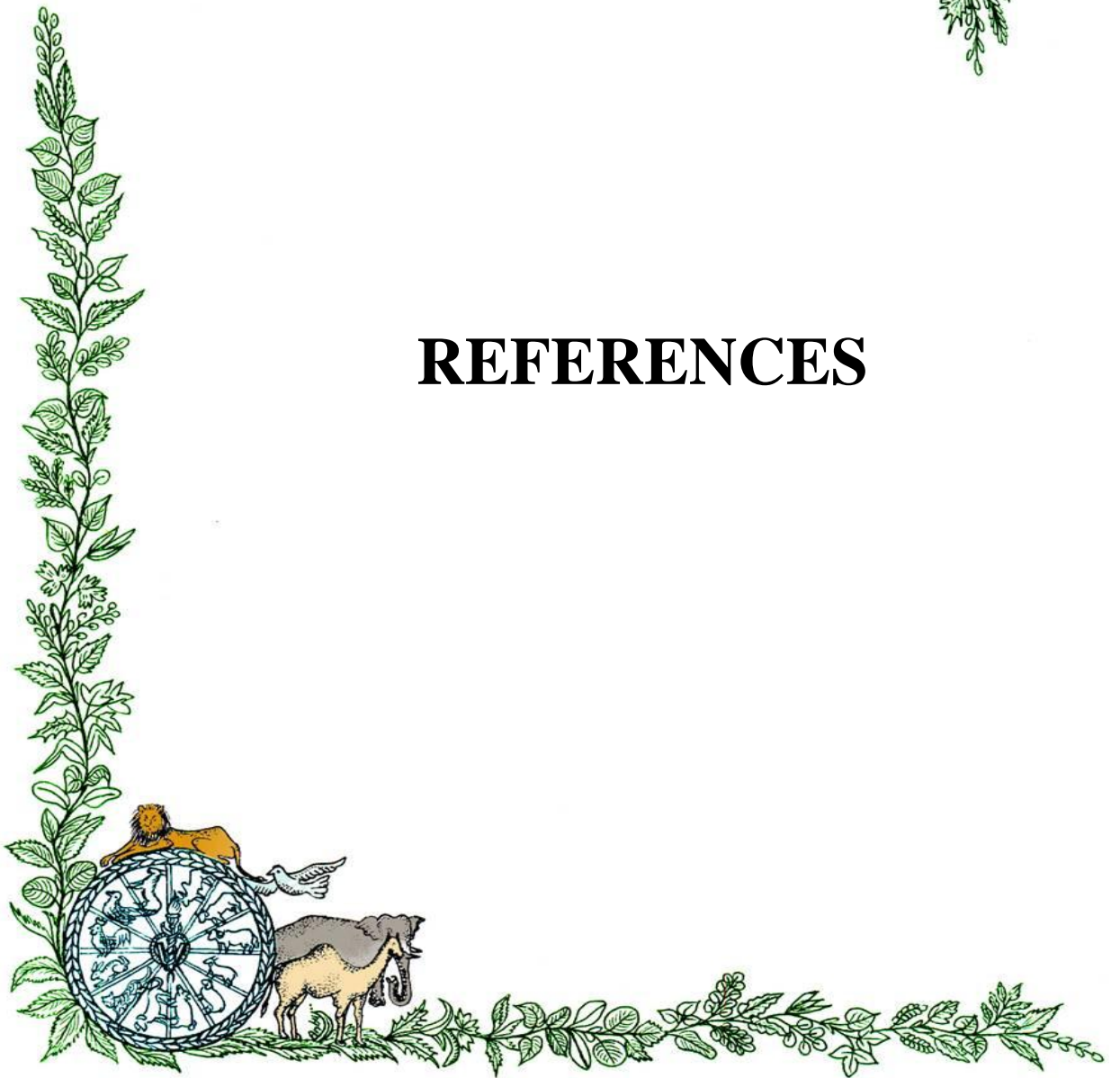
Therefore, it is concluded that there was significant differences in the academic performance, anxiety and study behaviour of students. The nutritional status of students was nutritionally normal therefore, there is need to further investigate on the negative attitude towards education and efforts to improve education.

It is therefore recommended that

- Further researches are needed to study the students cases and the learning styles and study habit with the larger scales covering the students of the state and the country to understand the student ground reality.
- Experiments on innovative methods and techniques should be done to improve low grades and attendance of class at this stage.
- Studies on education and innovations in teaching learning are needed to work out strategies for stronger academic foundation in every school.
- Studies are needed to investigate the factors that are affecting the performance of boys and girls at these levels of education so that necessary intervention can be made to help students score higher.



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APPENDIX-A

Questionnaire to elicit information of respondent

1. Background information of respondent

1. Name of student (respondent)-

2. Class-

3-Age-

4. CASTE

a) General

b) OBC

c) SC

5. FAMILY TYPE

a) Nuclear

b) Joint

6-FAMILY SIZE

a) 3 to 4 members

b) 5 to 8 members

c) 9 to 12 members

7. HOUSE TYPE

a) Mixed

b) Pucca

8. Father education

a) High school

b) Intermediate

c) Graduate

d) Post graduate

9. Mother Education

a) High school

b) Intermediate

c) Graduate

d) Post graduate

10. Father Occupation

a) Service

b) Business

c) Farming

d) Caste occupation

11. Mother Occupation

a) House wife

b) Service

c) Business

12. Monthly Income

a) Rs 25000/- to Rs.50000/-

b) Rs.50001/- to Rs 75000/-

c) Rs.75001/- and Rs 80000/-

ACADEMIC QUESTIONNAIRE

1- Percentage of board exams-

2- Attendance in class-

S.NO	Question	Score
1.	Do you like to study in quiet / peaceful atmosphere? <ul style="list-style-type: none">• Yes• No	1 2
2.	Do you prefer earphones to muffles the outside sound? <ul style="list-style-type: none">• Yes• No	1 2
3.	Do you prefer classical music without lyrics while studying? <ul style="list-style-type: none">• Yes• No	1 2

4.	<p>You prefer to chew / bite while concentrating on studies.</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>
5.	<p>While studying you take frequent physical break</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>
7.	<p>Sitting arrangement while Studying prefer</p> <ul style="list-style-type: none"> • Sit on table & chair • Use bed & pillow / couch 	<p>1</p> <p>2</p>
8.	<p>Snacking behavior</p> <ul style="list-style-type: none"> • After the lesson • In between the lesson 	<p>1</p> <p>2</p>
9.	<p>Light preference while studying.</p> <ul style="list-style-type: none"> • Natural light / lamp with dimmer light .(dim light) • Extra illuminated lamp 	<p>1</p> <p>2</p>
10.	<p>Learning methods for new information.</p> <ul style="list-style-type: none"> • Talk about it • Think about it 	<p>1</p> <p>2</p>

11.	I prefer to get new information in. <ul style="list-style-type: none"> • Picture, diagrams, graphs or map. • Verbal information 	1 2
13.	I prefer to study. <ul style="list-style-type: none"> • In a study group • Alone 	1 2
14.	For entertainment, I would rather. <ul style="list-style-type: none"> • Watch TV • Read a book 	1 2
16.	I prefer course that emphasize. <ul style="list-style-type: none"> • Concrete material (facts , data) • Abstract materials (concept , theories) 	1 2

Study Habits and Attitudes Questionnaire-

1-Attitude towards Teachers

S.NO	Question	Score

1.	<p>Teachers understand the problems</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>
2.	<p>Like to study from favorite Teachers only</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>
3.	<p>Likes Teachers who give less Homework</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>
4.	<p>Teachers help</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>
5.	<p>Teachers complain about poor handwriting and wayward answers</p> <ul style="list-style-type: none"> • Yes • No 	<p>1</p> <p>2</p>

Attitude towards Education

S.NO	Question	Score
1.	Study foreign language	

	<ul style="list-style-type: none"> • Yes • No 	1 2
2.	Education – a wastage of time and money Yes <ul style="list-style-type: none"> • Yes • No 	1 2
3.	Education is only bookish knowledge <ul style="list-style-type: none"> • Yes • No 	1 2

Appendix- B

General Anxiety Scale for Children (GASC)

It is easily scorable scale. The ‘Yes’ answer to an item means admitting anxiety and ‘No’ answer to an item means not admitting anxiety. The total number of ‘yes’ answer denotes the raw scores of anxiety.

Yes	1
No	0

Norms

Percentile norms were computed for both the sexes: boys and girls separately
Table presents for boys and girls.

Percentile Norms for boys and Girls

S. No.	PERCENTILE	Boys	Intermediate
1.	P ₉₀	34.40	38.19
2.	P ₈₀	32.13	34.30
3.	P ₇₀	29.77	32.50
4.	P ₆₀	27.74	29.80
5.	P ₅₀	25.54	27.80
6.	P ₄₀	23.38	25.80
7.	P ₃₀	21.23	23.80
8.	P ₂₀	18.57	21.39
9.	P ₁₀	17.38	20.00
Mean		25.03	27.10
M.D.		25.54	27.80
S.D.		7.98	6.95

The subjects can be classified into five categories on the basis of raw scores
obtained by them on the scale.

Categories	Range of Scores	
	Males	Females
Very High	42 & above	42 & above
High	33-41	35-41
Average	18-32	22-34
Low	10-17	15-21
Very Low	9 & below	14 & below

Appendix- C

2 | Consumable Booklet of GASSGC-K

क्रमांक	कथन	हाँ	नहीं	प्राप्तांक
1.	घर से बाहर रहने पर क्या आपको यह चिन्ता रहती है कि घर पर क्या हो रहा होगा ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	क्या कभी-कभी आपको यह चिन्ता रहती है कि अन्य बच्चे आपसे अधिक सुन्दर हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	क्या आपको चूहों से डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	क्या आपको कभी अपना पाठ याद करने की चिन्ता रहती है ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	यदि आपको सीढ़ी पर चढ़ना हो तो क्या आपको उस पर से गिर जाने का डर रहता है ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	क्या आपको इस बात की चिन्ता रहती है कि आपकी माँ बीमार हो जायेंगी ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	यदि आपको रात में अकेले जाना हो तो क्या आपको डर लगेगा ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	क्या आपको यह चिन्ता रहती है कि दूसरे व्यक्ति आपके बारे में क्या सोचते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	क्या आपको खून देखकर अजीब-सा अनुभव होता है ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	जब आपके पिता घर से बाहर हों तो आपको चिन्ता रहती है कि वे वापिस आ जायेंगे ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	क्या आपको बादलों की गड़गड़ाहट व बिजली की चमक से डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	क्या आपको कभी यह चिन्ता रहती है कि जो काम आप करना चाहते हैं उसे नहीं कर पायेंगे ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	डॉक्टर के पास इंजेक्शन लगवाने जाते समय क्या आपको यह चिन्ता रहती है कि कहीं वह चोट न पहुँचा दे ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	क्या आपको साँप आदि से डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	क्या रात को सोते समय आप किसी न किसी बात पर चिन्तित रहते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
कुल प्राप्तांक पृष्ठ संख्या 2				<input type="text"/>

क्रमांक	डिफ	डि	कथन	फिडक	हाँ	नहीं	प्राप्तांक
16.			क्या बचपन में आपको किसी चीज से डर लगता था ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.			ऊँचे स्थान से नीचे देखने पर क्या आपको डर लगता है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.			क्या अस्पताल जाते समय आपको चिन्ता रहती है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.			क्या आप कभी-कभी कहानियाँ सुनकर डर जाते हैं ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.			क्या आपको कभी चोट लगने का डर रहता है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.			यदि आप घर में अकेले हों और कोई दरवाजा खटखटाये तो आपको चिन्ता होने लगती है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.			मृत जानवर देखकर क्या आपको डर लगता है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.			क्या आपको ऐसा लगता है कि अन्य लड़के-लड़कियों की अपेक्षा आप अधिक चिन्तित हैं ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.			क्या आपको यह चिन्ता रहती है कि आपको किसी दुर्घटना में चोट लग जायेगी ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.			क्या आपको कोई डरा सका है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.			क्या आपको बन्दूक, पिस्तौल आदि से डर लगता है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.			कोई कारण जाने बिना क्या कभी-कभी आपको कुछ अजीब-सा अनुभव हुआ है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.			क्या आपको कुत्ते से काटे जाने का डर लगता है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.			क्या आपको यह चिन्ता रहती है कि आपके किसी परिचित के साथ दुर्घटना न हो जाय ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.			रात में घर पर अकेले रहने पर क्या आपको चिन्ता रहती है ?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

क्रमांक	कथन	हाँ	नहीं	प्राप्तांक
31.	क्या आपको आतिशबाजी (पटाखों) के पास जाने पर यह डर लगता है कि कहीं वे फट न जायें ?	<input type="checkbox"/>	<input type="checkbox"/>	5
32.	क्या आपको यह चिन्ता रहती है कि कहीं आप बीमार न हो जायें ?	<input type="checkbox"/>	<input type="checkbox"/>	5
33.	क्या आप कभी दुःखी हुए हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	5
34.	माँ के घर के बाहर होने पर क्या आपको उनके लौटने की चिन्ता होती है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
35.	क्या आपको चोट लगने के भय से पानी में गोता लगाने में डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
36.	तेज धार की वस्तु छूने पर क्या आपको अजीब-सा अनुभव होता है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
37.	क्या आप यह सोचकर चिन्तित रहते हैं कि क्या होने वाला है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
38.	क्या आपको अकेले कमरे में जाने पर डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
39.	क्या चोट लगने के भय से आप लड़ाई-झगड़ा नापसन्द करते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	5
40.	क्या आपको यह चिन्ता रहती है कि आपके पिता बीमार हो जायेंगे ?	<input type="checkbox"/>	<input type="checkbox"/>	5
41.	क्या आपने कभी डरावने सपने देखे हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	5
42.	क्या आपको बिच्छू से डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
43.	क्या आप कभी ऐसा महसूस करते हैं कि आपके साथ बुरा होने जा रहा है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
44.	कमरे में अकेले होने पर, अजीब शोर सुनकर क्या आप में डर की भावना उत्पन्न हो जाती है ?	<input type="checkbox"/>	<input type="checkbox"/>	5
45.	क्या आप चिन्तित रहते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	5
कुल प्राप्तांक पृष्ठ संख्या 4				4

College of Community Science
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Topic: “A Comparative Study of Academic Performance, Anxiety, Study Habits and Attitudes Among High School and Intermediate students in Pre-COVID-19 condition”

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ABSTRACT

The present study entitled “A Comparative study of academic performance and socio-economic status, anxiety, study habits and attitudes in high school and intermediate students” was conducted in Bahraich district. A sample of 100 school going students from three schools with high school and intermediate classes (50 students from each class) were included in the study. A standardized tool used the General Anxiety Scale For Children and for socio-economic profile, academic performance, study habits and attitudes, anthropometric measurements questionnaire used to elicit information. The data collected was analyzed and it was found that majority of children belonged to general category (49%), followed by OBC (38%) and (13%) SC/ST. The children were from nuclear family (67%), joint family (33%), with family size is 3 to 4 members (59%), 5 to 8 members and 9 to 12 members (15%). Majority of fathers were educated up to graduate (46%), father's occupation was business (%) and mother (39%) were also educated up to graduation but majority of mothers were housewife (62%). Academic performance of the students the grades obtained class wise it was found that more students of intermediate scored 71-80% marks (A grade) than the high school children, High school students and intermediate students who got marks 61-70% (B+ Grade) was 30 and 47 in number. The anxiety level amongst intermediate students (30%) was very high whereas high school has average anxiety (42%). It was found that the mean height of high school was 157.1cm , mean weight was 50.4 kg and mean BMI of 20.4 and amongst intermediate students the mean height was 164.7 cm, mean weight 57 kg and mean BMI 21.The BMI of 95 per cent students were normal and only two per cent who was obese. Attitude towards education the students who felt that education was about bookish knowledge and a waste of time and energy. The high school students habit of taking frequent breaks while studying (84%) and Study in quiet peaceful atmosphere whereas intermediate students prefer classical music without lyrics to be played while study (rank I) with mean score is 0.92 (92%), study in quiet peaceful atmosphere.

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