



STUDY ON THE PSYCHO SOCIAL FACTOR (PEER PRESSURE) ON THE STUDY HABITS OF SECONDARY STUDENTS EDUCATION

**Mukesh Kumar, Research Scholar, Dept. of Education,
OPJS University, Churu, Rajasthan
Dr. Ramdhan Bharati, Professor, Dept. of Education,
OPJS University, Churu, Rajasthan**

ABSTRACT

Education begins from birth and continues throughout life. It's a vicious circle. So "the destiny of India is presently being formed in her classrooms," according to the Kothari Education Commission. Education alone may transform people's knowledge, skills, interests, and values, which is vital for any social and economic reform programme, which India sorely needs. In today's world, a nation's success is more reliant than ever on its residents' education. Education serves the dual function of passing on the past's history and knowledge to future generations, while also preparing them for the current and future demands of society and people. The goal of this research was to investigate the Psycho-Social and study habits, among secondary students. The factors under consideration were: Peer pressure, the family environment, and gender were among the factors considered.

KEYWORDS: *Education, Peer Pressure, Psycho-Social Factors*

1. INTRODUCTION

The purpose or aims of the educational system determine the many points of view that may be expressed in any arrangement of teaching, such as its design, educational plan, and so on. If you do not clearly understand what you are trying to accomplish by teaching children, you will most likely use the improper educating strategies. Individuals once pondered the transfer of knowledge, but those days are long gone. The importance of cultivating a child's whole character is presently being recognised by the public. As of right now, one of the objectives is to "instruct the whole youngster." What exactly does this mean? What



exactly is the importance of this? Children are aided in their development, encouraged to nurture their psyches and bodies, to develop down-to-earth abilities, and to embrace explicit social values such as teamwork, resilience, and character growth, among other things. Each kid should learn how to enjoy and share in the wonderful things that life has to offer, as well as how to put their energy and structure mentalities to work or to life in general. It is also considered to be quite important. At the moment, he is preoccupied with the growth of his overall behaviour in certain beneficial areas, such as child education. "Alluring" is a popular slogan. The most effective method of advancing the behaviour is via the instruction of many topics and skills.

1.1 Secondary Education

Optional training, which serves as a bridge between necessary and supplemental schools as well as college teaching, is a critical component of any public development training initiative. It makes use of grade instructors and prepares understudies for college and other higher education institutions, among other things. Aside from that, the vast majority of understudies complete their education at this point. Understudies who pursue higher education may be able to get the full benefits of their college degree if they have received excellent auxiliary education. As a result, optional teaching, which comes as the last step, should be of the highest possible standard.

1.2 Psycho Social Factors

Psychiatric and social elements are a combination of mental and social factors that have an impact on several aspects of an understudy's behaviour and development. In this research, the expert examines five psychosocial components that affect higher optional understudies' review proclivities and academic achievement, including self-idea, discomfort, family environment, career goals, and financial situation, among others.

Self-concept

The definition of "self-belief of the individual, including the attributes of a person, and who and what the person itself is," is provided by Baumeister (1999) (Saul, 2008).



Relationships, functional skills, and wellbeing are all influenced by an individual's self-concept. Self-concept

- a) is unique to the individual
- b) May be positive or negative,
- c) has emotional, intellectual, and functional dimensions,
- d) Changes with the world, e) changes over time, and
- f) Has a significant impact on one's life.

Self-concept is an important concept of any child's development. As children develop a sense of self and interact with and gain experience in the world, their self-concept is affected. The importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance.

1.3 STUDY HABITS

According to Aristotle, predisposition is defined as what we have done more than once. Diverse propensities are generated by different propensities. Motivation gets us started, inspiration keeps us on track, and proclivity moulds us into what we want to be. Anything we put into practise over a long enough period of time gets ingrained in our framework and becomes a proclivity (Chamundeswari, Sridevi and Archana, 2014).

The training is a typical and planned proclivity for the individual. Studies are done on a regular basis. According to Crow & Crow, a successful study plan includes an organisation and circumstance, a specific timeline, and the conciseness of efficient notes, among other things (1992). " The activities that students engage in while preparing for examinations or acquiring scholastic information are referred to as review propensities (Your Dictionary, 2015). The continual routines that one does to assist them in their studies and learning are referred to as "concentrate on propensities." Understudies who have strong review habits are more likely to succeed academically and to maintain passing grades.



Concentrate on tendency" refers to several approaches and activities that understudies do in their schoolwork and school review, as indicated by the phrase. In order to be a good understudy, you must possess substantial abilities other than the ability to keep reality. Knowing where to go for information and how to manage one's time effectively are important skills to have. Inferring from this is that understudies should sort out, acknowledge, and organise facts in the wake of the issue under consideration (Sahu, 2013).

Focus, note-taking, efficient time management, and learning strategies are all necessary for an understudy's review session to be successful. It is essential to take notes in order to see more clearly and remember more information. Because it is silly to go through the books we have read all of the time, it is necessary to have notes prepared from the books we have read. It is possible that understudies' misfortune is due to a lack of strong review proclivities on their part. The more proactive and well-educated an understudy is, the more likely it is that they will devise a successful report strategy.

The Education Dictionary (2007) states that "students' proclivities for study demonstrate a fixed practise leaning toward the acquisition of facts and knowledge via the use of books." The proclivity to review is an evident and learnt model of behaviour that allows the understudy to learn how to study by seeing and copying. The development of good report proclivities has resulted in a standard of behaviour that allows him to plop down and go to work with a basic convergence of fight, which is advantageous.

Specifically, according to Crow and Crow, "concentrate on propensity may be read as a deliberate programme of subject authority" (2008). It is critical to gather knowledge and habits that will aid in adapting to new situations, generating ideas, making decisions, encouraging creative ideas, acquiring exceptional talents, and further developing viewpoints in order to achieve topic authority on a certain subject.

On numerous occasions, understudies have been observed to set up their home exams in a creative approach. The time they spend focused on various things is usually dictated by the demands placed on their time. Because some students like to focus alone while others want to stand by and listen to the radio, some students prefer to learn in the evening while others prefer to learn in the morning, individual learning styles may range significantly amongst students.



1.4 IMPORTANCE OF STUDY HABITS

A study is any activity that involves the exploration of facts, the formulation of ideas, and the progress of methods that are either totally or partially unknown to the person. Study includes a variety of activities such as learning new things, confronting challenging challenges, discovering new hypotheses, and any other exercises that prove to be beneficial to civilization. Due to the fact that examining necessitates exertion, it is sometimes seen as a chore by understudies. The educator's task is to assist understudies in figuring out how to make their investigations as enjoyable and productive as they possibly can. A large number of understudies demand course progression and motivation, while others may develop powerful review tactics that will yield the desired outcomes at all stages. Individual learning develops distinct review proclivities over time, allowing students to comprehend the requirements of the areas they are studying.

When it comes to reviewing, the advanced understudy is indiscriminate and random, as he chooses the quickest and most convenient course of action and relies on cheap bazar notes to complete the exam, while disregarding other means/media of data securing. The development of point matter necessitates a high degree of review proclivities in the direction of understudies as well. Because of a lack of acceptable review practises, the quality of understudies' achievement execution is not visible in the outcomes of assessments conducted by the Board of Education. It is critical to have strong review proclivities in order to reap the benefits of this new style of learning. Despite the growing importance of learning tools, focusing on proclivities continues to be the most effective approach of getting information about people.

2. OBJECTIVES OF THE STUDY

Study's major objectives are as follows:

- 1) To study the study habits of the secondary students.
- 2) To compare the study habits of male and female secondary student
- 3) To find the relationship between study habits and peer pressure of secondary students.
- 4) To find the relationship between study habits and peer pressure of male secondary students



3. MATERIALS AND METHODS

It is possible to direct a review in a number of different ways. The approach is chosen in accordance with the characteristics of the problem. The present study investigates the effects of companion pressure and the home environment on optional understudies' social skills, capacity to focus on instances, and scholarly achievement in the classroom. In addition, this sort of evaluation should not be conducted in a controlled environment, and it is not recommended.

As a result of our present investigation, we have determined that a certain strategy is the most effective. This method is typically appropriate and often used in the fields of humanism and education since it is incredibly easy to implement. We may collect the information via a survey meeting or through an interview strategy. Every one of the tactics has advantages as well as drawbacks to consider. This strategy also has certain drawbacks, such as the fact that it is much less up to date than the trial approach. However, this approach is much more than just the collection of information.

3.1 HYPOTHESIS OF THE STUDY

1. There is no significant difference in study habits of male and female secondary students.
2. There is no significant difference in academic achievement of male and female secondary students.
3. There is no significant relationship between study habits and peer pressure of secondary students.

3.2 SAMPLE SIZE

A small portion of a population is referred to as an example, and it is selected for the purposes of perception and inquiry. A good example is an assortment, which is a sector or division of the products or people of the populace that has been selected for a specific purpose in order to address the population. By observing the characteristics of the example, certain inferences about the characteristics of the population may be drawn. Testing lowers the overall cost of the project. It also aids in the saving of time and energy, as well as the estimate of a greater range, more accuracy, and greater precision. Additionally, it shows



disentanglement by the use of a comparable case from the general public. The sample size for this study has been accumulated by the random sampling method. Existent populace comprises substantial people. The number of students who have participated in this sampling method is 600 from the diverse states of Jammu and diverse schools within a state.

3.3 STATISTICAL TECHNIQUE USED

The normal distribution and standard deviation of the whole exam provided to the students are not predetermined. At the University of Cambridge, Karl Pearson teaches English as a foreign language. To investigate the relationship between friendly ability, research examples, and scholarly achievements in optional understudies who were subjected to peer pressure and their home environment, a snapshot of the Product Statistical Package for Social Sciences (SPSS) version 17 was used.

4. ANALYSIS AND INTERPRETATION

Hypothesis-1: There is no significant difference in study habits of male and female secondary students.

TABLE-1 Means, S.D.s and ‘t’ ratios among male and female students regarding studyhabits

<i>Variable</i>	<i>Group</i>	<i>Number</i>	<i>Mean</i>	<i>S.D.</i>	<i>‘t’ ratios</i>	<i>Level of significance</i>
<i>Study Habits</i>	<i>Male students</i>	300	217.94	22.01	.097	Significant at 0.01 level
	<i>Female students</i>	300	224.08	17.39		

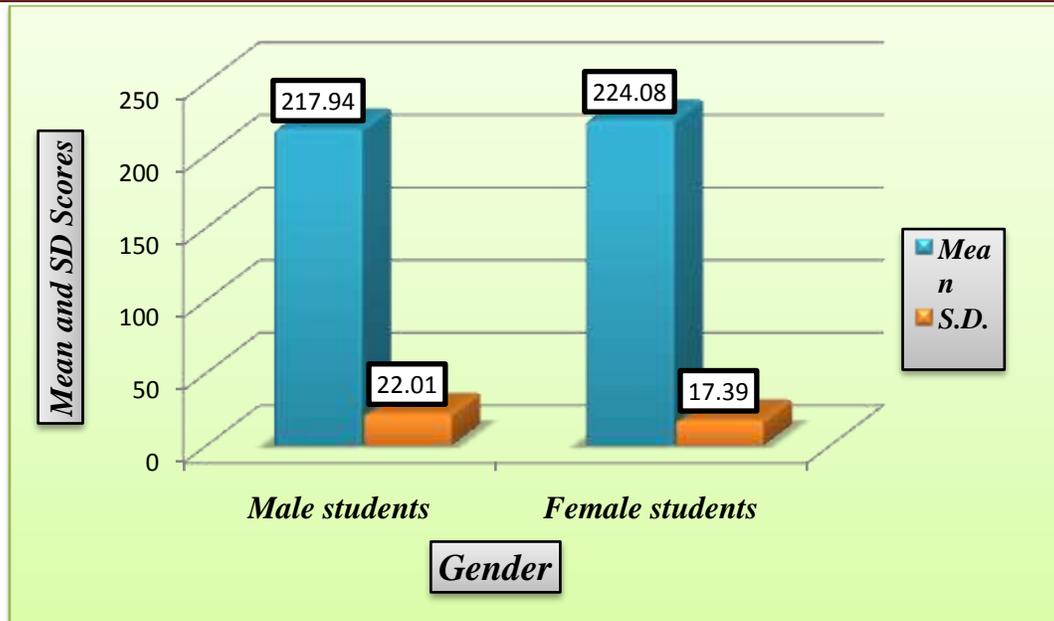


Fig. 4.1: Means and S.D scores among male and female students regarding studyhabits.

TABLE 1 shows that male and female understudies have mean review propensities scores of 217.94 and 224.08, separately, with S.D.s of 22.01 and 17.39. The over two gatherings created a 't' proportion of 3.097, which is significant at the.01 level of importance. This shows that male and female understudies have fairly unique review propensities. Female understudies have a higher normal score than male understudies. This demonstrates that male and female understudies have to some degree different review propensities. Female understudies likewise have a higher normal score than male understudies. Female understudies had more grounded concentrate on designs than male understudies, as indicated by the discoveries. Subsequently, the assertion "There is no significant distinction in concentrate on examples of male and female auxiliary understudies" is excused.

Hypothesis 2: There is no significant difference in academic achievement of male and female secondary students.

TABLE NO- 2 Means, S.D.s and ‘t’ ratios among male and female students regarding academic achievement

<i>Variable</i>	<i>Group</i>	<i>Number</i>	<i>Mean</i>	<i>S.D.</i>	<i>‘T’ ratios</i>	<i>Level of Significance</i>
<i>Academic Achievement</i>	<i>Male students</i>	300	72.14	9.89	.969	Significant at 0.01 level
	<i>Female students</i>	300	75.87	8.87		

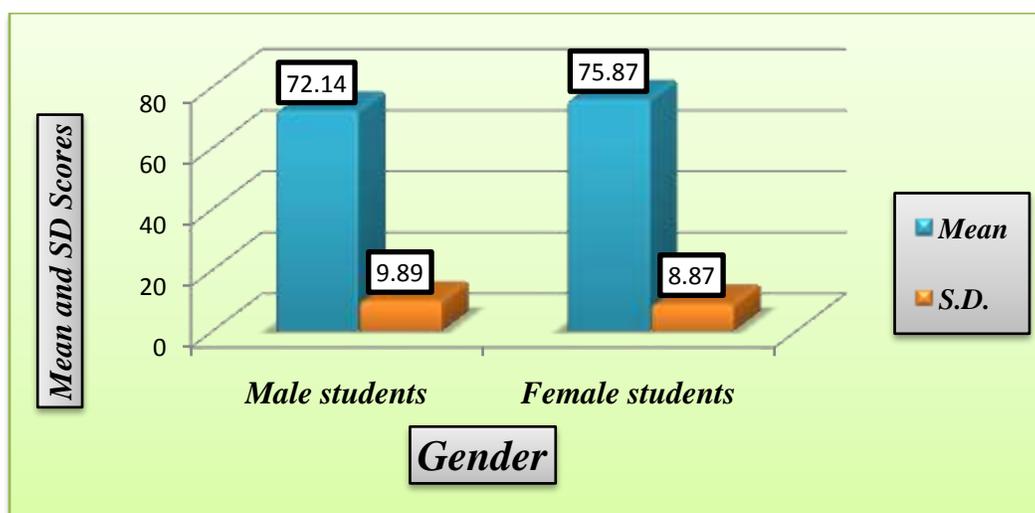


Fig. 2: Means and S.D scores among male and female students regarding academic achievement.

Table 2 shows that male and female understudies have mean scholastic accomplishment appraisals of 72.14 and 75.87, separately, with standard deviations of 9.89 and 8.87. The 't' proportion acquired from the two classes is 3.969, which is significant at the.01 stage. This recommends that male and female understudies accomplish fundamentally unique scholastic

results. Female understudies additionally have a higher normal score than male understudies. It shows that female understudies outflanked male understudies as far as scholastic accomplishment. Thus, the theory "There is no significant hole in scholarly execution among male and female auxiliary understudies" is excused.

Hypothesis- 3: There is no significant relationship between study habits and peerpressure of secondary students.

Table 3 Co-efficient of correlation between Study Habits and Peer Pressure of Secondarystudents

<i>Variables</i>	<i>Number</i>	<i>Means</i>	<i>SD's</i>	<i>Coefficient of correlation</i>	<i>Level of Significance</i>
<i>Study Habits</i>	600	221.01	20.05	-.209	Significant at 0.01 level
<i>Peer Pressure</i>	600	61.76	9.78		

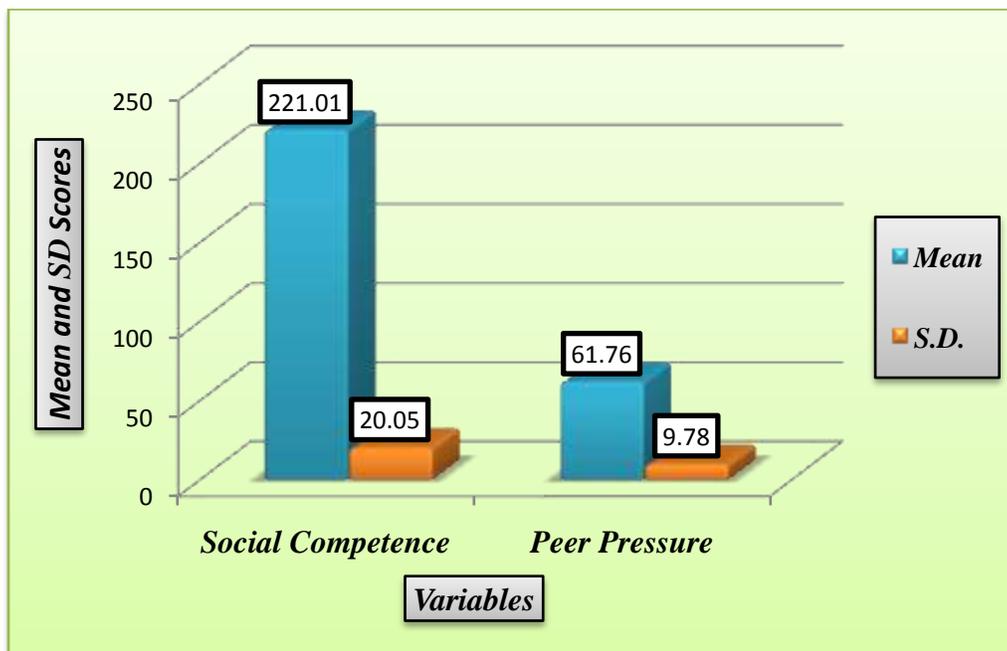


Fig. 3: Means and S.D scores of study habits and peer pressure of



secondary students

The co-efficient of association between secondary students' study patterns and peer pressure is $-.209$, which is negatively relevant at the 0.01 level of significance, according to Table 3. It suggests that secondary school students' study patterns and peer pressure have a negative relationship. As a result, the null hypothesis, "There is no meaningful association between secondary students' study habits and peer pressure," is refuted. This negative correlation indicates that as peer pressure rises, secondary school students' study behaviors decline and vice versa. It can be deduced that secondary school students have fewer study habits while they are under peer pressure, and vice versa.

5. CONCLUSION

After processing the data, receiving, and analyzing the results, it is possible to generalize the findings to the extent of the sample representatives and technique used in the research. The educational ramifications of the study have been identified with the help of the key results, which served as a guide. This study's results and repercussions, on the other hand, do not address all of the difficulties that were raised. It has resulted in the formulation of suggestions for further study.

Consequently, the focus of this chapter will be on the study's findings and conclusions as well as the consequences and suggestions for further research. The most important discoveries in general, as well as the conclusions formed as a result of the findings and arguments, indicate to a wide variety of implications and research prospects.

When it comes to peer pressure and home environment, the present research looked at met cognition, social competence, study habits, academic accomplishment, and academic achievement among secondary students. Conceptions of social competence as well as their evaluations are fraught with difficulty. The attempt to circumvent these concerns has been made by characterizing competence in terms of specific talents or skills; however, this has had the unintended consequence of eliminating the concept's integrative potential from consideration. In this sample, there was a substantial difference in the social competence of



male and female students. Male students had greater levels of social competence when compared to their female counterparts, according to the findings. One explanation for this is because they have high levels of social recognition, social skills, social involvement, social leadership, social acceptability, social authority, and adult-resource exploitability, among other characteristics.

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