

A Study of Impact of Religious Behaviour on the Academic Achievement of Students at Senior Secondary Level

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Abstract

Religious Behaviour includes one's belief in god, rituals and he follows the rules of religion very seriously and is aware of it a lot. Religious Behaviour indirectly connects the same community of a society, behaving in a particular manner. The purpose of the study is to find the relation between Religious Behaviour on the Academic Achievement of English Medium schools and Hindi Medium schools at senior secondary level. A self made test prepared by the research scholar was administered to calculate the Religious Behaviour of both the Medium Schools. Correlation is employed as statistical tool to analyze the data. The number of subjects in the study is 200. The findings show a positive correlation between Religious Behaviour and Academic Achievement of students of English Medium and Hindi Medium Schools. It also shows that with good Religious Behaviour of students their Academic Achievement also gets improved.

INTRODUCTION

Behaviour means any response made by an organism. In a narrower sense Behaviour can be defined to include only objectively or publicly observable responses. This definition would exclude such conscious phenomena's as thinking, perceiving, judgment and the like, except as these may be studied through their consequences in behaviour. Taking the broader sense, Behaviour includes anything the individual does or experiences. Ideas, dreams, glandular responses etc – all are Behaviour. Behaviour includes anything the individual does or experience. There are various dimensions of behavior. Among these dimensions of an individual behavior the one is religious behaviour. When the child becomes an adolescent, society and parents expect him to think and act like an adult for which he is not physically and intellectually mature. There is an increased interest in adolescent boys and girls.

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In later – adolescence the youth in the eyes of ROUSSEAU has a new birth – “Soul is now added to intellect and sense of beauty, goodness and truth acquire a personal value. Conscience rules, life and virtue become possible.

Adolescence is a stage of development which, in most societies presents many problems. It is a phase of development which parents and teachers fear. Often it is considered a terrible period. The behaviour of the pupil during this period is frequently found to be “unbalanced”, “unpredictable”, and “unstable”. Rapid physical changes and mental

development, increased experimental growth, emergence of new attitude and ideas, vocational consciousness and social orientation is seen among the adolescents.

SIGNIFICANCE OF THE STUDY

The family of a child is considered as one of the main agency in the overall development of the personality of a child. On the one hand healthy atmosphere of a family contributes in the all round development of a child whereas an unhealthy environment will not bring harmonious development of a child. There are families where a child finds it difficult to express or share his feelings with his parents or he is always repressed whenever he does so. The impact of which is clearly visible and the child grows in an introvert personality. All the values are inculcated in the child by the family. Whether the values are of any nature they get themselves imbibed through the family. It is general perception of people that religious values are mandatory for a person to live in society.

Today the money mindedness nature of children, devoid of emotions is taking a giant look in society that is destroying their values and developing a sense of void among children and so what the parents are thinking is that they must inculcate the religious values among their children and to mould their behavior and make religious behavior as an important part of their behavior.

Adolescence is a period which is affected by different aspects. But does it is affected by the religious aspects? Does the religious behavior have any impact on the academic achievement of the students?

OBJECTIVE OF THE STUDY

1. To determine the impact of Religious Behaviour on the Academic Achievement of Boys of English Medium School at Senior Secondary Level.
2. To determine the impact of Religious Behaviour on the Academic Achievement of Girls of English Medium School at Senior Secondary Level.
3. To determine the impact of Religious Behaviour on the Academic Achievement of Boys of Hindi Medium School at Senior Secondary Level.
4. To determine the impact of Religious Behaviour on the Academic Achievement of Girls of Hindi Medium School at Senior Secondary Level.

HYPOTHESES OF THE STUDY

1. There does not exist any relation between Religious Behaviour and Academic Achievement of boys at Senior Secondary Level of English medium school.
2. There does not exist any relation between Religious Behaviour and Academic Achievement of boys at Senior Secondary Level of Hindi medium school.
3. There does not exist any relation between Religious Behaviour and Academic Achievement of girls at Senior Secondary Level of English medium school.
4. There does not exist any relation between Religious Behaviour and Academic Achievement of girls at Senior Secondary Level of Hindi medium school.

DELIMITATION OF THE STUDY

1. The study is limited to the sample of 200 students.
2. The study is confined to two English Medium and two Hindi Medium Schools.
3. The study is limited to the student of Jaipur only.
4. The study is confined only to the students of class XI.

REVIEW OF RELATED LITERATURE

1. FARIAS, T (1981) "Religious commitments of Muslim students in Bangalore: A study of relationship between religious and social behaviour".

The objective of the study is to study the relationship between different components of social behaviour and various dimensions of religious commitments of Muslim students. The sample of the study is 950 Muslim students of 16 institutions situated in Bangalore city. The tool used is a Religious Commitment Indices Questionnaire and Social Situation Indices Questionnaire. The findings show that higher religious commitments was associated with the female sex, lower age, Muslim managed institutions and the social situation variables in the descending order of their influence on religious commitment were family religiosity, Islamic environment, out group influence, sex, college management, college years, age, socio-economic status and the field of study.

2. PINKEERANI (1981) "Behaviour of students in and out of school as related to their Moral education: a study for curriculum change".

The objective of the study is to study the behaviour of students when they were in school and also when they were out of school after the school hours and to find out if the school behaviour of students differed from their out of school behaviour. The sample is 200 students; district schools and student were selected at random. The tools used are Survey method, questionnaire, statistical techniques- tests of significance of means and difference between means and analysis of variances. The findings shows that the overall behaviour of the students was found to be good, and no significant differences were found in the behaviour in or out of school and Significant difference was found in the ratings of the students, the parents, and the teachers on the behaviour of the students.

3. VARSHNEY, M. (1984) "A study of the effect of psychological adjustment on the behaviour of educated adolescent girls in relation to social changes".

The main objective of this study was to measure the attitude of adolescent girls towards religion, equality of women and family planning. The sample is Female elements under two categories (married, unmarried and undergraduate and post graduate) and the tool chosen are two foreign tests used were those of attitude towards religion and towards equality of women. The findings show that it was supposed that the young women in the society had a definite and positive attitude towards their socio-psychological problems and There were several factors responsible for this state of affairs. The major factors were religious superstitions, lack of superstitious, lack of education and ignorance about the problem faced by the nation.

4. SHARMA, R.K. (1988) "An analysis of factors influencing the behaviour pattern of adolescents studying in different school environment".

The objective of the study is to study the behaviour pattern of the normal adolescents studying in different schools environments, To analysis the factors of behaviour patterns which were influential in different socio-economic status school and to make a comparative study of the areas of behaviour patterns and factors of behaviour patterns of normal adolescents among different schools environment, and to find out the differences, if any, and the level of significance of the differences. The sample is 400 normal adolescents (13+ to 16 years), selected from four different SES level schools of Punjab. The methodology used is Bhatia's Performance Test of Intelligence, Verbal Test of Intelligence prepared and standardized by the Bureau of Psychology, Allahbad. The findings shows that Intelligence was an influencing factor in the development of behaviour pattern of the students in all types of schools

5. GUPTA, J.P. (1978) "A study of anxiety and achievement motivation in relation to Academic Achievement, sex and economic status".

The purpose of the investigation was to explore the realms of anxiety and achievement motivation and to find out the relationship between them with respect to sex, Academic Achievement and economic status. The sample is 360 students randomly drawn from class IX and X. The tools used are Personality Inventory by Dutta and Sentence Completion Test by Mukhejee. The findings shows (1) Students having higher academic achievement should lower level of anxiety. (2) In case of groups belonging to low economic status but having upper academic achievement, correlation between anxiety and achievement motivation was negative.

6. BISHT, A.R. (1980) "A study of stress in relation to school climate and Academic Achievement (age group 13-17) Kum. U".

The objectives of the study are to study the academic stress and institutional stress of students in reference to three main effective variables, viz., need for academic achievement, school climate, and Academic Achievement. The sample is 600 students (300 male, 300 female). The methodology used is Scales that were developed and standardized to measure the need for Academic Achievement, school climate, Institutional stress, 'f' test. The findings shows - (i) School climate and Academic Achievement were correlated negatively for the female sample. (ii) Although Academic Achievement predicted institutional stress and academic stress significantly, it ceased to do so when its correlated variance with the need for Academic Achievement and the school climate was partailed out.

7. BARUA, U., (1981)- "Influence of capacity of memorization on Scholastic Achievement, Ph.D. Edu., Cal.U".

The objectives of the study are to find out the relative influence of different kinds of memory on Scholastic Achievement and to consider the position of memory and intelligence as determiners of academic performance. The samples are 200 students of age 9-11 years of class VI. The tools used are Intelligence test developed and standardized by G.B. Kapt and Kuppuswamy's socio-economic status scale. The findings are (i) Boys and girls were not different with respect to Intelligence and total Scholastic

Achievement. (ii) If learning materials were so presented as to appeal both to intellectual and non-intellectual aspects of the students, they would engender.

DESIGN OF THE STUDY

Survey Method is used in this study in order to assess the impact of Religious Behaviour on the Academic Achievement of students at senior secondary level. The study has covered male and female students of English and Hindi medium schools situated in Jaipur region.

On the basis of requirement a sample of 200 students comprising male and female has been randomly selected from English and Hindi medium school.

The independent variable of the study is Religious Behaviour and the dependent variable is Academic Achievement. The tool is a self made tool by the research scholar. The test comprises one aspect of behavior that is Religious Behaviour.

STATISTICAL TECHNIQUES USED IN THE STUDY

Correlation is used as statistical tool to analyze the data in the study. The interpretation of correlation is done on the basis of coefficients. Guilford categorized the relationships on this basis in the following manner:

Coefficient of correlation	Relationship
0.0 to ± 0.20	Negligible
± 0.21 to ± 0.40	Low
± 0.41 to ± 0.60	Moderate
± 0.61 to ± 0.80	High
± 0.81 to ± 0.99	Very High
± 1.00	Perfect

ANALYSIS AND INTERPRETATION OF DATA

The results were analyzed and interpreted in the light of the objectives and hypotheses formulated for verification in the study by keeping in view the previous researchers conducted on the particular variable.

According to the table of J.P. Guilford the co-relation coefficient between Religious Behaviour and Academic Achievement of boys of English medium is 0.196. The positive co-relation means that with the increase in one variable the other increases or vice versa is possible. According to the table of J.P. Guilford the co-relation coefficient between Religious Behaviour and Academic Achievement of boys of Hindi medium is 0.176. According to the table of J.P. Guilford the co-relation coefficient between Religious Behaviour and Academic Achievement of girls of English medium is 0.156. According to the table of J.P. Guilford the co-relation coefficient between Religious Behaviour and Academic Achievement of girls of Hindi medium is 0.055.

CONCLUSION

Although the co- relation is positive but it is negligible which means that Religious Behaviour has a very little effect on the Academic Achievement of students of both the medium schools. But the findings are positive and the reason behind it could be that a good Religious Behaviour helps in giving the child mental peace or it makes them intellectually sound and that ultimately helps in achieving good academic results. The reason behind it could also be that a good Religious Behaviour helps in improving the concentration power and also aids in sound development of mind that ultimately has a positive impact on the academic achievement.

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