

Role Of Life Style Factors In Determination Of Academic Achievement Among Adolescent Students

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Abstract

The study aimed at examining the role of life style factors in determination of academic achievement among adolescents. Academic achievement was taken as dependent variable whereas life style factors have been taken as independent variable. For the current investigation, 'Descriptive survey method' was employed. 'Multi-stage random sampling technique' was used to select a sample of 500 (250 male adolescents + 250 female adolescents) sr. sec. school students from Rohtak, Sonapat & Panipat Districts of Haryana state. Academic achievement can be defined as the score obtained by the senior secondary school students on their previous annual examination i.e. 10th standard. The data was collected using Life style scale by Kaur And S.K. Bawa'(2010). It was found that female adolescent students score better in academics than male adolescents. The present study also concluded that male adolescents are more health conscious, more oriented towards their career, more socially oriented while female adolescent students are more academic oriented, more family oriented and more trend seeking lifestyle. Thus, we can say that significance difference was found between male and female with respect to life style factors. Furthermore, it was found that health conscious life style and trend seeking lifestyle factors are negatively but significantly correlated with academic achievement and other factors i.e. academic oriented lifestyle, family oriented life style and socially oriented life styles are positively & significantly correlated with academic achievement.

Key Words: Academic Achievement, Life Style Factors, Adolescent Students.

INTRODUCTION

Education is crucial for everyone in the twenty-first century. It is well known that education, particularly at the secondary level, is crucial for future planning. Education should not only prepare a child for success in the classroom, but also for success in life. Although educators work hard to maximise student performance, pupils do not reach better accomplishment levels. One of the most significant areas of study for educational psychologists has been the enhancement of students' academic performance. Achieving high test scores and grades is the definition of academic accomplishment, sometimes referred to as academic performance. Academic achievement is a gauge of how well predetermined learning objectives are met. This can be done through final examination systems or ongoing assessment methods like assignments, each of which has pros and cons of its own. Since education is a doorway to opportunity, it creates the groundwork for people to realise their goals and desires. It assists a person in achieving their professional goals and financial progress, transforming them from undeveloped human beings into resourceful individuals. A person with education feels obligated to support education and provide their children with a quality education as they have personally witnessed the wonderful impact education has on their personalities. As a result, one person contributes to an educated family, which advances education for next generations. Adolescents academic success is predicted by intrapersonal (e.g., intrinsic motivation), interpersonal (e.g., parental involvement in the education of the teenager), and institutional (e.g., school quality) factors. Academic success is significant in and of itself because it indicates a healthy adolescent transition and because it paves the way for further educational and professional prospects.

Academic Achievement

Achievement refers to the final result or degree of success reached by a person or group upon finishing a task, whether it manual, social, intellectual, or personal. It is the actualization, substance, and tangible result of a dream come true. Achievement is "the quality and quantity of a student's work," according to Webster. Conversely, academic accomplishment specifically refers to the amount of success or proficiency gained in a particular area related

to academic work. It is the student's achievement on cognitive assessments in relation to the benchmarks established for the course. It serves as an indicator of the knowledge gained in the academic field. Academic performance, often known as scholastic achievement, describes the extent to which students are finishing their schoolwork in a certain subject or course. A student's ability and performance are all included in the concept of achievement. It is multifaceted, intricately linked to human growth and cognitive, emotional, social, and physical development, and it represents the whole child.

Since the federal 'No Child Left Behind' Act was passed in 2001, academic achievement has been used as a benchmark for education. Teachers, including school counsellors, are required to explicitly articulate how their work and programmes affect students' academic progress and contribute to overall school success. It stands for performance outcomes, which show "how well an individual has performed in relation to particular objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities". Because academic achievement encompasses an extensive range of learning outcomes and has a vast area of study, it should be viewed as a complex construct that includes several learning domains. Academic success is significant in a person's life since it drives them closer to their objectives. It gives him/her the ability to select a career in the cutthroat world of today. Additionally, it has been shown that those with better academic achievement also tend to have higher social standing. In the modern competitive environment, delivering high-quality work has become essential to one's advancement. In this day of intense competition, pupils' academic performance determines whether they are categorised as gifted, clever, or sluggish, and parents who want their kids to succeed in school want to know this.

Life Style Factors

A lifestyle is a way of living that has an impact on society as a whole in addition to the person who embraces it. Alfred Adler coined the term "lifestyle" in 1929. It expresses the ideals, attitude, and, to some extent, social standing. In addition, it encompasses patterns of social interactions, consumerism, entertainment, and attire. It is a reflection of an individual's beliefs, routines, and mannerisms, all of which have a direct bearing on the kinds of services the

individual needs or provides. The fast changing world of globalisation, modernization, shifting societal demands, and more awareness is causing the youth in India to become more and more ambitious, which in turn is transforming their way of life. Their attitudes towards their work, families, society, education, and following trends may all be used to study it. The abilities of a person to achieve success and fulfilment in life are significantly influenced by the way they live. Every everyone has their own unique manner of life. Accordingly, "a person's pattern of living expressed through his/her activities, interests, and opinions" is the definition of lifestyle. Because of this, he or she may lead a lifestyle that is focused on their work, family, education, or health. Kaur & Bawa (2010) have built the following living style characteristics with this in mind:

- **Health Conscious Lifestyle:** "The lifestyle in which the individual always remains conscious for keeping himself physically fit and fine".
- **Academic Oriented Lifestyle:** "It refers to the lifestyle of an individual who always remains involved in his academic field".
- **Career Oriented Lifestyle:** "An individual's lifestyle said to be career oriented when he is always curious to gain more and more knowledge in his career".
- **Family Oriented Lifestyle:** "A person is always in close touch with his family and shares each and every moment of his/her daily activities with family".
- **Socially Oriented Lifestyle:** "An individual, who always participates in social activities and is always keen to do good for society".
- **Trend Seeking Lifestyle:** "An individual, who is keen to adopt new fashion and always willing to update himself with new trends".

REVIEW OF RELATED LITERATURE

Kalra and Pyari (2004) demonstrated that pupils with a positive family climate do better than students with a negative family climate. **Ranjeeta and Agnihotri (2015)** found no significant differences in learning & thinking patterns between pupils in private as well as in government schools. Sec. school students from government & private schools differ in their academic performance in part because of how they learn & think.

Bhadawkar and Padmanabhan (2016) found no link between hemisphericity and academic achievement among the subjects. **Labhane & Raut (2019)** examined trend-seeking lifestyle, family-oriented, career-oriented, academically oriented, health-conscious, and socially oriented life style facets of tribal people's lifestyles in both urban & rural areas. The study's findings demonstrated that students from urban and rural tribal communities differed significantly in their emphasis on their careers, academics, and health. There was no discernible difference in the family-focused, socially conscious, trend-chasing lifestyles of tribal community students in urban and rural areas. **Giuseppe et al. (2023)** discovered that leading a healthy lifestyle was identified as a major predictor of academic success. Furthermore, it was discovered that the association between those indicators & academic success was not moderated by gender. At least for our group, our study's findings indicate that leading a healthy lifestyle is associated with improved academic achievement.

Operational Definitions

- **Academic Achievement:** “Academic achievement refers to the level of achievement or success that a student demonstrates in their educational pursuits (Plaza, 2014). In the present study, academic achievement may be defined as the score obtained by the senior secondary school students on their previous annual examination i.e. 10th standard.”
- **Life Style Factors:** Lifestyle means “a person’s pattern of living expressed through his/her activities, interests and opinions.” “Every individual has different way and style of living. Owing to this fact he/she may have health oriented lifestyle, academic oriented, career oriented lifestyle, family oriented, Socially Oriented Lifestyle & Trend Seeking Lifestyle”.
- **Adolescents:** Acc. to the Oxford English Dictionary, “the original definition of adolescence referred to a period between childhood and adulthood that extended between ages 14 and 25 years in males and 12 and 21 years in females” (Murray et al., 1989).

Objectives

1. “To study the academic achievement of male and female adolescent students.”

2. "To study the life style factors of male and female adolescent students".
3. "To study the relationship between academic achievement and life style factors of adolescent students."

Hypotheses

H₀₁ "There is no significant difference in the academic achievement of male and female adolescent students".

H₀₂ "There is no significant difference in the life style factors of male and female adolescent students".

H₀₃ "There is no significant relationship between academic achievement and life style factors of adolescent students".

Research Methodology

The '**Descriptive Survey Method**' was used for the current analysis.

Population and Sample

"All senior secondary school students studying in 11th class in various schools of Haryana State constitutes the target population for the current study. Multi-stage random sampling technique was used to select a sample of 500 (250 male adolescents + 250 female adolescents) sr. sec. school students from Rohtak, Sonapat & Panipat Districts of Haryana state".

Tools Used

- **Academic Achievement:** It can be defined as the score obtained by the senior secondary school students on their previous annual examination i.e. 10th standard.
- **'Life Style Scale'** Constructed By Standardized By 'Suman Preet Kaur And S.K. Bawa'(2010). 'This scale includes 60 items. It measures six dimensions – Health-Conscious Life Style, Academic Oriented Life Style, Career Oriented Life Style, Family Oriented Life Style, Socially Oriented Life Style and Trend Seeking Life Style'. It is a five-point scale ranging from 'Strongly Agree', 'Agree', 'Indifferent', 'Disagree', 'Strongly Disagree'. 'Validity of the scale is very high & the reliability index is 0.98.

Statistical Techniques Applied

Mean, SD, t-test & co-efficient of correlation (Karl Pearson) were used to determine the significant difference & significant relationship of Independent variable i.e Life Style Factors & Dependent variable i.e. Academic Achievement, respectively.

DATA ANALYSIS AND INTERPRETATION

Objective 1: “To study the academic achievement of male and female adolescent students”.

H₀₁ “There is no significant difference in academic achievement of male and female adolescent students”.

Table-1 “Mean, SD, t-value & level of significance of Academic Achievement of Male & Female Adolescent Students”

Dependent Variable	Groups	N	Mean	SD	‘t’ value	Level of Significance	Remarks
Academic Achievement	Male Adolescents	250	82.76	19.21	4.56	Significant at 0.01	Null Hypothesis Rejected
	Female Adolescents	250	90.89	20.69			

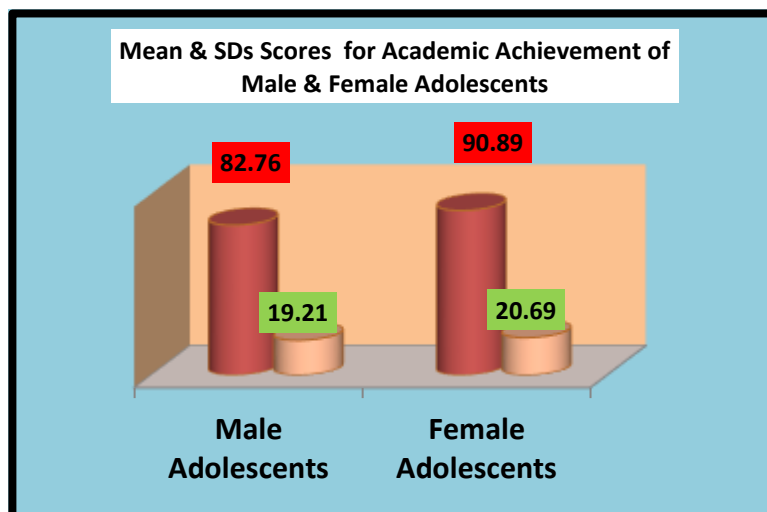


Fig. 1: “Mean & SDs Scores for Academic Achievement of Male & Female Adolescent Students”

Table-1 indicates that the t-value (4.56) exposed a significant distinction in academic achievement of male & female adolescent students at 0.01 level. So, **H₀₁** stands rejected. In terms of means scores, female adolescent students (90.89±20.69) have higher academic achievement than male adolescents students (82.76±19.21). Therefore, it can be concluded that female

adolescent students score better in academics than male adolescents.

Objective 2: “To study the life style factors of male and female adolescent students”.

H₀₂ “There is no significant difference between life style factors of male and female adolescent students”.

Table-2 “Mean’s, S.D.’s & t-values for Life Style Factors of Male and Female Adolescent Students”

Life Style Factors	Gender	N	Mean	S.D.	t-value
Health Conscious Lifestyle	Male	250	29.56	9.56	6.80**
	Female	250	23.98	8.87	
Academic Oriented Lifestyle	Male	250	21.24	8.85	9.53**
	Female	250	28.87	9.16	
Career Oriented Lifestyle	Male	250	30.43	9.76	10.02**
	Female	250	22.31	8.39	
Family Oriented Lifestyle	Male	250	19.97	7.98	7.55**
	Female	250	25.79	9.22	
Socially Oriented Lifestyle	Male	250	29.43	9.18	9.96**
	Female	250	21.76	8.23	
Trend Seeking Lifestyle	Male	250	22.67	9.01	10.25**
	Female	250	31.28	9.89	

*****Significant at 0.01 level * Significant at 005 level”**

Table-2 reveals that the t-value (6.80) for male and female adolescent students on health conscious life style (as a factor of life style factors) is significant at 0.01 level. Means scores represents that male adolescent students (29.56±9.56) are more conscious about their health than female adolescent students (23.98±8.87). Therefore, it can be concluded that male adolescents are more health conscious than female adolescents.

Similarly, the t-value (9.53) for male and female adolescent students on academic oriented life style (as a factor of life style factors) is significant at 0.01 level. Average scores concluded that male adolescent students (21.24±8.85) are less academic oriented as compare to female adolescent pupils (28.87±9.16). Therefore, it may be said that teenage females are more focused on their studies than teenage males.

The t-value (10.02) for male and female adolescent students on career oriented life style (as a factor of life style factors) is significant at 0.01 level. While comparing average scores, it can be

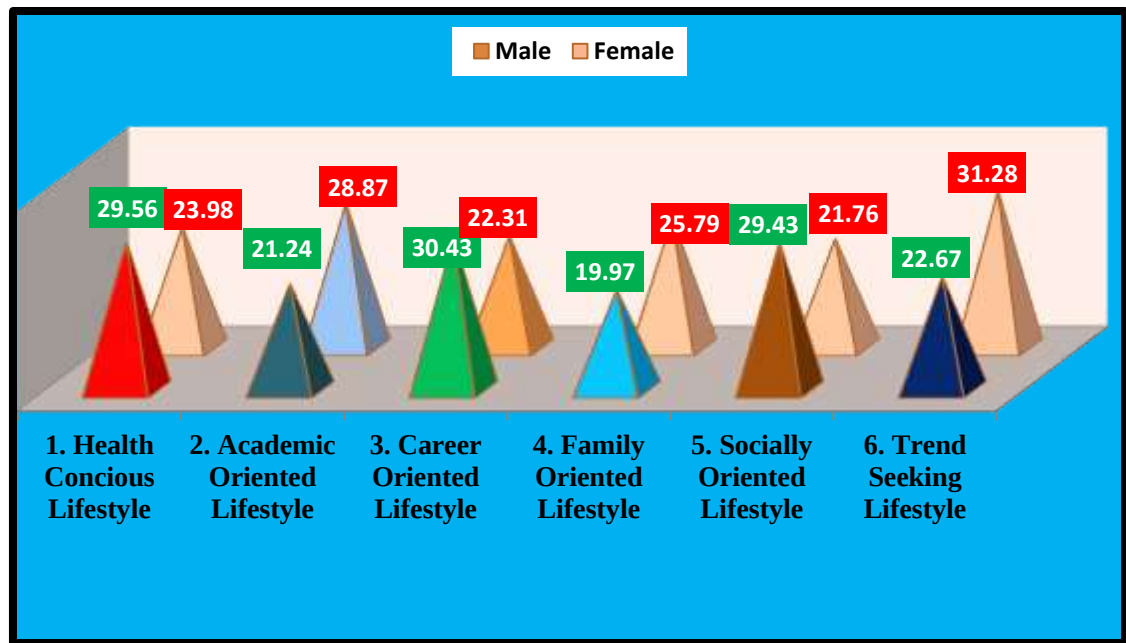
concluded that male adolescent pupils (30.43 ± 9.76) are more career oriented as compare to female adolescent students (22.31 ± 8.39). So, it can be concluded that male adolescents are more oriented towards their career than female adolescent students.

The t-value (7.55) for male and female adolescent students on family oriented life style (as a factor of life style factors) is significant at 0.01 level. While comparing average scores, it can be concluded that male adolescent pupils (19.97 ± 7.98) are less family oriented than female adolescent students (25.79 ± 9.22). Therefore, it can be concluded that female adolescents are more family oriented than male adolescent students.

Furthermore, the t-value (9.96) for male and female adolescent students on socially oriented life style (as a factor of life style factors) is significant at 0.01 level. Average scores concluded that male adolescent students (29.43 ± 9.18) are more socially oriented than female adolescent students (21.76 ± 8.23). Consequently, it might be said that teenage males are more socially conscious than teenage females.

Lastly, the t-value (10.25) for male and female adolescent students on trend seeking life style (as a factor of life style factors) is significant at 0.01 level. While comparing average scores, it can be concluded that male adolescent pupils (22.67 ± 9.01) are less trend seeking than female adolescent students (31.28 ± 9.89). As a result, it can be said that female teenage pupils are more trend-seeking than their male counterparts.

Finally, it is observed from Table-2 that male & female adolescent pupils differ significantly on all the life style factors. So, the H_{02} stands rejected. Thus, we can say that significance difference was found between male and female with respect to life style factors.



Objective 3: “To study the relationship between academic achievement and life style factors of adolescent students”.

H₀₃ “There is no significant relationship between academic achievement and life style factors of adolescent students”.

Table-3 Correlation Analysis of Life Style Factors with Academic Achievement

CORRELATION		
Life Style Factors	DV=Academic Achievement	
1. Health Conscious Lifestyle	‘Pearson Correlation’	-0.423**
	‘Sig. (2-tailed)’	.000
	‘N’	500
2. Academic Oriented Lifestyle	‘Pearson Correlation’	0.623**
	‘Sig. (2-tailed)’	.000
	‘N’	500
3. Career Oriented Lifestyle	‘Pearson Correlation’	0.546**
	‘Sig. (2-tailed)’	.000
	‘N’	500
4. Family Oriented Lifestyle	‘Pearson Correlation’	0.224
	‘Sig. (2-tailed)’	.000
	‘N’	500
5. Socially Oriented Lifestyle	‘Pearson Correlation’	0.386
	‘Sig. (2-tailed)’	.000
	‘N’	500

6. Trend Seeking Lifestyle	'Pearson Correlation'	-0.467
	'Sig. (2-tailed)'	.000
	'N'	500
*** Correlation is significant at 0.01 level (2-tailed)"		
** Correlation is significant at 0.05 level (2-tailed)"		

Table-3 indicates that the r-values (-0.423 & -0.467) for health conscious life style and trend seeking lifestyle (as factors of life style factors) are negative but significantly correlated with academic achievement at 0.01 level of significance. Therefore, higher that health conscious and trend seeking lifestyles lower the academic achievement of students. The r-value (0.623) for academic oriented lifestyle (as a factor of life style factors) is positively significantly correlated with academic achievement at 0.01 level of significance which means that higher the academic oriented lifestyle among students higher their academic achievement. Similarly, the r-value (0.224) for family oriented life style (as a factor of life style factors) is positively significantly correlated with academic achievement at 0.01 level of significance. The magnitude of 'r' shows that low positive correlation exists between family oriented life style and academic achievement. Lastly, the r-value (0.386) for socially oriented life style (as a factor of life style factors) is positively significantly correlated with academic achievement at 0.01 level of significance. The magnitude of 'r' shows that socially oriented life style also positively correlated with academic achievement. So, it can be demonstrated that most of the life style factors are significantly correlated with academic achievement. Hence, the H_{03} stands rejected.

Conclusion & Recommendations

The outcome of the present study concluded that female adolescent students score better in academics than male adolescents. Ghazvini and Khajehpour (2011) did a similar study and discovered that female adolescents outperformed male adolescents in terms of academic achievement. The present study also concluded that male adolescents are more health conscious, more oriented towards their career, more socially oriented while female adolescent students are more academic oriented, more family oriented and more trend seeking lifestyle. Thus, we can say that significance difference was found between male and female with respect to life style factors. Further, it was found that health

conscious life style and trend seeking lifestyle factors are negatively but significantly correlated with academic achievement. It was found that academic oriented lifestyle, family oriented life style and socially oriented life styles are positively and significantly correlated with academic achievement. This finding is supported by Avinash and Padmaja (2020) who also observed academic performance of sec. school pupils is influenced by various life style factors. Therefore, the present study can be useful for forming effective strategies to increase levels of academic achievement. Several local, national and international efforts have been made to strengthen equality in access to quality education for all students. Teachers play a critical role in assisting pupils in the developing academic success. Planning should be done holistically by policymakers, taking into account neighbourhoods, families, schools, and children starting from primary school up to university. Families should be given training so they can support their children's decisions that fit their personalities and learn more about their children's professional paths.

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