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BEHAVIOR AND ACADEMIC ACHIEVEMENT OF UNDERGRADIATE STUDENTS IN BARASAT

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ABSTRACT

Behaviour and academic achievement are two important aspects of the overall development of undergraduate students. Students' behaviour influences their learning habits, classroom participation, interpersonal relationships, discipline, motivation, and academic performance. Academic achievement, on the other hand, reflects the extent to which students acquire knowledge, develop competencies, and achieve educational objectives.

The present study, entitled "A Study on Behaviour and Academic Achievement of Undergraduate Students in Barasat", aims to investigate the relationship between students' behavioural characteristics and their academic achievement. It focuses on various behavioural dimensions, including classroom behaviour, social behaviour, emotional behaviour, study habits, discipline, motivation, peer relationships, and interaction with teachers.

The study also seeks to examine differences in behaviour and academic achievement with reference to selected demographic variables such as gender, residential background, academic stream, and year of study. A descriptive survey method may be adopted for conducting the investigation. Data may be collected through a standardised or validated behaviour scale, a personal information schedule, and students' academic records. Appropriate statistical techniques

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may be used to analyse and interpret the collected data.

The findings are expected to provide insights into the role of student behaviour in academic success and help teachers, parents, counsellors, and educational institutions develop effective strategies for improving students' behavioural patterns and academic performance.

Keywords: Behaviour, Academic Achievement, Undergraduate Students, Study Habits, Classroom Behaviour, Learning Motivation, Barasat.

1. INTRODUCTION

Education is a continuous process that contributes to the intellectual, social, emotional, moral, and behavioural development of individuals. The main purpose of higher education is not only to provide academic knowledge but also to develop responsible, disciplined, independent, and socially adjusted individuals.

Undergraduate education represents an important stage in students' lives. During this period, students experience significant changes in their thinking patterns, attitudes, interests, habits, social relationships, and personal responsibilities. Their behaviour inside and outside the classroom plays an important role in shaping their educational experiences.

Behaviour refers to the actions, reactions, attitudes, and responses of an individual in different situations. In the educational context, student behaviour includes classroom participation, discipline, punctuality, cooperation, communication, emotional control, respect for teachers, peer relationships, and involvement in academic activities.

Academic achievement refers to the level of success attained by students in their educational activities. It is generally measured through examination marks, grades, cumulative grade point averages, internal assessments, and other academic evaluations.

Student behaviour and academic achievement are closely associated with one another. Positive behavioural characteristics, such as regular attendance, concentration, self-discipline, motivation, and effective study habits, may contribute to better academic performance. Similarly, negative

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behavioural patterns, such as absenteeism, lack of concentration, classroom disturbances, poor time management, and lack of motivation, may create difficulties in the learning process.

Barasat, situated in North 24 Parganas district of West Bengal, is an important educational centre with several colleges and institutions of higher learning. Undergraduate students in this area come from diverse social, economic, cultural, and educational backgrounds. These differences may influence their behavioural patterns and academic experiences.

Therefore, it is important to investigate the behavioural characteristics of undergraduate students and examine their relationship with academic achievement.

The present study attempts to understand how students' behaviour influences their academic development and educational performance in Barasat.

2. CONCEPT OF BEHAVIOUR

Behaviour refers to the observable actions, responses, habits, attitudes, and reactions of individuals in different situations.

In educational psychology, student behaviour is understood as the way students respond to teachers, classmates, academic activities, institutional rules, and their learning environment.

The major characteristics of student behaviour include:

1. Classroom participation.
2. Discipline and punctuality.
3. Social interaction.
4. Emotional stability.
5. Study habits.
6. Learning motivation.
7. Respect for teachers and classmates.

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8. Cooperation and teamwork.
9. Problem-solving behaviour.
10. Responsibility towards academic activities.

Positive behaviour creates a favourable learning environment, whereas inappropriate behaviour may negatively affect classroom interaction and academic progress.

3. CONCEPT OF ACADEMIC ACHIEVEMENT

Academic achievement refers to the knowledge, skills, competencies, and educational outcomes acquired by students through the teaching-learning process.

It represents the extent to which students achieve the expected learning objectives of their educational programmes.

Academic achievement can be measured through:

- Semester examination results.
- Internal assessment marks.
- Grade Point Average (GPA).
- Cumulative Grade Point Average (CGPA).
- Assignment performance.
- Class tests and practical examinations.
- Overall academic progress.

Academic achievement is influenced by several factors, including intelligence, motivation, study habits, family background, teaching methods, learning environment, attendance, emotional adjustment, and behavioural characteristics.

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4. RELATIONSHIP BETWEEN BEHAVIOUR AND ACADEMIC ACHIEVEMENT

Behaviour and academic achievement are important interconnected dimensions of educational development.

Students who demonstrate positive behaviour may be more likely to:

- Attend classes regularly.
- Participate actively in classroom activities.
- Maintain concentration during lessons.
- Complete assignments on time.
- Follow appropriate study schedules.
- Develop positive relationships with teachers and classmates.
- Demonstrate responsibility towards learning.
- Manage academic difficulties effectively.

On the other hand, behavioural problems such as poor discipline, irregular attendance, lack of interest, excessive distractions, and ineffective study habits may interfere with academic progress.

However, the relationship is not necessarily one-directional. Academic difficulties may also influence students' behaviour, motivation, confidence, and emotional responses.

Therefore, the present study considers both behaviour and academic achievement as important areas of undergraduate educational research.

5. REVIEW OF RELATED LITERATURE

A review of related literature helps the researcher understand previous investigations, identify research gaps, and develop a theoretical foundation for the present study.

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5.1 Review of Selected Studies

1. Arora and Singh (2017) ; In their study, Factors Affecting the Academic Performance of College Students, the researchers examined the influence of study habits, personality traits, personal interests, and teaching skills on the academic performance of 117 college and university students in Gurugram. The study highlighted the importance of personal and educational factors in determining academic achievement.

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2. Delaney, Harmon, and Ryan (2013) ; Their study, The Role of Noncognitive Traits in Undergraduate Study Behaviours, investigated the relationship between students' non-cognitive characteristics and study behaviour. The researchers highlighted the importance of conscientiousness and future orientation in lecture attendance and additional study activities.

ScienceDirect

3. Koundinya et al. (2019) ; In their research, Effectiveness of Student-Oriented Counselling on Behavior, Attitude and Academic Performance of First Year Professional Undergraduate Students, the researchers examined the influence of counselling on classroom behaviour, attitudes, and academic performance. Their findings indicated improvements in classroom behaviour and academic performance following counselling interventions.

December 2019

4. Thomas and Mahida (2022) ; Their study, Analysis of Academic Performance, Study Behaviour and Factors Influencing Study Behaviour among Nursing Students, examined study behaviour and academic performance among 223 undergraduate nursing students. It highlighted the importance of understanding factors that encourage or hinder students' learning activities.

ResearchGate+1

5. Dhar, Das, and Mondal (2019) ; Their study, Please Prepare Me Not for Examination but for Life: The Psycho-Social Issues Influencing Educational System, examined psychosocial issues among 220 students of private schools in Barasat, North 24 Parganas. It considered academic

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stress, parental pressure, examination anxiety, and other psychosocial factors. Although the participants were school students rather than undergraduates, the research provides a relevant local educational context.

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6. Bera (2026); In the study Behaviour Pattern and Academic Achievement at Adolescent Period, the researcher investigated the relationship between behavioural patterns and academic achievement among 400 college-going adolescents from two districts of West Bengal. The study reported a significant positive correlation between behaviour patterns and academic achievement.

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5.2 Research Gap

The reviewed studies indicate that student behaviour, study habits, motivation, discipline, and psychosocial adjustment are important areas associated with academic achievement.

However, there is scope for further investigation focusing specifically on undergraduate students in Barasat. The present study seeks to examine behavioural characteristics and academic achievement together, considering different academic streams, gender, residential backgrounds, and year of study.

6. STATEMENT OF THE PROBLEM

The problem of the present investigation is entitled:

"A Study on Behaviour and Academic Achievement of Undergraduate Students in Barasat, West Bengal."

The study intends to investigate the behavioural patterns of undergraduate students and examine their relationship with academic achievement. It also aims to identify differences in behaviour and academic performance according to selected demographic and educational variables.

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7. OBJECTIVES OF THE STUDY

The major objectives of the study are:

1. To study the behavioural patterns of undergraduate students in Barasat.
2. To assess the academic achievement of undergraduate students.
3. To investigate the relationship between behaviour and academic achievement.
4. To examine the classroom behaviour of undergraduate students.
5. To study the social and interpersonal behaviour of undergraduate students.
6. To examine the study habits and learning behaviour of students.
7. To compare the behavioural patterns of male and female undergraduate students.
8. To investigate differences in academic achievement between male and female students.
9. To examine differences in behaviour and academic achievement between rural and urban students.
10. To compare the behavioural patterns of students belonging to different academic streams.
11. To investigate the influence of selected behavioural characteristics on academic achievement.
12. To suggest suitable measures for improving student behaviour and academic performance.

8. RESEARCH HYPOTHESES

The following null hypotheses may be formulated:

- H01: There is no significant relationship between behaviour and academic achievement among undergraduate students.

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- H02: There is no significant difference in behavioural patterns between male and female undergraduate students.
- H03: There is no significant difference in academic achievement between male and female undergraduate students.
- H04: There is no significant difference in behaviour between rural and urban undergraduate students.
- H05: There is no significant difference in academic achievement between rural and urban undergraduate students.
- H06: There is no significant difference in behavioural patterns among students belonging to different academic streams.
- H07: There is no significant difference in academic achievement among students belonging to different academic streams.
- H08: There is no significant relationship between study habits and academic achievement among undergraduate students.
- H09: There is no significant relationship between classroom behaviour and academic achievement among undergraduate students.

9. VARIABLES OF THE STUDY

The study may consider the following variables.

9.1 Independent Variables

- Gender
- Age
- Residential background

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- Academic stream
- Year of study
- Socioeconomic background
- Type of institution

9.2 Dependent Variables

- Behavioural patterns
- Academic achievement

9.3 Behavioural Dimensions

The following behavioural dimensions may be examined:

Dimension	Description
Classroom behaviour	Participation, attentiveness and discipline
Social behaviour	Cooperation and interaction with others
Emotional behaviour	Emotional control and adjustment
Study behaviour	Study habits and time management
Learning behaviour	Interest, motivation and concentration
Interpersonal behaviour	Relationships with teachers and peers

10. RESEARCH METHODOLOGY

10.1 Method of the Study

The present investigation may adopt the descriptive survey method to examine the behavioural patterns and academic achievement of undergraduate students in Barasat.

This method is appropriate for collecting information about students' existing behavioural characteristics and academic performance.

A correlational approach may also be incorporated to investigate the relationship between

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behaviour and academic achievement.

10.2 Population of the Study

The population of the study will consist of undergraduate students studying in different colleges and higher education institutions situated in Barasat, North 24 Parganas, West Bengal.

10.3 Sample and Sampling Technique

A proposed sample of 300 undergraduate students may be selected from different colleges in Barasat.

The sample may include students from:

- Arts and Humanities.
- Science.
- Commerce.
- Male and female groups.
- Rural and urban backgrounds.
- Different undergraduate years.

A stratified random sampling technique may be used to ensure adequate representation of different categories of students.

The proposed sample size should be adjusted according to the number of participating colleges, accessibility of students, and research requirements.

10.4 Tools for Data Collection

The following research tools may be used:

1. Personal Information Schedule

This schedule will collect information regarding age, gender, residential background, academic stream, year of study, and socioeconomic background.

2. Behaviour Assessment Scale

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A standardised or validated behaviour assessment scale may be used to measure students' behavioural characteristics, including:

- Classroom behaviour.
- Social behaviour.
- Emotional adjustment.
- Discipline.
- Study habits.
- Learning motivation.

3. Academic Achievement Record

Students' academic achievement may be assessed using their previous semester examination marks, aggregate percentage, SGPA, or CGPA.

4. Questionnaire

A structured questionnaire may be used to collect additional information regarding study routines, attendance, classroom participation, peer relationships, and learning activities.

10.5 Data Collection Procedure

The researcher may follow these steps:

1. Obtain permission from the selected colleges.
2. Identify the participating undergraduate students.
3. Explain the purpose of the investigation.
4. Obtain informed consent from participants.
5. Administer the behaviour assessment scale and personal information schedule.
6. Collect academic achievement information with appropriate permission.

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7. Organise and classify the collected data.

8. Analyse and interpret the results using suitable statistical methods.

10.6 Statistical Techniques

The following statistical techniques may be employed:

Statistical technique	Purpose
Frequency	To identify the distribution of responses
Percentage	To present demographic information
Mean	To calculate average scores
Standard deviation	To measure variation
t-test	To compare two groups
ANOVA	To compare three or more groups
Pearson's correlation	To examine the relationship between behaviour and academic achievement
Regression analysis	To examine the predictive contribution of behavioural variables

The final statistical techniques should be selected according to the measurement scales, distribution of scores, and assumptions of each test.

11. FACTORS AFFECTING BEHAVIOUR AND ACADEMIC ACHIEVEMENT

Several factors may influence the behaviour and academic performance of undergraduate students.

11.1 Family Environment

Family support, parental expectations, socioeconomic conditions, and the home environment may influence students' attitudes, behaviour, motivation, and educational progress.

11.2 Peer Group Influence

Friends and peer groups play an important role in shaping students' habits, interests, attitudes, and classroom behaviour. Positive peer relationships may encourage cooperation and academic involvement.

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11.3 Teaching-Learning Environment

The quality of teaching, classroom atmosphere, teacher-student relationships, and availability of educational resources may influence students' behaviour and achievement.

11.4 Study Habits

Regular study, time management, revision, concentration, and completion of assignments are important behavioural factors associated with academic achievement.

11.5 Psychological Factors

Self-confidence, motivation, emotional adjustment, anxiety, and stress may influence students' learning behaviour and academic performance.

11.6 Digital and Social Media Influence

Excessive use of mobile phones, social media, and digital entertainment may create distractions and affect students' concentration and study routines.

11.7 Institutional Environment

College discipline, academic support, library facilities, extracurricular activities, and counselling services may influence students' behavioural development.

12. Educational Implications of the Study

The present investigation may have several implications for higher education.

1. Improvement of Classroom Behaviour: Teachers should encourage active participation, discipline, cooperation, and attentiveness.

2. Development of Good Study Habits: Students should be encouraged to follow regular study schedules and effective time-management practices.

3. Academic Counselling: Colleges should provide academic guidance to students who experience learning difficulties.

4. Behavioural Development Programmes: Institutions should organise workshops on personality development, communication, discipline, and social adjustment.

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5. Teacher-Student Relationships: Positive interaction between teachers and students should be encouraged.

6. Parental Involvement: Parents should provide academic and emotional support without creating unnecessary pressure.

7. Digital Awareness: Students should be guided towards responsible use of mobile phones and social media.

8. Co-curricular Activities: Sports, debates, cultural programmes, and group activities should be promoted to develop teamwork and leadership.

9. Inclusive Learning Environment: Colleges should provide supportive educational environments for students from different social and economic backgrounds.

10. Regular Assessment: Continuous monitoring of students' academic progress and behavioural development may help identify learning difficulties.

13. EXPECTED OUTCOMES OF THE STUDY

The study is expected to provide the following outcomes:

1. An understanding of the behavioural patterns of undergraduate students in Barasat.

2. Identification of the general academic achievement levels of students.

3. An understanding of the relationship between student behaviour and academic achievement.

4. Identification of differences in behaviour according to gender and residential background.

5. Understanding of the influence of study habits, discipline, and motivation on academic performance.

6. Identification of behavioural factors that may support or hinder academic development.

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7. Suggestions for improving students' classroom participation, learning habits, and academic performance.

These are expected outcomes. Actual findings must be established through field investigation and statistical analysis.

14. LIMITATIONS OF THE STUDY

The study may have the following limitations:

1. The study will be restricted to undergraduate students in Barasat.
2. Only selected colleges may be included in the investigation.
3. The sample size may be limited to 300 students.
4. Behavioural assessment may depend partly on students' self-reported responses.
5. Academic achievement may be influenced by several factors beyond behavioural characteristics.
6. The findings may not be generalised to all undergraduate students of West Bengal.

15. SUGGESTIONS FOR FURTHER RESEARCH

The following areas may be considered for future investigation:

- Behaviour and academic achievement of undergraduate students in North 24 Parganas.
- Study habits and academic performance among undergraduate students.
- Classroom behaviour and learning outcomes of college students.
- Social media usage and academic achievement among undergraduate students.
- Behavioural problems and academic adjustment among college students.
- Gender differences in behavioural patterns and academic achievement.

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- Emotional behaviour and academic performance among undergraduate students.
- Family environment and academic achievement among college students.

16. CONCLUSION

Behaviour and academic achievement are two important aspects of the educational development of undergraduate students. Students' behavioural characteristics influence their learning experiences, classroom participation, study habits, social relationships, and academic adjustment. Positive behaviour, such as discipline, motivation, regular attendance, concentration, cooperation, and effective time management, may contribute to better academic achievement. Similarly, inappropriate behavioural patterns may create obstacles to effective learning and educational progress.

The present study, entitled "A Study on Behaviour and Academic Achievement of Undergraduate Students in Barasat, West Bengal," attempts to examine the behavioural characteristics of undergraduate students and investigate their relationship with academic achievement.

The study is expected to provide useful insights into the educational and behavioural development of undergraduate students. It may also help teachers, parents, counsellors, and educational administrators identify the factors influencing students' academic performance.

Ultimately, higher education should focus not only on examination results and academic qualifications but also on the development of positive behaviour, discipline, responsibility, cooperation, and social adjustment. A balanced approach to behavioural and academic development can contribute to the formation of responsible, capable, and successful individuals.

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