

# Study of Impact of Impulsivity on Academic Achievement of Higher Secondary School Students

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## Abstract:

The present research investigates the effect of impulsivity on the academic achievement of higher secondary school students. Impulsivity, as a behavioral trait, can significantly influence students' learning outcomes, focus, and academic performance. This study aimed to explore whether varying levels of impulsivity affect academic achievement among students of different educational institutions. A sample of 200 students was selected using the stratified proportional random sampling technique, including 100 students from government and 100 from private schools in the Durg district. The sample comprised students from both English and Hindi medium backgrounds. The Impulsivity Scale developed by Rai and Sharma (2019) was used to assess the students' impulsivity levels. Academic achievement was measured based on the proportion of marks obtained in the 11th-grade examination results. A t-test was conducted to determine the statistical significance of the relationship between impulsivity and academic achievement. The results revealed a significant difference in academic performance among students with varying levels of impulsivity, indicating that lower impulsivity is generally associated with higher academic achievement.

## Introduction:

In the realm of educational psychology, student behavior plays a critical role in academic performance. Among various psychological traits, impulsivity has emerged as a key determinant influencing attention span, concentration, and decision-making capabilities. Impulsivity refers to the tendency to act without adequate thought or consideration of consequences. This behavioral pattern is particularly common among adolescents and can have far-reaching effects on their learning outcomes. Academic achievement, on the other hand, reflects a student's performance and understanding of curriculum content, often evaluated through grades or test scores. Given the critical importance of academic success for future educational and professional opportunities, it becomes essential to study the factors that may hinder or promote it. The present research aims to examine the influence of impulsivity on academic achievement among higher secondary school students, with a specific focus on differences between government and private school students in the Durg district.

## Objectives:

1. To examine the level of impulsivity among higher secondary school students.
2. To analyze the academic achievement of students from government and private schools.
3. To study the relationship between impulsivity and academic achievement.

## Hypothesis:

There is no significant impact of impulsivity on the academic achievement of higher secondary school students.

## Methodology:

- **Sample Size:** 200 students (100 from government schools, 100 from private schools)

- **Sampling Technique:** Stratified proportional random sampling
- **Location:** Durg District
- **Tools Used:**
  - Impulsivity Scale by Rai and Sharma (2019)
  - Academic Achievement: Marks obtained in the 11th-grade examination

## Statistical Technique:

- t-test to assess significance of differences in academic performance based on impulsivity levels

## Results and Interpretation:

**Table: 1** *Difference in academic performance based on impulsivity levels*

Group	N	Mean Academic Score	SD	t-value	Significance
Low Impulsivity	100	72.4	6.2	4.78	p < 0.05
High Impulsivity	100	65.1	5.9		

The calculated t-value of 4.78 is statistically significant at the 0.05 level. This confirms that students with lower impulsivity tend to perform better academically than those with higher impulsivity.

## Conclusion:

The study concludes that impulsivity significantly affects academic achievement. Students with lower impulsivity demonstrated better academic performance. Educational interventions that help students develop self-regulation and control impulsive behavior may contribute to improved academic outcomes.

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