

A Study of Relationship between Study Habits and Academic Achievement of Senior Secondary Students

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Abstract

Study skills are fundamental to academic competence. Effective study skills are associated with positive outcomes across multiple academic content areas. As quality education depends on the effectiveness of teaching, teaching process, therefore study habit is an important factor that is needed to upgrade the academic performance of students. Learners' habits serve as the vehicle of learning. A sample of 300 senior secondary students from the four schools of Sonipat is taken and Study Habit Inventory (SHI) by M.N Palsane and S. Sharma was used for data collection. Academic scores of the examination of Xth standard were taken representing academic achievement of these students. A significant and positive relationship was found between study habits and academic achievement of senior secondary students. The findings also depict that the students having good study habits have high achievement and vice versa. On the basis of the results it can be said that if good study habits are inculcated, nurtured and prompted at the young and impressionable age of student, it will go a long way solving a number of hurdles on the way to the development of good and cultured citizens. If the habits like reading, writing and the study skills begin even from elementary stage, the students automatically possess good academic success in high school and college level. Such informations can be helpful for teachers, parents, counsellors, administrators, policy makers and others so that they may think to provide such type of environment in the educational institutions which will help in the development of good study habits among the learners.

KEYWORDS: Study Habits, Academic Achievement, and Senior Secondary Students.

The World is becoming more and more competitive. Quality of performance has become the key factor of personal progress. Parents desire that their children should climb the ladder of performance at as high level as possible. This desire of high level of achievement puts a lot of pressure on students. Thus a lot of time and efforts of schools are used for helping students to achieve better in their scholastic endeavors. Study skills are fundamental to academic competence. Effective study skills are associated with positive outcomes across multiple academic content areas. As quality education depends on the effectiveness of teaching, teaching process, therefore study habit is an important factor that is needed to upgrade the academic performance of students. Student will find that once he develops effective study habit, the job of studying and learning become easier. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits .Learners' habits serve as the vehicle of learning. Poor study habits create anxiety in the students. If he studies well, habits of good study will make him to show high achievement. His success depends on hard work, proper study habits and utility of time effectively. Study habit is defined as "the complex of reading behavior of a

person, resulting from the varying degrees of interaction of a number of variable factors, when he seeks graphic records for acquiring information or knowledge.” For achieving good study habits, one must have the desire to learn with full working abilities and talents. All these are fulfilled in his assignment work, in classroom interaction, for examination purpose. Beside he must have good memory, self discipline in studying and skill in assimilation .The skill of finding what you want, will develop and increases long as you nourish it. Skill of fixing it up in one’s mind requires the development of good study habits.

Need and importance

Academic achievement has always been crucial area and main centre of educational research. Despite many statements about the aim of education, academic achievement is one of the most important goals of education. \Academic achievement is the wider concepts and outcome of those all efforts which made by students during their studies. Academic achievement is capacity to excel other, which is important component for every person especially for a student to be successful, as he is always facing competitive situation in his educational career. Hence the problem of achievement has drawn sufficient attention of researchers in the field of educational psychology. On the basis of above facts the researcher decided to study the relationship between study habits and academic achievement. This study will become the guideline for the researchers, teachers, and administrators and counselor to guide the students in the proper way, so that they may develop good study habits and achieve better in competitive examinations.

REVIEW OF RELATED LITERATURE:-

Review of literature gives us the relevant material published in the problem area under study. Cuff(1937) Soreson(1954), Brown and Holtzman(1956), Srivastava (1967), Rama Swamy(1990), Verma(1996), Blumber Harry,cr. Herbert(1997) Verma,Saroj and Raj Kumar(1999) studied the relationship between study habits and achievement of students at different levels and they found that the relationship was significant but male and female differed significantly in their study habits, female students has better study habits as compared to the study habits of the males. National Assessment of Educational Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic achievement of students and found positive relationship between study habit and academic achievement of students as well as there are so many factors influencing the ability of students to cultivate the effective and efficient study habit.

Ramachandra and Nagaraju(2001) studied the effect of locality on the study habits and found that urban students scored high in comparison of rural. The study done by Riaz Aisha ,KiranAsma (2002) revealed that the habit of writing back was significantly related with achievement in the examination. Those who took notes in the class scored higher than those who did not. Gupta Renu and Bhan Sumbali Kiran (2010) studied the effect of caste on the study habits and academic achievement and found that sex has no significant impact on the study habits and academic achievement than counterparts sc students, however, no interactional effect of sex and caste was found on the study habits and academic achievement of students belonging to sc and non sc groups. In a study done by Awany Ghani, Kumar Suriya(2011) regarding the development of study skill tools evaluating students study orientation skills and its relationship towards academic achievement it was found that there is significant difference between pre test and post test for study orientation

skills. The significant correlation was found on the relationship between study orientation skills and grade point average for each tested group. The significant difference results are also down by grade point average for both test groups. Bashir Ifshan and Nadhia Hussain(2012) in the study on study habits and academic performance among adolescents found that, in female respondents highly significant relation was formed between the school environment and marks obtained, while as in case of male, no relation found between the two.

STATEMENT OF THE PROBLEM :-

A study of Relationship between Study Habit and Academic Achievement of Senior Secondary Students

OBJECTIVES:-

The present study was designed to realize the following objectives:-

- To study the relationship between study habits and academic achievement of senior secondary students.
- To study the difference between study habits and academic achievement of senior secondary students.
- To study the difference between academic achievement of boys with respect to good and poor study habits.
- To study the difference between academic achievement of girls with respect to good and poor study habits.
- To study the difference between academic achievement of boys and girls with respect to good study habits.
- To study the difference between academic achievement of boys and girls with respect to poor study habits.

HYPOTHESES:-

- There is no significant relationship between study habits and academic achievement of senior secondary students.
- There is no significant difference between study habits and academic achievement of senior secondary students.
- There is no significant difference between academic achievement of boys with respect to good and poor study habits.
- There is no significant difference between academic achievement of girls with respect to good and poor study habits.
- There is no significant difference between academic achievement of boys and girls with respect to good study habits.
- There is no significant difference between academic achievement of boys and girls with respect to poor study habits.

RESEARCH METHODOLOGY:-

SAMPLE:- 300 students of senior secondary level were selected from four schools of sonapat district with the help of random sampling.

METHOD:- Descriptive survey method was used to find out the effect of study habits on academic achievement of senior secondary students.

TOOLS:- The following standardized tools was used for the study:

Study Habit Inventory (SHI) by :- M.N Palsane and S. Sharma(1989)
Academic achievement scores of final examination were considered.

DELIMITATIONS:-

The present research deals with Study Habits of senior secondary students which is a very wide field of research. It was very difficult rather impossible to cover whole of it in a single study. The delimitations of the study are as follows:

- The study was delimited to 300 students of senior secondary school only.
- The study was delimited to only four schools of Sonipat district.
- The study was delimited to only two variables that is study habit and academic achievement.

Analysis and interpretation of the data:-

HYPOTHESIS:- (1) There is no significant relationship between study habit and academic achievement of senior secondary students.

Table 1: Coefficient of Correlation between study habits and academic achievement of senior secondary students

Variables	Gender	N	r	Remarks
Study habits	Boys	150	0.73	Moderate degree of correlation $r > 6P.E$
	Girls	150		
Academic Achievement	Boys	150		
	Girls	150		

From the table 1 it is clear that coefficient of correlation between study habits and academic achievement has been found 0.73 which is moderate and positive. So, it can be interpreted that there is significant positive relationship between study habits and academic achievement of senior secondary students and study habits have positive effect on their academic achievement. Therefore, hypothesis is rejected.

HYPOTHESIS:- (2) There is no significant difference between study habits and academic achievement of senior secondary students.

Table-2 Mean, S.D, t-score and significance between study habits and academic achievement of senior secondary students.

Variables	N	Mean	S.D	t-value	Significance
Study habits	300	60.5	9.42	1.15	Not sig. at 0.05 level
Academic Achievement	300	58.2	17.57		

The table-2 shows that the t-value is 1.15 which is less than tabulated value i.e. 1.96 and not significant at 0.05 level. In the light of this result it could be interpreted that study habits of students do not affect the academic achievement of senior secondary students. Therefore, hypothesis is accepted.

HYPOTHESIS:- (3) There is no significant difference between academic achievement of boys with respect to good and poor study habits.

Table-3 Mean, S.D,N, t- value and level of significance of Academic Achievement of boys with respect to good and poor study habits.

Variables	Gender	N	Mean	S.D	t-value	Significance
Good Study habits	Boys	40	74.75	11.39	2.33	Sig.at 0.05 level
Poor Study Habits	Boys	40	43.04	8.61		

The table 3 depicts, that the t-value is 2.33 which is significant at 0.05 level. In the light of this result it can be interpreted that there is significant difference between the Mean scores of academic achievement of boys with good and poor study habits. Good study habits affect the academic achievement of boys. Therefore, hypothesis is rejected.

HYPOTHESIS:- (4) There is no significant difference between academic achievement of Girls with respect to good and poor study habits.

Table-4. Mean, S.D,N, t- value and level of significance of Academic Achievement of girls with respect to good and poor study habits.

Variables	Gender	N	Mean	S.D	t-value	Level of significance
Good Study habits	Girls	40	68.32	14.60	10.78	Sig. at 0.01 level
Poor Study habits	Girls	40	41.75	5.45		

From table-4, it is observed that the t-value is 10.78 which is significant at 0.01 level. In the light of this result it could be interpreted that there is significant difference between the Mean of achievement scores of girls with good and poor study habits. Therefore, hypothesis is rejected.

HYPOTHESIS:- (5) There is no significant difference between academic achievement of boys and girls with good study habits.

Table 5 Mean, S.D,N, t- value and level of significance of academic achievement of boys and Girls with respect to good study habits.

Variables	Gender	N	Mean	S.D	t-value	Level of significance
Good study habit	Boys	40	74.75	11.39	2.195	Sig. at 0.05 level
	Girls	40	68.32	14.60		

The table 5 depicts Mean score of achievement with Good study habit of boys is 74.75 and

of girls is 68.32 and S.D is 11.39 and 14.60 respectively. it is observed that the t-value is 2.195 which is significant at 0.05 level. In the light of this result it can be interpreted that the sex of students also affects the achievement in relation to good study habits. Therefore, hypothesis is rejected.

HYPOTHESIS:- (6) There is no significant difference in the achievement of boys and girls with poor study habits.

Table-6 Mean, S.D, N, t- value and level of significance of achievement scores of boys and Girls with respect to poor study habits.

Variables	Gender	N	Mean	S.D	t-value	Level of significance
Poor Study habits	Boys	40	43.04	8.61	0.801	Not sig.at 0.05 level
	Girls	40	41.75	5.45		

The table depicts Mean score of boys is 43.04 and of girls 41.75 and S.D 8.61 and 5.45 respectively. It is observed that the t-value i.e. 0.801 not significant at 0.05 level. In the light of this result it can be interpreted that sex of students does not affect the achievement with poor study habits. There is no significant difference between the Mean achievement scores of boys and girls having poor study habits. Therefore, hypothesis is accepted.

The analysis and interpretation of the data with descriptive, referential and inferential statistics has brought into light the following results:-

1. There is significant and positive relationship between study habits and academic achievement of senior secondary students. It is concluded that study habits have positive effect on their academic achievement.
2. There is no significant difference in the mean scores of study habits and academic achievement of senior secondary students. It means that Study habits of students do not affect the academic achievement of senior secondary students.
3. There is significant difference between the Mean scores of academic achievement of boys with good and poor study habits. It shows that Good study habits affect the academic achievement of boys.
4. There is significant difference between the Mean scores of achievement of girls with good and poor study habits. It means that Good study habits affect the academic achievement of girls at senior secondary level.
5. There is significant difference between the mean scores of academic achievement of boys and girls in relation to good study habits. It shows that the sex of students also affects the achievement in relation to good study habits.
6. There is no significant difference between the Mean scores of achievement of boys and girls in relation to good study habits. It means that sex of the students does not affect the achievement with poor study habits.

EDUCATIONAL IMPLICATION:-

In present day, Study habit is an important factor in the student's academic achievement and personal improvement. If good study habits are inculcated, nurtured and prompted at

the young and impressionable age of student, it will go a long way involving a number of hurdles on the way to the development of good and cultured citizens. If the habits like reading, writing and the study skills begin even from elementary stage, the students automatically possess good academic success in high school and college level. Such information's can be helpful for teachers, parents, counsellors, administrators, policy makers and others so that they may think to provide such type of environment in the educational institutions which will help in the development of good study habits among the learners.

RECOMMENDATIONS:- Since both the previous and present researches confirmed that, the three independent and dependent variables that is study habit academic achievement and gender are strong factors that can enhance success. On the basis of the results of the study, the following recommendations are made:

1. There is need for the state government to employ trained professional psychologists/ guidance and counselors at all senior secondary schools across the state. This category of personnel will use this professional expertise to help the students in identifying their potentials, abilities, disabilities and get fully prepared for challenges ahead of them.
2. All senior secondary school across the state should be provided with well equipped libraries, science and technical laboratories and school facilities, and students should be encouraged to best use of these facilities particularly the library. This would enhance students' learning ability and result in better academic achievement of the students.
3. There is continual need of teaching method through workshop, seminars and conferences. It is the responsibility of state government to organize time to time refresher courses for the teachers. This will help to keep the teachers aware of new innovations with regards to teaching. Through this, the teachers will be able to apply new methods of teaching acquired through the experiences from workshop, seminars and conferences in supporting the various groups of boys and girls.
4. Students should always be encouraged to boost their self esteem through hardworking and optimism. The teachers on their own part should vary their teaching methodology in order to avoid to bareness. Parents should desist from forcing subject on their children with the aim of producing doctors, engineers, and lucrative profession rather students should be given freedom of choosing subjects based on their abilities, interests and needs.

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