

STUDY HABITS OF SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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Abstract

This research is an examination of the study habits of school students in relation to their academic Achievement. In the present investigation a representative sample of 200 +2 class students were selected. In the present study the Study Habit Inventory (SHI) by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal and home environment inventory. Result revealed that there is no Majority of School students have average or below average in study habits because majority of students had study habit scores below than mean scores. Study habits of boys and girls school students did not differ significantly. Study habits of rural and urban school students did not differ significantly. It is concluded that there exists no significant relationship between study habit and academic achievement of +2 class school students. The variables study habits and academic achievement of +2 class school students are not correlated with each other. Hence it can be interpreted that study habits has no dependence on school academic achievement.

Keywords: Study habit, Academic Achievement, Student's of Relation of working and non- working.

Introduction:

Education is a process of development which takes place on an individual as a result of his exposure and interaction with people and other stimuli in his environment. Education also develops all those capacities in an individual which will enable a person to control his environment and develop his personality to the optimum level of his capacities. It is the creation of a sound mind in a sound body. Education continues to focus more and more on academics and inclusion for all students. The role of education consists in the development of all potentialities of Students child's innate power. Education is a dynamic process.

Conceptual Framework

The term study habit means assorted methods and practices adapted by the students in their studies. Poor study habit is one of the biggest and main problem among the students. Kulshresta (1992) suggested a definite purpose and place for study. He further suggested seeking physical conditions that are favorable for mental activity, followed by definite time schedule for study. Individual have their own way of studying. It has also been found that those who have good study habits excel others having equal intelligence in academic achievement. It is rightly said that character is

the bundle of habits. This reveals the importance of habits in character education helps the learners in development of their self-concept.

Academic achievement shows the performance of students by which they have achieved specific goals and there focus on activities in instructional environments, specifically in school and higher educational institutions. Academic performance means being a successful student who is good in school and participate in curricular activities and it is measured by examination for regular evaluation, grade point average and it is measured by examination or regular evaluation, grade point average and standardized testing. In the educational context, we can improve the study habits and increase the knowledge, learning through academic achievement.

Meaning of Study habits

The word study habit combines the two words i.e. study+ habit. Study means application of mind to the requirement of knowledge, the diligent and a state of absorbed in contemplation, 'refer to a sense of behavior that has become more or less fixed habits signify a way of acting or thinking frequently enough leading to unconscious behavior. The study habit refers to acquirement of knowledge and skills through more or

less permanent modes of studying. Study habits are autonomously learned behavior pattern that enable the students to acquire how to study. Study habit is the tendency of a pupil or student to study when opportunities are given the pupil's way of studying whether organized or unorganized, efficient or inefficient study habits are the essence of dynamic personality.

Meaning of Academic Achievement

Academic achievement is the extent to which a student teacher or institution has achieved their short or long term educational goals. Cumulative GPA and Completions of educational degrees such as High School and bachelor's degrees represent academic achievement.

Academic achievement is measures of knowledge, understanding skill in a specified subject or group of subjects it refers to the achievement in a repartee subject or total scores of several subjects combined. It is concerned with the quantity and quality of learning attained in a subject or group of subject after a period of introduction. It usually designated by the best score of marks assigned by the teacher. Assessments of academic achievement help both the students and the teachers to know where they stand.

Objectives Of The Study:

The Present study has been designed with the following objectives:

1. To study habits among school students.
(Comprehension, Concentration, Task- Orientation, Drilling, Interaction etc.)
2. To study habits among senior secondary school students in relation to their gender and locale.

Hypotheses Of The Study

The Present study will be on the following hypothesis:

1. There is no significant difference in study habits of male and female school students.
2. There is no significant difference in study habits of urban and rural school students.

Review of related literature

Hence, keeping in the view the importance of survey of related literature the investigator analyzed there types of studies:-

1. Studies Related to Study Habits
2. Studies Related to Academic Achievement

Studies Related to Study Habits

Ramachandra Reddy (2017) conducted a study to identify the difference in the study habits between boys and girls of urban and rural area schools. The sample was taken 200 students from class X in Kurnool district in andrapardesh.the result showed that there was no significant impact of sex on the study habits and there was no interaction effect of sex and locality on the study habits.it showed that urban pupils are differed from the rural pupils in their study habits.

Verma (2018) found that there was no significant differs in the study habits of science and arts groups were found to be superior to commerce groups with reference to study habits.

Sud and Sujata (2019) conducted a study on academic performance in relation to self- handicapping, test anxiety and study habits of school children (N=200) from government senior secondary school himachal pardesh.The results revealed that boys were poorer in study habits then girls.

Yenagi (2020) conducted a study on study habits a function of self-perception among intellectually gifted and non-gifted students. A sample of 1020 per university college students was randomly selected from colleges and around Hubli and Dharwad cities of Karnataka. The result showed that was significant difference between intellectually gifted and non-gifted students.

Ossai (2021) investigated study habit as a predictor of students examinations behavior especially the tendency to engage in examination mal practices (cheating during examination) it was found that students who had poor study habits were more likely to engage in examination malpractices and that gender did not significantly moderate this tendency. Conversely, students who scored highly on the study habits inventory seemed to possess more positive examination behavior and traits related to better academic performances. Studies Related to Academic Achievement

Siswati and Corebima (2017) examined the correlation between meta-cognitive skills and cognitive learning results with the student character. The sample of this research was 165 students, divided into five learning strategies. The data were analyzed by using multiple linear regressions. The results of the analysis showed that in the five learning strategies, it was proved that meta-cognitive skills and cognitive learning results had a correlation with the students' characters. The effective contribution of meta-cognitive skills and cognitive learning results in each learning strategy was less than fifty percent.

Garima (2018) studied the effect of learning & think-

ing style on academic achievements of senior secondary schools students. A sample of hundred students was taken randomly from senior secondary schools of Abohar Tehsil. Test of learning and thinking style by Dr. D. Venkata Raman was used for present investigation. For the analysis of data, t-test was used. The study revealed no significant effect of learning & thinking style on academic achievement of senior secondary schools students.

Ibe (2019) investigated the effect of learning styles on the performances of senior secondary school Biology students in Imo state, Nigeria. The sample was comprised of 300 Biology

students selected through simple random sampling technique. From the results of the research, it was revealed that the four learning styles of Kolb were represented amongst the biology students; that many students preferred to learn by more than one mode of information presentation; learning style varied from one group to another and there was no significant interaction effect of learning styles and their gender on the performances of senior secondary school Biology students.

Singh et al. (2020) investigated the impact of spiritual intelligence on academic achievement among 934 adolescents. The results revealed that achievement of adolescents with low spiritual intelligence were better than adolescents with average spiritual intelligence; male adolescent's higher academic achievement than female adolescents. Studying in aided schools were better than adolescents studying in governmental schools, academic achievement of adolescents studying in aided schools were better than adolescents studying in unaided schools.

Bahago and Beatrice (2021) investigated the impact of achievement motivation and demographic characteristic on academic performance among 300 girls in Adamawa state. The findings indicated that academic achievement of the girls was impacted by parental educational level. The results revealed the relevance of parental education in academic achievements of girls.

METHODOLOGY

Research Method

The present study comes under the domain of descriptive method of research.

Population

The population for the present study is the students studying in +2 class in the schools located in Punjab, Shri Fatehgarh Sahib, District.

Sampling

Sampling frame of this study comprised of secondary school students. The investigator has selected four schools from Shri Fatehgarh Sahib district of Punjab state. By keeping in mind the nature of the problem, probability method of sampling was selected and under this method, stratified sampling technique was used. Children of working and non-working mothers belonging to urban and rural locale was further divided as male female students. A representative sample of 200 students studying in +2 class was selected.

Research Tools used

For the collection of the data for the present study, the following tools will be used for collecting data for the study. 3.3.1 Study habit inventory by M. Mukhopadhyay and D.N Sansanwal (2005).

Mark's obtained by adolescence in tenth examination conducted by PSEB was used to measure the academic achievement.

Statistical Treatment Of Data

Keeping in view the objectives of the study frequency distribution, mean score and standard deviation were computed. To find out the significance of difference between mean scores of different groups under study t-value was calculated. To see the relationship among variables the Pearson coefficient correlation was also calculated.

Objective 1

- Description of study habit scores of school students
- 1.1.1 Frequency distribution of study habit scores of school students.

Description of study habits scores of school students

In order to understand the nature of study habits among 200 school students, scores gained by applying study habit tool were classified and analyzed according to requirement of study.

Frequency distribution of study habit scores of school students

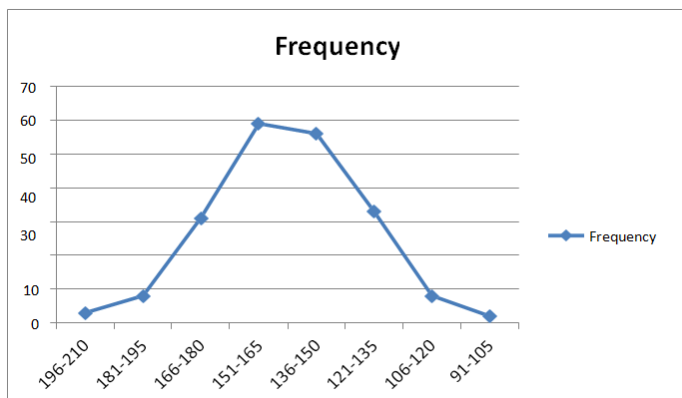
The sample of the present study comprise of 200 students the frequency distribution of study habit along with mean, SD, percentage were given in the table 1.1

Table 1.1

Frequency distribution of study habit scores of school students (N=200)

Class interval	Frequency	Percentage	Cumulative frequency
196-210	3	1.5	200
181-195	8	4	197
166-180	31	15.5	189
151-165	59	29.5	158

It is clear from the table 4.1 that mean score of school students of the basis of their scores on study habit checklist is 151.65 and SD is 19.35 and the range is 119. It is also clear from the above distribution that 99 (49.5%) school student scores below the class interval in which mean lies. 59(29.5%) school students score in the class interval of 151- 165 in which mean lie. Whereas 42(21%) of school student above that class interval in which mean lies. It is clear from this description that most of school student's average or below average in study habits. The frequency distribution of score is given also in figure 1.1



It is also clear that mean interval contains highest frequency (59) lies in the class interval 151- 165 and lowest frequency 2 lies in the class interval 91-105. It indicates that the score school students are normally distributed on study habit checklist.

Objective-2

- Comparison of Study Habit of School Students In Relation to Their Gender and Locale.

1.2 COMPARISON OF BOYS AND GIRLS SCHOOL STUDENTS

The sample of present study comprised of 100 boys and 100 girls school students. Mean score, standard deviation along with t-value have been given in the table 1.2

Table 1.2

Comparison of boys and girls school students

Variable	Group	N	Mean	SD	t-value
Study habit	Boys	100	149.6	14.4	1.6 ns
	Girls	100	153.2	18.15	

NS: Not significance 0.05 level.

The table 4.2 revealed that out of 200 students there are 50 boys and 50 girls school students. The mean score of school going girls came out to be 149.6 SD=14.4 as compared to mean score of girls school students 153.2 and SD=18.15 it is also depicted in figure 4.2.

Figure 1.1

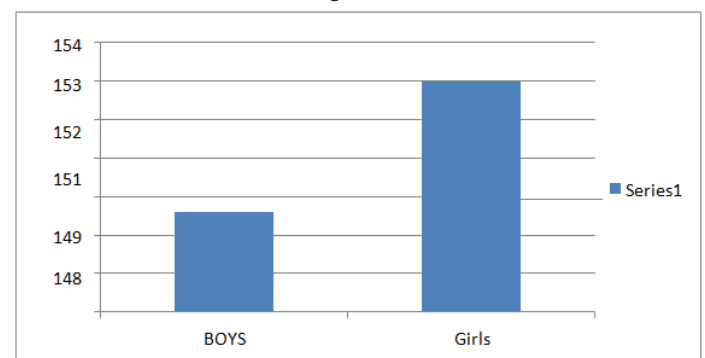


Figure 1.2

Comparison of boys and girls school students

The t-value came out to be 1.6 which is no significant at 0.05. Hence, there is no significant difference between boys and girls study habits. On the basis of these results the hypotheses there is no significant difference in study habit of boys and girls school students is accepted.

COMPARISON OF STUDY HABIT OF URBAN AND RURAL SCHOOL STUDENTS

The nature of study habit among urban and rural school students, mean score, standard deviation obtained on study habits checklist were computed mean scores and standard deviation along with t-value have been shown in table 1.3.

Table 1.3

Comparison of study habit of urban and rural school students

Variable	Locale	N	Mean	SD	t-value
Study habits	Urban	100	151.1	20.7	0.99ns
	Rural	100	150.2	18.15	

NS: not significant at 0.05 levels

It is clear from the table 1.3 the mean score of study habit of urban school students 151.1 and SD is 20.7 which is compare to the mean score of rural school student is

150.2 and SD is 18.15. It is also depicted in figure 1.3

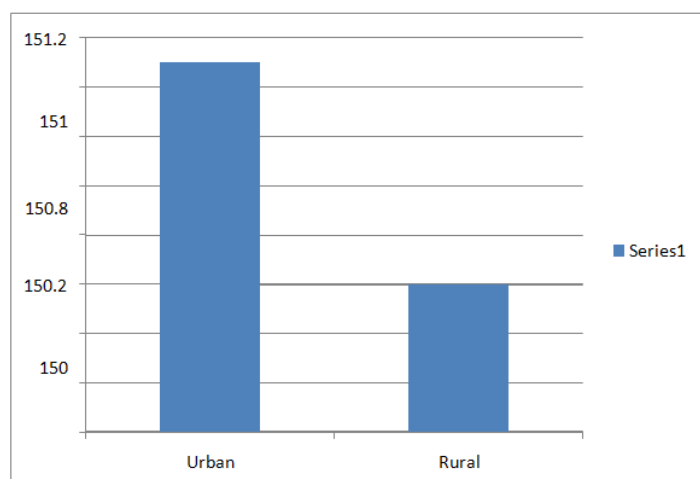


Figure 1.3

Comparison study habit of urban and rural school students

The t-value comes out to be 0.99 which is not significant at 0.01. Hence, there is no significant difference in mean score of rural and urban school students. This shows that rural and urban students do not differ significantly in their study habits. On the basis of the hypotheses that there is no significant locale wise difference in study habits of rural and urban school students are rejected.

DISCUSSION

- The findings of present study revealed that there is no significant gender difference on study habits among school students. It may be because girls and boys are take same interest in study habits and boys and girls received same facilities at home and school. So they get equal opportunities for expression of their talents. Hence boys and girls show same study habits.
- The results in the line with findings of (Singh and Sandhu, 2014) where they found there was no significant difference between study habits of boys and girls. The result of the present study is in contrary to the findings of (Pillai, 2012) where he revealed that there was significant difference in study habits of boys and girls.
- There is no significant locale difference on study habits among school students. This may be because rural and urban student show same study habits patterns and same opportunities of rural students to interact with person with varying backgrounds may be limited factor in their study habits. The result of the present study is in the line with the finding of (Pillai, 2012) where he found that there was significant locale difference on study habits among school

students. The results of the present study is in contrary to the findings of Anupum (2012), where he found that there was no significant locale difference on study habits of the urban and rural school students.

Results

- Data was tabulated, analyze and interpreted as follows:
- The majority of the school students have below in average in study habits. There are 99(46.5%) school students score below the mean interval, whereas 42(21%) of school students score above that class interval and highest frequency (59).
- Study habit of boys and girls school students did not differ significantly. Mean score of study habits of boys students are 149.6 (SD=14.4) nearer to mean score of study habits of girls students 153.2(SD=18.15) t-value came out to be 1.6 which is no significant at 0.05 level.
- Study habits of rural and urban school students differ significantly. Mean scores of study habits of urban students is 151.1 (SD=20.7) nearer to mean score of study habits of rural students 150.2 (SD=18.15) t-value came out to be 0.99. Which is not significant at 0.01 level.

CONCLUSIONS

- Majority of school students have average or below average in study habits because majority of students had study habit scores below than mean scores.
- Study habits of boys and girls school students did not differ significantly.
- Study habits of rural and urban school students did not differ significantly.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined only to study habits and academic achievement of school students. Analysis of data was done by using t-test and coefficient of correlation. Keeping in view the limited scope of the study following suggestion may be laid down for further research.

- The present study was confined only to study habits and academic achievement of school students. Keeping in view the limited scope of the study following suggestion may be laid down for further research.
- The present study was confined only to Shri Fathegarh Sahib district of Punjab. The study should be

extended to the other districts of Punjab state. Similar studies can be undertaken on University and college students.

- The present study was restricted to only 200 school students of Shri Fathegarh Sahib district. Larger sample can be taken in further research endeavors.
- Comparative studies may be undertaken to find out relationships among study habits and academic achievement across cross-culture groups of population in the country.
- Other psychological factors like personality, emotional intelligence, adjustment, well-being, home environment, motivation, thinking style may be undertaken with study habits. So, there should be explored in future.

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