



INFLUENCE OF STUDY HABITS ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract: The purpose of this investigation is to examine the Influence of Study Habits on Academic Achievement of secondary school students. The method like descriptive survey was followed. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. The sample consisted of 180 secondary school students. To find out the study habits among students, Study Habits Inventory (SHI) (1975) developed by Dr. B.V. Patenl (1975) was used and Academic Achievement of the Students was obtained from Office records. The collected data was analyzed utilizing independent 't' test in all cases the level of significance was fixed at 0.05 confidence level. The results concluded that there was significant positive relationship between academic achievement and study habits of secondary school students. The academic achievement of secondary school students are determined by their study habits. The study habits significantly influenced the academic achievement of secondary school students. This implies that teachers of secondary schools have a role in guiding students to understand and develop in them the desirable study habits, while parents have a responsibility in understanding the significance of good study habits and monitor their children towards good habits of studying. Study habits play an important role in human performance in academic field.

Index Terms - Study Habits, Academic Achievement, Secondary School, Students.

INTRODUCTION

Achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influences. As Chauhan (2003) puts it, poor school achievement is a behavioural deviation that is symptomatic of maladjustment. Similarly, National Policy on Education (NPE, 2004) and Okegbile (2003) noted that students' achievement is not only focused at preparation for useful living but also eligibility for higher education which are attainable through good study skills, attitudes or methods.

Academic achievement has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al, 2000). Academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000). Crow and Crow (1969), defined "academic achievement as the extent to which a learner is profiting from 7 instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him".

Academic achievement has been playing an important role, since formal education decides the level of learning of different students in different subjects in all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this difference in the achievement.

Study habit refers to the student ways of carrying out the task of studying by using various techniques and ways in the field of study to keep him afloat along with the wise use of his/her time in studying. Either the study habit is systematic or unsystematic there could always be an impact to student's academic performance. According to M.T.V Nagaraju (2004) "study habit serves as the vehicle of learning and poor study habit creates anxiety in the student."

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term 'Study Habit' implies a sort of more or less permanent method of studying. According to Good's dictionary of education, "Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient." Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future.

Study habits simply mean how students manage their time in such a way that can review and study their lessons in school regularly. It becomes a habit or way of life of the student just like brushing their teeth every after eating, taking a bath every day, and other activities that they are doing. A student who developed their study habits could not sleep or go to school without studying their lessons. A student can be more intelligent and have self-confidence in class compared to those who do not developed their study habits. A student who does not have a good study habits cannot do well in class recitation, daily quizzes, and school demonstration since they did not study and review the lessons learned.

Verma (2016) investigated a study of academic achievement among high school students in relation to their study habits. The results concluded that Male and Female students on the level of study habits are not significant or it found to be accepted. Male and Female students do not differ significantly with respect to their mean scores on academic achievement are accepted. Male and Female students exhibit more or less similar level of academic achievement. Male and Female students do not differ significantly with respect to their mean scores on study habits are accepted. The relationship between academic achievement and study habits are found to be significant or it is rejected. Singh and Mahipal (2015) presented a study on academic achievement of secondary school students in relation to their study habits. The results indicate that there was a significant relationship between government and private, male and female secondary school students' academic achievement and study habits and it was observed that the students who have better study habits have better academic achievement of Sonepat students. Siah and Maiyo (2015) purposed a study of the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The results implied that the study habits need a significant attention to improve the performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits. From these studies and researcher motivated to conduct present study.

NEED OF THE STUDY

Today, the world is becoming more and more competitive and quality of performance is the key factor for personal progress. In our society academic achievement is considered as a key criterion to judge the personal progress of an individual by measuring or identifying one's total potentialities and capacities. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. One of the main objectives of education is to develop the students through providing proper conditions for them so to reach the highest levels of academic achievement. In fact, in the field of education, academic achievement holds a cardinal place and is considered as the outstanding inducement for the progress of individuals. Academic achievement is an index of success of students' performance, teachers' efforts and significance of curriculum and educational objectives. It is the most desirable outcome of school life. In fact, academic achievement is a very complex variable. A number of factors are associated with success and failure of the students in the schools. Study habits are one of the major factors affecting academic achievement of the students.

STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on "Influence of Study Habits on Academic Achievement of Secondary School Students"

PURPOSE OF THE STUDY

The intention of this investigation is to know the influence of study habits of school students on their Academic Achievement

OBJECTIVES OF THE STUDY

1. To assess the academic achievement of secondary school students.
2. To know the study habits levels of secondary school students.
3. To establish the relationship between Academic Achievement and Study Habits of secondary school students.
4. To study the Academic Achievement of secondary school students with respect to different levels of study habits.

RESEARCH HYPOTHESES

The following hypotheses are formulated for the present research:

1. There is no significant relationship between Academic Achievement and Study Habits of secondary school students.
2. There is no significant difference in Academic Achievement of secondary school students having poor and average study habits.
3. There is no significant difference in Academic Achievement of secondary school students having average and good study habits.
4. There is no significant difference in Academic Achievement of secondary school students having poor and good study habits.

METHODOLOGY

The purpose of this investigation is to examine the Influence of Study Habits on Academic Achievement of secondary school students. The method like descriptive survey was followed. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. The sample consisted of 180 secondary school students. To find out the study habits among students, Study Habits Inventory (SHI) (1975) developed by Dr. B.V. Patenl (1975) was used and Academic Achievement of the Students was obtained from Office records. The collected data was analyzed utilizing independent 't' test in all cases the level of significance was fixed at 0.05 confidence level.

DATA ANALYSIS AND INTERPRETATION

Table 1: Table shows number, degree of freedom, 'r' value between scores of Academic Achievement and Study Habits of secondary school students.

Variables	N	Df (N-2)	'r' value
Academic Achievement and Study Habits	180	178	0.292*

* Significant at 0.05 level.

From the above table-1, it can be seen that correlation between Academic Achievement and Study Habits was given. The obtained 'r' value is 0.292, which shows a positive significant relationship at 0.05 level ('r' critical value 0.138) between Academic Achievement and Study Habits of secondary school students. Hence, the stated hypothesis was **rejected** and alternative hypothesis has been formulated that "there is a positive significant relationship between Academic Achievement and Study Habits of secondary school students." It concluded that the students having good study habits had higher academic achievement and vice versa.

Table-2: Number, Mean, Standard Deviation, 't' Value and Level of Significance of Academic Achievement scores of secondary school students having poor and average study habits.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Study Habits	Poor	18	53.908	7.644	8.40	*
	Average	157	72.124	15.061		

**Significant at 0.05 level*

A comparison of the mean and standard deviations of academic achievement scores of secondary school students having poor and average study habits is shown in the table-2. From the above table-4.2, it can be inferred that the obtained 't' value 8.40 is greater than the table value 1.97 (df=173) at 0.05 level of significance. Hence, the hypothesis is rejected and alternate hypothesis has been accepted that "there is a significant difference in Academic Achievement of secondary school students having poor and average study habits." The mean scores of students having average study habits (72.124) is greater than the mean scores of students having poor study habits (53.908). It is inferred that students having average study habits have higher academic achievement.

Table-3: Number, Mean, Standard Deviation, 't' Value and Level of Significance of Academic Achievement scores of secondary school students having average and good study habits.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Study Habits	Average	157	72.124	15.061	1.74	NS
	Good	5	80.744	10.708		

NS-Not Significant

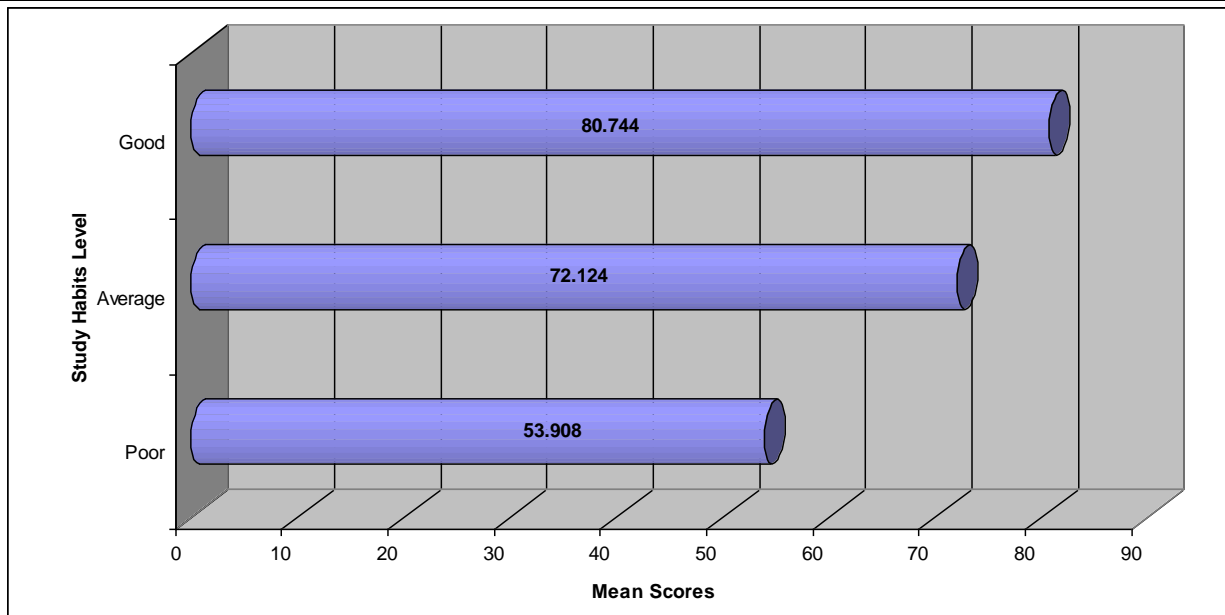
A comparison of the mean and standard deviations of academic achievement scores of secondary school students having average and good study habits is shown in the table 3. From the above table-3, it can be inferred that the obtained 't' value 1.74 is less than the table value 1.97 (df=160) at 0.05 level of significance. Hence, the hypothesis is accepted that "there is no significant difference in Academic Achievement of secondary school students having average and good study habits."

Table-4: Number, Mean, Standard Deviation, 't' Value and Level of Significance of Academic Achievement scores of secondary school students having poor and good study habits.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Study Habits	Poor	18	53.908	7.644	5.24	*
	Good	5	80.744	10.708		

**Significant at 0.05 level*

A comparison of the mean and standard deviations of academic achievement scores of secondary school students having poor and good study habits is shown in the table-4. From the above table-4, it can be inferred that the obtained 't' value 5.24 is greater than the table value 2.08 (df=21) at 0.05 level of significance. Hence, the hypothesis is rejected and alternate hypothesis has been accepted that "there is a significant difference in Academic Achievement of secondary school students having poor and good study habits." The mean score of students having good study habits (80.744) is greater than the mean score of students having poor study habits (53.908). It is inferred that students having good study habits have higher academic achievement. The comparisons of academic achievement mean scores between secondary school students having poor, average and good study habits are given in the graphical presentation in Graph-1.



Graph-1: Comparisons of academic achievement mean scores between secondary school students having poor, average and good study habits.

RESULTS

1. There was a positive significant relationship between Academic Achievement and Study Habits of secondary school students.
2. There was a significant difference in Academic Achievement of secondary school students having poor and average study habits
3. There was no significant difference in Academic Achievement of secondary school students having average and good study habits.
4. There was a significant difference in Academic Achievement of secondary school students having poor and good study habits

CONCLUSION AND EDUCATIONAL IMPLICATIONS

The results concluded that there was significant positive relationship between academic achievement and study habits of secondary school students. The academic achievement of secondary school students are determined by their study habits. The study habits significantly influenced the academic achievement of secondary school students. This implies that teachers of secondary schools have a role in guiding students to understand and develop in them the desirable study habits, while parents have a responsibility in understanding the significance of good study habits and monitor their children towards good habits of studying. Study habits play an important role in human performance in academic field.

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