



# The Correlation Between Study Habits And Academic Achievement In Senior Secondary School Students Of District Baramulla: An Empirical Analysis

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## Abstract

The paper attempt to explore the relationship between study habits and academic achievement of senior secondary school students of District Baramulla. A sample of 430 senior secondary school students was taken through a random sampling technique, of which 215 were male students, and 215 were female students from both the private and government senior secondary schools. Study Habit Scale developed by Dimple Rani and Jaidka (2015) was used. For the analysis of the data-Mean, SD, correlation and t-test were used for the present study. The findings of the research showed that student's academic achievement is positively and moderately influenced by their study habits. It revealed that compared to male students, female students had slightly better study habits. Additionally, it was found that students in private schools have better study habits than those in government schools.

**Keywords:** Study Habits, Academic Achievement, Senior Secondary School Students

## INTRODUCTION

An important indicator of a child's future in today's highly competitive world is the level of academic achievement that they have attainment. According to Lent, Brown, and Hackett (2000), academic achievement is a crucial mechanism that represents the academic capabilities of learners, as well as their talents and competencies, which contribute to the advancement of a learner's life holistically. It refers to the knowledge acquired or the skills established in the subjects, and it is typically assigned by the test scores assigned by the teachers (C.V. Good,1973). Academic achievement refers to the measured level of educational success that indicates how much progress a teacher, students, and institution have made in achieving their specific and overall goals (Preeti, 2013). According to Robinson (2000), the most important factor in determining whether or not a teaching-learning process is successful is the student's study habits. Other factors contributing to this success include teachers, parents, and an environment conducive to learning. Study habits refer to the consistent routines or patterns of study that a learner follows during their learning process (Crede and Kuncel, 2008). Adopting effective study habits helps students engage in critical thinking and develop analytical skills, such as choosing, analyzing, evaluating, and combining information (Fielden, 2004). Study habits are a significant factor in determining whether a student will succeed in their academic endeavors. According to Bashir and Mattoo (2012), academic achievement and study habits are the two aspects that are interconnected and dependent upon one another. Student's study habits are a significant factor in their ability to learn, ultimately leading to their success in school. In addition to a number of other factors, the study habits of the learner are a significant factor in determining the quality of education.

Since students must realize their full potential and achieve success and happiness from accomplishing their academic objectives, they must develop and commit to effective study habits. Good study habits are characterized by the following: students are well-organized, comprehend the expectations of their teachers and parents, designate a study area, create a study plan, maintain a positive mindset, form a study group, listen attentively, review test-taking strategies, read actively, and consider the future. These attributes would improve the academic achievement of students with good study habits compared to their peers with poor ones. Students with effective study habits and well-structured study plans are more likely to succeed academically. Conversely, students who lack organizational skills, have inadequate study schedules, employ ineffective learning strategies and techniques, and fail to allocate sufficient time and effort are more prone to academic failure. Although the student possesses a good intellect and personality, their academic performance suffers when they do not have good study habits. Results of the previous study (Ehtesham,2013; Arora,2016; Bashir and Mattoo, 2012; Anwar, 2013; Siah and Maiyo, 2015; Kaur, 2017; Alam and Islam, 2020; Malini & Arasi, 2018; Ali and Faaz, 2017) reported that study habits were positively correlated with academic accomplishment. Singh, Muktesh, & Snehalata,2010; Chadha & Dhulia,2015; Bibi et al., 2020; Pandey,2021; Singh, 2019) reported that female students outperformed better than male students in terms of study habits. Pandey,2021; Alam & Islam, 2020; Rana and Deepika,2020; Malini and Arasi,2018); these studies found that private school students had better study habits than government school students.

### **RATIONALE OF THE STUDY**

Study habits appear to be a significant factor in determining academic achievement and the quality of education received. Students are encouraged and supported to persevere in their pursuit of academic excellence, thereby achieving their intended academic objectives and ultimately improving the learning experience. Academic achievement is fundamental to the education system and a student's academic life. The most significant concern is the absence of effective study habits, which hinder academic progress and contribute to low academic achievement. It inhibits students' abilities and fosters emotions of restlessness, distress, and negative perception, all of which harm academic achievement. Ineffective study habits are associated with diminished motivation and enthusiasm, academic underachievement, and lack of focus. As a result, taking into consideration the significant part that study habits play, the researcher endeavored to determine the relationship between study habits and academic achievement and identify any differences between the two groups in terms of gender and the type of school attended.

### **OBJECTIVES OF THE STUDY**

1. To study the relationship between Study habits and Academic achievement among the total sample.
2. To study the relationship between Study habits and Academic achievement of male senior secondary school students.
3. To study the relationship between Study habits and Academic achievement of female senior secondary school students.
4. To study the significant difference between male and female senior secondary school students in relation to their Study habits.
5. To study the significant difference between government and private senior secondary school students in relation to their Study habits.

## HYPOTHESES OF THE STUDY

1. There is no significant relationship between study habits and academic achievement among the total sample.
2. There is no significant relationship between Study habits and Academic achievement of male senior secondary school students.
3. There is no significant relationship between Study habits and Academic achievement of female senior secondary school students.
4. There is no significant difference in the study habits of male and female senior secondary school students.
5. There is no significant difference in the study habits of Government and Private School senior secondary school students.

### Data Analysis

**Table 1-** showing the relationship between study habits and academic achievement among the total sample.

Variables	Coefficient of Correlation (r) (Total Sample N = 430)
Study Habits	0.327 **
Academic Achievement	

**\*\*Significant at 0.01 level**

Table 1 shows that the correlation coefficient "r" between Study habits and academic achievement among the total sample is found to be 0.327 ( $p=.000<.01$ ), which indicates a positive and medium correlation. Therefore, ( $H_0 1$ ) "There is no significant relationship between study habits and academic achievement among the total sample is rejected.

**Table 2- Showing the relationship between Study Habits and Academic Achievement of male Senior Secondary School Students.**

Variables	Total Male Sample (N)	r-value
Study Habits	215	0.322 **
Academic Achievement		

**\*\* Significant at 0.01 level**

Table 2 shows that the correlation coefficient "r" between Study habits and academic achievement of male senior secondary school students is found to be 0.322 ( $p=.000<.01$ ), which indicates a positive and medium correlation. Therefore, ( $H_0 2$ ) "There is no significant relationship between study habits and academic achievement of male senior secondary school students is rejected.

**Table 3- Showing the relationship between Study Habits and Academic Achievement of female Senior Secondary School Students.**

Variables	Total Female Sample (N)	r-value
Study Habits	215	0.341 **
Academic Achievement		

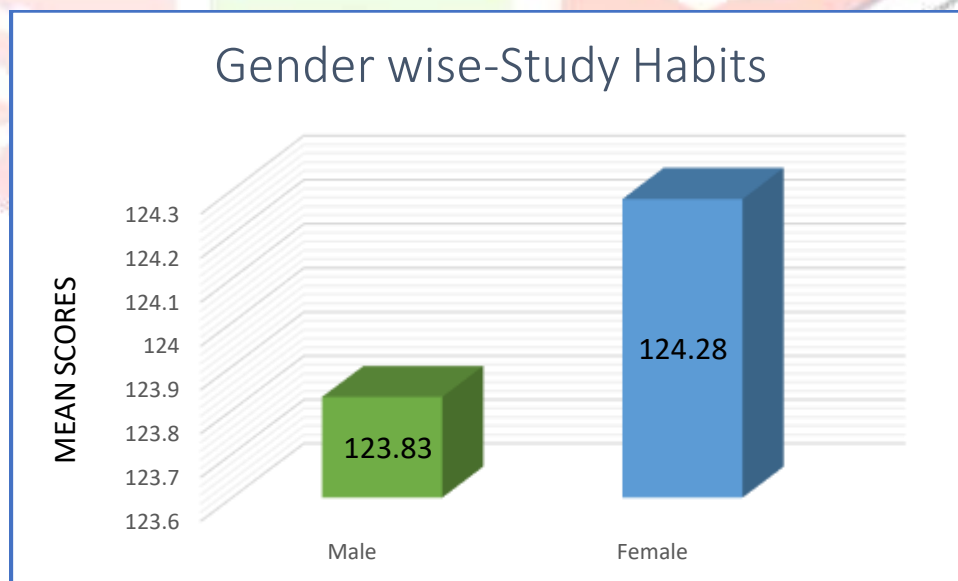
\*\* Significant at 0.01 level

Table 3 shows that the correlation coefficient "r" between Study habits and academic achievement of female senior secondary school students is found to be 0.341 ( $p=.000<.01$ ), which indicates a positive and medium correlation. Therefore, ( $H_0 3$ ) "There is no significant relationship between study habits and academic achievement of female senior secondary school students is rejected.

**Table 4- Showing the Significant difference in Study Habits between male and female Senior Secondary School Students.**

Variable	Gender	N	Mean	SD	df	t-value	sig
Study Habits	Male	215	123.83	13.18	428	3.327	0.001 **
	Female	215	124.28	15.62			

\*\* Significant at 0.01 level



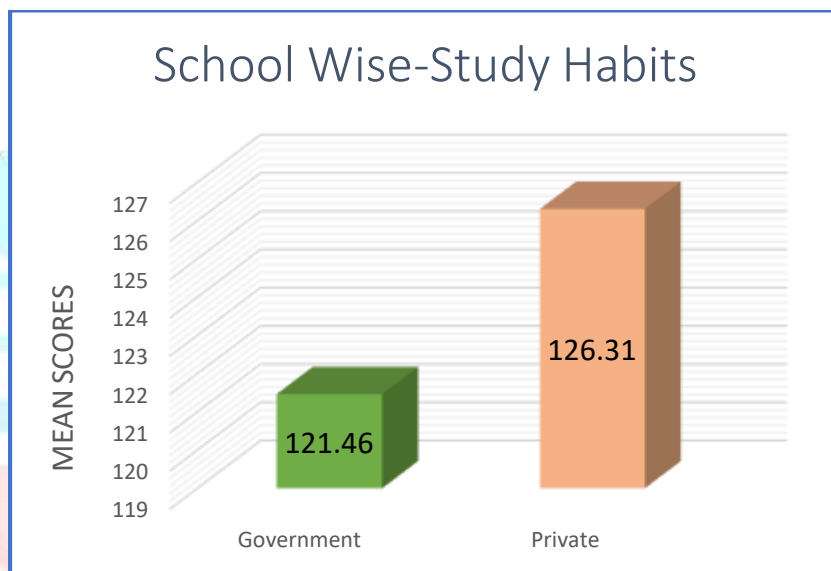
The t-value between male and female Senior Secondary School students is found to be 3.327,  $p < 0.01$ , which indicates that female students differ significantly from their male counterparts in their Study Habits. The outcome of the study reported that females had better study habits than males. Therefore, ( $H_0 4$ ) "There is no significant difference in the study habits of male and female senior secondary school students" is rejected.



**Table 5- Showing the Significant difference in Study Habits between Government and Private Senior Secondary School Students.**

Variable	Type of School	N	Mean	SD	df	t-value	sig
Study Habits	Government	200	121.46	13.41	428	3.522	0.000 **
	Private	230	126.31	14.94			

\*\* Significant at 0.01 level



The t-value between male and female Senior Secondary School students is found to be 3.522,  $p < 0.01$ , which indicates that Private School students differ significantly in their Study Habits. Female students differ significantly from their male counterparts in their Study Habits. The study's outcome reported that students studying in private senior secondary schools had better study habits than students studying in government senior secondary schools. Therefore, (H0 4) "There is no significant difference in the study habits of government and private senior secondary school students" is rejected.

#### FINDINGS OF THE PRESENT STUDY

- For the total sample of senior secondary school students, a statistically significant and positive relationship ( $r = 0.327$ ) of medium strength was found between study habits achievement and academic achievement.
- For the male sample of senior secondary school students, a statistically significant and positive relationship ( $r = 0.322$ ) of medium strength was found between study habits and academic achievement.
- For the female sample of senior secondary school students, a statistically significant and positive relationship ( $r = 0.341$ ) of medium strength was found between study habits and academic achievement.
- A statistically significant difference was found between male and female senior secondary school student in their study habits. Findings revealed that female students ( $M = 124.28$ ) had higher scores on study habits than male students ( $M = 123.83$ ). It states that female students possess better study habits in comparison to their male counterparts.

- The study found a statistically significant difference between government and private senior secondary school students with regard to their study habits. Private school students ( $M = 126.31$ ) had a higher score on study habits than government school students ( $M = 121.46$ ). It indicates that students in private schools possess better study habits than students in government schools.

### EDUCATIONAL IMPLICATIONS

Teachers, parents, school administrators, policymakers, and other concerned stakeholders may find the present outcome helpful in gaining a better understanding of the extent to which effective study habits play a pivotal role in positively influencing the academic success of students. In a mutually beneficial process, effective study habits lead to higher academic achievement. Underachievement in the classroom and a lack of effective study habits have garnered significant concern among parents, teachers, and those responsible for the planning of educational programs. Teachers, school administrators, and parents are all responsible for creating a learning environment that is conducive and pleasant, both inside and outside of the school, to encourage students to develop better study habits and to improve their academic performance to the greatest extent possible. When it comes to learning, teachers and parents work together to determine the most effective method of instruction for each student. It is the responsibility of teachers to establish a school environment that allows students to express themselves while also providing a supportive learning atmosphere for their children to succeed in their academic endeavors, parents must provide support, encouragement, and assistance. It leads to improved study habits, leading to increased academic achievement. Individual and group guidance, parent-teacher meetings, the utilization of library facilities, and counseling and guidance programs all contribute to this.

### Suggestions for further research:

Only senior secondary school students were taken into consideration. The study may also be conducted on secondary, college, and university-level students of Jammu and Kashmir. To know students' study habits and academic achievement, the researcher may take data and analyze it according to the stream type of family. An investigator can compare the students' study habits and academic achievement in the different districts of Kashmir Valley.

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