



RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract:

The present study examined relationship between study habits and academic achievement of high school students. A total 140 (70 male and 70 female) students of rural and urban high schools of Kolhapur district, Maharashtra state, India were selected by randomly. The age range of the students was 14 to 16 years old. Study Habits Inventory developed by Dr. B. V. Patel was used for measuring study habit and Student's previous year percentage were used for measuring the academic achievement of the students in this study. The obtained data was analyzed by using mean, SD, t test and correlation. The result reveals that there is no significance difference found between neither in gender nor in area on both study habits and academic achievement. The result also reveals that there is no correlation between study habits and academic achievement in relation to gender and area.

Keywords: Study Habits and Academic Achievement, Gender and Area of Residence

Introduction:

Study habits are commonly known as person's normal behavior or habitual practice in relation to learn and study in effective manner. Study habits is a unique key which helps students to make their study work easier as well as increases grasping capacity. It also makes learning experience very smooth, comfortable and enjoyable. The students who have good study habits show better academic learning and skills. In contrast, students who are lack of study habits can faces learning problems and makes frustrated. One of the famous thinker, Roy (2013) introduced that future of a country depends upon the moral values imparted to individuals during their student life. School and colleges are the bridge to build up the morality

in student life. Values are the prime base of development of an individual. Values makes to a person to determine the good and bad side of any aspect. Values can helps to make a good character.

A good study habit is a proper tool of success. With the help of well-developed study habits, a student can perform well in their academic work and can successfully achieve his target of life. But, in current era, present students mostly engaging in smart phones, computers, laptops etc. So the impact of such gadgets is adversely affected on the academic performance of students. In addition gambling, crimes and drug addiction are also increasing day by day among students. Some of students are showing their good study habits with the help of brother, sister and friends to complete the study or other activities. The family environment also important in development of study habits among students. The famous thinker Mutabazi recommended that the role of parents is also crucial. Parents should provide a healthy and supportive environment.

Academic Achievement is another important aspect for the successful development of student. Good (1959) defined that academic achievement as attain the knowledge and develop skills in the school subjects. It also designated by test scores or marks assigned by teachers. The factors such as intellectual level, personality, motivation, interest, study habits, self-esteem and student-teacher relationship involves in the development of academic achievement among student. Some studies indicate that learning strategies, quality of instruction, interaction between teacher and students, overall school experience mostly predicts academic achievement of students.

Review of Literature:

1. Dr. Chandana Dey (2014) studied effect of study habits on academic achievement. The study involves UG and PG students from various departments of the university. The systematic sampling technique was used for the present study. The study consists of 112 UG and PG students. An effective tool of Study Habits Inventory prepared by M. N. Palsane and Anuradha Sharma was used for the data collection in this study. The researcher found that there is significance difference in the academic achievement of male and female university students. The researcher also found that there is significance relationship between study habits and academic achievement in relation to gender. But, no significance difference found between academic achievement of male and female university students.

2. Mudasir Hafiz (2012) undertook a study of study habits and academic achievement- A case study of higher secondary school students. The descriptive research method was adopted in this study. A total sample comprised of 80 (40 male and 40 female) higher secondary students belongings to Science and Arts stream. The variables of the study were measured through Study Habit Inventory prepared by Palsane and Sharma and previous percentage of marks were considered for measurement of academic achievement of the students. The data was analyzed by using mean, SD and t test. The researcher found that female student indicates better study habits than male students. However, male student indicates better academic achievement than female students. But, there is no significant difference found between Arts students in relation to gender.

3. Singh and Mahipal (2015) examined an academic achievement of secondary school students in relation to their study habits. There were 100 students were selected randomly from various secondary schools of Sonapat, Haryana. The descriptive research method was used for this study. The Study Habits Inventory developed by M. Mukhopadhyaya and Academic Achievement Inventory developed by D. N. Sansanwal were used for the data collection. An effective statistical technique of product moment correlation was used for analyzing the obtained data. The result reveals that there is significance relationship between academic achievement and study habits in relation to school type and gender.

Statement of the Study:

To study relationship between study habits and academic achievement of high school students.

Objectives:

1. To find out the status of study habit of high school students in terms of variables such as gender and area of residence.
2. To find out the status of academic achievement of high school students in terms of variables such as gender and area of residence.
3. To find out the relationship between the status of study habits and academic achievement of high school students.

Hypotheses:

1. There will be no significance difference between study habits in relation to gender.
2. There will be no significance difference between academic achievement in relation to gender.
3. There will be no significance difference between study habits in relation to area of residence.
4. There will be no significance difference between academic achievement in relation to area of residence.
5. There will be no correlation between study habits and academic achievement in relation to gender and area.

Methodology:

1. Sample:

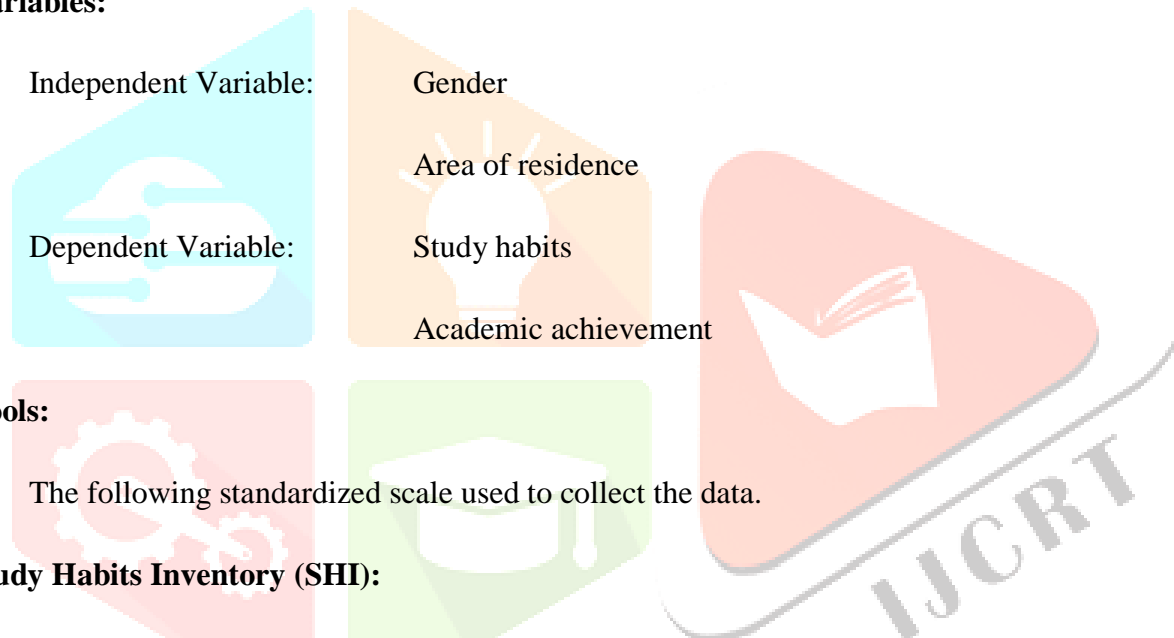
The total sample consisted of one hundred and forty 8th and 9th high school students (70 male and 70 female) from rural and urban high schools of Kolhapur district, Maharashtra state, India. The simple random method used for selection of the sample in this study. The age range of the selected students was 14 to 16 years old. Following table is showing sample of the study.

Table No. 1

Sample of the Study

Gender	Area	Total	Grand Total
Male	Rural	35	70
Male	Urban	35	
Female	Rural	35	70
Female	Urban	35	
Total			140

2. Variables:



3. Tools:

The following standardized scale used to collect the data.

I) Study Habits Inventory (SHI):

This scale is developed by Dr. B. V. Patel. It consist of 45 statements with five options such as Always, Often, Sometimes, Hardly and Never. The scoring procedure of the inventory is different for each statement. The following table indicates the scoring procedure of the inventory.

Table No. 2

Scoring Procedure

Sr. No.	Statement Number/s	Scoring Procedure
1	1-4, 8-13, 16-19, 22, 32-33, 36-44	5, 4, 3, 2, 1
2	5-7, 14-15, 20-21, 23-31, 34-35, 45	1, 2, 3, 4, 5

The maximum possible score is 225 and minimum possible score is 45 on this inventory. This inventory is divided into seven groups. The medium of the inventory is Hindi. There is no time limit for solve the scale but it can be complete within 30 minutes. The reliability established through test-retest method and split-half method was found 0.79 and 0.82 respectively.

II Academic Achievement (AA):

For the purpose of measuring academic achievement of the high school students the researcher focused on the last year academic performance of the students. The record was collected from the school office. The obtained percentage of the marks was considered for the measurement of academic achievement.

4. Statistical Analysis:

The obtained data was analyzed by the using of very effective statistical tools of Mean, SD, 't' test and correlation.

5. Result and Discussion:

Table No. 3

Mean, SD and 't' value of gender of study habits

Dependent Variable	Gender	N	Mean	SD	't' Value	Significance
Study Habits	Male	70	162.64	31.09	0.13	NS
	Female	70	170.04	26.87		

Figure No. 1

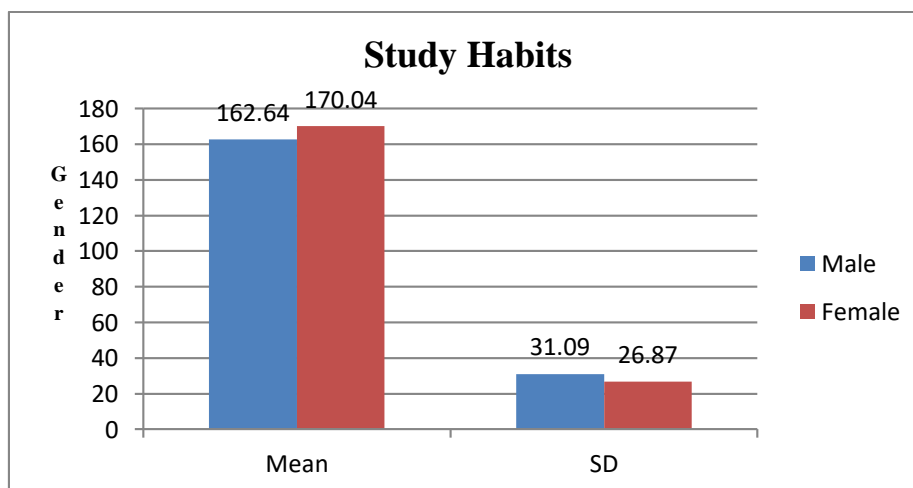


Table No. 3 and Figure No. 1 depicts that mean, SD and 't' value of study habits in relation to gender. Mean score of male students is 162.64 and SD is 31.09. Mean score of female students is 170.04 and SD is 26.87. The obtained 't' value is 0.13 which statistically not significant. It means that **hypothesis no. 1 "There will be no significance difference between study habits in relation to gender" is accepted.**

Similar studies shows, Gudaganavar and Halayannavar (2014) found that no significant difference between study habits in relation to gender. Haseen and Reddy (2014) also noted that there is no significance difference between study habits of male and female students.

Table No. 4

Mean, SD and 't' value of gender of academic achievement

Dependent Variable	Gender	N	Mean	SD	't' Value	Significance
Academic Achievement	Male	70	73.06	10.28	0.33	NS
	Female	70	73.72	8.37		

Figure No. 2

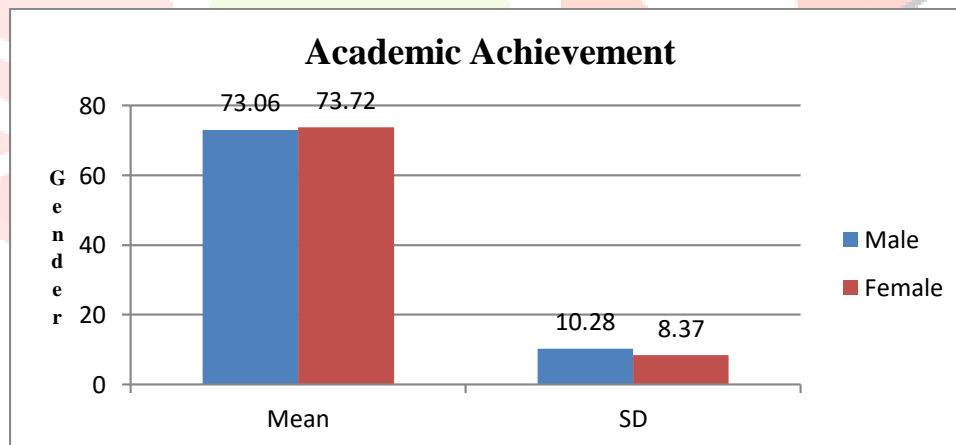


Table No. 4 and Figure No. 2 depicts that mean, SD and 't' value of academic achievement in relation to gender. Mean score of male students is 73.06 and SD is 10.28. Mean score of female students is 73.72 and SD is 8.37. The obtained 't' value is 0.33 which statistically not significant. **It means that hypothesis no. 2 "There will be no significance difference between academic achievement in relation to gender" is accepted.** This result might be occurred because of, male and female both shows equal interest, study habits and attitudes towards academic performance. The role of parents is also same for both. Similar studies shows that, Aggarwal et al. (2019) found that there is no significance difference between academic achievement of science students in relation to gender.

Table No. 5

Mean, SD and 't' value of area of study habits

Dependent Variable	Area	N	Mean	SD	't' Value	Significance
Study Habits	Rural	70	161.72	31.67	0.03	NS
	Urban	70	170.95	25.89		

Figure No. 3

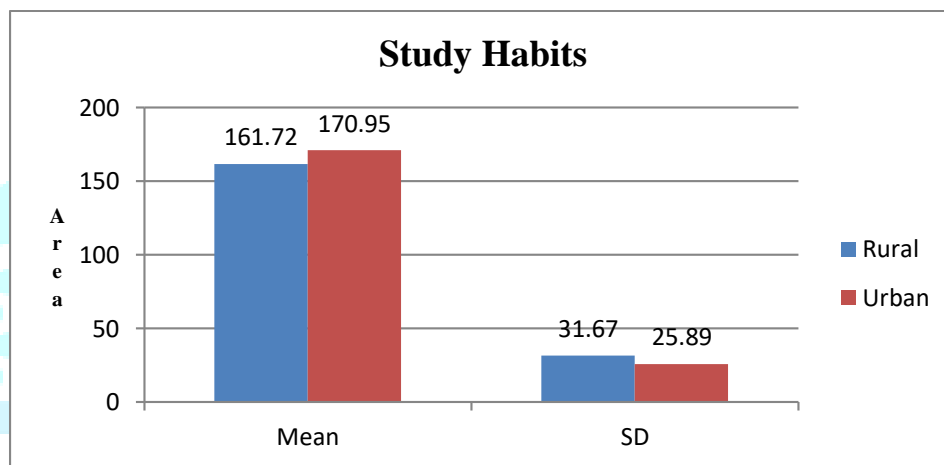


Table No. 5 and Figure No. 3 depicts that mean, SD and 't' value of study habits in relation to area. Mean score of rural students is 161.72 and SD is 31.67. Mean score of urban students is 170.95 and SD is 25.89. The obtained 't' value is 0.03 which statistically not significant. It means that **hypothesis no. 3** "There will be no significance difference between study habits in relation to area of residence" is **accepted**. Similar studies shows, Haseen and Reddy (2014) also noted that there is no significance difference between study habits in relation to area of residence.

Table No. 6

Mean, SD and 't' value of area of academic achievement

Dependent Variable	Area	N	Mean	SD	't' Value	Significance
Academic Achievement	Rural	70	74.08	9.75	0.19	NS
	Urban	70	72.7	8.93		

Figure No. 4

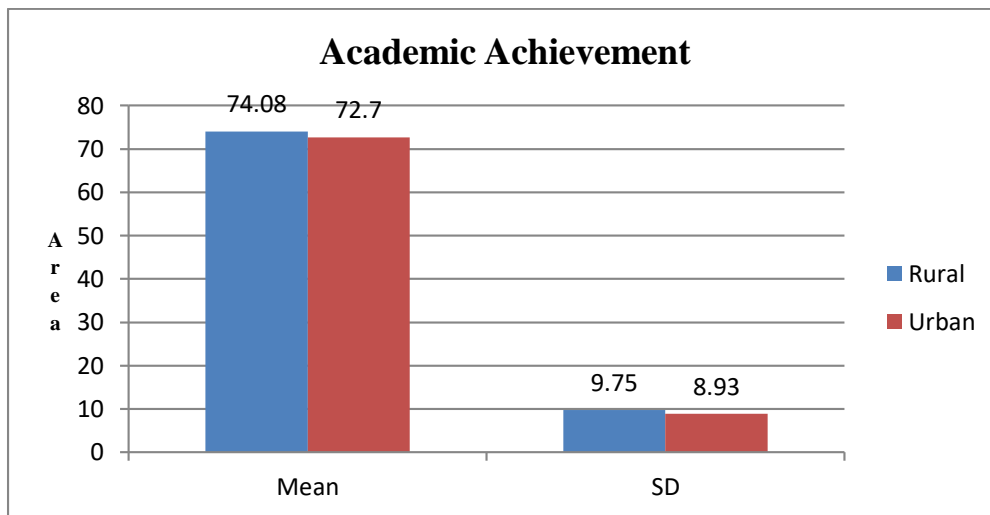


Table No. 6 and Figure No. 4 depicts that mean, SD and 't' value of academic achievement in relation to area. Mean score of rural students is 74.08 and SD is 9.75. Mean score of urban students is 72.7 and SD is 8.93. The obtained 't' value is 0.19 which statistically not significant. **It means that hypothesis no. 4 "There will be no significance difference between academic achievement in relation to area of residence" is accepted.** This result might be occurred because of, in present era, there is no longer distance between rural and urban area. A lot of educational facilities, parental attitude and student's enthusiasm from both sides also found equal and it is caused to no difference in academic achievement.

Table No. 7

Correlation between study habits and academic achievement in relation to gender and area

Correlation	Dependent Variable	Mean	SD	'r' value	Significance
Correlation between study habits and academic achievement	Study Habits	166.34	29.19	0.176	NS
	Academic Achievement	73.39	9.34		

Figure No. 5

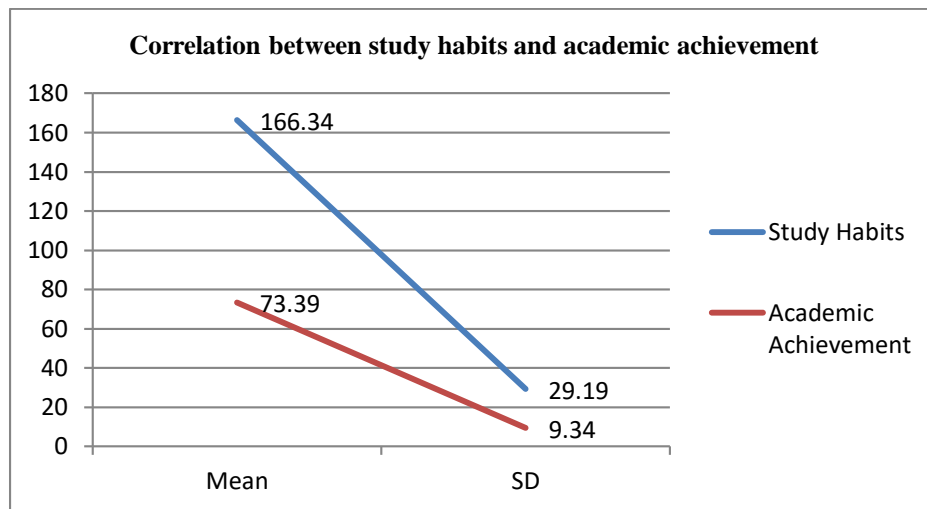


Table No. 7 and Figure No. 5 depicts that correlation between study habits and academic achievement in relation to gender and area. The obtained 'r' value is 0.176 which statistically not significant. It means that **hypothesis no. 5 "There will be no correlation between study habits and academic achievement in relation to gender and area"** is accepted. Similar studies of Ergene (2011) found that there is no relationship between academic motivation and academic achievement. Another study of Rana and Kausar (2011) highlighted that no significance difference between study habits and academic achievement.

Conclusions:

There were five hypotheses tested in this study and following conclusions were drawn.

1. There is no significance difference found between male and female students on study habits.
2. There is no significance difference found between male and female students on academic achievement.
3. There is no significance difference found between rural and urban students on study habits.
4. There is no significance difference found between rural and urban students on academic achievement.
5. There is no significance correlation found between study habit and academic achievement in relation to gender and area.

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