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Study Habits And Its Impact On Academic Performance In English Of Higher Secondary School Students

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Abstract: In this study, an attempt has been made to study the Study habits and their impact on academic performance in English of higher secondary school students in devakottai educational district. The Study Habits Inventory developed and validated by the investigator was used to collect the data from the sample of 336 students at Government and Management higher secondary schools. The survey method has been followed and the simple sampling technique was used to select the subjects for the present study. The result of the analysis reveals that the study habits and academic achievement, therefore, teachers should nurture good study habits, especially in the following areas: budgeting time, learning motivation, memorization, and examination taking because these areas had a significant correlation with English learning achievement. Furthermore, the positive study habits the students can do, such as: studying every day, attending the class every day, taking notes, asking for help if facing problems with their studies, and preparing for the examination.

Keywords: Study habits, academic performance, English, Motivation, and Higher secondary schools

Introduction

Study Habit of every student is one of the most important factors that affect his or her understanding regarding a certain subject (Bernard A. Atsuwe, Nyikwagh I. Moses 2017). Study habits are the ways that one study the habits that one have formed during school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading one's textbook, listening in class, and working every day. Bad study habits include skipping class, not doing one's work, watching TV or playing video games instead of studying, and losing your work (Ameena B. Oliva, 2021). It means, if a student possesses poor study habits, she has a greater chance of getting failing grades, if compare to a student's who has a good study habit. But "habit" as it was defined from the Introduction to Psychology, means "a learned, or fixed way of behaving to satisfy a given motive" (Mookkiah, M., & Kumar, S. 2021). By this definition alone, we can say that the person involves is the one making or forming his own habit (Chandana dey 2014). Maybe, habits can be affected by outside interference like his environment, his attitude toward his comparisons, his teachers and the books and reading materials around him, even the place where he study and other factors which influence the concentration of a students to effectively understand his lessons, and to pass his mind to discipline himself and form to himself the proper study habits which he knows he really needed (Estelita Arellano Villa, Mildred Arellano Sebastian 2021).

Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Study habits determine the academic achievement of students to a great extent. Both study habits and academic achievement are interrelated and dependent on each other. There are students who come from different environment, localities etc. and have different levels of academic achievement i.e., high and low. They also differ in the pattern of study habits. Some students have better study habits while the others have poor. Better the study habits better is the academic achievement (Capuno, Reylan et al 2019).

Academic achievement means how much knowledge the individual has acquired from the school. Academic achievement of the students is determined by their study habits. Study habits and academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc. should be educated in their own way but if they possess good study habits they can show performance in academics and in every situations and if children's do not possess good study habits they cannot excel in life (Mookkiah, M., & Prabu, M. M. 2020). It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life (Evans Atsiayasiahi et al 2015).

A habit is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It is simply done no reservations, no excuses, and no exceptions (Hawthorne, Melissa J.; Cooper, Alisha; Chavis, Katie; Burrell, Tracey; Evans, Cay 2021). To study is to

buy out the time and dedicate self to the application and the task of study which is to become engrossed in a process of learning, practice, enlightenment education of one's self. Consequently, Study habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

Review of related literature

Mehnaaz Hureen Wasifa Siddiqui (2021). The finding revealed that the study habits and academic achievement of class VIII and IX secondary school students of Hyderabad at $\alpha 0.05$ level. Applying the findings, the educational implications are further discussed. Kaur ,Dr.Pankaj Singh, Phagwara, , Phagwara, Punjab (2020). The results revealed a negative correlation between study habits and academic performance ($r = -0.32$), whereas, through t –test it was confirmed that there is a significant difference between study habits and academic performance ($p < .05$), although no significant gender differences were observed between the two variables. Tossavainen, Timo; Gröhn, Janne; Heikkinen, Lasse; Kaasinen, Anna; Viholainen, Antti(2020) .The finding revealed that the students of mathematics without an intention to become a teacher were most traditional in their study habits, whereas the students of applied physics were most active to participate in teaching. The student teachers most often lie in the middle in the issues where the other groups differ from one another. Quite unexpectedly, students' previous performance in upper secondary school does not explain the differences in the study habits in the university. Ms.Arti Sehdev1 , Ms. Babia Narang (2019). This research paper attempts to study the relationship between study habits and academic achievements among students of secondary education, as academic achievement is the sum total of information gained after completing a course of instruction in a particular grade that he has obtained in achievement test. Sachithanandam, M.; Raju, G.(2019) The results of the descriptive analysis showed that the level of achievement in commerce of higher secondary students is average. The differential analysis result, t-test showed that there was no significant difference in academic achievement in commerce about gender, locality of students and type of family; and F-test showed that there was a significant difference in the type of school and nature of the school. The study throws a light on what should be done to improve the achievement in commerce of higher secondary students having in mind the low performing groups

Need and Significance of the study

Students' academic performance occupies a very important place in education as well as in the learning process. Study habits are one of the factors that should affect the academic excellence. It considered as a key criterion to judge ones total potentialities. Study Habit is the system of behavior followed by students in the activity of their studies which helps as the mean of learning. Study habit is the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedule like frequency of studying sessions, reviews of material, etc. by taking place in an environment which is helpful to studying. Good study habits are important for the students. Therefore it is important to study the study habits of the students

Objectives of the study

- To study the level of Study Habits among higher Secondary School Students.
- To find out the relationship between Study Habits and Achievement in English
- To find out the relationship between Study Habits and Achievement in English of higher secondary school with respect to Categorical variables.

Hypotheses of the study

- There is no significant difference in Study Habits between Categorical variables of higher secondary students.
- There is no significant difference in Achievement in English between Categorical variables of higher secondary.
- A significant relationship between Study Habits and Achievement in English of higher secondary school.
- There is a relationship between Study Habits and Achievement in English of higher secondary school with respect to Categorical variables.

Methodology

The research design is the conceptual structure of the research procedure. It provides planning on situation of subjects, data gathering devices, data analysis techniques in relation to objectives or the research. The normative survey method is used in research to describe a trait or phenomenon that is present in a group or used to find the relationship between two variables. The term normative survey is generally used for the type of research, which proposes to ascertain what is the normal or typical condition or practice at the present time. The present study aims to find the level of Study Habits and Achievement in English of higher secondary school students. Hence normative survey method has been followed and the simple sampling technique used in the present study.

Sample size

A Sample of 336 students at Government and Management higher secondary schools in Devakottai Educational Districts.

Instrumentation

1. Study Habits Inventory developed and validated by investigator. Also, I look the 25 questionnaire from their adjustment questionnaire.
2. Achievement scores obtained from the schools by the student is to be used for this study.

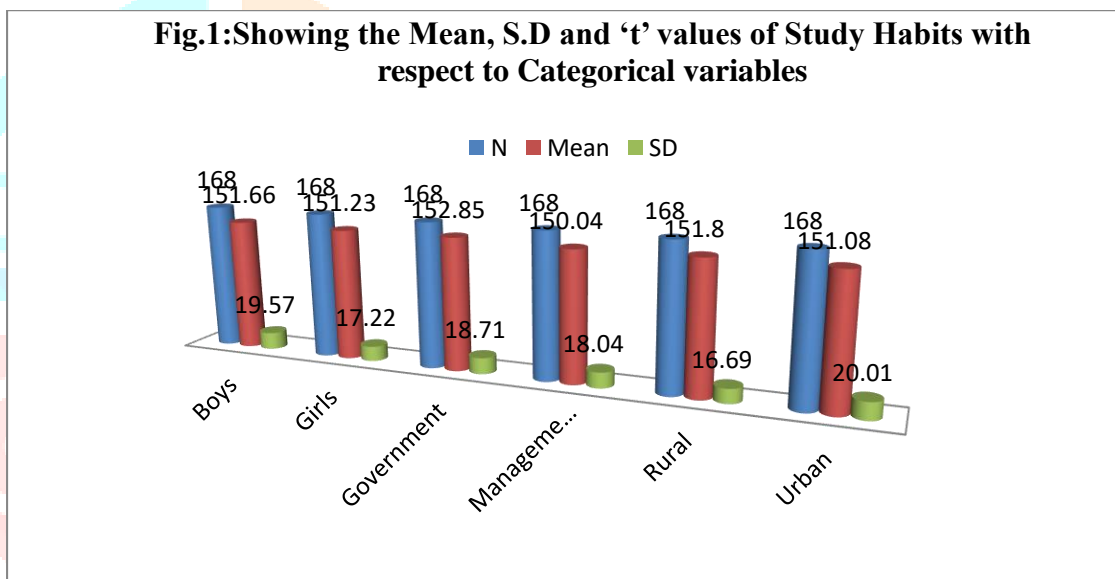
H₁:

There is no significant difference in Study Habits between Categorical variables of higher secondary students.

Table: Showing the Mean, S.D and ‘t’ values of Study Habits with respect to Categorical variables

Category	N	Mean	SD	‘t’	Significant level
<i>Boys</i>	168	151.66	19.57	0.83	NS
<i>Girls</i>	168	151.23	17.22		
<i>Government</i>	168	152.85	18.71	0.163	NS
<i>Management</i>	168	150.04	18.04		
<i>Rural</i>	168	151.8	16.69	0.72	NS
<i>Urban</i>	168	151.08	20.01		

From the above table it is inferred that the calculated value (0.83), (0.163), and (0.72) is less than the table value (1.96). Hence there is no significant difference between boys & girls, government & management, and Rural & Urban, and the hypothesis is framed here is accepted. So the groups do not differ significantly in their study habits. Hence the hypothesis framed here is accepted.



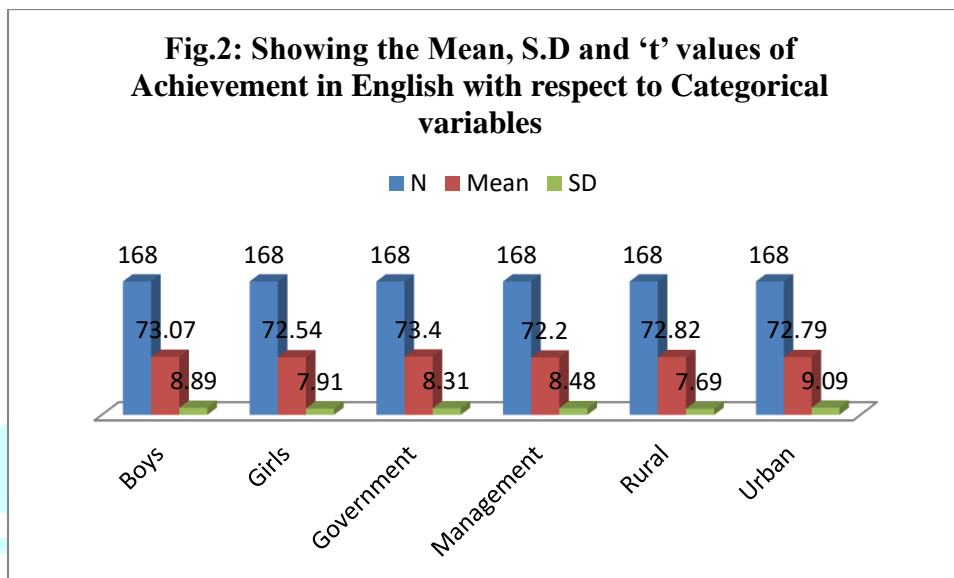
H₂:

There is no significant difference in Achievement in English between Categorical variables of higher secondary.

Table: Showing the Mean, S.D and ‘t’ values of Achievement in English with respect to Categorical variables

Category	N	Mean	SD	‘t’	Significant level
<i>Boys</i>	168	73.07	8.89	0.564	NS
<i>Girls</i>	168	72.54	7.91		
<i>Government</i>	168	73.4	8.31	0.192	NS
<i>Management</i>	168	72.2	8.48		
<i>Rural</i>	168	72.82	7.69	0.974	NS
<i>Urban</i>	168	72.79	9.09		

From the above table it is inferred that the calculated value (0.83), (0.163), and (0.72) is less than the table value (1.96). Hence there is no significant difference between boys & girls, government & management, and Rural & Urban, and the hypothesis is framed here is accepted. So the groups do not differ significantly in their Achievement in English. The students studying in Government schools are at a higher level than the students studying in Management schools with respect to Achievement in English.



H₃:

There is a relationship between Study Habits and Achievement in English of higher secondary school.

Table: Showing significant relationship between Study Habits and Achievement in English of higher secondary school.

Variables	N	r	p
Study Habits and Achievement in English	168	0.985	S

The co-efficient of correlation i.e., 'r' value is worked out be connection the variables study habits and Achievement in English of High School Students. It is found from the above table that the 'r' value significant. Since the obtained 'r' value (0.985) is greater than that of the table value, the hypothesis is accepted.

H₄: There is a relation between Study Habits and Achievement in English of higher secondary school with respect to Categorical variables.

Table: Showing significant relationship between Study Habits and Achievement in English of higher secondary school with respect to Categorical variables.

Categorical	Variables	N	r	p
Government	Study Habits and Achievement in English	168	0.126	S
Management				

<i>Rural</i>	Study Habits and Achievement in English	168	0.98	S
<i>Urban</i>				
<i>Boys</i>	Study Habits and Achievement in English	168	0.965	S
<i>Girls</i>				

The co-efficient of correlation i.e., 'r' value is worked out be connection the variables study habits and achievement in English of boys. It is found from the above table that the 'r' value is significant. Since the obtained 'r' value (0.126), (0.98), and (0.965) is greater than that of the table value, the hypothesis is accepted. The co-efficient of correlation i.e., 'r' value is worked out be connection the variables study habits and Achievement in English of Higher secondary schools Girls Students. It is found from the above table that the 'r' value significant. Since the obtained 'r' value is greater than that of the table value, the hypothesis is accepted.

Recommendations

Based on the findings of this study, the following are recommended;

Faculty: - This study can help the faculty to think of ideas on how to cope with the millennial learners' study habits and improve their ways to teach their class. They are given ideas on how these learners can adapt their teaching strategies like millennial learners tend to learn more visually. The concerned respondents quickly learn when they see what is being taught to them and when there is a return demonstration. Also, millennial learners learn more when there is technology utilization and application in their studies.

Future Researchers: - This study can be beneficial to the future researchers who would be interested to conduct a similar study that will include the factors affecting the study habits of millennial learner. Also, they can explore on the different study strategies and how it can affect each students in their performance in school. Studying is essential. There is nothing quite so pleasing in the world of education as to the ones coming along with much knowledge about the subject matter than those who are walking into an examination with the blustery confidence. At the same time, despite the fact that, there are many temptations when one sits down for study still they can concentrate studying because they have a goal to achieve (Mani, M., & Prabu, M. M. 2019). The most important study habit is recognizing that one is responsible for the successes and also failures. Taking on this responsibility entails the understanding that the priorities, decisions, habits, and resources all establish the success one has, or does not have, with studying. (Donaghy, 2009)

Study habit is a technique or a strategy used every time a person is studying. Some students would have the same study habit or may have a different one. Based on the researchers' point of view, it depends on whether a specific study habit is effective for them. Students may use different kinds of techniques. For example, a student may study better when he/she is alone and without any distractions while some may

study better if with group or if with some music. Others would learn better visually or auditory etc. These techniques or strategies may help to have an effective learning and studying.

Suggestions

The findings of this study have some pedagogical implications for English teachers and students (Kumar, S. 2020). It is known that there is significant correlation between study habits and achievement, therefore, teachers should nurture good study habits, especially on the following areas: budgeting-time, learning motivation, memorization, and examination taking, because these areas had a significant correlation with English learning achievement. By possessing those areas of study habits, students will be able to develop their own good habits by themselves. Generally, study habits can be classified into two good study habits. Good study habits and bad study habits. Good study habits are sometimes referred to as positive or productive study habits. Therefore, the students can build good study habits by doing positive habits in learning. Harper and Row state there are some positive study habits the students can do, such as: studying every day, attending the class every day, taking note, asking for help if facing problems with the study, and preparing for the examination. By doing those positive things on study, the students will develop their own good habits by themselves.

Conclusion

To conclude, the students' study habits were at maximum category, and their English learning achievement was also at higher level. The study showed that study habits and English learning achievement had a significant correlation. It indicates that study habits have an important role in students' English learning achievement. With regard to the significant correlation between study habits and learning achievement it is suggested that study habits be considered as one of the factors used to improve students' achievement.

Conflict of Interest

The authors declare that they have no conflict of interest.

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Author contributions

Mani Mookkiah, Mahendrababu; Organized investigation process of questionnaire distribution and data collection. Soniya Antony & Subasini; Analyzed the data in the questionnaire. Tamil Selvan; Verified the analytical methods. All authors discussed the research results, Findings, and conclusions as well as commented on the manuscript. All authors had approved the final version.

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