



## **STUDY HABITS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS**

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Received: 23 Sept 2012

Reviewed & Accepted: 28 Nov 2012

### **Abstract**

*Education is an essential human virtue. Education is bringing out the best already in human. Study Habit is a factor, which has its own weightage in establishment of the children in the field of education, which differs from individual to individual. Students should be made aware of the importance of it and proper training should be given right from childhood.*

*The scope of the study is more to enhance the academic achievement among adolescents. Every **Parent** wants their child to do well in school and to learn as much as they possibly can. To be good students, adolescent need to develop good Study Habits at home and school. Parents can help to develop good Study Habits at home. **Development of a good Study Habits is an art.** Formation of regular Study Habits is the first step for the Academic Achievement. Students should be practiced at home and school to have a good Study Habits. Steps are to be taken by the educational experts and parents to strengthen the children in all the above aspects which will have positive contribution for the development of our nation. From the research, the researcher is able to find that the variable Study Habits is contributing for the **Academic Achievement.***

**Key words:** study habits, academic achievement, & higher secondary students

### **Introduction**

“The triangular relationship between parents, teachers and child makes the child on the receiving end and two factors come into play, education and the family”,

**Jawaharlal Nehru (1967).**

**Education** is an essential human virtue. Human becomes 'human' through education. Education is bringing out the best already in human. It is a life long process. Education fashions and models him/her for society. Education is the key factor for the growth of the country. The development of a country relies mostly on the level of education among the people. Without education human race would have remained but as another animal race.

According to **Swami Vivekananda (1900)** education is for life-building, man-making, character-building, assimilation of ideas, exposition of completed individuality and enkindling the urge of spirituality inherent in every mind. **Study Habit** is an individual ability. Some children like to read alone, some want to read in a group. Some children read aloud and some read silently. There is no strict yardstick to measure the type of Study Habits. It may be inherited or acquired. The child can formulate its own Study Habits by itself.

Generally it is assumed that there exists a positive relation between Study Habits and Academic Achievement among students. This assumption can be true only if it can be established through a scientific treatment. Study Habit is a factor, which has its own weightage in establishment of the children in the field of education, which differs from individual to individual.

The study is taken by the investigator to find out whether there is any relationship and also to find out the percentage of its contribution on the Academic Achievement of the Higher Secondary Students of Salem district.

### **SCOPE OF THE STUDY**

Various study habits are followed by the students and they should be guided to choose the appropriate study habits which suit them well. Students should be made aware of the importance of it and proper training should be given right from childhood.

The scope of the study is more to enhance the academic achievement among adolescents. That means study habits should be focused and attention should be given to the children according to their requirement. Inadequacy area should be highlighted and remedial measures should be administered to cope up the lapse.

There are many factors influence the academic achievement of the higher secondary students. But the investigator has chosen the variable- Study Habit- which contributes its support to the Academic Achievement of higher secondary students for its unique reason. Each child has unique gifts to contribute to the learning process. It is our job, as parents and teachers, to help children know what their gifts are and how to nurture them properly.

## STUDY HABITS

Children begin life as successful learners. They are born with incredible eagerness and ability to learn. There is a Swahili proverb that says, “The greatest good we can do for others is not just to share our riches with them, but to reveal their riches to themselves” and as **Dorothy Corkill Briggs (1968)** says, “When children know uniqueness is respected, they are more likely to put theirs to use”.

The essence of all counseling relationship is to help a person cope effectively with ‘an important point of concern’. It is generally agreed that passing the examination is a sufficiently “crisis” situation where counseling may help. For this reason an important component of educational counseling on Study Habits aimed to augment achievement in examination. Study Habits is defined as “**Strategies of work**” which have some common denomination activities as taking notes, using the library, improving reading ability, building vocabulary, writing term papers and taking examination. Study skills are synonymous to “reading skills” and they were further analyzed as skills of outlining, summarizing, reading for definitions, reading for inferences and so on.

Institutions play a very vital role in the formation of Study Habits among adolescents. It paves the way for them to learn about the effectiveness of group study. Some who are weak in their academic can be joined with those who are strong in their academic side. This also helps the adolescents not only to learn subjects but also helps for healthy social behavior among them without any discrimination. It is the place where the adolescents can identify themselves. That means it is the place, which helps them to identify which type of Study Habits is suitable to them. Library has its own vital role in the formation of Study Habits. Students should be regular users of library books. This helps them to acquire more knowledge and also it helps to formulate a unique type of Study Habits, which helps them to shine well in Academic Achievement also.

Every Parent wants their child to do well in school and to learn as much as they possibly can. To be good students, adolescent need to develop good Study Habits at home and school. Parents can help to develop good Study Habits at home. The learning needs guidance which must be provided by the teacher for the teaching has been defined as the guidance of learning. It is possible that bright pupils might score poorly in the examination for want of proper methods of study, which, without adequate guidance by the teacher will continue to stand in their way. It seems obvious that the technique and devices which experiments and experience have proved to be most effective, should aid his pupils in

choosing those techniques which gives the best results for them and must inculcate the habit of using these procedures.

Through a proper method, there can be maximum formation of Study Habits, which is the transfer of knowledge and optimum learning. That's how the teacher assists the students in adopting appropriate method of Study Habits to the individual based on their own individuality.

### **ACADEMIC ACHIEVEMENT**

Education is a process towards development. The task of educational research is to identify the determinants of development from various aspects of life-past and present, which seems to have guided the general life styles in the social, economic, political, religious and other spheres. Achievement is success in any field. Scholastic achievement is one in which the success of pupils performance in learning is brought out. This success is measured by means of scores awarded to test items in different subjects and varies from pupil to pupil and teacher to teacher.

The achievement test made by the teacher consisted of test items such as essay type, short answer and objective type questions from the lessons studied by the samples. The syllabus is the same for all the schools and examination pattern is also the same for all schools irrespective of the medium of instruction.

Changes are taking place in organization, curriculum and teaching technique. It is pertinent to seek systematic and up to date information on the significant correlates of pupil achievement. It is appropriate to consider factors affecting the Academic Achievement such as pupil's socio-economic background, intelligence, language and personality factors, while studying factors associated with Academic Achievement; it is pertinent to investigate the differential patterns if any, in respect of sex and different courses of studies of art and sciences.

According to **Carter. V.Good (1976)** the knowledge attained or skills developed in school subjects are usually developed by teachers. The term 'achievement' is defined as "accomplishment or proficiency of performance in a given skill or body of knowledge". According to **Dictionary of Psychology (Roberts et, al. 1979)** "Academic Achievement is specified level of attainment or proficiency in academic work as evaluated by the teachers by standardized tests or by a combination of both". **The Dictionary of Psychology (Atkinsonetal, 1988)** defines achievement as a specified level of proficiency in scholastic or academic work. Education or achievement is a specified level of proficiency in academic work as evaluation of both.

## STUDY HABITS AND ACADEMIC ACHIEVEMENT

**Development of a good Study Habits is an art.** Formation of regular Study Habits is the first step for the Academic Achievement. Students should be practiced at home and school to have a good Study Habits. They should be guided properly so that it becomes regularization to the students' right from small age.

Students should learn to centre themselves on their values and principles. They should be known to give priorities of their work. Follow up on the priorities they have set for themselves, and do not let others or other interests, which may distract them from their goals. So, Students should be firm in setting up their goals and executing them properly. Students should know about their key productivity periods and places of study. Time and study place should be focused and stick on to them firmly. Students should know how to solve a problem in a better way. This **problem-solving ability** helps the students well in the good Academic Achievement. Overall a scheduled scheme practice helps the students shine well not only in their Academic Achievement but also in all walks of life to lead very successful life.

**Garrison (1980), Cuff (1980), Mokinney (1980), Wagner (1987)**, stated that training in Study Habits increases Academic Achievement. **Smity Leland (1986), Modougle (1999)** founded that high achievers will have good Study Habits and consequently good Academic Achievement. **Gupta Asha (1990)** stated that there exists a positive correlation between Study Habits and Academic Achievement. **Halloway (1980), Bolgiani (1984), Nancy (2001), Dapna (2002)** stated that Parental and School involvement leads to good Academic Achievement. **Susan Jacob (2002)** founded correlation between Achievement Motivation and Academic Achievement. **Alice O.Ajeh (1991)** stated that Parental Socio-Economic Status influences the Academic Achievement

### OBJECTIVES

- To find out the level of Study Habits of Higher Secondary Students
- To find out the difference in Study habits between and among groups in terms of gender, area, type of school, class of the students and medium of instruction.
- To find out the difference in Academic Achievement between and among groups in terms of gender, area, type of school, class of the students and medium of instruction.
- To find out the relationship between study habits and academic achievement of higher secondary students.

## **HYPOTHESES**

- The level of Study habits of Higher Secondary students is high
- Difference is not found in the Study habits in terms of their Sex, locality, type of school, class of the students and medium of instruction.
- Difference is not found in the Academic Achievement in terms their Sex, locality, type of school, class of the students and medium of instruction.
- There is a significant relationship between study habits and academic achievement of higher secondary students.



**DESIGN OF STUDY**

<b>METHOD OF STUDY</b>	<b>VARIABLES</b>	<b>TOOLS</b>	<b>POPULATION</b>	<b>SAMPLE</b>	<b>ANALYSIS</b>	<b>STATISTICS USED</b>
Descriptive cum survey	<b>Main Variables</b> Study habits Academic Achievement	Study habits tool constructed and validated by the Researcher	Higher Secondary Students of Salem district – 15088 students	525 Higher Secondary Students	Descriptive Analysis	Mean, Standard Deviation
	<b>Demographic Variables</b> Gender Area of the School Type of the school Class of the students Medium of Instruction	Academic Achievement scores		Girls 185 Boys 340 Rural 286 Urban 239 Aided 286 Government 239 XI <sup>th</sup> 255 XII <sup>th</sup> 269 English Medium 146 Tamil Medium 379	Differential Analysis  Relational Analysis  Regression Analysis	't'-test  Correlation  Regression

## **COLLECTION OF DATA**

The investigator personally met the Government and Aided school Head masters and got permission to meet the students personally and explained them about the investigation. After that, the tools were distributed and administered to them. Data have been collected from six schools consists of 525 students.

## **TOOLS-PERSONAL DATA SHEET**

The Personal data Sheet was prepared to collect information on the personal data and demographic data. After selecting the sample, the investigator has distributed the questionnaire to the students. The investigator first got permission to collect information from the school authorities, the C.E.O. (Chief Educational Officer) of Salem and the Head of the Institutions. Then the investigator got permission from the Head Masters/ Head Mistresses of the concerned six schools. Generally they encouraged the investigator in this investigation.

## **STUDY HABITS**

The Study habits tool is constructed by the Investigator. It consists of 32 questions with 5 point scale score. The tools were administered and requested to answer them carefully and sincerely. No time limit was prescribed. The score for Study Habits applied was a 5 point scale. The total score is 160 in which 5 is the maximum limit and 1 is the minimum limit

## **ACADEMIC ACHIEVEMENT**

Both XI<sup>th</sup> and XII<sup>th</sup> class students were accounted for the study. For XI<sup>th</sup> class students their X<sup>th</sup> Public Marks were taken and for XII<sup>th</sup> class students their XI<sup>th</sup> Marks were noted from their School Records and they were converted into standard scores.

## **VALIDITY AND RELIABILITY OF THE TOOL**

The Validity of the Study habits was established with the opinion and concurrence of the field experts, educationists and parents. Reliability of the tool was established by Split half method (0.93) and Sample reliability by test – Retest method (0.90)



**ANALYSIS AND INTERPRETATION**

**DESCRIPTIVE ANALYSIS**

**Description of mean scores Study habits in terms of various groups**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>
<b>Gender</b>			
Boys	340	108.95	16.974
Girls	185	108.77	22.496
<b>Area</b>			
Rural	286	106.94	19.558
Urban	239	111.22	17.867
<b>Type of School</b>			
Aided	286	110.46	17.069
Government	239	107.00	20.781
<b>Class of Students</b>			
11 <sup>th</sup>	255	115.69	15.784
12 <sup>th</sup>	270	102.45	19.423
<b>Medium of Instruction</b>			
English	146	110.95	16.137
Tamil	379	108.09	19.838

From the table it is observed that rural, government school students, 12th standard students exhibit lesser Study habits when compared to the mean scores of the Urban, aided school students, 11th standard students. Obviously, it is concluded that Rural, government and 12<sup>th</sup> standard students showed lesser study habits due to many reasons among which includes heavy work load for 12<sup>th</sup> students., not much attention received from the teachers or parents or peers.

**Description of mean scores of Academic Achievement in terms of various groups**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>
<b>Gender</b>			
Boys	340	65.14	14.022
Girls	185	66.14	14.370
<b>Area</b>			
Rural	286	63.94	14.938
Urban	239	67.34	12.909
<b>Type of School</b>			
Aided	286	69.46	12.376
Govt.	239	60.74	14.672
<b>Class of the Students</b>			
11 <sup>th</sup>	255	74.51	10.365
12 <sup>th</sup>	269	56.99	11.767
<b>Medium of Instruction</b>			
English	146	69.61	12.686
Tamil	379	63.90	14.365

From the above table it is observed that the rural area students, government school students, 12<sup>th</sup> standard students and Tamil medium students show less academic achievement when compared with the mean scores of urban area students, aided school students, 11<sup>th</sup> standard students and English medium students.

**DIFFERENTIAL ANALYSIS**

**Significant difference of Mean scores in Study habits**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t'- Value</b>	<b>p</b>
<b>Gender</b>					
Boys	340	108.95	16.974	0.101	NS
Girls	185	108.77	22.496		
<b>Area</b>					
Rural	286	106.94	19.558	2.597	S
Urban	239	111.22	17.867		
<b>Type of School</b>					
Aided	286	110.46	17.069	2.095	S
Government	239	107.00	20.781		
<b>Class of Students</b>					
11 <sup>th</sup>	255	115.69	15.784	8.541	S
12 <sup>th</sup>	270	102.45	19.423		
<b>Medium of Instruction</b>					
English	146	110.95	16.137	1.551	NS
Tamil	379	108.09	19.838		

It is inferred from the data that significant difference is found in terms of the groups –students belonging to rural/urban, aided/government schools and 11<sup>th</sup> /12<sup>th</sup> whereas the difference is not found between boys and girls and Medium of Instruction.

The hypothesis is not verified in terms of the area, type of school and class of the student and it is verified in terms of gender and medium of instruction of the students. Hence it is concluded that significant difference is not found in terms of gender and medium of instruction whereas difference is found in terms of the area, types of schools and class of the students.

**Significant difference of Mean scores in Academic achievement.**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t'-Value</b>	<b>p</b>
<b>Gender</b>					
Boys	340	65.14	14.022	0.773	NS
Girls	185	66.14	14.370		
<b>Area</b>					
Rural	286	63.94	14.938	2.761	S
Urban	239	67.34	12.909		
<b>Type of School</b>					
Aided	286	69.46	12.376	7.379	S
Govt.	239	60.74	14.672		
<b>Class of the Students</b>					
11 <sup>th</sup>	255	74.51	10.365	18.043	S
12 <sup>th</sup>	269	56.99	11.767		
<b>Medium of Instruction</b>					
English	146	69.61	12.686	4.206	S
Tamil	379	63.90	14.365		

It is inferred from the table that significant difference is found in terms of groups- students belonging to rural/urban areas, aided/government school, 11<sup>th</sup> /12<sup>th</sup> class of the students and English/Tamil medium students whereas difference is not found between boys and girls.

The hypothesis is not verified in terms of groups such as area, types of school, class of the students and medium of instruction and it is verified in terms of gender. Hence it is concluded that there exists significant divergence in area, type of school, class of students and medium of instruction whereas significant difference is not found in the gender of the students.

Among the class of the students the difference of mean score between 11<sup>th</sup> and 12<sup>th</sup> is more. This is because for the 11<sup>th</sup> and 12<sup>th</sup> is more. This is because for the 11<sup>th</sup> standard students, their 10<sup>th</sup> marks have been obtained and considered whereas for the 12<sup>th</sup> standard students, their 11<sup>th</sup> marks have been obtained and considered, students showed their maximum achievement in their 10<sup>th</sup> standard rather than 11<sup>th</sup> standard.

**Correlation between Study habits and Academic Achievement**

<b>N</b>	<b>r</b>	<b>p</b>
525	0.520	<0.01

Since the obtained ‘r’ value is significant at 0.01 level it is inferred that there is a positive and significant relationship between Study habits and academic achievement.

	<b>Unclassified Co-efficients</b>		<b>‘t’-Value</b>	<b>‘p’-Value</b>
	<b>B</b>	<b>Std. Error</b>		
<b>Constant</b>	-12.918	2.110	-6.118	0.000
<b>Study habits</b>	0.099	0.018	5.454	0.000

The Regression Co-efficient for Study habits is 0.099 which has a significant relationship on Academic Achievement indicating that Study habits influences the Academic Achievement. If the Study habit is increased for one level, 9 % of Academic Achievement is increased.

<b>School</b>	<b>R</b>	<b>R<sup>2</sup> %</b>
Academic Achievement	0.749	56.1
Study habits	-0.461	21.3

Once the Discriminant function and its classification efficiency are assessed, then the next question remains to be answered is, how efficient are the Discriminating variables in the discriminate function? Table gives the structural correlation which measures the simple linear correlations between each independent variable and Discriminant function.

The R-squared percentage indicates the percent contribution of the variable to discriminant function. It is noticed from the table that nearly 56% of the variations in the discriminant function is due to Academic Achievement score. Hence it is concluded that the academic achievement of aided school students is more due to better Study habits whereas the poor academic achievement of Government school students is due to lesser Study habits

**DELIMITATIONS OF THE STUDY**

- The present study is delimited to only one district namely Salem District, in Tamilnadu, South India.
- The study is focused only on Higher Secondary students.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

The educational implications of the study are as follows:

- From the findings, the investigators found that the students of government schools do not get appropriate attention from their parents, teachers and peers. This may be due to many reasons such as poverty, family commitment of parents, lack of time for the teachers to spend with students due to over crowd classroom, lack of Inter personal relationship between the peers. So special care should be given by the school authorities and government thereby special attention will be received by government school students.
- Parents should care their children equally irrespective of XIth and XIIth standards in their study habits. Parents should interact with the school teachers often for the betterment of their wards.
- Students should develop their own study habits irrespective of the Standard, Medium of Instruction, Nature of School and Area.
- Measures should be adopted by the authorities such as special coaching classes, conduction of eminent resource persons to enhance the study habits of the students..
- The rural students may lack from the latest information when compared to the urban students due to the exposure to various aspects. This gap can be bridged by the school authorities and teachers by providing internet facilities to the students in their schools. The students can be made access to the availability of the resources. By this the students may update themselves.

#### **SUGGESTIONS FOR FURTHER RESEARCH**

- A study can be undertaken to know the relation of Teacher competency and Study habits.
- A study can be taken to know the significant relationship between peer group influence and Study habits.
- A study can be undertaken to know the significant relationship between Motivation of head of the Institution and Academic achievement of students.

#### **CONCLUSION**

From the present Study, the investigator could derive the following conclusions: Study Habits is one of the important factors for the achievement of the students. If there exists any planned form of Study Habits and if followed, it will definitely much helpful in planning and executing the plans in life. Student, Teachers, Parents are working hard throughout the year for the Academic Achievement. Steps are to be taken by the educational experts and parents to strengthen the children in all the above aspects which will

have positive contribution for the development of our nation. From the research, the researcher is able to find that the variable Study Habits is contributing for the Academic Achievement.

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