



RELATIONSHIP OF STUDY HABITS AND SELF-CONCEPT WITH ACADEMIC ACHIEVEMENT OF SCHOOL GOING STUDENTS

Balbir Singh Jamwal, Ph. D.

Principal, BKM College of Education Balachaur, Distt. SBS Nagar (Pb)

Abstract

In this paper, an attempt has been made to focus on the relationship of study habits and self-concept with academic achievement of school going students. 100 students of school going were selected randomly as a sample of the study. Study habits inventory and self-concept inventory were used as tools to collect the data. Results reveal that there is close relationship between of study habits and academic achievement of school going students. There is significant difference between study habits of male and female school going students. There is no significant relationship between self-concept and academic achievement of school going students. There is no significant difference between self-concept of male and female, urban and rural area school going students. There is no significant difference between self-study habits of rural and urban area school going students.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Man is a social animal. He lives and dies in the society. He learns from the society and adopt the culture of the society. Every individual has his own emotions attitudes sense of values, interests and aptitudes. The society depends upon the contribution of every citizen of the society. Our youth is considered the backbone of the society because all round development of the every youth affects the social, economic, cultural and national development.

Education plays an important role in the development of a man .Education means adjustment. Habits play a vital role in life and in the development of personality. Life is nothing but sum of total of habits. It has been observed that if a man has good habits he is well adjusted, efficient and successful in life. Habits are full responsible in formation of character. The child who has habits of truthfulness, punctuality, obedience, study habit, respect to elders, industriousness, tolerance and cleanliness, pay the whole life of him. The child has to certain work in his life. Without good habits, it is not possible to do the work efficiently and effectively.

Every person wants to become superior and wants that his/her children become good and get good qualification and good job. Academic has become major goal of education due to advancement of science and technology. Every parent is setting high goals towards their children. Mostly good academic record pays in the future of every person. Our good academic record predicts our future. It is recommendation of future. In the simple words, we can say that academic achievement is quality and quantity of our learning in a particular subject or subjects, which are assessed by examiners and show the result in the form of marks.

Self-concept

Self-concept is the way of looking of himself by an individual. It includes the way of looking, thinking, feeling and behaving of an individual. Self-concept has physical, educational, social, intellectual, moral, and temperamental dimensions. There are several terms that are virtually synonymous with self concept among them are “self-image”, the “Ego”, self understanding” self perception” and “phenomenal”

Significance of the study

It has been rightly said that good habits are always with an individual. Study habit is one of the good habits. Study habit of the student pays the best result in future of him. It plays an important role in the academic achievement of an individual. Self-concept also plays an important role in the academic achievement of individual. The researcher wants to investigate that whether there is close relationship of study habit and self-concept with academic achievement or not.

Statement of the problem

“RELATIONSHIP OF STUDY HABITS AND SELF-CONCEPT WITH ACADEMIC ACHIEVEMENT OF SCHOOL GOING STUDENTS”

Objectives of study

- 1 To study the self-concept, study habits and academic achievement of school going students.
- 2 To find the relationship, between study habits and academic achievement of school going students.
- 3 To find the relationship between self-concept and academic achievement of school going students.
- 4 To compare the study habits of male and female school going students.
- 5 To compare the study habits of rural and urban school going students.
- 6 To compare the self-concept of male and female school going students.
- 7 To compare the self-concept of rural and urban school going students.

Hypotheses

- 1 There is no significant relationship between study habits and academic achievement of school going students.
- 2 There is no significant relationship between self-concept and academic achievement of school going students.
- 3 There is no significant difference between study habits of male and female school going students.
- 4 There no significant difference between study habits of rural and urban school going students.
- 5 There is no significant difference between self-concept of male and female school going students
- 6 There is no significant difference between self-concept of male and female school going students

Sample

100 students as a sample were selected randomly from the district Nawanshahr of Punjab state.

Tool

- 1 Study habits inventory developed by Mukhopadhaya ,M and Sansanwal, D.N. (1983)
- 2Self concept inventory developed by Saraswat, R.K. (1984)

Statistical Technique

Correlation and 't' techniques were applied.

Analysis, interpretation and Discussion of results

Research involves gathering of data from Primary or firsthand sources. It uses quantitative measures devices, which are consider as most precise form of description. Quantitative analysis involves use of statistical methods of analysis of data. The results obtained from such an analysis are to be interpreted in the terms of objectives of the study to reach conclusions about the population under study. Thus, an important step of research involves study of a sample statistical to predictions about the representative population.

In the present study, the data was collected. The information gathered was Scored and tabulated. The data were analyzed and interpreted according to sex and area by respondents, using statistical techniques such as correlation and 't' value. The details of analysis, interpretation of data and discussion of results are presented as below.

Table No - 1 showing the relationship between study habits and academic achievement of school going students.

variables	N	DF	R	Level of Significances
Study habits	50	98	0.37	Significant
Academic achievement	50			

Table no 1 shows that co-efficient correlation between study habits and academic achievement of school going students is 0.37, which is significant at 0.05 levels. Hence, Hypothesis no -1 is rejected. It also shows that the students who have good study habits, having better academic achievement.

Table No - 2 showing the relationship between self-concept and achievement of school going students.

Variables	N	R	Level of Significances
Study habits	50	0.023	Not Significant
Academic achievement	50		

Table No -2 Indicates that co efficient correlation between self-concept and academic achievement of school going students is 0.023, which is not significant at 0.05 levels. Hence, hypothesis no- 2 is accepted. It shows that there is no significant relationship between self-concept and academic achievement.

Table No-3, showing significance difference between study habits of mal and academic achievement.

Sex	N	M	SD	t-value	Level of significant
Rural	50	59.7	16.1	2.10	Significant
Urban	50	61.9	12.5		

Table No-3 Shows that ‘t’ value is 2.10, which is significant at 0.05 level. Hence, hypothesis no -3 is rejected. It means that there is significant difference between Male and Female school going students on study habits variable. Table No-3 It also indicates that Female school-going students having better study habits than Male students, They Work hard because they are socially bound to wonder aimlessly.

Table No-4 v, showing significance difference between study habits of Rural and Urban school going students.

Area	N	M	SD	t-value	Level of significant
Rural	50	60.7	16.1	0.13	Not Significant
Urban	50	61.9	12.5		

Table No-4 Reveals that 't' value is 0.13, which is less than table value at 0.05 level of significance .Hence Hypothesis no-4 is accepted. It means that there is no significant difference between study habits of rural and urban school going students.

Table No-5, Showing significant difference between self-concept of Male and Female school going students.

Sex	N	M	SD	t-value	Level of significant
Male	50	87.8	17.2	0.03	Not
Female	50	88.8	11.3		Significant

Table no- 5, reveals that 't' value is 0.30, which is less than table value. Hence, Hypothesis no 5 is accepted. It means that there is no significant difference between self-concept of Male and Female school going students.

Table No-6 showing significant difference between self-concept of Rural and Urban school going students.

Area	N	M	SD	t-value	Level of significant
Rural	50	88.0	13.4	0.15	Not
Urban	50	87.5	16.5		Significant

Table No-6, shows that 't' value is 0.15 at 0.05 level of significance. Hence, hypothesis no 6 is accepted. It means that there is no significant difference between self-concept of rural and urban school going students.

Findings

Based on analysis, interpretation and discussion following findings are drawn.

1. There is significant relationship between study habits and academic achievement of school going students.
2. There is no relationship between self-concept and academic achievement of school going students.
3. There is significant difference between study habits of male and female school going students. Female school going school having good study habits than Male.
4. There is no significant difference between study habits of Rural and Urban area going school students.
5. There is significant difference between self-concept of Male and Female.
6. There is no significant difference between self-concept of Rural and Urban area school going school students.

Educational Implications-

It is moral duty of Parents as well of the teachers to develop the study habits between Male and Female, Rural and Urban school going students. Parents should develop the habits of

getting up early and ask them to study. Teachers should assigned homework both oral and written, So that they could work hard and devote themselves for study.

Conclusion

It is the age of science and technology and due to this age, change is accruing. Each and thing getting change. There is nothing static in the world. Due to this, our study habits, academic achievement and self-concept are also changing. It has been also observing that our academic achievement totally depends upon study habits of students. If students have good study habits, then their academic achievement will also good. Parents and Teachers should join the hands to develop the study habits because, Study habits always pay in the future of the students. It is moral duty of teachers and parents to develop the study habits among the students. Government and policy makers should frame such curriculum, so that study habits could develop among the students because study habits shine the future of the students. It has been rightly said that hard work is key to success. The research findings would be very helpful to policy makers to frame new curriculum.

References

- Koul Lokesh(2008)Methodology of Educational Research, New Delhi:Vikas Publishing House PVT. LTD.*
- Mukhopadhaya ,M and Sansanwal, D.N (1983),Manual for study habits Study inventory, Agra: National Psychology corporation.*
- Nanda,S.K. and Nanda vimple(2007) Modern Approach to Educational Psychology, Jalandhar:Modern Publishers*
- Saraswat,R.K.(1984) Manual for self concept questionnaire(SCQ) National psychological corporation, Agra: 4/230,kachari Ghat.*