

“ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABITS OF SECONDARY SCHOOL STUDENTS”

JV'n. Dr. Manju Sharma

Supervisor, JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR (INDIA)

JV'n. Manu Singh

(Research Scholar- Education), JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR (INDIA)

ABSTRACT

The study investigated the academic achievement in relation to study habit. Survey method was followed for this. A sample of 200 students was randomly drawn from secondary schools. The data gathered through **Palsan& Sharma Study Habit Inventory**. The result showed the positive co-relation between academic achievement and some area of study habit like health etc. Besides these, it was found that there is significance difference between boys and girls in relation to their study habits. It was concluded that study habits should be good for good academic achievement.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

INTRODUCTION

Academic achievement has been consider as an important factor in the education life of students. It encourage the students to work hard and learn more. It is the status or level of a person learning and his ability to apply what he has learn. Academic achievement in general, refers to the scores obtain in the annual examination or referees to the degree or level of successor proficiency attained in some specific area, concerning scholastic or academic work.

“Academic achievement mean successful accomplishments or performance in particular subjects, areas or course usually by reason of skills, hard work and interest and typically summarized in varies type of grates marks or descriptive commentary.” (Concise dictionary of Education 1982)

“Study habit” means the way of studying whether systematically or unsystematically. Every individual has got his own habit of study. So study habits affect the achievement of students in different way. Study habits refer to activities carried out by a learner during the learning process for improving learning.

“The student who have high study habits, their academic achievement is also high.”

- Patel. S. (1986)

Various studies have been done on this variable. Nackmiere (1971) found that good study habits of female students are directly related with good academic achievements. From this research, the researcher found that there is significance difference between academic achievements of secondary school boys and girls. The present study is undertaken in order to study the relationship between academic achievement and study habits.

STATEMENT OF THE PROBLEM:-

“ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABITS OF SECONDARY SCHOOLSTUDENTS ”.

OPERATIONAL DEFINITION:-

Academic Achievement:-Academic achievement is the performance in a class or course. In the present study marks of 9th class students have taken.

Study Habits:-In the present study good study habits include being organized, reading text book, listening in class and working every day.

OBJECTIVES OF STUDY:-

1. To compare the study habits of sec. school boys and girls.
2. To study the relation between the academic achievement and study habits of secondary school students.

HYPOTHESIS:-

1. There exists no significance difference in the study habits of secondary school boys and girls.
2. There exists significant relationship between academic achievement and study habits.

DELIMITATION OF STUDY:-

1. Study was delimited to sec. school boys and girls.
2. Study was delimited to 200 students only.
3. Study only one standardized test will be used.

Methodology :-

In the view of present study descriptive method was followed. It includes the collection classification, tabulation, analysis and interpretation of the present data through relevant tools.

Tools Used :-

Pal sane Sharma study habits inventory by M.N. Pal Sane and Sadhana Sharma.

Population and sample

For the present study, simple random sampling technique, was used for the selection of

sample. The present study was conducted on a sample of 200 students from secondary schools of Tohana block.

Statistics Techniques:-

- Mean
- Standard deviation
- t- Ratio
- Correlation coefficient:-

DATA ANALYSIS : -

There exists no significant difference in the study habits of secondary school boys and girls.

Table - 1

S. No.	Items	No. of Items	Mean	S.D.	t-value	Remarks
1.	Boys	100	60.3	7.77	3.67	Significant Difference at 0.01 and 0.05
2.	Girls	100	64.41	8.02		

It may be concluded that since the calculated values is greater than the

table value 1.96 and 2.58 (at 0.05 and 0.01 level significance). Thus there is significant difference which reject the null hypothesis.

There exists significant relationship between academic achievement and Budgeting time (First area of study habits)
Table No. -2

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.26	Low Positive Correlation (0.21 to 0.40)
2.	Budget time (First Area)	200	7.4		

So It is concluded that there is low positive correlation between academic achievement and budgeting time (First area of study habits).

There exists significant relationship between academic achievement and Physical Condition (Second area of study habits)
Table No. -3

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.29	Low Positive Correlation (0.21 to 0.40)
2.	Physical Condition (Second Area)	200	8.64		

So it is concluded that there is low positive correlation between academic achievement and physical condition (Second area of study habits).

There exists significant relationship between academic achievement and is reading ability (Third area of study habits)
Table No. -4

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.62	High Correlation (0.61 to 0.80)
2.	Reading Ability (Third Area)	200	4.67		

So it is concluded that there is high positive correlation between academic achievement and reading ability (Third area of study habits.)

There exists significant relationship between academic achievement and note taking (Fourth area of study habit)

Table No. -5

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.25	Low Correlation (0.21 to 0.40)
2.	Note Taking (Fourth Area)	200	1.69		

So it is concluded that there is low positive Correlation between Academic Achievement and Note taking (Fourth area of study habits.)

There exists significant relationship between academic achievement and learning motivation (Fifth area of study habit)

Table No. -6

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.37	Low Positive Correlation (0.21 to 0.40)
2.	Fifth area Learning Motivation	200	8.67		

So it is concluded that there is low positive Correlation between Academic Achievement and Learning Motivation (Fifth area of study habits.)

There exists significant relationship between academic achievement and memory (sixth area of study habit)

Table No. -7

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.54	Average Positive Correlation (0.41 to 0.60)
2.	Sixth Area Memory	200	5.4		

So it is concluded that there is average correlation between academic achievement and sixth area memory of study habit.

There exists significant relationship between academic achievement and taking examination (Seventh area of study habit)

Table No. -8

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.15	very low Correlation (0.01 to 0.20)
2.	Taking examination (Seventh) area	200	13.94		

So it is concluded that there is very low correlation between academic achievement and seventh area taking examination of study habit.

There exists significant relationship between academic achievement and health (Eight area of study habit)**Table No. -9**

Serial No.	Item	No. of Items	Mean	Correlation	Remarks
1.	Academic Achievement	200	79.29	0.71	High Correlation (0.61 to 0.80)
2.	Health (Eight) area	200	4		

So it is concluded that there is high correlation between academic achievement and health eight area of study habit.

FINDINGS OF STUDY :-

1. There is highly positive co-relationship between academic achievement and reading ability.
2. There is low positive correlation between academic achievement and note taking.
3. The 't' test shows that there is significance difference in the study habit of secondary school boys and girls.
4. There is low positive co-relationship between academic achievement and budgeting time.
5. There is low positive co-relationship between academic achievement and physical condition.
6. There is low positive co-relationship between academic achievement and learning motivation.
7. There is average co-relation between academic achievement and memory.
8. There is low positive co-relationship between academic achievement and taking examination.

Education Implications of study:-

- The teacher should use such teaching methods which motivate students to read additional books except text books.
- The teachers should monitor the achievement level of students and if the performance of students is good, they can give some rewards in terms of cash prize etc.
- The students have to face many problems with regard to their study habits, choice of subjects etc. The teachers can provide proper guidance after knowing their problems.

Aggarwal, Neeru Mohini, Kumar, Vinay (2010). *"Study habits of secondary level arts and science students"*. Edu. Tracks. Vol.10. pp1.

Balasubramaniam, N. (1994). *"A study of academic achievement in relation to achievement values and anxiety"*. Perspective in Education, pp10

Bhatnagar, Asha (1983). *"Predictors of students involvement in studies"*. Agra : National Psychological Corporation

Buch M.B. (1992). *"Fourth Survey of Research in Education"*. New Delhi : NCERT.

Indira K. (1992). *"A Study of the reading interest and Study habits of new- literates"*. M.Phil Education Sri Venkateswara University.

Jumuar, K.K. (2004). *"Study Habits Of College Students"*. Allahabad : International Publications,

Koul, Lokesh (2007). *"Methodology of Educational Research"*. New Delhi: Vikas Publishing House Pvt. Ltd.

M. Mukhopadaya and D.N. Sansanwal. 1971. Study Habit Inventory

Meenu, (1996). *"Determinates of Academic Achievement"*. New Delhi: Intellectual Publication House, 23 Daryaganj (Ansari Road), pp1-8.

Mehta, P. & Kumar, D. (1985). *"Relationship Academic Of Achievement With Intelligence, Personality, Adjustment, Study Habits And Academic Motivation"*. Journal Of Personality And Clinical Studies, pp 57-68.

Mehta, P. Malhotra, D., 8 Jerath; J.M. (1989). *"Psychological Correlates of Academic Achievement at School Level"*. Journal of Educational Psychology. pp47

Parsane, N.M. & Sharma, S. (1989), *"Manual for Palsam and Sharma Study Habit Inventory"*, (PSSHI) Agra : National Psychological Corporation.

Robert, H.E. (1962). *"Factors Affecting Academic Achievement Of Bright High School Children"*. Journal of Educational Research. pp 56, 175-183.

Wal, J .C. (2000). *"Essentials of Educational Psychology"*. New Delhi : Vikas Publishing House Pvt. Ltd.,

BIBLIOGRAPHY:

