

STUDY HABITS AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN LUNGLEI DISTRICT

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Abstract: The present study is an attempt to find out study habits and academic achievement of high school students in Lunglei District. 228 students from CI-X were randomly selected from 10 schools - 5 government managed school and the other 5 from Private managed school. Findings show majority of the students have favourable study habits. However, with respect to their academic achievement, majority secure third division and below. It was also found that there is no significant difference in the study habit of male and female students, as well as between government and private high schools students. Findings also reveal that there is no significant relationship between study habit and academic achievement of high school students in Lunglei District.

Key Words: Study Habits, Academic Achievement and High School students.

I. INTRODUCTION

Habits play an important role in human's life. Having good habits will lead to an effective life while the bad ones may lead to failures. Habit shapes characters and defines personalities. Habits can be extremely useful and it would be impossible to run one's lives without them. They automate many of the routine activities in human's lives and free up minds to be capable of concentrating on higher level activities. Even from educational point of view, study habit plays an important role for students to achieve better and higher goal.

Study habits are the behaviours used when preparing for tests or learning academic materials. It implies to how one studies. For students at various levels, it is crucial to enhance their learning style or suitable study habits as it will keep them focusing on their ultimate goal that is academic. Effective study habits make the students smarter. These habits includes how the student approaches his/her study with the right attitude, chooses the right environment, minimize distractions, set a realistic schedule etc. (Grohol, 2020).

According to Azikiwe, good study skills are 'good asset to learners because good study skills assist students to gain proficiency in areas of specialization and subsequent wonderful presentation while the opposite constitute restricts to learning'. Sorenson who stated about good study habits stated that the primary intention of the study must be the understanding. For the requirement of this, the study should not be in hurry but the concentration without interruption is mandatory.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of the activities in instructional environments, specifically in school, college and university (Steinmayr et al., 2017). It implies to the numerical score of students in the examination or a paper-pencil test. Academic achievement mostly refers to scholastic achievement of the students. Academic achievement may be influenced by cognitive as well as non-cognitive factors. Poor or bad study habits may have unfavourable impact on the academic achievement of the students.

II. REVIEW OF RELATED LITERATURE

Riaz, Aisha and Kiran (2002) studied on 'relationship of study habits with educational achievement'. The objective of the study was to find the relationship of study habits with educational achievement. Findings of the study revealed that there is significant positive relationship between the achievement and proper study schedule drawn by the students.

Bhatta (2009) conducted a study on 'study habits and students achievement in relation to some influencing factors'. This study aimed at finding the relationship between study habits and student achievement of secondary students in relation to socio economic status, learning environment, school adjustment and intelligence. The investigator found that there is significant relationship between study habits and these influencing factors.

Sivakumar (2009) conducted a study which aimed at finding the relationship between study habits and academic achievement of post graduate students. The findings indicate that there is a significant relation between study habits and academic achievement.

Bhan and Gupta (2010) conducted a study for academic achievement and study habit among the students belonging to scheduled caste and non-scheduled caste group. The result revealed that sex has no significant impact on academic achievement and study habit of students.

Khan & Jan (2010) conducted a research on study habits of senior secondary school students, a comparative study of boys and girl. The result revealed that senior secondary school girls have better study habits than boys of senior secondary school. Senior secondary school girls have better study habits on factors like physical conditions, note taking, memory and taking examination.

Parua & Archana (2011) conducted a study on 'study habits of secondary school students in relation to their scholastic achievement'. This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and

dimension wise. Further, there is a significant difference between high and low scholastic achievement students on study habits in general.

Fazal, S. et.al (2012) identified various study skills used by learners and ascertain which study skills is more related to academic achievement. The sample for the study consisted 1200 students. Results of the study indicated significant relationship of time-management skills, reading and note taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement.

Chand (2013) conducted a study on study habits of secondary school students in relation to type of school and type of family. He found that secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than their counterparts but private secondary school students are significantly better than Govt. secondary school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and Private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit. There exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits.

Chaudhari (2013) conducted on study habits of higher secondary school students in relation to their academic achievement. The results of the study revealed that there is a significant positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise. Further, there is a significant difference between high and low academic achievement student on study habits in general.

In his study on Study Habits of Secondary School Students as Related to Family Environment Kanchan (2017) found that there is significant difference between study habits of boys and girls of secondary school students. Girls have good study habits than boys. There is also a significant and positive relationship between study habits and family environment of secondary school students.

Singh (2019) has taken up a study on study habits of senior secondary school students. He found that there is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.

III. RATIONALE

There are number of researches done on what really matters for academic achievement. There is a long list of factors that influence the academic achievement of students. Among researches done, the most common variable is study habit. Many study found significant and positive relationship between study habits and scholastic achievement. For achieving goals more easily and efficiently, developing good study skills and learning strategies is important. Having good study skill help student succeed, increase confidence, self esteem as well as competence. It also helps in saving more time for other things and improves ability to learn and retain knowledge. Developing and applying effective study habits immensely help the students to focus better on their goals and make the student to study smarter not harder. It is thus felt need to look into the influence of study habits as well as other factors like gender and management of schools on academic achievement of students in Lunglei District. In the light of the findings proper guidance may be given to students to acquire good study habits which would lead them to achieve better in their studies as well as in their life's endeavors.

IV. OBJECTIVES

To study the level of study habits among high school students in Lunglei District.

1. To find out the level of academic achievement of high school students in Lunglei District.
2. To compare study habits of male and female students of high school in Lunglei District.
3. To compare study habits of government and private school students of high school in Lunglei District.
4. To find out the relationship between study habits and academic achievement of high school students in Lunglei District.

V. HYPOTHESES

1. There is no significant difference regarding study habits of male and female students of high school in Lunglei District.
2. There is no significant difference regarding study habits of students from government and private high schools in Lunglei District.
3. There is no significant relationship between study habits and academic achievement of high school students in Lunglei District.

VI. METHOD

The present study belongs to the category of descriptive research as it surveyed and described study habits and academic achievement of high school students in Lunglei District.

6.1 Population and Sample of the Study:

The population for the present study consists of all high school students in Lunglei District.

The sample schools for the present study comprised 10 high schools (5 government schools and 5 private schools). Sample schools were selected by using Stratified Random Sampling. The total sample students are 228 from Class X.

6.2 Tools used:

Adolescent's Habits Scale (AHS-LVNS) developed by Dr.(Mrs.Vijaya Lakshmi and Dr. Shruti Narain was used. There are 14 statements related to Study Habits which indicate The scoring of positive items of Adolescent's Habits Scale was done by giving a score 5,4,3,2 or 1 for 'Always', 'Almost Always', 'Sometimes', 'Almost Never' and 'Never' respectively and negative items were scored as 1,2,3,4 and 5 respectively.

For reliability of the test, the test re-test reliability was calculated and was found to be .86, which was significant at .01 level. Habit Scale was validated against the Mathur's (2012) Test of Study Habits and Attitude. The concurrent validity was found to be 0.72.

6.3 Data Collection

The investigator personally visited selected sample schools for the study. A proper rapport was established with sample students. Before administering the tool the investigator emphasized the purpose and utility of the study and motivated them to give their honest and accurate expressions. It was ensured that no item is left unanswered by the respondents.

6.4 Data Analysis

For analyzing the data, the investigator employed appropriate statistical techniques like percentage and t-test.

VII. ANALYSIS AND INTERPRETATION OF DATA

In accordance with the objectives, analysis and interpretation was done.

7.1 Level of Study Habits

Table 1
Distribution of students on level of study habits

Level of Study Habits	No. of students	Percentage
High	128	56
Average	97	42.5
Poor	3	1.3

Table 1 indicates that 56% of the students fall under high level of study habits while 42.5% are under average level. Only 1.3% students have poor study habit.

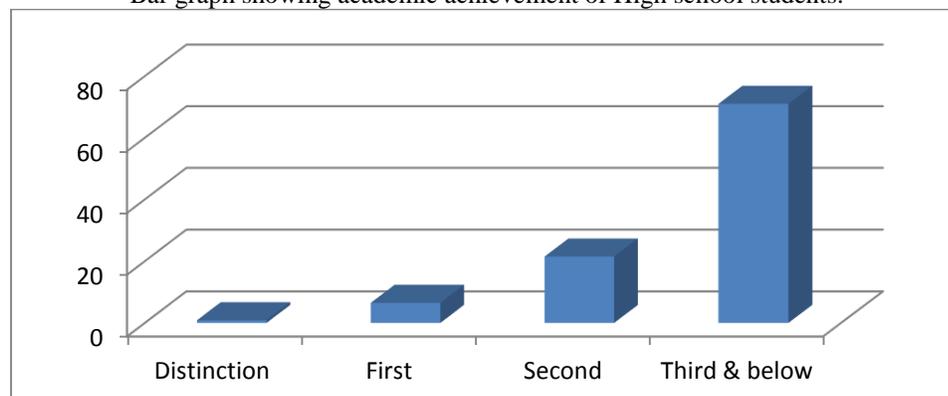
7.2 Academic achievement of students

Table 2
Distribution of students' result

Division	No. of students	Percentage
Distinction	2	.87
First	15	6.5
Second	49	21.5
Third & below	162	71

The distribution of data vide Table 2 indicates that .82% of the students secure Distinction, 6.5% First Division and 21.5% secure Second Division. 71% of the students fall under the division of Third and below.

Figure 1
Bar graph showing academic achievement of High school students.



7.3 Comparison of study habits between male and female students of high school in Lunglei District.

Table 3
Comparative analysis of study habits between male and female students

Gender	N	Mean	SD	SED	t-value	Sig. Level
Male	133	44.5	6.75	.9	1.3	N.S
Female	95	45.7	6.95			

The perusal of data vide Table 3 shows the difference between male and female students regarding their study habits. The t-value is 1.3 which shows that the test is not significant.

Therefore, the null hypothesis '*There is no significant difference regarding study habits of male and female students of high school in Lunglei District*' is retained. However, the mean score of female students is slightly higher than that of their male counterparts.

7.4 Comparison of study habits between students of government and private high schools in Lunglei District.

Table 4
Comparative analysis of study habits between students of government and private high schools.

Management	N	Mean	SD	SED	t-value	Sig. Level
Government	130	44.55	6.94	.92	1.19	N.S
Private	98	45.65	6.7			

The analysis of data vide Table 4 shows the difference between students of government and private high schools in relation to their study habits. The t-value is 1.19 which shows that the test is not significant.

Therefore, the null hypothesis '*There is no significant difference regarding study habits of students from government and private high schools in Lunglei District*' is retained. However, the mean score of private school students is higher than government school students.

7.5 Relationship between study habits and academic achievement

Table 5
Relationship between study habits and academic achievement

Distribution	Study Habits	Academic achievement	Product Moment Correlation
	Mean	Mean	
Male	44.5	185.84	.19
Female	45.7	196.73	.13
Overall	45	190.38	.17

Table 5 indicates that the coefficient correlation between study habits and academic achievement is .19 for males while for female the coefficient correlation is .13.

The coefficient correlation between study habit and academic achievement of high school students in Lunglei District is .17. This shows that there is no significant relationship between study habits and academic achievement of high school students in Lunglei District.

Therefore, the hypothesis '*There is no significant relationship between study habits and academic achievement of high school students in Lunglei District*' is retained.

VIII. FINDINGS AND DISCUSSION

The investigator found that 56% of the students have good study habits as they fell under the level of high category. 42.5% were having average study habit. Thus, majority of the students have favourable study habits. However, favourable study habits do not reflect in their academic achievement. This implies that students may have lacked some important ingredients despite their time spent on their studies and hard work.

It was found that there is no significant difference in the study habit of male and female students of high school in Lunglei District. However, the mean score of female students is slightly higher than that of their male counterparts which reflects that female students have better study habit. The findings of the present study was in tune with the findings of Bhan and Gupta (2010) whose study revealed that sex had no significant impact on academic achievement and study habit of students. Singh (2019) also found that there is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students. Thus, it may be said that gender is not one of the main determinant factors that influence study habits of students. Similarly, Khan & Jan (2010) and Kanchan (2017) found that girl students have better study habits than boys. The reason behind female students doing better than their male counterpart regarding their study habit may indicate that female students are more sincere and take their studies more seriously.

Regarding government and private high schools students, it was found that there is no significant difference in their study habit. However, the mean score shows that private school students are slightly better than government school students. This may mean that most students in private schools are hostellers who are under strict observation of their teachers. Developing and following good study habit may not be the significant reason in the case of private school students.

With respect to study habit and academic achievement, it was found that there is no significant relationship between study habit and academic achievement of high school students in Lunglei District. The finding is in contrast with the findings of Bhatta (2009), Parua & Archana (2011), Riaz, Aisha and Kiran (2002), Sivakumar (2009) and Chaudhari (2013) who found significant positive impact of study habit on academic achievement. While favourable impact of study habit on academic achievement may be assumed as a trend, it is different in the case of high school students in Lunglei District. This may mean that high school students of Lunglei District did not give true responses or most students did not understand properly what they have studied regardless of their diligences and hard work. Most students study so hard, spending much of their time to rote learning. This may be the case of students in Lunglei District.

IX. CONCLUSION

Students at every level need proper guidance in all sphere of education. Taken into consideration of academic/scholastic area, students strive with bulk syllabus of various subjects. It is often difficult for most students to cope with each subject that they fail to master what they have studied. Sometimes we overlook the importance of study skill which in turn leave our students helpless and struggle with huge piles of subjects. It is important to ensure that students develop good study skills while learning with understanding.

Grohol (2020) highlights important elements of effective study habit which include approaching study with the right attitude, choosing the right environment, minimizing distractions, setting a realistic schedule, and employing memory games. It is very important to give proper guidance to students in order to develop efficient study habits which will help them to study smarter and faster.

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