

Relationship between Study Habits and Scholastic Achievement at Secondary Level

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Abstract: The purpose of this investigation is to examine the relationship between Study Habits and Scholastic Achievement of secondary school students of Bengaluru District, Karnataka in relation to gender and study habits type. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 150 secondary school students belonging to Bengaluru district was selected by using stratified random sampling technique. Data was collected through Study Habit Inventory (SHI) developed by Palsane & Sharma (2003) along with personal proforma. The scholastic achievement was taken by office records of the respective schools. The collected data was analyzed by 'r' test, independent 't' test and 'F' test and the level of significance was fixed at 0.05 and 0.01 confidence level. From the present study, the 'r' analysis result shows that there was a significant positive relationship between Study Habits and Scholastic Achievement of secondary school students. The 't' test analysis results shows that there was a significant difference in the Scholastic Achievement of secondary school boys and girls. Further the 'F' test analysis confirmed that there was a significant difference in the Scholastic Achievement of secondary school students having different levels (poor, average and good) of study habits. The students having good level of study habits had higher scholastic achievement when compared to students having average and poor levels of study habits. Encourage the students who have low study habits to engage in active learning strategies, such as taking notes, asking questions, and participating in class discussions. This can help them retain information better and improve their understanding of the material and encourage students to take breaks during their study sessions to avoid burnout and improve their retention of information.

Index Terms – Scholastic Achievement, Study Habits, Secondary Schools, Gender, Type of Schools.

1. INTRODUCTION

Secondary school students should develop good study habits because they can have a significant impact on their academic progress and all-around school success. A student who practises good study habits is more likely to remember what they have learned, get better grades, and gain useful abilities like time management, organization, and critical thinking. Furthermore, establishing successful study habits early in life can lay the groundwork for success in both further education and future employment. To reach their maximum academic potential, students must cultivate good study habits and employ efficient study strategies.

Study habits are the routines and actions people take to aid in their ability to absorb and remember new information. These practices can include things like designating specific study time, setting up a calm and orderly study area, segmenting study sessions into manageable chunks, utilizing efficient study methods like flashcards and summarization, and routinely reviewing the content.

Some common good study habits are:

- Setting specific goals and objectives for each study session
- Creating a schedule or to-do list for studying
- Using flashcards or other study aids
- Breaking up study sessions into shorter, more manageable chunks
- Prioritizing and focusing on the most important material
- Practicing active reading and note-taking
- Reviewing material on a regular basis
- Eliminating distractions
- Staying organized
- Taking breaks
- Getting enough sleep

A person can learn and remember new material more quickly and effectively by developing strong study habits. They may also learn self-control, responsibility, and independence from it.

Secondary academic attainment is significant for a variety of reasons. It can first and primarily decide a student's qualification for further education and potential job paths. Academic performance can have a big impact on whether a student is accepted into their desired programme. Several schools and universities have academic requirements for admission. Academic accomplishment is also frequently utilised as a gauge of a student's intelligence, work ethic, and likelihood of success.

Academic performance and growth are referred to as scholastic achievement for students. Usually, grades, test results, and other types of assessment are used to quantify it. Academic achievement can also be used to describe a student's level of topic knowledge and mastery. The intelligence, work ethic, and success potential of a student are frequently gauged by their academic performance. It can also be used to assess how well a teacher or institution is doing at giving kids a good education.

Academic success can also affect a student's motivation, self-worth, and general attitude towards studying. Academically successful students are more likely to have a strong sense of self-worth and a positive self-image. Academic success can also inspire children to keep studying hard and aiming for success in the future by giving them a sense of accomplishment. Also, pupils who excel academically are more likely to be engaged in their study and have positive attitudes towards school.

2. REVIEW OF RELATED LITERATURE

Study habits and academic achievement of secondary school students in the Eti-Osa local government area of Lagos State were examined by Onabamiro and Odunlami in 2017. The outcome revealed a large academic performance gap between male and female students. Academic achievement of pupils and their study habits are significantly correlated. Yeasmin, Halde, and Maiti (2016) compared the results of the mathematics achievement study conducted at the end of the elementary school year for boys and females students. It also showed that boys have slightly higher math achievement than girls, and both boys and girls are comfortable with statistics but struggle with application-based problems in geometry and arithmetic. Odiri (2015) looked at the connection between students' study behaviours and math achievement. The association between pupils' study habits and math achievement was strong. Siahi and Maiyo (2015) investigated the link between students' study behaviours and academic success: a case study of Spicer Higher Secondary School in India. The study's findings showed a favourable association between study habits and academic achievement of 0.66. In their 2015 study, Balvir Singh and Mahipal examined the connection between secondary school students' academic performance and study practises. The findings show a considerable correlation between students' study habits and academic success. In a few elementary schools in the Meerut area of Uttar Pradesh, Amarveer Singh and Jai Pal Singh (2014) investigated the connections between children' academic success and their family environment, study habits, and socioeconomic position of parents. The results of the study show that parents' educational level and children's health status have a significant impact in predicting the academic success and social adjustment of the kids. Students in higher secondary schools showed a substantial correlation between their study habits and academic achievement, according to Arul Lawrence A.S. (2014). Using Pearson's Coefficient Correlation, the significant difference between the means of each pair of groups was calculated. The results demonstrate that there was no correlation between pupils in higher secondary schools' study habits and academic achievement. Overall, the research points to a significant correlation between academic success and excellent study habits, such as time management, active learning tactics, and effective study procedures.

3. NEED AND IMPORTANCE OF THE STUDY

As it has major implications for academic success and long-term effects, the relationship between study habits and academic accomplishment at the secondary level is an important field of research. Improved Time Management: Students with effective study habits typically have better time management skills. They are also more organised and capable of prioritising their workload, which improves their academic performance and raises their grade point averages. A greater grasp and retention of the information can result in higher levels of academic accomplishment.

Good study habits, such as active reading and note-taking, can help with this. Students are more likely to feel motivated and involved in their studies when they establish effective study habits. Their motivation may be further fueled by feelings of accomplishment and boosted confidence. Effective study habits can aid students in better exam preparation. Higher grades, improved exam performance, and a stronger sense of accomplishment can result from this. Academic success in college and beyond is more likely for students who establish solid study habits in high school. These abilities can also help you succeed at work because businesses place a high emphasis on time management and learning techniques.

In general, as it can have a substantial impact on student progress and long-term outcomes, the relationship between study habits and academic achievement at the secondary level is one that is crucial to comprehend. By offering direction and assistance, setting an example of good behaviour, and cultivating a conducive learning environment, educators and parents can aid kids in developing productive study habits. In order to properly study and learn, a person develops study habits, which are known as their regular behaviour or routine practises. Also, good study habits make learning more comfortable and pleasurable for pupils and make their course work easier to understand. A student's ability to learn and perform academically will be enhanced by developing effective study habits. Some students might have ineffective study techniques, which could impede their learning and make them frustrated. This aspect has an impact on scholastic achievement as well.

4. STATEMENT OF THE PROBLEM

The purpose of this investigation is to examine the Relationship between Study Habits and Scholastic Achievement of secondary school students with regard to gender. The topic identified for the current investigation is: 'Relationship between Study Habits and Scholastic Achievement at Secondary Level.'

5. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To find out the relationship between Study Habits and Scholastic Achievement of secondary school students.
2. To find out the significant differences in the Scholastic Achievement of secondary school students with regard to gender.
3. To find out the significant differences in the Scholastic Achievement of secondary school students with regard to different levels of study habits.

6. RESEARCH HYPOTHESES

The following hypotheses guided the study:

1. There is no significant relationship between Study Habits and Scholastic Achievement of secondary school students.
2. There is no significant difference in the Scholastic Achievement of secondary school boys and girls.
3. There is no significant difference in the Scholastic Achievement of secondary school students having poor, average and good study habits levels.

7. METHODOLOGY

The purpose of this investigation is to examine the relationship between Study Habits and Scholastic Achievement of secondary school students of Bengaluru District, Karnataka in relation to gender and study habit type. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 150 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Study Habit Inventory (SHI) developed by Palsane and Sharma (2003) along with personal proforma. The scholastic achievement was taken by office records of the respective schools. The collected data was analyzed utilizing 'r' test, independent 't' test and 'F' test and the level of significance was fixed at 0.05 and 0.01 confidence level.

8. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows variables, mean, standard deviation, 'r' value and level of significance on secondary school students' Scholastic Achievement scores and Study Habits.

Variables	Mean	Standard Deviation	Obtained 'r' value	Level. of Sig.
Scholastic Achievement	72.447	15.478	0.399	**
Study Habits	153.266	27.653		

**Significant at 0.01 level (0.208)

Table-1 shows that correlation results between secondary school students' Scholastic Achievement and Study Habits scores are given. The obtained 'r' value of 0.399 are greater than table value 0.208 at 0.01 level (df=148) which shows significant positive relationship between Scholastic Achievement and Study Habits. Hence, the stated null hypothesis is **rejected** and alternative hypothesis has been formulated that 'there is significant positive relationship between secondary school students' Scholastic Achievement and Study Habits.' It concludes that a study habit was positively correlated with scholastic achievement of secondary school students. The students who had good study habits level had higher scholastic achievement and vice versa.

Table-2: Shows independent 't' test results related to Scholastic Achievement of secondary school students with respect to Gender.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Gender	Boys	75	69.843	16.301	2.08	*
	Girls	75	75.051	14.245		

*Significant at 0.05 level (N=150; df=148, 0.05=1.98)

Table-2 reveals the variables along with groups, number of samples, mean scores, standard deviation, 't' value and level of significance pertaining to Scholastic Achievement of secondary school students due to variations in the gender. From the independent 't' test it was shows that, the obtained 't' value (t=2.08) related to Scholastic Achievement of secondary school boys and girls is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Scholastic Achievement of secondary school boys and girls'. The Scholastic Achievement mean scores of girls (M=75.051) is higher than the mean scores of boys (M=69.843). It can be concluded that secondary school girls' scholastic achievement is better when compared to boys.

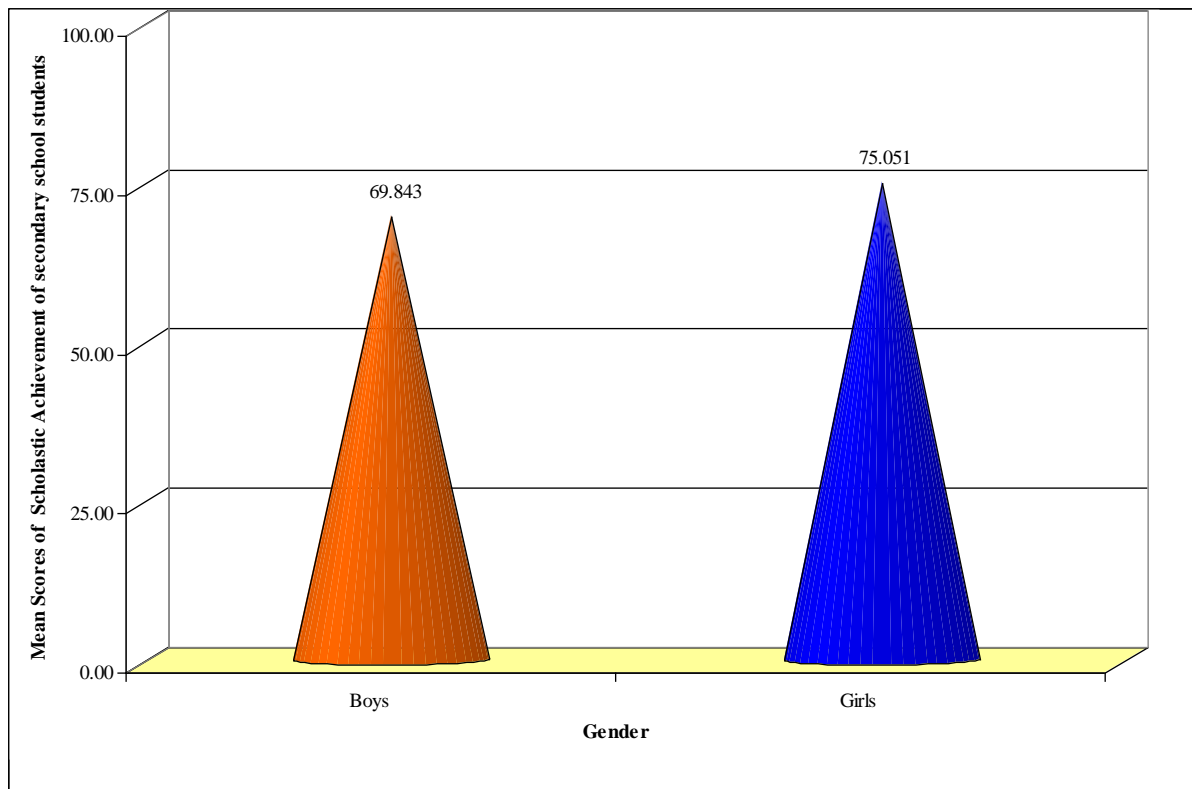


Fig.1: Comparison of mean Scholastic Achievement scores of secondary school boys and girls.

Table-3: Shows ANOVA results on Scholastic Achievement of secondary school students with regard to different levels of study habits.

Study Habits Levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Poor	13	51.236	8.751	Between Group	6864.688	2	3432.344	17.50**
Average	133	74.142	14.518	Within Group	28833.613	147	196.147	
Good	4	85.037	5.476	Total	35698.300	149		

Table value at 0.01(df-2, 147) =4.75

The table-3 shows Scholastic Achievement of secondary school students with regard to different levels of study habits. The obtained 'F' value 17.50 is greater than the table value of 4.75 for df '2 and 147' requested for significance at 0.01 level of significance. The results of the study indicated that 'there exists significant difference in the Scholastic Achievement of secondary school students having different levels (poor, average and good) of study habits.' To determine the significant difference in the Scholastic Achievement of students having different levels of study habits of said paired mean scores, the 'Scheffe's post hoc test was applied and the results are presented in Table-3(a).

Table-3(a): Scheffe's Post Hoc Analysis on Scholastic Achievement scores of secondary school students having different levels of study habits.

Different levels of Study Habits			Mean Difference
Poor	Average	Good	
51.236	74.142	-	22.906*
-	74.142	85.037	10.895
51.236	-	85.037	33.801*

*Significant at 0.05 level.

Table-3(a) shows significant paired mean differences in the Scholastic Achievement of secondary school students having poor and average & poor and good study habits levels and the mean differences are 22.906 and 33.801 respectively which was greater than the critical difference value. It concludes that 'there exist significant differences in the Scholastic Achievement of secondary school students having poor and average & poor and good study habits levels.' The Scholastic Achievement of secondary school students having average and good study habits levels had a similar and it was not proved statistically, since the mean difference is 10.895 is less than the value of critical difference. The students having good study habit level had higher achievement in scholastic when compared with students having average and poor study habits levels.

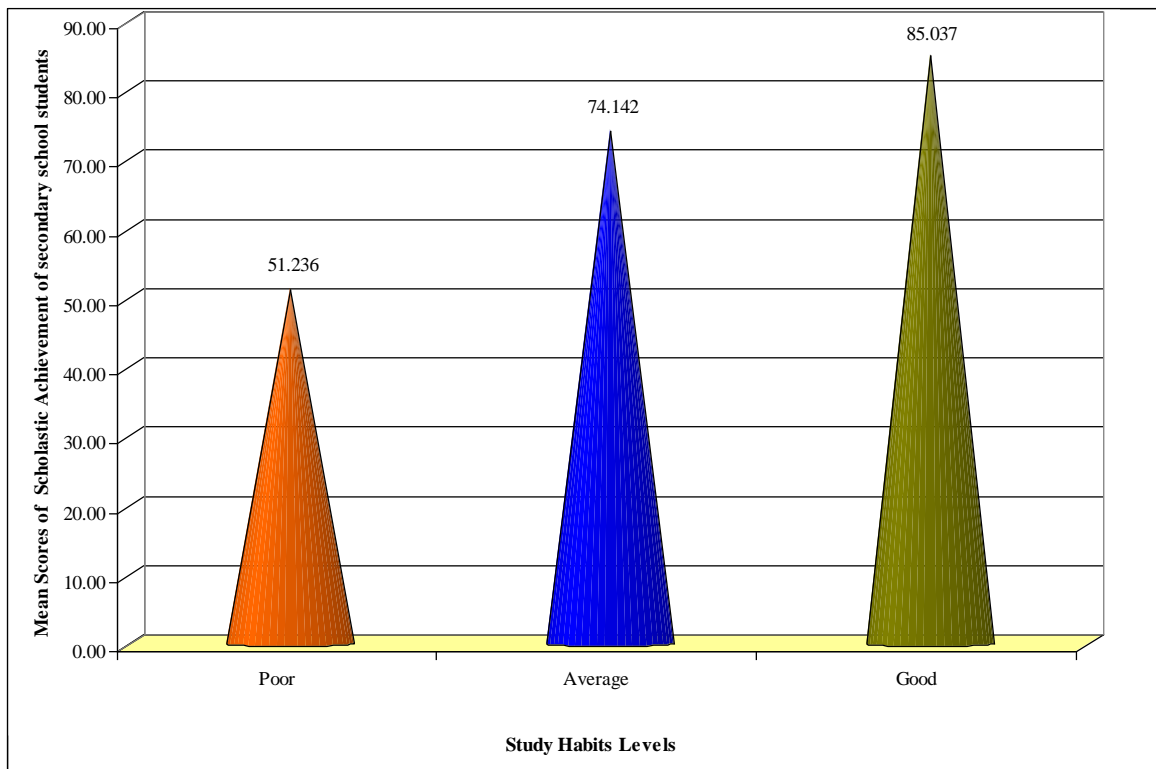


Fig.2: Bar graph shows comparison of Scholastic Achievement of secondary school students having different levels of study habits.

9. MAJOR FINDINGS

1. There was a significant positive relationship between Study Habits and Scholastic Achievement of secondary school students.
2. There was a significant difference in Scholastic Achievement of secondary school boys and girls.
3. There was a significant difference in Scholastic Achievement of secondary school students having poor, average and good levels of study habit.

10. CONCLUSION AND EDUCATIONAL IMPLICATIONS

According to the findings of the current study, there is a strong association between secondary school students' study habits and academic achievement. Teachers should work with pupils to develop realistic academic goals and break them down into smaller, more manageable objectives. This may keep kids inspired and committed to achieving academic success. The findings of the 't' test indicate that there was a substantial disparity between the academic achievement of boys and girls in secondary school. In terms of academic achievement, girls outperform than boys. Help boys develop attainable academic goals and divide them down into smaller, more manageable objectives. They may remain inspired and concentrated as a result.

The 'F' test also reveals that there was a discernible difference between secondary school pupils with low, average, and good levels of study habits in terms of their scholastic achievement. When compared to students with average and poor study habits, the students with good study habits achieved more academically. Encourage students who struggle with studying to use active learning techniques including taking notes, asking questions, and contributing to class discussions. This can boost their ability to recall information, increase their comprehension of the subject matter, and encourage students to take pauses throughout study sessions to prevent burnout and enhance information retention.

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