Study Habits in Relation to Academic Achievement among Secondary School Students of Hyderabad

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Abstract : The present study is mainly concerned with the relationship between study habits and academic achievement of secondary school students of Hyderabad. The sample of the present study is VIII and IX class students of Hyderabad International School and Government High School. Study habits Inventory prepared by Dr B. V. Patel is used for data collection. Mean, standard deviation, and standard error are calculated under descriptive statistics. Pearson product moment correlation is estimated under inferential statistics to know the significant correlation between study habits and academic achievement of class VIII and IX secondary school students of Hyderabad at α0.05 level. Applying the findings, the educational implications are further discussed.

keywords: Academic achievement, Government school, International school, Study habits, Study habits inventory.

I. INTRODUCTION

Study habits broadly come under the spectrum of formal education, which is a primary part of school education. Study habits are generally those behaviours and skills that soar the learning of students by expanding their comprehension and retaining ability. Study habits make learning more systematic and convenient for learners. It also has the potential of transacting the content effectively with the productive outcome thus, enhancing the learning process[1]. Students, to excel in their academics, must not only be able to understand the given content but also be able to absorb, reflect, and articulate it either in oral or in written form[2]. In this regard, it is commonly believed among a large number of students that more hours of study will bring in more academic success. However, contrary to this view, there is another perspective that says students investing in more study hours may retain less and fetch low score in academics[2]. These opinions lead us to the quest for the most effective ways of learning. One of the answers to the most effective ways of students' learning lies in the realization of time management techniques, which means students should have and follow a timetable very stringently. For instance, class time, study time, family time, leisure time, etc. Apart from this, students must also spend some time for introspection, especially, which contains academic aspects, that will assist their learning[2]. Other than this, organization, note-taking, reading and critical thinking, etc. are other examples of effective learning[3]. The two intersecting points given by the researchers to the concept of study habits are good study habits and bad study habits. Good study habits as said by Katelyn (2013) are positive or productive study habits, which helps students excel in their academics. Whereas bad study habits can be linked to poor or inefficient planning, not attending classes, procrastinating or incomplete work, spending more time watching television or playing video games, etc. instead of studying[4], which generally puts students into below-average level hence, landing them into remedial classes, academic failure, or school dropout[2]. Therefore it is important to have effective planning for productive result. According to Katelyn, there are altogether fourteen effective study habits which are – attending all classes, reviewing notes daily, reading material before class, studying daily, having at least one conference with the professor or teacher, developing and learning a word list for the course, reading other course-related materials to have a piece of strong background knowledge about the content, attending help session, attending learning resource lab when available, developing a list of possible questions, asking questions in class, studying an old exam (when available), avoiding a last-minute cram session, and sleeping at least eight hours the night before the exam commences[2] to attain higher academic achievement.

The meaning of achievement differs from person to person. In general terms, achievement can simply mean to perform or to accomplish something (Chamber's Twentieth-century Dictionary). Achievement, when seen from the academic spectacles, can signify the knowledge attained or skills developed by the students in the school subjects, which oftentimes, is gauged quantitatively either through the test scores or grades or both assigned by teachers[4]. In simple words, academic achievement is a particular level of proficiency attained by students in their academic endeavour[4]. The teacher plays a key role in evaluating students' academic performance across specific standards. Academic achievement considers students' content knowledge, skills, and abilities in a given time, place, or year. Academic achievement comprises of various indicators, such as teacher effectiveness, academic expectations of the student himself, parents, peers & teachers as well. It gets also influenced by multiple factors, for example, socio-economic status, family relationships, parental involvement, community & peer group influence, etc.[5] Students, based on their academic performance, are broadly divided into three categories, which are – below average, average, and above average. This distinction relies on predetermined academic standards which students strive to meet. This is done to know the achievement level of students individually as well as collectively in comparison with their classmates. However, it is seen that students' study habits greatly influence their academic achievement. Good study habits facilitate students' academic success by making them attain better grades than others. It is observed that ineffective ways of study hinders students' performance and decline their academic achievement (Mark & Howard, 2009). The consistency of following a study pattern brings a remarkable difference in students achievement[2]. Students who demonstrate effective academic behaviour, such as reading, writing, maintaining mind maps or graphical representation of the content, organizing, comparing, reflecting upon the content and examining themselves frequently achieve success in their academic pursuits (Grace 2013)[2]. This shows how profoundly study habits impact the academic achievement of students.

II. SIGNIFICANCE OF THE STUDY

Study habits play an important role in the field of education, particularly in students' academic achievement. Achievement refers to the scholastic or Academic achievement of the students at the end of an educational programme. In this context, it is the responsibility of the teachers as well as parents to provide a congenial educational environment to pupil, especially at the secondary stage of education as it is considered the terminal point of the academy. This conducive environment can be achieved mainly by inculcating motivation and good study habits among students from an early age. It is because of this significance, the present piece of work is taken up by the researchers to gauge the relationship between study habits and academic achievement in secondary school students of Hyderabad as this will assist the educational stakeholders in driving out the necessary interventions that will aid students' learning.

III. LITERATURE REVIEW

Lalrinmawii, Malsawmi, Lalhlimpuii, et. al. (2021) researched "Study Habits and Academic Achievement of High School Students in Mizoram". The findings revealed a significant positive correlation between study habit and academic achievement of high school students of Miziram[6].

Sinha (2020) investigated "Academic Achievement in Relation to Study Habits at Secondary Level". The study found a significant relationship between academic achievement and study habits of secondary school students[7].

Jafari, Aghaei, & Khatony (2019) researched "Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran." The findings revealed a significant relationship between study habits and academic achievement of medical science students of Kermanshah-Iran[8].

Ebele & Olofu (2017) examined "Study habits and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja." The study found a significant relationship between study habits and students' academic performance biology in the Federal Capital Territory, Abuja[9].

Rabia, Mubarak, et. al. (2017) researched study habits and academic performance of government college students. Study habits were significantly correlated with the academic performance of government college students[10].

Jamwal (2016) studied "Relationship of study habits and self-concept with academic achievement of school going students." The study found a close relationship between study habits and academic achievement of school-going students[11].

Verma (2016) investigated "Academic Achievement among high school students in relation to their study habits". The findings revealed a significant correlation between academic achievement and the study habits of high school students[12].

Lawrence (2014) studied "Relationship Between Study Habits and Academic Achievement of Higher Secondary School Students." The study was found to be statistically insignificant as no significant relationship was found between study habits and academic achievement of higher secondary students[13].

Oluwatimilehin & Owoyele (2012) researched "Study Habits and Academic Achievement in Core Subjects among Junior Secondary School Students in Ondo State, Nigeria." The sub-scale teacher consultation was found to significantly influence students' academic performance whilst the other subscales, such as time allocation exercise, concentration, not taking reading and assignments were statistically less essential to students' academic performance[14].

Almost all the studies cited above inferred a significant correlation between study habits and academic achievement at the school level in Indian as well as foreign context. However, Lawrence's (2014) study was found to be insignificant, which embodies the basis of this research[13].

IV. DELIMITATIONS OF THE STUDY

- A group of urban students of Hyderabad participated in this study
- The study skills inventory was administered only in the English language
- This survey is limited to the students of grades VIII and IX
- The analysis is limited to the secondary school students of Hyderabad International School and Government High School only
- This research is time-specific

V. OBJECTIVES

- To study the statistically significant relationship between study habits and academic achievement of secondary school students of Hyderabad

VI. HYPOTHESIS

- There is no statistically significant relationship between study habits and academic achievement of secondary school students of Hyderabad

VII. RESEARCH METHODOLOGY

7.1 Tool:

The tool used in this work is the Study Habits Inventory prepared by Dr Patel. B. V., Sardar Patel University, Gujrat. The tool was published by Agra psychological research cell[15].

Description of the tool:

This inventory was constructed and standardized to find out the types of study habits of secondary school students. The responses were recorded and used to frame statements depicting good as well as bad study habits. The questionnaire has 45 statements in total, for instance, "I frame my own timetable to study at home" or "I work according to my timetable"[16].

Scoring Key:

The inventory consists of 45 statements out of which some of the statements depict good or positive study habits and some of them depict poor or negative study habits. The positive items are 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17, 18, 22, 26, 32, 33, 36, 67, 38, 39, 40, 41, 42, 43, and 44. The negative items are 24, 25, 27, 28, 29, 30, 31, 34, 35, and 45. The options given in the questionnaire are Always, often sometimes, seldom, and never. There is a forward scoring for positive items i.e. 5, 4, 3, 2, 1 and reverse scoring for negative item i.e. 1, 2, 3, 4, 5. Scores above 199 are remarked as very good, scores between 180-198 are stated as good study habits, scores between 160-179 are perceived as normal or satisfactory, scores between 140-159 are opined as poor study habits and scores below 139 are asserted as very poor study habits[15].

Administration of the Test:

The standardized inventory was administered in a regular classroom. All the students were questionnaire at once. Clear instructions were provided to the participants by the researcher herself. Participants were asked to read each statement carefully and select the response that best suits them. There was no time bar mentioned for the participants.

Reliability and Validity of the tool:

The tool has a reliability of 0.79, which was established using a test-retest method. The tool has also an acceptable validity, which was established by setting certain external criteria[15].

7.2 Population and Sample

The population of this study are the secondary school students of Hyderabad, G.H.M.C limits. However, the sample of the study are VIII and IX grade students of Hyderabad International School, Mogulpura and Government High School, Moazzam Shahi, Hyderabad, Telangana, India.

7.3 Data and Sources of Data

Primary data was collected with the help of prior permission from the principals of the Hyderabad International School and the Government High School. On the given date researcher went to the schools and gathered the data by administering the Study Habits Inventory on VIII and IX grade students of the mentioned schools.

Secondary data was collected from the various sources of electronic media, such as e-journals, PhD thesis, varied educational websites, etc. that are cited in the reference section.

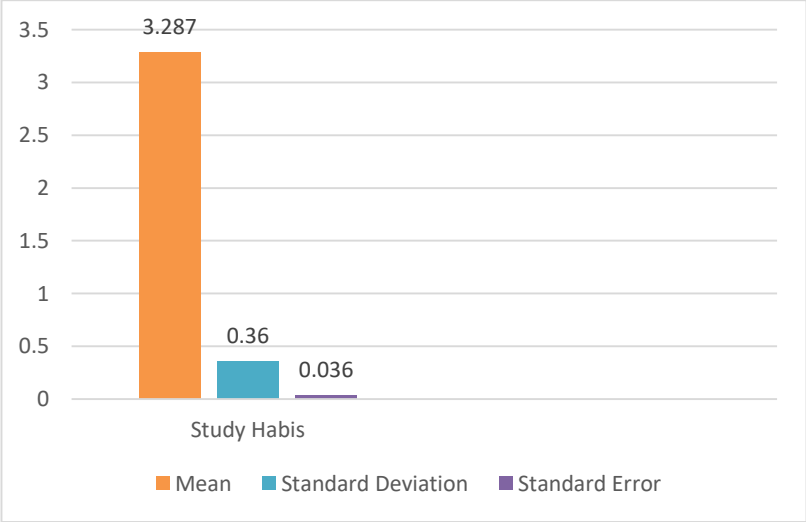
VIII. STATISTICS

Descriptive and inferential statistics are used for the analysis of data.

8.1 Descriptive Statistics

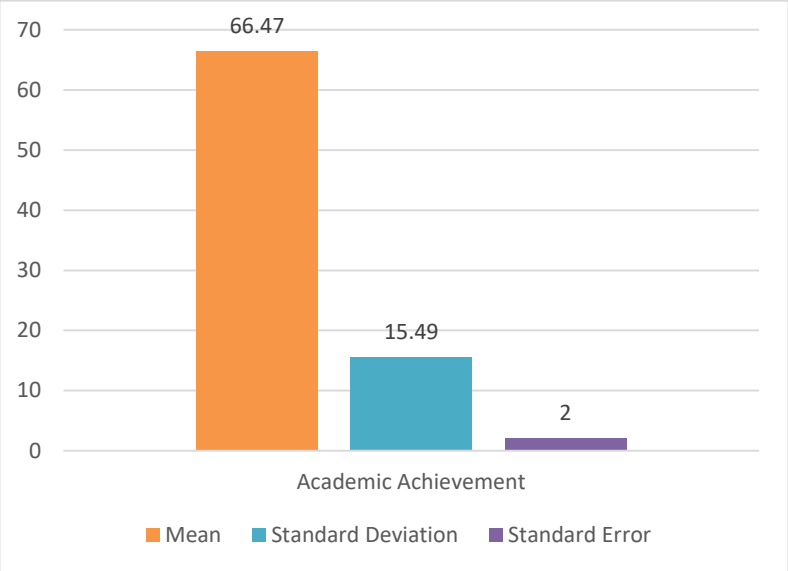
Under descriptive statistics mean, standard deviation, and standard error of study habits and academic achievement are computed.

Study habits mean, standard deviation, and standard error



Graph 1 shows the study habits' mean, standard deviation, and standard error of the participants. As it can be observed that the mean score of participants are 3.286. The deviation between the scores is 0.36, and the estimated standard error is found to be 0.036, which is the least.

Academic achievement mean, standard deviation, and standard error



Graph 2 shows the mean, standard deviation, and standard error of the students' academic performance. The computed average of the students is found to be 66.47. The deviation in the analysed data is found to be 15.49, which is quite high and the standard error is observed to be 1.549, which approximately reaches two.

8.2 inferential statistics

Under inferential statistics, Pearson's Product Moment Correlation (r) is used to analyse the relationship between study habits and the academic achievement of the sample.

Correlation between Study Habits and Academic Achievement		
Mean Study Habits (X)	**Mean Academic Achievement (Y)**	**Pearson's Product Moment Correlation (r)**
3.287	66.47	0.441

Interpretation: The sign of the correlation coefficient determines whether the correlation is positive or negative and the magnitude of the coefficient of the correlation determines the strength of the correlation. Generally,

$0 < |r| < 0.3$ – Weak Correlation
$0.3 < |r| < 0.7$ – Moderate Correlation
$|r| > 0.7$ – Strong Correlation

As the calculated r between study habits and academic achievement is 0.441; it means there exists a statistically significantly positive, moderate correlation between the study habits and academic achievement of secondary school students of Hyderabad.

IX. CONCLUSION

The present investigation has attempted to study the relationship between study habits and academic achievement of secondary school students of Hyderabad. A literature review of study habits is done in Indian as well as foreign context. After the literature review, a study habits inventory prepared by an Indian researcher Dr B. V. Patel is administered to the classes VIII and IX students of Hyderabad International School and Government High School. Once the data is collected from the said sample, descriptive and inferential statistics were applied to know the statistical significance of the present work. Under descriptive statistics, mean, standard deviation, and standard error were computed to know the average scores of the sample as well as the variation and error underlying the scores of the respondents. Pearson product-moment correlation coefficient is calculated to figure out the statistical relationship between study habits and academic achievement. The hypothesis testing was non-significant as the calculated Pearson product-moment correlation coefficient was r= 0.4. at α0.05 level of significance hence, concluding a statistically, significant, positive, moderate correlation between the study habits and academic achievement of secondary school students of Hyderabad. This implies that study habits play a major role in the academic achievement of the secondary school students of Hyderabad and essentially contribute to the learning and academic performance of students.

X. EDUCATIONAL IMPLICATIONS

Any educational research is worthwhile if the results produce fruitful educational implications. As far as the present piece of work is concerned, it can be said that with the assistance of the obtained results the educational success of the secondary school students can be enhanced in the following ways –

- Teachers, at the secondary level, can identify their students' study habits and plan their teaching accordingly that will assist students' learning in a better way
- Students learn in different ways. Therefore, the educational community, through their supervision, can provide room for students to develop good study habits. By doing this, different students can comprehend the content conveniently at their pace and time
- In schools, teachers can also develop study habits among students according to their learning styles or by paring different students together, considering their learning styles, that will provide them with a variety of study habits from which they can choose the study habits that best suit their personality

- The teachers and parents can collaborate, plan and apply a variety of strategies that will notify students about the significance of study habits; because of this, students may willingly acquire good study habits
- Educational stakeholders can also promote self-learning to make students understand themselves better. This may also develop critical thinking among students that will ameliorate their academic performance.

XI. ACKNOWLEDGMENT

We are extremely grateful to Almighty and our family for their unconditional support. We are thankful to Prof. T. Mrunalini (mentor), Dean of Institute of Advanced Study in Education, Osmania University, for her untiring efforts from the inception of this research work. We are immensely grateful to Sayma Siddiq Quraishi (English educator, Hyderabad International School) and Asema Siddiq Quraishi (HR & Administration manager, Hyderabad International School) for their extended help in data collection. We also express our gratitude to Hyderabad International School and Government High School Principals and teachers, including participants who generously cooperated in this journey of research.

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