# A Comparative Study on Study Habits between High and Low Academic Achieving School Students of Ranchi Town.

## Nusrat Jahan

**Research Scholar**
**Ranchi University, Ranchi,**
**Jharkhand.**

*The purpose of the present study is to find out the impact of gender and academic achievement of school students. A total sample of 80 class XI school studying in different school and streams under the Central Board of Secondary Education (CBSE). Tools used were Study habits Inventory developed by M. Mukhopadhyay). Data were treated by Mean, SD, and t-test. The findings of the study revealed that level of study habits was higher among high achiever than low achiever and school students and also found study habits is higher among girls in compare to boys students.*

**Keywords:** Study habits, Academic achievers, Gender.

## Introduction

Study habits are characterized as those methods, for example, summing up, note taking, sketching out or finding material which learners utilize to help themselves in the productive learning of the material at hand. The expression "Study Habit" infers such a pretty much lasting technique for studying. As per Good's word reference of education, "Study propensity is the inclination of understudy to study whenever the open doors are given, the student's method of studying whether precise or unsystematic, proficient or inefficient."Study-habits are the substance of a powerful character. A legitimate study habits empowers a person to procure a decent reap in future. The current society is a serious society, where the rule of battle for presence and endurance for fittest exists. Pen has gotten mightier than blade. Study-propensity is a cycle from which an individual gets legitimate contribution to take care of his craving and to extinguish his push for information. The study habits in this manner are of incredible help to realize the possibilities of the person.

## Review of literature

Oluwatimilehin & Owoyele (2012) investigated the relationship between study habits and student's academic achievement in core subjects at the junior secondary school level. A sample of 300 students was drawn using simple random sampling technique. A major hypothesis was raised leading to the application of correlation and stepwise linear regression analysis. Findings reveal that of all the study habits' sub-scales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking reading and assignments were regarded as less integral to students' academic performances. Therefore, regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

Magno (2009) conducted a study to investigate study habits as predictors of grades in mathematics and English. It attempts to isolate the effect of four study habits (delay avoidance, work methods, teacher approval and education acceptance) to explain grades. The participants in the study was 374 first year high school Filipino students their age range from II to 15 years. Out of these 374 students there were 115 public school students. The school that was selected all used the sample grade system and curricular focus. The (SSHA) Survey of Study Habits and Attitudes (Brown & Hultzman 1956-57) was used to measure the

study habits of the percipients and their grades in Mathematics and English for the first quarter was also used. Work method was the only predictor for mathematics and only teacher approval did not significantly predict grades in English.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. Scales used were Self handicapping Questionnaire (Sujata, 2003) Test Anxity Inventory (Sud & Sud, 1997). Study Habits Inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys are poorer in study habits than girls.

**Objectives**

- To study the influence of Gender on Level of Study habit.
- To study the influence of Academic Achievers on Level of Study habit.

**Hypotheses**

- There will be no Gender difference on Study Habit.
- There will be no Academic Achieving difference on Study Habit.

**Method**

*Sample*

Present study consisted 80 school students of class XI studying in different school and streams under the Central Board of Secondary Education (CBSE). All the students were from middle socio-economic status and their age range was 14-18 years. 2X2 factorial design was used to conduct the study habits. Hence, total sample was classified in to four groups based on boys, girls, high achiever and low achiever. Academic achievement level (High achiever and Low achiever). Students securing 60% and above marks in the last examination were identify as high achievers and those secured 55% and below identify as Low achievers. Each group contains 20 cases.

*Tools*

Study Habit Inventory (SHI-MS)

Study Habit Inventory was developed by M. Mukhopadhyay (Former Professor National Institute of Public Administration, New Delhi) and D.N. Sansanwal (Former Professor School of Education Devi Ahilya Vishwavidyalaya, Indore) (1971). It consists of 70 items pertaining to nine sub-components namely Comprehension (12items), Concentration (10 items), Task Orientation (9 items), Study Sets (7 items), Interaction (3 items),Drilling (4 items), Support (22 items), Recording (2 items) and Language (1 item) which characterize the basis of study habits. The items have been drafted in Positive (52 items) and Negative (18 items) forms. Scoring of positive items is 4,3,2,1,0 and for negative items is 0,1,2,3,4. The reliability of the whole inventory is 0.91which is fairly high and indicates that the inventory is reliable.

**Procedure**

The research tool M. Mukhopadhyay Study Habit Inventory Scale along with personal Data Questionnaire was administered on the selected sample in class room situation. The participants were asked to fill up the questionnaire, than measured the level of study habits. Score is awarded for each answer. The higher the score the higher will be the level of study habits.

The score obtained by the subject can be interpreted with the help of table given below-

**Table I**

*Scores*

| S. No. | Test Name | Examples of Item | Coding | | |
|---|---|---|---|---|---|
| 1. | Personal Data Questionnaire | What is your gender? | Male=1 Female=2 | | |
| 2. | Study Habit Inventory | I make my notes with the help of different kinds of books. | Items | Positive Item | Negative Item |
| | | | Always | 4 | 0 |
| | | | Frequently | 3 | 1 |
| | | | Sometimes | 2 | 2 |
| | | | Rarely | 1 | 3 |
| | | | Never | 0 | 4 |

Suitable statistical technique were used to analysis of obtained score.

**Results & Discussion**

The response sheets of the respondents on M. Mukhopadhyay Study Habit Inventory was scored and statistically treated using percentage, mean, SD, and t-test. The findings are given in the following table.

**Table III**

*Comparison of mean study habits score between the students Boy and Girl school students*

| Group | N | Mean | SD | Mean difference | df | t Value | P |
|---|---|---|---|---|---|---|---|
| Boys student | 40 | 217.45 | 8.27 | 9.35 | 78 | 3.99 | 0.01 |
| Girls student | 40 | 226.80 | 6.45 | | | | |

Result given in table III shows that the level of study habits in higher among girls in compare to boys school students. Hence there was significance impact of gender on study habits.

**Table III**

*Comparison of mean study habits score between the students High achiever and Low achiever school students*

| Group | N | Mean | SD | Mean difference | df | t Value | P |
|---|---|---|---|---|---|---|---|
| High achiever students | 40 | 226.80 | 6.45 | 9.35 | 78 | 3.99 | 0.01 |
| Low achiever students | 40 | 217.45 | 8.27 | | | | |

Result given in table IV shows that level of study habits was higher among High achiever than Low achiever school students. Hence there was significance impact of academic achievement on study habits.

**Conclusion**

This study concluded that study habits are experienced by CBSE school students. From this small sample of school students. It has been shown that-

a. There was significance impact of gender on study habits.
b. There was significance impact of academic achievement on study habits.

## References

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