



“Study Habits Influence their Academic Achievement of Secondary School Students”.

Dr. Shobha M

Assistant professor,

Vastyla College of Education.

Sree Nataraja Prathistana

Mysore – 570032, Karnataka, India.

Phone no: 8884382146

Email id: shobhavnagara@gmail.com

ABSTRACT: study habits are the behaviors used when preparing for tests or learning academic material. A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits. Study habits is how one studies. That is, the habits which students form during their school years. Without good study habits, a student cannot succeed. The study examined study habits and academic achievement of secondary school students. The study adopted a descriptive survey research design as its plan. The sample of the study constituted of 62 secondary schools students. The instrument used for the data collection was questionnaire “study habits inventory” constructed by Mukhopadhyaya and Sansanwal (1980) through random sampling technique. Percentage analysis, t-test and correlation of co-efficient test. The findings of the study revealed that there is 80.6% of the students are average study habits, 11.3% of the students are unsatisfactory study habits, 4.8% of the students are excellent study habits and 3.3% of the students are having good study habits, 11.3% of the students are scored A1, 16.1% of the students are scored A2, 27.4 and 24.2% % of the students are scored B1 and B1, 9.7 and 6.5%% of the students are scored C1 and C2 and also 4.8% % of the students are scored D grade are shows their academic achievements of the class 9th and 10th standard secondary school students, Boys and girls secondary school students does not differ significantly in their study habits and their academic

achievements, 9th and 10th standard secondary school students does not differ significantly in their study habits and their academic achievements, Slight and negligible positive correlation between Study Habits and Academic Achievement secondary school students.

Introduction:

Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance. In other words, students with better academic achievement use these skills more than those with lower academic achievement. Study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to studying involves highly active behavior over a period of time.. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time. The concept of study habit according to Husain (2000) is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individual's response to all objects and situations with which is related. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive attitude towards study, and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation is usually positive, and if the learning experience is not pleasant he tends to avoid it. Negative attitude towards study sometimes finds expression in comment such as "I study but cannot remember what I study" or "the lessons are too long". Attitude serves as index on how we think and feel about people, objects and issues in our environment. In this study several study methods have been identified several dimension are comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording, language by students.

Statement of the problem:

The problem of the present study is stated as "Study Habits Influence their Academic Achievement of Secondary School Students".

Operational definition:

- **Study Habits:** In the present study the scores obtained on the study habits inventory developed and standardized by Mukhopadhyaya and Sansanwal (1980) on 50 items measuring 9 dimensions namely comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording, language represent the Study Habits of Secondary School.
- **Academic Achievement:** who is study in 9th and 10th standard previous year scores are consider has an academic achievement.

Objectives:

The following objectives were formulated for the present of study, they are:

- To find-out the level of Study Habits of Secondary School students.
- To find-out the level of academic achievement of secondary school students.
- To study the significant difference between boys and girls secondary school students refers to their study habits.
- To study the significant difference between boys and girls secondary school students refers to their academic achievement.
- To study the significant difference between class 9th and class 10th standard secondary school students refers to their study habits.
- To study the significant difference between class 9th and 10th standard secondary school students refers to their academic achievement.
- To study the relationship between Study Habits and Academic Achievement of secondary school students.

Hypotheses:

- There is no significant difference between boys and girls secondary school students refers to their study habits.
- There is no significant difference between boys and girls secondary school students refers to their academic achievement.
- To study the significant difference between class 9th and 10th standard secondary school students refers to their study habits.
- To study the significant difference between 9th std and 10th standard secondary school students refers to their academic achievement.
- There is no relationship between Study Habits and Academic Achievement of secondary school students.

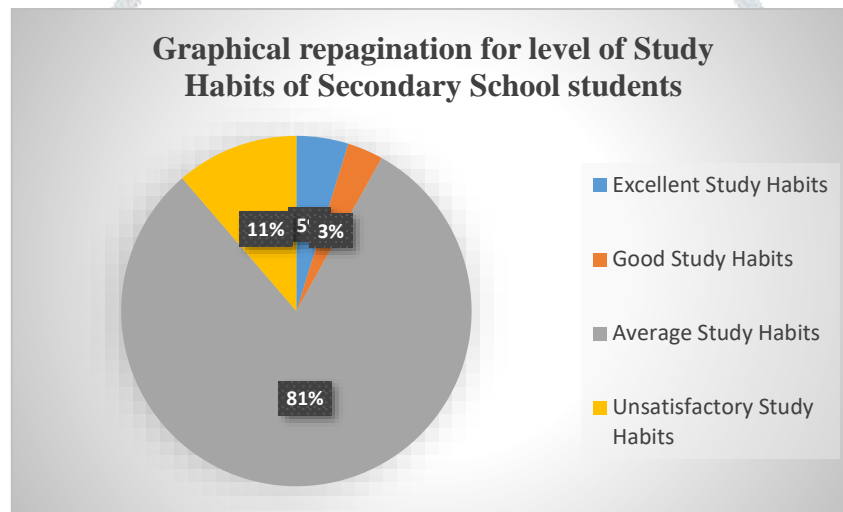
Methodology:

This study is descriptive in nature and survey method was used. Data from 62 students studying in vivaka school of excellence secondary school were collected by using the tools “study habits inventory” constructed by Mukhopadhyaya and Sansanwal (1980). Through random sampling technique. The collected data were analysed by percentage analyses, t-test and correlation of co-efficient test.

The scale was constructed on 9 dimensions likely comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording, language. There are totally 50 items, out of these 19 items are negative and 31 positive items. The scale is Likert type 5 point rating scale. Each item is rated on a 5 point scale like always, frequently, sometimes, rarely and never. The score between 50 to 250.

Analysis :**Table 1:** To find-out the level of Study Habits of Secondary School students.

Study Habits Interpretation	%
Excellent Study Habits	4.8
Good Study Habits	3.3
Average Study Habits	80.6
Unsatisfactory Study Habits	11.3
Very Unsatisfactory Study Habits	00

Graph 1: Graphical repagination for level of Study Habits of Secondary School students.**Table 2:** To find-out the level of academic achievement of secondary school students.

Academic Achievement in Grade	%
A1	11.3
A2	16.1
B1	27.4
B2	24.2
C1	9.7
C2	6.5
D	4.8

Graph 2: graphical repagination for level of academic achievement of secondary school students.

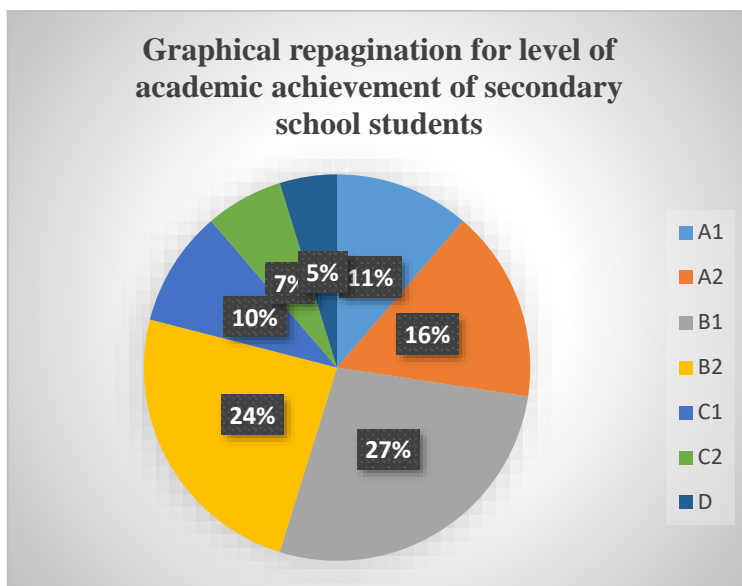


Table 3: There is no significant difference between boys and girls secondary school students refers to their study habits.

Gender	N	Mean	Sd	df	t-value	Remarks
Boys	33	157.64	13.99	60	0.51	Null hypothesis is accepted
Girls	29	160.00	21.70			

Table 4: There is no significant difference between boys and girls secondary school students refers to their academic achievement.

Gender	N	Mean	Sd	df	t-value	Remarks
Boys	33	371.05	72.08	60	1.48	Null hypothesis is accepted
Girls	29	343.21	75.82			

Table 5: To study the significant difference between class 9th and 10th standard secondary school students refers to their study habits.

Class	N	Mean	Sd	df	t-value	Remarks
9 th std	26	156.08	12.40	60	0.99	Null hypothesis is accepted
10 th std	36	160.67	20.83			

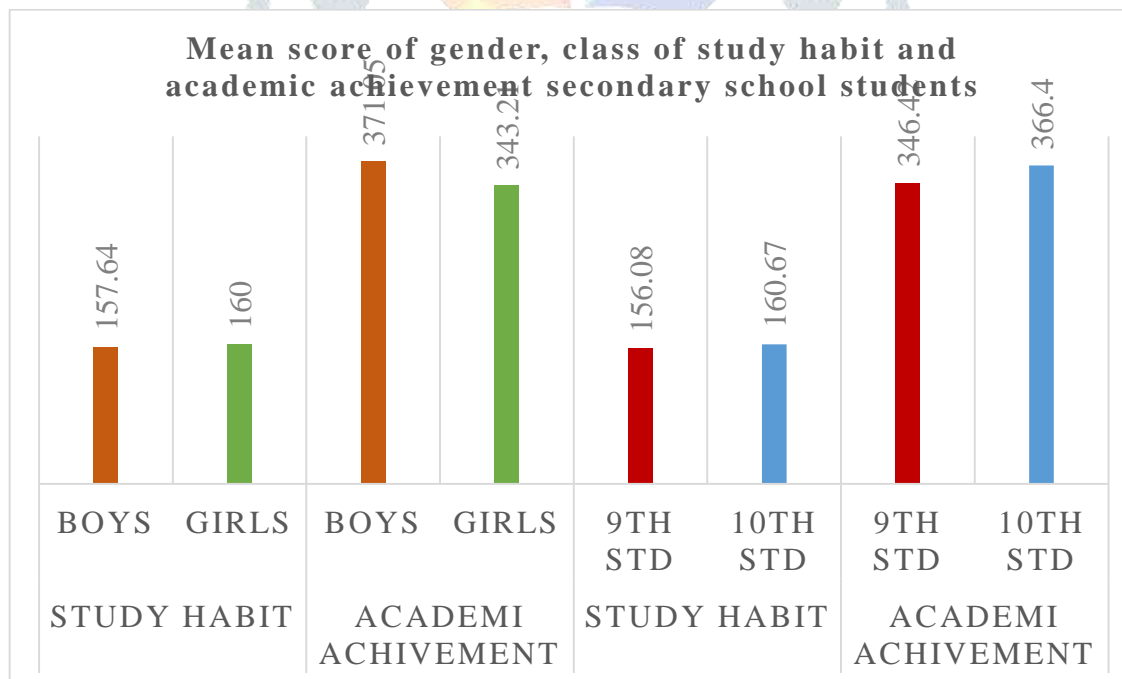
Table 6: To study the significant difference between 9th and 10th standard secondary school students refers to their academic achievement.

Class	N	Mean	Sd	df	t-value	Remarks
9 th std	26	346.42	66.83	60	1.04	Null hypothesis is accepted
10 th std	36	366.40	79.55			

Table 7: There is no relationship between Study Habits and Academic Achievement secondary school students.

Variable	N	r - value	Remarks
Study Habits	62	-0.11	Slight and negligible negative correlation
Academic Achievement			

Graph 3: Graphical repagination of mean score of gender, class of study habit and academic achievement secondary school students.



Findings:

- 80.6% of the students are average study habits, 11.3% of the students are unsatisfactory study habits, 4.8% of the students are excellent study habits and 3.3% of the students are having good study habits.

- 11.3% of the students are scored A1, 16.1% of the students are scored A2, 27.4 and 24.2% % of the students are scored B1 and B1, 9.7 and 6.5%% of the students are scored C1 and C2 and also 4.8% % of the students are scored D grade are shows their academic achievements of the class 9th and 10th standard secondary school students.
- Boys and girls secondary school students does not differ significantly in their study habits.
- Boys and girls secondary school students does not differ significantly in their academic achievements
- 9th and 10th standard secondary school students does not differ significantly in their study habits.
- 9th and 10th standard secondary school students does not differ significantly in their academic achievements.
- Slight and negligible positive correlation between Study Habits and Academic Achievement of secondary school students.

Conclusion:

Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance. Here the table 1 refers levels of study habits that 80.6% of the students are average study habits, 11.3% of the students are unsatisfactory study habits, 4.8% of the students are excellent study habits and 3.3% of the students are having good study habits. Table 2 indicated that 11.3% of the students are scored A1, 16.1% of the students are scored A2, 27.4 and 24.2% % of the students are scored B1 and B1, 9.7 and 6.5%% of the students are scored C1 and C2 and also 4.8% % of the students are scored D grade are shows their academic achievements of the class 9th and 10th standard secondary school students, Table 3 and 4 shows that Boys and girls secondary school students does not differ significantly in their study habits and their academic achievements, Table 5 and 6 shows that 9th and 10th standard secondary school students does not differ significantly in their study habits and their academic achievements, Table 7 indicated that Slight and negligible positive correlation between study habits and their academic achievement of secondary school students.

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