JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

STUDY HABITS IN RELATION TO THEIR ACHIEVEMENT IN BIOLOGY OF HIGHER SECONDARY STUDENTS

P. Mahendran * & Dr.G. Kannan**

*** Ph.D., Research Scholar, Department of Education, Annamalai University**

**** Assistant Professor, Department of Education, Annamalai University.**

Abstract:

In this article, higher secondary students' study habits are compared to their academic performance in science courses. The objective was to determine the connection between several facets of study habits and students' performance in science. This was carried out to assist people understand the phenomenon clearly. The study employed the survey methodology. The basic random sampling technique was used to select a sample of 300 higher secondary students. The use of correlation and regression analysis was prompted by a few significant hypotheses. The results show that all study habits were taken into account when evaluating students' academic in Biology. Thus, the students' study practises improve their academic performance.

Keywords: Study Habits, Academic Achievement, Higher secondary school students.

INTRODUCTION

Education is a human activity. It was born with the birth of human race, so it will continue to function as long as the human race exists. The boundaries of education are as wide as those of life. Its implications are rich and varied. Education may also be considered as the deliberate and systematic influence exerted by the matured person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers.Education is a process; and indeed, it is a continuous, complex and dynamic process. The importance of education has been realized by everyone and by every nation. It is quite evident that the strength of the country depends on the strength of education, which in turn depends on the strength, efficiency of teachers and the process of teaching.

Study Habits and Achievement in Biology

Freeman (1962) defines a test of educational achievement as a test designed to measure knowledge, understanding and skills in a specified subject or group of subjects. Thus, according to him an educational achievement test measures an individual's knowledge. Further, Freeman is of the view that through educational achievement test, it is possible to assert how much does a person know after receiving education or training in a particular branch of knowledge. The standardized achievement tests are used to determine the degree of achievement in a specific subject matter. Achievement Test attempts to measure what an individual has learned and his or her present level of performance.

An achievement test is also used for purpose of guidance and counseling. It has been found useful in remedial teaching programme as well as in determining the class to which a student should be admitted into. Administration of these tests at regular intervals is helpful to the teachers and to the pupil in learning. Finally, it

may be stated that the achievement test may be used as an aid in the evaluation of teaching, instructional techniques and the curriculum.

NEED FOR THE PRESENT STUDY

Study habits is implied as the various methods and practices adopted by students to gain information and knowledge both inside and outside the classroom. In the same way the learners who are primarily strong in Emotional Intelligence are more likely to succeed than those who are strong in either relevant previous experience or Intelligence Quotient. If the students manage their negative emotions they will perform better in schools and colleges. Emotional intelligence focuses on soft skills of building and maintaining human relationships.

Nowadays science and technology is playing a major part with the people. The practice of science education has been increasingly informed by doing research in teaching and learning of science. Research in science education relies on a wide variety of methodologies, borrowed from many branches of science and technology. Hence there exists a need to know the influence of psychological factors in increasing the whim and vigor of the learner.

Hypothesis for the study

The following are the objectives of the present investigation:

1. To find out the study habits of Higher Secondary schools Standard students.

2. To find out the academic achievement in Biology of the Higher Secondary schools students.

3. To find out if there is any significant difference in the study habits of Higher Secondary schools students belonging to different sub-samples.

(a) Gender – (Boys / Girls)

(b) Parental Education – (Illiterate / Literate)

(c) Locale – (Rural students / Urban students)

4. To find out if there is any significant difference in the academic achievement of Higher Secondary schools students in Biology belonging to different sub-samples.

(a) Gender – (Boys / Girls)

(b) Parental Education – (Illiterate / Literate)

(c) Locale – (Rural students / Urban students)

5. To find out the relationship between study habits and academic achievement in Biology of Higher econdary schools students.

TOOL USED FOR THE STUDY

Study Habits inventory developed and standardized by Patel B.V (1975) is used to find the study habits of XI std students.

SAMPLE FOR THE STUDY

Random sampling Technique was used in the selection of 300 higher secondary students studying in the Higher Secondary schools in Chidambaram Town.

ANALYSIS AND INTERPRETATION OF DATA

The Means for the entire sample and its sub samples were calculated for the achievement in Biology and study habits Inventory of Higher Secondary schools Standard students. Tests of significance (t-test) were used in order to find out the significance of the difference between the Means of the pairs of sub sample of Higher Secondary schools Standard students in respect of study habits and academic achievement in Biology. Pearson's product moment correlation was used to find out the significance of the relationship between study habits and academic achievement in Biology science of Higher Secondary schools Standard students.

The means of the study habits and academic achievement in Biology of higher secondary students are given in Table 1.

Table- 1

Mean differences between male and female of higher secondary class in their level of study habit.

Variable	N	Mean
Academic Achievement	150	166.44
study habit	150	169.63

It is seen from the above Table - I that the means of the students show the academic achievement in Biology is above average and the study habits is good.

Table -2

THE MEANS, SD's OF THE SUB SAMPLES OF THE STUDENTS IN STUDY HABITS IN BIOLOGY

Variable	Categories	N	Mean	S.D	't' values	Level of Sig.
Gender	Government	150	123.71	17.36	3.52	Significant
	Private	150	117.22	14.42		
Parental	Literate	197	121.94	16.65	2.26	Significant

Education	Illiterate	103	117.64	15.15		
Locality	Rural	150	123.71	17.36	3.52	Significant
	Urban	150	117.22	14.42		

NS = Not-significant

It is seen from Table 2 that there is no significant difference in the means of the study habits in biology of students based on gender, parental education and locality (3.52,2.26,3.52) significant at 0.05 level).

Table -3

THE MEANS, SD's AND OF THE SUB SAMPLES OF THE STUDENTS IN ACADEMIC ACHIEVEMENT IN BIOLOGY

Variable	Categories	**N**	**Mean**	**S.D**	**'t' values**	**Level of Sig.**
Gender	Government	155	168.88	16.14	**0.99**	**NS**
	Private	145	167.11	14.61		
Parental Education	Literate	150	116.71	13.18	2.532	Significant
	Illiterate	150	125.14	17.23		
Locality	Rural	197	122.57	15.97	4.76	Significant
	Urban	103	117.79	15.30		

NS = Not-significant

It is seen from Table 3 that there is no significant difference in the means of the achievement in biology of students based on gender (0.99) Not significant at (0.05) level. parental education and locality (,2.532,4.76 significant at 0.05 level).

Table -4

RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMIC ACHIEVEMENT IN BIOLOGY

variables	N	Correlation co-efficient	Remarks
Study Habit	300	0.19**	**S**
Academic Achievement	300		

It is inferred from Table – 4 that there is significant relationship between the study habits and academic achievement in science (Correlation coefficient is 0.19, significant at 0.05 level). Hence the study habits and academic achievement in biology are positively correlated.

Conclusion

The study concluded that the entire sample has revealed that the students have good study habits and above average academic achievement in biology. The gender, parental education and locale of the students do not influence the study habits and academic achievement in biology. There exists positive relationship between the study habits and Academic Achievement in biology of the students.

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