



RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND STUDY HABITS OF XI STANDARD STUDENTS

S. Chinnapparaj

¹ Research Scholar, Department of Education, Annamalai University, AnnamalaiNagar, Tamilnadu, India
&

Dr. R. Sivakumar

² Professor and Head, Department of Education, Annamalai University, Annamalai Nagar, Tamilnadu, India

Abstract

The focus of the present study is to find out the relationship between Academic Achievement and Study Habits of XI Standard Students. The instruments used in collecting data are the Academic Achievement marks obtained students annual examination marks in school record and the Study Habits Scale (SHS) developed by Deepti Sharma and Masaud Ansari (2018). This research used a normative survey method and the samples of 520 students studying in Nagapattinam District of Tamil Nadu State were taken with a stratified random sampling technique. Results of the study indicated that the Academic Achievement and Study Habits of XI Standard Students is average. It is also inferred that there is no significant difference in the Academic Achievement of XI Standard Students with respected to their gender and type of family, there is no significant difference in the Study Habits of XI Standard Students with respected to their gender and medium of study and there is a significant and positive relationship between Academic Achievement and Study Habits of XI Standard Students.

Key Words: Academic Achievement, Study Habits, Gender, Medium of Study and
XI Standard Students.

1. Introduction

Education is a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of a social group. It is an instrument to change the social, cultural, economic and political set up of the society. It is considered as a key for the development of any country.

Academic Achievement is one of the most important aspects of a student entire school life. It shows the overall performance of how well the student has performed or how low the student has performed.

Study Habit of every student is one of the most important factors that affect his or her understanding regarding a certain subject. It means, if a student possesses poor study habits, she has a greater chance of getting failing grades, if compare to a student's who has a good study habit.

2. Significance of the Study

Academic Achievement is significant for XI standard students as it serves as a foundation for future opportunities like college and careers, while also developing essential life skills such as critical thinking, problem-solving, and discipline. The need for good study habits of XI standard students is critical for academic success, as they are key to achieving meaningful knowledge, boosting performance, and building confidence. The significance lies in developing discipline, time management, and efficient learning strategies that not only improve grades but also instill lifelong skills and prepare students for future challenges.

3. Statement of the Problem

The researches undertaken so far have largely concentrated in finding various psychological, sociological factors influence on the Academic Achievement but the studies related to study habits. Therefore the investigator selected the problem for study and it is stated as “**Academic Achievement of XI Standard Students in Relation to their Study Habits, Parental Encouragement and Social Media Addiction**”.

4. Operational Definitions

Academic Achievement

Academic Achievement refers to the marks scored in the annual examination by the XI standard students.

Study Habits

Study habits of higher secondary students are the learned, consistent, and often automatic behaviors, routines, and techniques such as time management, note-taking, concentration, and review strategies adopted to facilitate learning and achieve academic goals.

5. Objectives of the Study

1. To study the level of Academic Achievement of XI Standard Students.
2. To study the level of Study Habits of XI Standard Students.
3. To study the any significant difference in the Academic Achievement of XI Standard Students with regard to the gender.
4. To study the any significant difference in the Academic Achievement of XI Standard Students with regard to the medium of study.
5. To study the any significant difference in the Study Habits of XI Standard Students with regard to the gender.
6. To study the any significant difference in the Study Habits of XI Standard Students with regard to the medium of study.
7. To study the any significant relationship between Academic Achievement and Study Habits of XI Standard Students.

6. Hypotheses of the study

1. The level of Academic Achievement of XI Standard Students is low.
2. The level of Study Habits of XI Standard Students is low.
3. There is no significant difference in the Academic Achievement of XI Standard Students with regard to the gender.
4. There is no significant difference in the Academic Achievement of XI Standard Students with regard to the medium of study.
5. There is no significant difference in the Study Habits of XI Standard Students with regard to the gender.
6. There is no significant difference in the Study Habits of XI Standard Students with regard to the medium of study.
7. There is no significant relationship between Academic Achievement and Study Habits of XI Standard Students.

7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Academic Achievement marks obtained students annual examination marks in school record and Study Habits Scale (SHS) developed by Deepti Sharma and Masaud Ansari (2018). Stratified random sampling technique has been employed to collect the data from 520 XI Standard Students studying in government, aided and private schools of Nagapattinam district.

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Result of Hypothesis 1

The level of Academic Achievement of XI Standard Students is low.

Table-1

Mean and Standard Deviation Scores of Academic Achievement

Variable	N	Mean	SD
Academic Achievement	520	56.87	9.82

From table-1, the calculated mean and standard deviation for academic achievement scores of the entire sample is found to be 56.87 and 9.82 respectively. The mean score falls in between the average range value (50-60). Hence, the framed hypothesis (1) is rejected and it is concluded that level of academic achievement of XI standard students is average.

Result of Hypothesis 2

The level of Study Habits of XI Standard Students is low.

Table-2

Mean and Standard Deviation Scores of Study Habits

Variable	N	Mean	SD
Study Habits	520	153.13	17.47

From table 4.2, the calculated mean and standard deviation for study habits scores of the entire sample is found to be 153.13 and 17.47 respectively. The mean score falls in between the moderate range value (120-169). Hence, the framed hypothesis (2) is rejected and it is concluded that level of study habits of XI standard students is moderate.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the Academic Achievement of XI Standard Students with respect to their gender.

Table-3

Significance of Difference between the mean score of Academic Achievement of XI standard students with respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Academic Achievement	Male	222	57.59	9.21	1.56	Not Significant
	Female	298	58.02	10.22		

It is found from the table-3 that the calculated 't' value is 1.56 which is lesser than the table value of 1.96 at 0.05 level of significance. Hence the above stated null hypothesis is accepted and it is concluded that male and female XI standard students do not differ significantly in their academic achievement.

Result of Hypothesis 4

There is no significant difference in the Academic Achievement of XI Standard Students with respect to their medium of study.

Table-4

't' test for Academic Achievement Scores of XI Standard Students with respect to their Medium of study

Variable	Medium of study	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Academic Achievement	Tamil	224	56.12	9.10	1.50	Not Significant
	English	296	57.67	9.04		

It is found from the table-4 that the calculated 't' value is 1.50 which is lesser than the table value of 1.96 at 0.05 level of significance. Hence the above stated null hypothesis is accepted and it is concluded that Tamil and English medium XI standard students do not differ significantly in their academic achievement.

Result of Hypothesis 5

There is no significant difference in the Study Habits of XI Standard Students with respected to their gender.

Table-5

't' test for Study Habits Scores of XI Standard Students with respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Study Habits	Male	127	152.29	16.60	1.28	Not Significant
	Female	153	153.07	17.77		

It is found from the table-5 that the calculated 't' value is 1.28 which is lesser than the table value of 1.96 at 0.05 level of significance. Hence the above stated null hypothesis is accepted and it is concluded that male and female XI standard students do not differ significantly in their study habits.

Result of Hypothesis 6

There is no significant difference in the Study Habits of XI Standard Students with respected to their medium of study.

Table-6

't' test for Study Habits Scores of XI Standard Students with respect to their Medium of study

Variable	Medium of Study	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Study Habits	Tamil	224	153.12	17.80	1.39	Not Significant
	English	296	154.71	17.04		

It is found from the table-6 that the calculated 't' value is 1.39 which is lesser than the table value of 1.96 at 0.05 level of significance. Hence the above stated null hypothesis is accepted and it is concluded that Tamil and English medium XI standard students do not differ significantly in their study habits.

Result of Hypothesis 7

There is no significant relationship between Academic Achievement and Study Habits of XI Standard Students.

Table 4.33

Coefficient of correlation between Academic achievement and Study Habits of XI standard students

Variable	N	'r' Value	Level of Significance At 0.05 Level
Academic Achievement and Study Habits	520	0.518	Significant

Correlation at 0.05 level

From the table-7, the obtained coefficient of correlation (r) between academic achievement and study habits of XI standard students is found to be 0.518 which is significant at 0.05 ($p < 0.05$). Hence the above stated null hypothesis is rejected at 0.05 level of significance and it is concluded that there is a significant and

positive relationship between academic achievement and study habits of XI standard students, that is, XI standard students who are having more sense of study habits have better academic achievement and vice-versa.

9. Findings of the Study

- The level of Academic Achievement of XI Standard Students is average.
- The level of Study Habits of XI Standard Students is moderate.
- There is no significant difference between male and female XI Standard Students with respect to their Academic Achievement.
- There is no significant difference between Tamil and English medium XI Standard Students with respect to their Academic Achievement.
- There is significant difference between male and female XI Standard Students with respect to their Study Habits.
- There is no significant difference between Tamil and English medium XI Standard Students with respect to their Study Habits.
- There is a significant and positive relationship between Academic Achievement and Study Habits of XI Standard Students.

10. Conclusion

In the present study of the Academic Achievement in relation to Study Habits of XI Standard Students, findings revealed that the Academic Achievement and Study Habits of XI Standard Students is average. It is also inferred that there is no significant difference in the Academic Achievement and Study Habits of XI Standard Students with respect to their gender and medium of study. There is a significant and positive relationship between Academic Achievement and Study Habits of XI Standard Students.

11. References

1. Agarwal, J.C. (2002), Theory and Principles of Education, Shipra Publications, New Delhi.
2. Agarwal, Y.P. (1986). Statistical Methods Concepts, Application and Computation, Delhi: Sterling Publishers.
3. Allen L. Edwards (1960). Statistical analysis, New York: Holt Rinehart and Winston.
4. Chamundeswari, S., Sridevi V., & Kumari, A. (2014). Self-Concept, study habit and academic performance of students. International Journal of Humanities Social Science and Education 1(10), 47-55.
5. Chaudhari, A. N. (2013). Study habits of higher secondary school students in relation to their academic performance. International Journal of Research in Humanities and Social Sciences.1(3), 52-54.
6. Freeman, W. H. (1976). An introduction to linear regression and correlation, San Francisco,
7. Henry E, Garret, (2008), Statistics in Psychology and Education”, Surjeet Publishing House, Delhi.
8. Kundu, C.L. & Tutoo, D.N. (1991), Educational Psychology, Sterling Publishers Private Limited, New Delhi

9. LI Weijian, DING Wan, SUN Binghai, YU Lili. The Effects of Teachers' Empathy on Students' Academic Achievement:A Hierarchical Linear Analysis Based on the Measurement of Animated Narrative Vignettes Simulations[J].Psychological Development and Education, 2015, 31(6): 719-727.
10. Rana, R. A. & Mahmood, N. (2010). The relationship between text anxiety and academic performance. Bulletin of Education and Research, 32(2), 63-74.

