



CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND STUDY HABITS OF HIGHER SECONDARY STUDENTS

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Abstract

In this study, an attempt has been made to study the correlation between academic achievement and study habits of higher secondary students. The Academic Achievement student annual examination marks and Study Habits Scale (SHS) developed by Deepti Sharma and Masaud Ansari (2018), were used to collect the data from a sample of 200 higher secondary students studying in Salem District of Tamilnadu State in India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. The result of the analysis reveals that the average level of academic achievement and study habits of higher secondary students, there is significant difference in the gender and medium of study of higher secondary students with respect to their academic achievement and study habits, there is significant and positive relationship between academic achievement and study habits of higher secondary students.

Key Words: Academic Achievement, Study habits and Higher secondary students

1. Introduction

Academic achievement is the important end-product of academic endeavours at all levels of education. The academic achievement of higher secondary students includes their achievement in all subjects such as Languages, Science, Mathematics, Social Studies, etc. Research studies on academic achievement indicate the influence of students socio-personal factors, family and parental characteristics, nature and type of school or educational institution, cognitive aspects, affective factors, learning style, personality characteristics, etc. In the present study, Academic achievement is being described as the learning outcome of higher secondary students. Students' academic achievement is affected by various factors, i.e. social, socio-economic, psychological etc., among these factors, the amount of time students spend on their study is also very crucial. Study of such factors is considered part and parcel for the good academic outcome (Kamoru and Ramon 2017). Rabia, Mubarak, Tallat and Nasir (2017) defined study habits as:

Study habit is; buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habits tell a person how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout life.

2. Significance of the Study

The present research will be significant for instructors to help their students and guide them to adopt good study habits. It will also motivate teachers to plan their classes to encourage students to develop regular study habits. This study will also assist parents in analyzing the worth and importance of good study habits so that they can inculcate good study habits among their children. Since most of the students are very sensitive about their academic success, and they want to know the way they can improve their school result. So, the present study will motivate students to realize the value of good study habits.

3. Statement of the Problem

Students, whether they are school students, college students or university students are always worried about improving their educational outcomes and performance. But unfortunately, many of them might lack to know how to manage it. Among many factors which affect students' academic success is the study habit of students. Study habit is one of the factors that needed to be explored. In this context, the present study was carried out to

explore the relationship between higher secondary students' academic achievement and study habits in Salem District in Tamilnadu, India.

4. Operational Definitions of the Study

Academic Achievement

Academic achievement refers to the level of proficiency attained in academic work or acquired knowledge higher secondary students annual examination marks obtained in the Tamilnadu state board.

Study Habit

Study habits refers to the method or technique of effective learning which in turn involves a set of study skills as organization of time, effective use of time, reading skills, essay writing, report writing skills, note taking, examination techniques and even job-hunting skills.

5. Objectives of the Study

1. To study the level of academic achievement of higher secondary students.
2. To study the level of study habits of higher secondary students.
3. To study the significant difference, if any in the academic achievement of higher secondary students based on gender.
4. To study the significant difference, if any in the academic achievement of higher secondary students based on medium of study.
5. To study the significant difference, if any in the study habits of higher secondary students based on gender.
6. To study the significant difference, if any in the study habits of higher secondary students based on medium of study.
7. To study the relationship between academic achievement and study habits of higher secondary students.

6. Hypotheses of the Study

1. The level of academic achievement of higher secondary students is low.
2. The level of study habits of higher secondary students is low.
3. There is no significant difference in the academic achievement of higher secondary students based on gender.
4. There is no significant difference in the academic achievement of higher secondary students based on medium of study.
5. There is no significant difference in the study habits of higher secondary students based on gender.
6. There is no significant difference in the study habits of higher secondary students based on medium of study.
7. There is no significant relationship between academic achievement and study habits of higher secondary 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 student annual examination marks and Study Habits Scale (SHS) developed by Deepti Sharma and Masaud Ansari (2018). Simple random sampling technique has been employed to collect the data from 200 higher secondary students studying in government, aided and private schools of Salem 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 higher secondary students is low.

Table 1

Mean and Standard Deviation for the Academic achievement Scores of Higher secondary students

Variable	N	Mean	SD
Academic achievement	200	53.42	8.39

From table-1, it is observed that the calculated mean and standard deviation for the academic achievement scores of the entire sample were found to be 53.42 and 8.39 respectively. One can get a maximum score of 100 on academic achievement. The mean score lies between the average value range (40-60), so the framed hypothesis (1) is rejected and it is concluded that the level of higher secondary students academic achievement is average.

Result of Hypothesis 2

The level of study habits of higher secondary students is low.

Table 2
Mean and Standard Deviation for the Study habits Scores of Higher secondary students

Variable	N	Mean	SD
Study habits	200	158.09	23.12

From table-2, it is observed that the calculated mean and standard deviation for the study habits scores of the entire sample were found to be 158.09 and 23.12 respectively, this mean score lies between the average value range (155-169), so the framed hypothesis (2) is rejected and it is concluded that the level of study habits of higher secondary students is average.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the academic achievement of higher secondary students based on gender.

Table 4

Mean Difference of Academic Achievement Scores of Higher secondary students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Academic achievement	Male	104	52.94	7.98	4.71	Significant
	Female	96	57.04	8.94		

Table-4 shows that the computed 't' value for the mean academic achievement scores between male and female higher secondary students [$t_{(200)} = 4.71 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the academic achievement based on gender of higher secondary students. It is also inferred that female students are having more academic achievement than the male students.

Result of Hypothesis 4

There is no significant difference in the academic achievement of higher secondary students based medium of study.

Table 4

Mean Difference of Academic achievement Scores of Higher secondary students with regard to Medium of study

Variable	Medium of study	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Academic achievement	Tamil Medium	80	51.89	7.82	3.12	Significant
	English Medium	120	54.83	8.93		

Table-4 shows that the computed 't' value for the mean academic achievement scores between Tamil medium and English medium higher secondary students [$t_{(200)} = 3.12 > p$] is significant. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is significant difference in the academic achievement based on medium of study of higher secondary students. It is also inferred that English medium students are having more academic achievement than the Tamil medium students.

Result of Hypothesis 5

There is no significant difference in the study habits of higher secondary students based on gender.

Table 5
Mean Difference of Study habits Scores of Higher secondary students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Study habits	Male	104	155.92	25.64	3.00	Significant
	Female	96	159.07	23.52		

Table-5 shows that the computed 't' value for the mean study habits scores between male and female higher secondary students [$t_{(200)} = 3.00 > p$] is significant. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is a significant difference in the study habits based on gender of higher secondary students. It is also inferred that female students are having more study habits than the male students.

Result of Hypothesis 6

There is no significant difference in the study habits of higher secondary students based medium of study.

Table 6
Mean Difference of Study habits Scores of Higher secondary students with regard to Medium of study

Variable	Medium of study	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Study habits	Tamil Medium	80	157.32	25.56	2.35	Significant
	English Medium	120	160.01	23.65		

Table-6 shows that the computed 't' value for the mean study habits scores between Tamil medium and English medium higher secondary students [$t_{(200)} = 2.35 > p$] is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is significant difference in the study habits based on medium of study of higher secondary students. It is also inferred that English medium students are having more study habits than the Tamil medium students.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between academic achievement and study habits of higher secondary students.

Table 7

Showing the Correlation Values between Academic achievement and Study habits of Higher secondary students based on Entire Sample

Variables	N	'r' value	Level of Significance
Academic achievement and Study habits	200	0.450**	Significant

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table-7 shows that, the co-efficient of correlation between academic achievement and study habits is found to be [N=200, r=0.450 at 0.01 level] which indicates that there is a positive correlation between academic achievement and study habits. Therefore, hypothesis 7 is rejected and it is concluded that there is positive and significant relationship between academic achievement and study habits of higher secondary students.

9. Findings of the Study

- The level of higher secondary students academic achievement is average.
- The level of higher secondary students study habits is average.
- There is a significant difference in the academic achievement based on gender of higher secondary students.
- There is a significant difference in the academic achievement based on medium of study of higher secondary students.
- There is a significant difference in the study habits based on gender of higher secondary students.
- There is a significant difference in the study habits based on medium of study of higher secondary students.
- There is positive and significant relationship between academic achievement and study habits of higher secondary students.

10. Conclusion

In the present study of the correlation between academic achievement and study habits of higher secondary students, findings revealed that the average level of academic achievement and study habits, there is significant difference in the gender and medium of study of higher secondary students with respect to their academic achievement and study habits, there is significant and positive relationship between academic achievement and study habits of higher secondary students.

11. References

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