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IMPACT OF STUDY HABITS ON THE ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS

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ABSTRACT:

Psychologists and educationists believe that good study habits are the gateway of knowledge and wisdom. It is one of the effective means of systematic development of knowledge, language and personality of the individual. There are many factors like concentration, motivation, keen observation, adjustment in school, networking etc. which influence the proper development of study habits. Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. It is one of the major factor effecting academic achievement of the students. Thus, a lot of time and efforts of the schools are utilized in helping students to achieve better study habits and improve in their scholastic endeavors.

Thus the present study aims at investigating the impact of study habits on the academic achievement of senior secondary students. The sample consists of 865 male and female respondents of science and arts stream. Study Habits Inventory (SHI) constructed by Palsane & Sharma in the year 2003 was used for this study. The findings of the research study depicts the influence of only 1 dimension of SH (out of 8 dimensions of SH) on students' academic achievement. Results, clearly shows that the t-value is found to be highly significant at .01 level of confidence. This clearly indicates that one dimension of Study Habits i.e. Memory contributes in determining the academic achievement of both science and arts stream students.

Again the value of R-square from the table shows that S6 plays a determining role in the academic achievement of the total sample. The beta value from the table clearly depicts that it is positively significant in case of S6 (.09653**) which enables us to conclude that higher the S6 higher will be their academic achievement.

INTRODUCTION

Learning is highly complex process in education. Different psychologists have tried to explain this in their own ways. **The Oxford English Dictionary (2007)** defines “Learning” as knowledge got by study; to get knowledge by study. **Longman Dictionary of Contemporary English (2004)** Defines “Learning” as knowledge gained through reading and study. On the other side “Habit” is defined as something that you do regularly or usually, often without thinking about it because you have done it so many times before”.

Above definitions suggests that learning is the end point of study. In other words we can say that, learning involves the development of proper study habits and skills and habits are not innate abilities like intelligence, but they are generally formulated, acquired, cultivated and fixed by repeated efforts.

Study Habits in this study has been taken as the total scores secured by the students on various dimensions of SHI (Study Habits Inventory) developed by Palsane & Sharma in the year 2003.

REVIEW OF RELATED LITERATURE:

In the area of **study habits** it has come to light that research studies found contrary and of mixed results. Graham, 1985 & Kaur and Lekhi, 1995 hold that study habits significantly and positively correlated with academic achievement. According to Lakshminarayanan et al., 2006 achievers use higher level of study skills than the non-achievers. Study of Jha, 1970 revealed that there was a significant and positive relationship between achievement in science and study habits in case of boys and combined samples but not so in the case of girls. Tuli, 1981 found that study habits were positively related to achievement in mathematics.

Contradictory to the studies mentioned above, study habits were not found to contribute significantly to the prediction of Academic Achievement (Mehdi, 1965). Study habits are found less predictor of the performance of women and men (Blumner & Norman, 1988. George, 1991 found that the same study habits that contributed to success in high school were unrelated to academic achievement during the first semester in college.

The contradictory findings of various studies mentioned above inspired the investigator to conduct a research which can study the “Impact of Study Habits on the Academic Achievement of Senior Secondary Students”.

OBJECTIVES OF THE STUDY

- 1- To study the contributory role of predictor variable (i.e. study habits) on criterion variable (i.e. academic achievement) of the total sample (science and arts stream).
- 2- To study the contributory role of various predictor variables (i.e. study habits) on criterion variable (i.e. academic achievement) for the science stream group.

3- To study the contributory role of predictor variable (i.e. study habits) on criterion variable (i.e. academic achievement) for the arts stream group.

HYPOTHESES

The following hypotheses are undertaken in this investigation:

- 1- Study habits will significantly contribute in determining the criterion variable (i.e. academic achievement) of the total sample (science and arts stream).
- 2- Study habits will significantly contribute in determining the criterion variable (i.e. academic achievement) for the students of science stream.
- 3- Study habits will significantly contribute in determining the criterion variable (i.e. academic achievement) for the students of arts group.

METHODOLOGY:

The sample for the present study consisted of 865 senior secondary students of U.P. Board, amongst them 520 were from science stream and 345 were from arts stream. The data was collected from Aligarh & Etawah city of U.P., India from 19 government schools. Students were randomly selected from the pre-selected schools as the sample for the study.

DESCRIPTION OF THE SCALE USED:

In the present investigation Study Habits Inventory was used to measure Study Habits of adolescents. This inventory contains 45 items and was developed by Palsane & Sharma in the year 2003.

Dimensions:

Diagnosis of the students study habits should cover the following areas:

(i) **Budgeting time**- It is very important to plan the budget of study time. Time schedule helps to adjust the study periods and other activities according to the needs of the individual.

(ii) **Physical conditions for study**- The place for study should contain all necessary things e.g. papers, pen, pencil, books etc and should be calm and quiet. It should be comfortable, clean and there should be proper illumination and ventilation.

(iii) **Reading ability**- Reading is the basic skill in any kind of study. It includes various factors as good vocabulary, speed of reading, comprehension, independent selection of appropriate material for reading and locating information.

(iv) **Taking notes-** Taking notes in the classroom is an important learning activity. Taking notes from book also helps a great deal in study. There are different ways of taking notes. With the help of regular practice note-taking can become a habit.

(v) **Factors in learning motivation-** Apart from ability to learn, desire to learn is an important consideration. If one is genuinely interested in learning he/she may learn quickly and retain it for a long time. There are individual differences in capacity to learn. Everybody can improve with extra efforts.

(vi) **Memory-** Improving memory means learning better. The better we learn the longer we retain.

(vii) **Taking examinations-** Most of our examinations are of essay type where a few questions are given and students are required to write long answers. It is good to prepare an outline and arrange the ideas properly, following a logical pattern of presentation.

a) **Preparation for examination-** One should devote more time and attention to his weak points. A time schedule for study should be prepared. If one is regular in his/her study habits he is already prepared for the examination.

b) **Use of examination results-** From the results one can find out his strong and weak points. Knowledge of results can motivate an individual and direct his efforts.

(viii) **Health-** Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

RELIABILITY:

The reliability of the inventory is determined by two methods:

- i. The reliability coefficient was found to be .88 by test re-test method (with an interval of 4 weeks) on a sample of 200 male students of undergraduate classes.
- ii. The reliability coefficient was found to be .67 with an interval of 3 months on a sample of 60 girls studying in intermediate classes.
- iii. Using split half technique on 150 boys of intermediate and undergraduate classes, the coefficient of correlation was found to be .56 between odd and even item.

VALIDITY:

The inventory, besides having a high face validity, has the other validity coefficients which are given below:

Table: 1**Validity coefficients of Study Habits Inventory****With External Criterion (Similar type of Study Habit Inventories)**

Sr. No.	Name of other tests	N	Validity Coefficient
1.	Study Habit Inventory - Mukhopadhyaya and Sansanwal	80	.69
2.	Test of Study Habits and Attitudes -C.P. Mathur	80	.67
3.	Study Habit Inventory -B. V. Patel	80	.74
4.	Study Involvement Inventory -Asha Bhatnagar	80	.83

The above Validity Coefficients indicate that the inventory has sufficiently high Validity with other similar inventories and allied measures by other authors and have significant relationship with other variables which influence the study habits and academic performances.

STATISTICAL TECHNIQUES EMPLOYED:

To study the contributory role of study habits on criterion variable (i.e. academic achievement), regression analysis is used.

ANALYSIS ON THE BASIS OF REGRESSION:

Obj.1- To study the contributory role of predictor variable (i.e. study habits) on criterion variable (i.e. academic achievement) of the total sample (science and arts stream).

Ho.1- Study habits will significantly contribute in determining the criterion variable (i.e. academic achievement) of the total sample (science and arts stream).

To verify hypothesis no.1 Regression was applied and the contributory role of study habits on criterion variable (i.e. academic achievement) of the total sample (N=865) has been observed.

The Beta value, R-square, Simple r and t-value of 1 dimension of Study Habits contributes in determining the academic achievement of both science and arts stream students is given in table-2.

Table-2 Determinants of Achievement

N=865

Independent Variables	Dependent variable i.e. Academic Achievement			
	Beta	R-square	Simple r	t-value
Memory (S6)	.09653**	00.83	.1546**	2.982

**** = significant at .01 level.**

Table-2 depicts the influence of only 1 dimension (out of 8 dimensions of SH) on students' academic achievement. Table 2 clearly shows that the t-value is found to be highly significant at .01 level of confidence. This clearly indicates that dimension S6, contributes in determining the academic achievement of both science and arts stream students.

Again the value of R-square from the table shows that S6 plays a determining role in the academic achievement of the total sample. The beta value from the table clearly depicts that it is positively significant in case of both S6 (.09653**) which enables us to conclude that higher the S6 higher will be their academic achievement.

Obj.2- To study the contributory role of predictor variable (i.e. study habits) on criterion variable (i.e. academic achievement) for the students of science stream.

Ho.2- Study habits will significantly contribute in determining the criterion variable (i.e. academic achievement) for the students of science stream.

To verify hypothesis no.2 Regression was applied and the contributory role of study habits on criterion variable (i.e. academic achievement) of the science stream students (N=520) has been observed.

The Beta value, R-square, Simple r and t-value of 2 dimensions of Study Habits contributes in determining the academic achievement of science stream students are given in table-3.

Table- 3 Determinants of Achievement

N=520

Independent Variables	Dependent variable = Academic Achievement			
	Beta	R-square	Simple r	t-value
Note taking (S4)	- .10606**	01.03	-.0630 ^{NS}	2.573
Memory (S6)	.08372*	00.65	.1097**	1.981

** = significant at .01 level.

* = significant at .05 level.

Table-3 depicts the influence of only 2 dimensions (out of 8 dimensions of SH) on science students' academic achievement. Table 3 clearly shows that the t-value is found to be highly significant at .01 and .05 level of confidence. This clearly indicates that dimensions S4 & S6, contributes in determining the academic achievement of science stream students.

Again the value of R-square from the table shows that S4 & S6 plays a determining role in the academic achievement of the arts students. The beta value from the table clearly depicts that it is positively significant in case of S6 (.08372*) which enables us to conclude that higher the S6 higher will be their academic achievement. But beta value is negative in case of factor S4 (-.10606**), which depicts that higher the S4 lower will be their academic achievement.

Obj.3- To study the contributory role of predictor variable (i.e. study habits) on criterion variable (i.e. academic achievement) for the arts stream group.

Ho.3- Study habits will significantly contribute in determining the criterion variable (i.e. academic achievement) for the students of arts group.

To verify hypothesis no.3 Regression was applied and the contributory role of study habits on criterion variable (i.e. academic achievement) of the arts stream students (N=345) has been observed.

The Beta value, R-square, Simple r and t-value of 1 dimension of Study Habits contributes in determining the academic achievement of arts stream students is given in table-4.

Table- 4 Determinants of Achievement

N=345

Independent Variables	Dependent variable = Academic Achievement			
	Beta	R-square	Simple r	t-value
Budgeting Time (S1)	.19865**	03.62	.2091**	3.914

** = significant at .01 level.

Table-4 depicts the influence of only 1 dimension (out of 8 dimensions of SH) on students' academic achievement. Table 4 clearly shows that the t-value is found to be highly significant at .01 level of confidence. This clearly indicates that dimension S1, contributes in determining the academic achievement of arts stream students.

Again the value of R-square from the table shows that S1 plays a determining role in the academic achievement of the total sample. The beta value from the table clearly depicts that it is positively significant in case of both S1 (.19865**) which enables us to conclude that higher the S1 higher will be their academic achievement.

CONCLUSION:

In quest to find out the impact of study habits on the academic achievement of senior secondary students, the investigator has carried out the following conclusions.

The value of R-square from the table-2 shows that S6 plays a determining role in the academic achievement of the total sample. The beta value from the table clearly depicts that it is positively significant in case of S6 (.09653**) which enables us to conclude that higher the S6 higher will be their academic achievement.

The value of R-square from the table-3 shows that S4 & S6 plays a determining role in the academic achievement of the arts students. The beta value from the table clearly depicts that it is positively significant in case of S6 (.08372*) which enables us to conclude that higher the S6 higher will be their academic achievement. But beta value is negative in case of factor S4 (-.10606**), which depicts that higher the S4 lower will be their academic achievement.

The value of R-square from the table-4 shows that S1 plays a determining role in the academic achievement of the total sample. The beta value from the table clearly depicts that it is positively significant in case of S1 (.19865**) which enables us to conclude that higher the S1 higher will be their academic achievement.

EDUCATIONAL IMPLICATIONS

For the implications of Study habits we can suggest some individual & Group guidance procedures which can be used to improve the study habits and study skills of underachievers and failures. Individual counselling can serve as an effective intervention to improve their achievement and improve their study habits and study skills. Helping underachievers in such a way will surely bring out better results by proper utilisation of individual's potentialities and thus realising the aim of education. The reason behind providing such guidance is that we find in schools the teaching-learning process is catering to the needs of only the average students where special groups like creative, slow learners, first generation learners and underachievers are neglected.

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