Relationship Between Study Habits and Academic Achievement of Higher Secondary School Students

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ABSTRACT The present study was probed to find the significant relationship between study habits and academic achievement of higher secondary school students with reference to the background variables. Survey method was employed. Data for the study were collected from 300 students in 13 higher secondary schools using Study Habits Inventory by V.G.Anantha (2004) and the Quarterly Achievement Test Questions. The significant difference between the means of each pair of group was computed using Standard Deviation, 't' test, ANOVA and Pearson's Co-efficient Correlation. The findings were established and tabulated from the analysed data. The finding shows that there was no significant difference between study habits and academic achievement of higher secondary school students. Finally, Interpretations were given by the investigator based on the findings.

INTRODUCTION

Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn't look forward to studying. Once an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his study habits. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits.

SIGNIFICANCE OF THE STUDY

In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic achievement. Students' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students. Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying (Arul Lawrence, 2013). Here the investigator thought that student's academic achievement and their excellence in studies depends mainly on their study habits, which is very much influential in their learning process. Hence, the investigator has tried to explore the relationship between study habits and academic achievement of the higher secondary students.

STATEMENT OF THE PROBLEM

The present study is entitled as "Relationship between Study Habits and Academic Achievement of Higher Secondary School Students".

OPERATIONAL DefinitionS

Relationship

It means the connection between two variables. In this study, the connection between study habits and academic achievement was found out.

Study Habits

In the manual of Rao's study habits inventory, study habits are defined as "the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn". Here, the investigator means the same.

Academic Achievement

Academic achievement refers to the marks scored in the quarterly examination by the XI (+1) and XII (+2) standard students.

Higher Secondary Students

By higher secondary students, the investigator means the students studying the higher secondary course, i.e., XI and XII standards after completion of their SSLC / 10th standard.

Objectives

1. To find out the level of study habits of higher secondary students.
2. To find out the level of academic achievement of higher secondary students.
3. To find out the relationship between study habits and academic achievement of higher secondary students.

NULL HYPOTHESES

1. There is no significant difference between XI and XII standard students in their study habits.
2. There is no significant difference between day-scholar and hosteller higher secondary school students in their study habits.
3. There is no significant difference among students of government, govt. aided and self-financed higher secondary schools in their study habits.
4. There is no significant relationship between study habits and academic achievement of higher secondary students.

METHODOLOGY

The investigator adopted the survey method to find out the relationship between study habits and academic achievement of higher secondary students. The population for the present study consisted of higher secondary students study-

ing in Tirunelveli educational district. The investigator used the simple random sampling technique. The sample consisted of 300 students from 13 higher secondary schools. The investigator used the Study Habits Inventory by V.G.Anantha (2004). The investigator collected the students' marks in quarterly examinations in all the subjects for the academic achievement. For analyzing and interpreting the data the investigator used percentile analysis, standard deviation (SD), 't' test, ANOVA and Pearson's product moment correlation as the statistical techniques.

DATA ANALYSIS
Table-1 Level of Study Habits of Higher Secondary Students

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Standard	Xi	48	24.5	132	67.3	16	8.2
	Xii	11	10.6	78	75.0	15	14.4
Mode of Stay	Day-scholar	56	21.1	184	69.4	25	9.4
	Hosteller	3	8.6	26	74.3	6	17.1
Type of School	Govt.	17	14.4	83	70.3	18	15.3
	Govt. Aided	42	16.1	106	74.1	12	8.4
	Self-financed	17	43.6	21	53.8	1	2.6

It is inferred from the above table that 24.5% of the XI Students have low 67.3% of them have moderate and 8.2% of them have high level of study habits. 14.4% of the XII standard students have low, 75.0% of them have moderate and 14.4% of them have high level of study habits.

It is inferred from the above table that 21.1% of the day-scholar higher secondary students have low, 69.4% of them have moderate and 9.4% of them have high level of study habits. 8.6% of the hostellers have low, 74.3% of them have moderate and 17.1% of them have high level of study habits.

It is inferred from the above table that 14.4% of the government school students have low, 70.3% of them have moderate and 15.3% of them have high level of study habits. 17.5% of the government aided school students have low, 74.1% of them have moderate and 8.4% of them have high level of study habits. 43.6% of the self-financed school students have low, 53.8% of them have moderate and 2.6% of them have high level of study habits.

Table-2 Level of Academic Achievement of Higher Secondary Students

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Standard	Xi	39	19.9	135	68.9	22	11.2
	Xii	21	20.2	60	57.7	23	22.1
Mode of Stay	Day-scholar	49	18.5	176	66.4	40	15.1
	Hosteller	11	31.4	19	54.3	5	14.3
Type of School	Govt.	44	37.3	73	61.9	1	0.8
	Govt. Aided	15	10.5	97	67.8	31	21.7
	Self-financed	1	2.6	25	64.1	13	33.3

It is inferred from the above table that 19.9% of the XI Students have low, 68.9% of them have moderate and 11.2% of them have high level of academic achievement. 20.2% of the XII standard students have low, 57.7% of them have moderate and 22.1% of them have high level of academic achievement.

It is inferred from the above table that 18.5% of the day-scholar higher secondary students have low, 66.4% of them have moderate and 15.1% of them have high level of academic achievement. 31.4% of the hostellers have low, 54.3% of them have moderate and 14.3% of them have high level of

academic achievement.

It is inferred from the above table that 21.8% of the rural students have low, 63.5% of them have moderate and14.7% of them have high level of academic achievement. 18.1% of the urban students have low, 66.7% of them have moderate and 15.3% of them have high level of academic achievement.

FINDINGS AND INTERPRETATIONS

Null Hypothesis-1
There is no significant difference between XI and XII standard students in their study habits.

Table-3 Relationship between XI and XII Standard Students in their Study Habits

Standard	N	Mean	Sd	Calculated 't' Value	Remark at 5% level
XI	196	254.20	38.42	5.48	S
XII	104	279.69	38.33		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the table that there is significant difference between XI and XII students in their study habits. That is XII standard students have better study habits than XI standard students. This may be due to the fact that there is a turning point in their life pertaining to their career viz. Medical, Engineering, Law etc.

Null Hypothesis-2
There is no significant difference between day-scholar and hosteller higher secondary school students in their study habits.

Table-4 Relationship between Day-scholar and Hosteller Higher Secondary School Students in their Study Habits

Mode of Stay	N	Mean	Sd	Calculated 't' Value	Remark At 5% Level
Day-scholar	265	260.11	39.99	3.91	S
Hosteller	35	285.17	35.07		

(At 5% level of significance the table of 't' is 1.96)

It is inferred from the table that there is significant difference between day-scholar and hosteller higher secondary school students in their study habits. That is hostellers have better study habits than day-scholar students. This may be due to the fact that they are accustomed to the routine work scheduled by the authorities.

Null Hypothesis-3
There is no significant difference among students of government, govt. aided and self-financed higher secondary schools in their study habits.

Table-5 Difference among Students of Govt., Govt. Aided and Self-financed Schools in their Study Habits

Variable	Source of variance	Sum of Squares	df	MSV	Calculated 'F' Value	Remarks at 5% level
Study Habits	Between	46410.00	2	23205	15.67	S
	Within	439856.00	297	1481		

(At 5% level of significance for 2,297 df the table value 'F' is 3.03)

It is inferred from the table that there is significant difference among students of government, government aided,

self-financed higher secondary school students   in their study habits. That is the government school students have high level of study habits than the other school students. This may be due to the fact that they are given freedom in their thinking and doing.

Null Hypothesis-4

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

Table-6 Relationship between Study Habits and Academic Achievement of Higher Secondary Students

Σx	Σy	Σx^2	Σy^2	Σxy	Calcu-lated 'γ' Value	Re-marks at 5% level
19219	78911	1314379	21242720	5037295	0.090	NS

(At 5% level of significance for 298 df the table value 'γ' is 0.113)

It is inferred from the table that there is no significant rela-tionship between study habits and academic achievement of higher secondary students.

CONCLUSION

From the above study the investigator concluded that the level of study habits of the higher secondary school students is moderate and their academic achievement is also mod-erate. This finding supports the findings of Anantha (2004) and Kulandai Samy (2007). The investigator found that XII standard students have better study habits than XI standard students. This finding contradicts the finding of Kulandai Samy (2007) and supports the findings of Helen Kevin (2007). Here, the investigator found that hostellers have better study habits than day-scholar students. It contradicts the study of Doss (2012) which indicates that the day-scholars have better study habits than the hostellers.

In the present study, 'F' test reveals that the government school students have high level of study habits than the other school students. This finding contradicts the findings of Hel-en Kevin (2007) and supports the findings of Anantha (2004). Finally, the investigator found that there is no significant re-lationship between study habits and academic achievement. This supports the finding of Monika Saini (2013) and contra-dicts the finding of Sarath A. Nonis & Gail I. Hudson (2010), Dinesh Kumar (2013), Kalia, K Ashok (2013) and Ehtesham Anwar (2013).

Many researchers have studied the relationship between study habits and academic achievement. Most of them prove there is a significant relationship between them and some of them prove that there is no significant relationship between them. Here the investigator supports the second one based on his findings that there is no significant relationship be-tween study habits and academic achievement of higher sec-ondary schools students.

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