

## Study Habit and Academic Achievement of Higher Secondary Students

**Paramita Majumdar**

Research Scholar, School of Education, Adamas University

Dr.Pragyan Mohanty, Associate Professor, School of Education, Adamas University

### Abstract-

In today's competitive world, everybody is running after degrees and achievements. Academic achievement is an important aspect and the gateway to success. So, students from the beginning of their educational career should try to enhance the same. While doing so it is essential to find out apart from the curricular activities, the other psychosocial variables which have a strong impact on Academic Achievement. It is found that study habit is one such variable. The present study is an attempt in this regard.

**Key Word-**Study Habits.

### Introduction-

Academic Achievement is an important factor that affects each and every aspect of an individual's life. As this is an important and most relevant area in today's life, it is essential to know what are the factors that contribute to the academic achievement of the students. Different research studies found that there are many psychosocial variables that correlate to achievement. Among those, the most important is Study Habits .

### Operational Definition of the Study-

The title of the Study is “ Study Habits and Academic Achievement of Higher Secondary Students”. Where Academic Achievement refers to the performances of the students in the different academic subjects taught in the school whereas Study Habits are one's regular habit and time devoted to studying academic subjects.

#### 1.1. Objectives of the Study

The following objectives will be formulated for the present study –

- O<sub>1</sub>:** To study the level of Academic Achievement of Higher Secondary School Students.
- O<sub>2</sub>:** To study the level of Study Habit of Higher Secondary School Students.
- O<sub>3</sub>:** To study the nature of the relationship existing between Academic Achievement and Study Habit of Higher Secondary School Students.

#### 1.2. Research Questions & Hypotheses

On the basis of the insights gained from review of related literature on Indian and foreign study, the present researcher has formulated the following objective wise research questions & hypotheses for verification:

- **For Objective O<sub>1</sub> following research question is formed –**

**RQ<sub>1</sub>:** What is the level of Academic Achievement of Higher Secondary School Students?

- **For Objective O<sub>2</sub> following research question is formed –**

**RQ<sub>2</sub>:** What is the level of Study Habit of Higher Secondary School Students?

- **For Objective O<sub>3</sub> following research hypothesis is formed -**

**H<sub>01</sub>:** There would be no significant relationship between the scores of Academic Achievement and Study Habit of Higher Secondary School Students.

#### 1.3. Significance of the Study

- The study would help to understand the level of Academic Achievement of Higher Secondary School Students as a whole. The study would help to understand the level of Study Habits of Higher Secondary School Students as a whole.

#### 1.4. Delimitations of the Study

- This study is delimited within the state of West Bengal only.
- This study is delimited to the districts of North 24 Parganas & South 24 Parganas of West Bengal.
- This study is delimited to the students of higher secondary schools under the West Bengal Council of Higher Secondary Education (W.B.C.H.S.E.).
- This study is delimited to teachers of Bengali medium schools under W.B.C.H.S.E.
- This study is delimited to government-aided schools only.

#### Review of Related Literature-

**Orimogunje, Oloruntegbe and Gazi (2010)** carried out a study on students' study habit in volumetric analysis at the senior secondary school level in Ondo State, Nigeria. The sample comprised 240 senior secondary II chemistry students drawn from six schools in Akure South Local Government Area of Ondo State. The hypotheses investigated with respect to students' study habit problems such as home work/ assignment, reading and note-taking, students' concentration, time allocation, teachers' consultation as human variables were analyzed using chi-square statistics at 0.05 level of significance. The results indicated that the main sources of students' study problems have strong influence on students' study habit which is causally related to the performance and consequently the efficiency of the students during the practical lesson in volumetric analysis.

**Parua and Archana (2011)** conducted a study on study habits of secondary school students in relation to their Scholastic Achievement. This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement students on study habits in general.

**Bashir and Hussain (2012)** conducted a study on study habits and academic performance among adolescents. The objectives of the study were: (a) to know the study habits of adolescent boys and girls (b) to study their academic performance (c) and to find the relation between the two i.e. study habits and academic performance. The results revealed the overall correlation between the variables in which highly significant relationship was found between task orientation and concentration and between concentration and drilling. Significant relationship was found between concentration and comprehension. In female respondents, highly significant relation was found between the school environment and marks obtained, while as in case of males, no relation was found between the two.

**Anwar (2013)** investigated the degree of relationship between study habits and academic achievement of senior secondary school students. The investigator has also sought to compare the influence of good and poor study habits on the academic performance of the students at senior secondary level. Two hypotheses were formulated and were tested using Pearson's correlation and t-test at 0.05 and 0.01 level of significance. The descriptive analysis revealed positive relationship between academic achievement and study habits and the degree of relationship is high. It was also found that the academic performance of students having good and poor study habits differ significantly and good study habits result in high academic achievement.

**Malami (2013)** studied the relationship among creativity, study habits, self-esteem and Academic achievements of secondary schools students in Sokoto state. The research designed adopted was correlated and hand students of senior secondary schools on the targeted population. Six senior secondary schools were selected from the study out of 61 in

the six educational zones of the state of which 380 respondents were drawn as sample. There instruments were used in this research. To measure the students achievement, the raw scores in English language and mathematics in JSCE and promotion examination in SS I to SS II were obtained and correlated. The statistical tools used were Pearson product moment correlation coefficient and multiple regression analysis. The research revealed that, there is a significant relationship between each paired variables, i.e. there is a significant relationship between creativity and study habits and between study habits and academic achievement.

**Chandana and Ghosh (2014)** examined study habits of secondary school students of working and non-working mothers. This research aims to explore reading habits of secondary school students of working and non-working mothers. Furthermore an attempt has been made to see whether any difference exists between their reading habits in different environments considering seven domains using a standard study habit inventory. The sample included total 45 students of secondary groups comprising working and non-working mo. The data was collected and analysed on the basis of methodology described in details in this project. The main objective is to ear mark the problem areas and environments mostly affect the study habits of secondary students. The study will help to identify the domain and an early intervention can help the students to improve their study habits for better performance and to improve their academic achievements.

**Chowdhury and Ghose (2014)** investigated effects of patterns of parenting on study habits of adolescents. This investigation therefore has attempted to find out whether the different patterns of parenting influence study habit. The sample consisted of 620 students from class VII to 2nd year students of college. The analysis of data was mainly carried out through bivariate correlations. The results indicate that there is a strong relationship between sagacious parenting and good study habit. In particular, to inculcate good study habit, parents need to be realistic about their expectations from their children as well as their own principles and actions in their daily lives.

**Andrew (2015)** examined the influence of social media on study habits of undergraduate students in one of the Kenya universities. Social media is a very important communication development in the current world however it has posed a threat in the cultural morals of many students. The negative influence is on the rise and this investigation is focused to the study habits of undergraduate students. The results revealed that many students' use social media especially Face book, Whatsapp and Twitter that they spend increasing amount of quality time on these networks even during lecture hours. Findings of this study suggest that social media could negatively impact on the students' study behaviour, academic progress and that timed-off software should be installed to control its use by students. This study will be of immense benefit to the university administration as it has shown the potent dangers of uncontrolled use of these social media by students and therefore the need to put in place measures to forestall its alluded negative effects.

**Evans and Julius (2015)** studied the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. Interpretation and recommendations of the findings was made accordingly as per computed Pearson's product moment coefficient of correlation. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

**Razia (2015)** examined study habits of secondary school students in relation to their socio-economic status and gender. The study aims to explore the relationship of study habits with socio-economic status and gender. The research was carried out on a sample of 224 students studying in class IX of Aligarh district. Standardized scales were used to collect the data which in turn was analyzed by applying Mean (M), Standard Deviation (SD), Product moment correlation (r), t-test and ANOVA. Findings revealed that significant difference exists in the study habits of students in relation to gender. Significant and positive relationship exists between study habits and Socio-economic status but interaction effect of gender and SES was not found on study habits.

**Roya and Murthy (2016)** examined whether study habits affect academic achievement among secondary and senior secondary school students of Mysore. It is also attempted to know whether students at secondary level differ from senior secondary level on their study habits. The study was conducted on the sample of 625 students of Mysore City in India using stratified random sampling technique. Results indicated that the study habits facilitate higher academic achievement. Further, it was also found that secondary school students are significantly better than senior secondary students on study habits. The findings are analyzed and explained. Thus, study habit is found to be an important correlate of academic achievement.

**Singh (2016)** conducted a study on academic achievement in mathematics in relation with study-habits and home-environment. Finding of the study revealed that there is a significant relationship between academic achievement in mathematics with study habits, home-environment and their combined effect.

**Verma (2016)** studied academic achievement among high school students in relation to their study habits. Students who develop good study habits at school increase the potential to complete their assignments successfully and to learn the material they are studying. They also reduce the possibility of not knowing what is expected and of having to spend time studying at home. Study habits are the ways that your study habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbooks, listening in class, and working every day. Bad study habits include skipping class, not doing your work, etc.

**Rabia, et.al. (2017)** said that Study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that 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 the life. Therefore it is assumed that study habits are correlates of scholastic or academic achievement. In this study, the association between study habits and academic performance of students is examined. Sample of 270 students were taken from two colleges Govt. Allama Iqbal College for Women, Sialkot and Govt. Technical College for boys, Sialkot. The association between study habits and academic performance was checked by using chi-square test. The results showed that there is significant relationship between study habits and academic performance of the students.

**Capuno, et. al. (2019)** conducted a study in a public national high school in the Mandaue City Division, Cebu, Philippines. The respondents were the 177 Grade 9 students enrolled in mathematics. These respondents were selected using probability random sampling. They were asked to answer a standardized survey questionnaire to assess their attitudes and study habits. The study revealed that those respondents had positive attitudes towards mathematics in terms of its value while they had a neutral attitude when it comes to their self-confidence, enjoyment, and motivation in mathematics. Also, the study shows that there was a negligible positive correlation between the attitudes and academic performance of

the respondents in terms of their self-confidence, enjoyment, and motivation while there was a weak positive correlation between the value of math and their academic performance in math. It was concluded that students' attitudes and their study habits are significant factors that affect their performance in mathematics. The researchers strongly recommend the utilization of the enhancement plan in the teaching of mathematics to junior high school students.

**Tus (2020)** conducted a study which primary purpose was to determine the students' study attitudes, study habits, and academic performance. Further, this examined the influence of study attitudes and study habits on their academic performance. The study respondents were the senior high school students in a Catholic School in Bulacan, Philippines. The Descriptive-correlation research method was utilized to describe the respondents' profile in terms of their study attitudes, study habits, and academic performance. A total of one hundred thirty (130) senior high school students participated in this study. The null hypothesis at .05 alpha level of significance was tested to determine the influence of study attitudes and study habits on the students' academic performance. The computed multiple regression analysis results revealed that study attitudes and study habits do not significantly affect senior high school students' academic performance.

#### **Research Gap-**

The researcher after going through the different studies found that most of the studies on the correlates of achievement were based on many psychosocial variables but the exact effect of Study Habits and Academic Achievement of Higher Secondary school students in particular North and South 24 pgs are not found.. So the researcher has taken up this as her research work to find out the relationship between **Study Habits and Academic Achievement of Higher Secondary Students.**

#### **Methodology-**

The descriptive survey method will be followed for the present study.

**Tools-** The following tools was used for the data collection.

- Study Habit Inventory (SHI–WLCNPA) by Lajawanti / NPS Chandel/Ashish Paliwal.This scale consists 40 Items divided into seven area–I. Comprehension, II. Concentration, III. Task orientation and sets, IV. Interaction, V. Drilling, VI. Writing & Recording, VII. Support. It is for Higher Secondary Students.
- Academic Achievement was measured through the scores obtained from Madhyamik Examination of West Bengal.

#### **Sample of the Study**

For the present study, the Simple random sampling procedure was used. A total of 300 samples were selected randomly from the South and North 24pgs of West Bengal. The Sample was taken from 20 different Secondary Schools .

#### **Data Collection:**

The data were collected from 300 secondary boys and girls students of North and South 24 pgs of West Bengal. Twenty Secondary Schools of the West Bengal Board were selected. The researcher after establishing a bond with the students gave them the scales to give their responses. The entire process took 45 minutes to one hour. It was told to the students that this is for the study purpose only and no data will be disclosed anywhere.

#### **Data Analysis and Interpretation**

The researcher collected data from among the students and arranged it for analysis and interpretation.

#### **Techniques of Data Analysis:**

The study was the quantitative one. So, the statistical analysis was made by using SPSS 20.0. The data analysis interpretation are as follows-

- **For Objective O<sub>1</sub> following research question is formed –**  
**RQ<sub>1</sub>:** What is the level of Academic Achievement of Higher Secondary School Students?  
 It is found that for the total sample the level of Academic Achievement was 67.80%.
- **For Objective O<sub>3</sub> following research question is formed –**  
**RQ<sub>2</sub>:** What is the level of Study Habit of Higher Secondary School Students?  
 The level of Study Habit of Higher Secondary School Students for the total sample is 71.7.
- **For Objective O<sub>3</sub> following research hypothesis is formed -**  
**H<sub>01</sub>:** There would be no significant relationship between the scores of Academic Achievement and Study Habits of Higher Secondary School Students.  
 From the data analysis, it is found that there exists a perfect positive relationship between the scores of Academic Achievement and Study Habits of Higher Secondary School Students. So the present hypothesis was rejected.

### **Summary and Conclusion**

After data analysis and interpretation, it was clear that there is a significant perfect positive relationship of Study Habits and Academic Achievement. So it can be concluded that in order to enhance the academic achievement of the students apart from the being vigilant to the curricular aspects it is essential to look after these psycho social variables more specifically the Study Habits.

### **References**

1. Abraham, R. (1999). Emotional Intelligence in organizations: a conceptualization. Genetic Social & General Psychology Monographs, 125(2), 209-224.
2. Arnold, M.B. (1960). Emotion and Personality (2 vols.); New York: Columbia University Press.
3. Barnett, L.F.et al. (2000). Emotional Intelligence and life Adjustment.
4. Best, J. W., Kahn, J. V., Jha, A.K. (2016). Research in Education, (10<sup>th</sup> ed.), Pearson
5. Garrett, H. E.,(1949).Statistics in Psychology and Education, Longmans Green & Co
6. Gupta, S. P.(2017).Statistical Methods, Sultan Chand & Sons
7. Kerlinger, F. N.(2017).Foundation of Behavioral Research,Surjeet Publication
8. Koul, L.,(2020), Methodology of Educational Research,(5<sup>th</sup> ed), Vikash Publishing
9. Park et al.(2013).Social Support and Stress among College Teachers. Retrieved from <http://www.jstor.org/stable/20195264>