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## STUDY HABITS OF SECONDARY SCHOOL STUDENTS IN RELATION TO THE ACADEMIC ACHIEVEMENT

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### Abstract

This study was undertaken to study the impact of study habits on academic achievement of secondary school students and to compare the effect of study habits on academic achievement of boys and girls. 300 students were selected on the basis of stratified random sampling method. To assess Study habits inventory (M. Mukhopadhyaya and D.N. Sansanwal 1983) and General Classroom Achievement Test GCAT (A.K. Singh & A. Sen Gupta 2007) were used. The result revealed that there was a higher significantly of study habits on academic achievement of students and the higher significantly study habits on academic achievement of boys was not significantly different from girls.

### INTRODUCTION

**Study Habits:-**The role study habits of students occupy a very important place in education as well as in the learning process. It is often used to pass judgment on the quality of education offered by academic institutions. In fact, pattern of study habits is emerging as the most topical debate in higher learning institutions which has caused great concern to educators and researchers especially the role of study habits in educational networking provisions of education. The task of learning is not dependent on teacher alone. It is a two way process. It is not only teacher's responsibility but it is also the responsibility of the learner. Efficient learning depends not only on good teaching but on satisfactory learning procedures also. Efficient learning depends on learner's ability to schedule his time, the plan of his study, the habit of concentration, note taking, mental review, over learning, the judicious application of whole and part, method, massed and distributed learning and so on. In other words leaning involves the development of proper study habits. Thus, study habits refer to acquisition of knowledge and skill

through prominent modes of studying. **Fielden (2004)** opines that first-class study behavior assist the student in crucial indication in skills outcomes such as choose, examine, analysis and synthesizing. **Crede and Kuncel (2008)** defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment. Study habits are particularly important for all students whose needs include time management, note taking, internet skill, the elimination of distraction and assigning a high priority to study.

### **GOOD STUDY HABITS**

Study can be interpreted as a planned program of subject matter mastery. It is essential to learning and fundamental to school life. Its chief purposes are:

- To obtain information as well as behavior which will be helpful in gathering novel situations, interpreting information, creation judgments, and creating new ideas, and in the general enrichment of life.
- To perfect skills.
- To develop attitudes.

### **Lecture of Review Study Habits**

**Kumar and Sohi (2013)** conducted a study on sample of, 100 students were selected from four schools in Haryana's Karnal district. Using the Stratified Random sampling method, "Palsane and Sharma's Study Habits Inventory" was used to collect data. 9<sup>th</sup> round of academic achievement related schools were taken. The result was:-There was a very high and positive relationship between academic achievement of study habits and class 10<sup>th</sup> students.

**Narayana and Malloli (2013)** conducted study on sample of 801 users of Internet and mobile phones. The results were:-Internet had made difference in the lives of the users with regard to language and increase in the level of knowledge. Internet had not reduced the social contacts with friends and relatives say the study. Study concluded that Contrary to popular belief internet had not affected the reading habits of the people.

**OwMoyele (2013)** carried a study on sample of 300 junior students was drawn using simple random sampling technique. The results were:-That of all the study habits' subscales, 'teacher



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consultation’ was most influential while the ‘time relocation’ exercise, concentration, not taking reading and assignments were regarded as less integral to students’ academic performances. Regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

**Odiri (2015)** carried a study on sample of 500 students were randomly selected from 25 public secondary schools in Delta Central Senatorial District, Delta State, Nigeria. The results were:-The study showed a significant relationship between students' study habits and mathematics achievement. There was a significant difference in mathematics achievement between good study habits and poor study habits.

### ACADEMIC ACHIEVEMENT

Academic success have turn into a touchstone of education since the passage of the Central No Child Left Behind Act in 2001, requiring every educators – including school counsellors – to officially describe how their jobs as well as programs impact student’s academic development as well as donate to overall school success. The definition of success, however, varies among educators, policymakers as well as other educational stakeholders. Following factors can effect academic achievement:-

1. Socio – economic status
2. Family background
3. Parents’ education
4. Gender differentiation
5. Maturity of a child

. **Halawah (2006)** defines “Academic success is gifted by real implementation of class work in the school setting. It is classically assessed by using teacher’s ratings, class tests and examinations held by the academic institutions or by the school boards”. **Nuthana and Yenagi (2009)**, define “Academic achievement denotes all those behavioral changes taking place in the individual as a effect of his learning experiences of various levels. Students’ scholastic act occupies a extremely significant position in education as well as in the learning procedure. It is regarded as an important parameter to judge one’s whole potentialities as well as capacities which are generally measured by examination results”.

### INDIVIDUAL FACTORS:

These factors present within the individual are:

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(a) **Cognitive factors**– Behavior, Intelligence and self- awareness.

(b) **Non-cognitive factors**- Study Habits, Aptitude and Attitude, Motivation and Mental Health & Emotion.

### **Lecture of Review Academic Achievement**

**Thilagavathy (2014)** carried a study on the sample of Cuddalore district of the state of Tamil Nadu state on 500 first year senior secondary students belong to 24 different schools. The evaluation of linked text thus indicated positive relation among mind fitness as well as educational success (Prasanna, 1984; Anand, 1989; Gall, Sinclair & Holden, 2000; Kasinath, 2003; Stoep, Weiss, Kuo, Cheney and Cohen, 2003; Gonzalez, Dumka & Deaerdroff, 2004; Adelman & Taylor, 2006; Perumal, 2008; Verma, 2013; Kaur & Arora, 2014; Talwar and Das, 2014; Thilagavathy, 2014). But in disparity to the above, only two studies (Sharma, 1979 and Kaur, 2007) Results founded:-Mind fitness had no major result on educational success.

**Khattab (2015)** conduct a study on the taster of 15,770 young populace (students) aged 13–14 presence 647 dissimilar schools in year 2004.”. The result was:-Students through moreover elevated goal had higher school achievement than those with low aspiration

**Bashir and Bashir (2016)** conducted a study the on the taster of 400 students of Kashmir division secondary schools. The results were:-The connection among academic aspirations of secondary school learners with parental encouragement, Pearson's coefficient of correlation was employed. There were no major gender differences in secondary in their academic ambition as well as parental support.

**Chauhan (2017)** conduct a study on the sample of 600 students which were selected from the different public and private secondary schools. She carried study on “The role of level of aspiration in predicting the academic achievement among secondary school students”. The result was:- Significant as well as encouraging connection among level of aspiration and academic achievement.

### **OBJECTIVES**

1. To study difference in the study habits of boys and girls secondary school students.
2. To study difference in the comprehension dimension of study habits of boys and girls secondary school students.



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3, To study difference in the task orientation dimension of study habits of boys and girls secondary school students.

4.To study difference in the academic achievement of boys and girls secondary school students.

5.To study difference in the Science achievement test (SAT) dimension of academic achievement of boys and girls secondary school students.

### **HYPOTHESES**

H0 (1) There will be no significant difference in the mean scores of study habits boys and girls at secondary school students.

H0 (2) There will be no significant difference in the mean scores of comprehension dimension of study habits boys and girls at secondary school students.

H0 (3) There will be no significant difference in the mean scores of task orientation dimension of study habits of boys and girls at secondary school students.

H0 (4) There will be no significant difference in the mean scores of academic achievement of boys and girls at secondary school students.

H0 (5) There will be no significant difference in the mean scores of Science achievement test (SAT) dimension of academic achievement boys and girls at secondary school students.

### **METHODOLOGY**

#### **DESIGN OF THE STUDY**

Descriptive survey method of research was employed for the present study. There were two variables namely Study Habits and Academic Achievement. Data was collected by the investigator using the tools mentioned above.

#### **SAMPLE**

The population in the present study will be defined as of Sangrur, district of Punjab state. A total of 300 students (150 + 150) boys and girls equally are selected randomly from urban and rural schools of Sangrur, districts of Punjab state. Non-Human Resources affect to academic achievement but in present study I have taken only human resources i.e that study habits.

## TOOLS

**In the present study following tools were employed**

1. Study habits inventory ( **M. Mukhopadhyaya and D.N. Sansanwal n1983**)
2. General Classroom Achievement Test GCAT (**A.K. Singh & A. Sen Gupta 2009**)

## STATISTICAL TECHNIQUES USED

This study was dependent variable, academic achievement; study habits were independent variables in the present study. The data obtained from survey method has been subjected to descriptive as well as appropriate inferential statistical techniques. Mean standard deviation, t, and other parametric techniques like analysis of t-test to specifically locate groups which differed significantly from each other in. Obtained data was processed and analyzed to meet the objectives and hypotheses.

### Objective 1.

1. To study difference in the study habits of boys and girls secondary school students.

H0 (1) There will be no significant difference in the mean scores of study habits boys and girls at secondary school students.

**Table 1: Descriptive statistics and independent sample t-test with respect to study habits boy and girl students**

| Variable     | Gender | Sample size | Mean   | Std. Deviation | t      | Df  | Sig. (2-tailed) |
|--------------|--------|-------------|--------|----------------|--------|-----|-----------------|
| Study habits | Boys   | 150         | 112.65 | 32.664         | -3.891 | 298 | .000**          |
|              | Girls  | 150         | 126.45 | 28.629         |        |     |                 |

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96 <sup>ns</sup> non significant

The table 1 indicates that girl students (Mean=126.45) have scored higher in study habits than the boy students (Mean= 112.65). This differentiation in learn behavior has been experienced for arithmetical implication through the assist of independent t-test and the consequences exposed that the difference is significant ( $t_{.05} = -3.891$ ,  $p = .000$ ) at .01 height of implication as well as hypothesis H0.1 which states that “There will be no major differentiation in the denote score in learn behavior of male and female students” stands rejected.

**Objective -2.**

2. To study difference in the comprehension dimension of study habits of boys and girls secondary school students.

H0 (2) There will be no significant difference in the mean scores of comprehension dimension of study habits boys and girls at secondary school students.

**Table 2: Descriptive statistics and independent sample t-test with respect to study habits and its dimensions of boy and girl students**

| Variable      | Gender | Sample size | Mean  | Std. Deviation | t      | Df  | Sig. (2-tailed) |
|---------------|--------|-------------|-------|----------------|--------|-----|-----------------|
| Comprehension | Boys   | 150         | 29.00 | 8.318          | -3.177 | 298 | .002**          |
|               | Girls  | 150         | 31.79 | 6.836          |        |     |                 |

\*significant at 5%                      \*\*significant at 1%                      Table value at 0.01 level 2.58  
 Table value at .05 level 1.96 <sup>ns</sup> non significant1.

The table 2 indicates that Girl students (Mean=31.79) have score senior than the boy students (Mean= 29.00) in comprehension dimension of study habits. This difference has been experienced for arithmetical implication through the assist of independent t-test and has been establish to be major ( $t_{.05} = -3.177$ ,  $p = .002$ ) at .01 height of implication. Therefore, hypothesis H0.2 which states that “There will be no major differentiation in the denote score in comprehension dimension of study habits of male and female students” stands rejected. 1. To study difference in the study habits of boys and girls secondary school students.

**Objective -3.**

3, To study difference in the task orientation dimension of study habits of boys and girls secondary school students.

H0 (3) There will be no significant difference in the mean scores of task orientation dimension of study habits of boys and girls at secondary school students.

**Table 3: Descriptive statistics and independent sample t-test with respect to study habits and its dimensions of boy and girl students**

| Variable         | Gender | Sample size | Mean  | Std. Deviation | T      | Df  | Sig. (2-tailed) |
|------------------|--------|-------------|-------|----------------|--------|-----|-----------------|
| Task orientation | Boys   | 150         | 18.05 | 7.529          | -2.881 | 298 | .004**          |
|                  | Girls  | 150         | 20.40 | 6.587          |        |     |                 |

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96<sup>ns</sup> non significant

The table 3 obvious that girl students (Mean=20.40) have scored higher than boy students (Mean= 18.05) in task orientation dimension of study habits. The differentiation in denote score has been experienced for arithmetical implication through the assist of independent t-test and found that the difference is significant ( $t_{.05} = -2.881$ ,  $p = .004$ ) at .01 level. Thus, hypothesis H0.3 which states that “There will be no major differentiation in the denote score of task orientation dimension of study habits of male and female students” stands rejected. 1. To study difference in the study habits of boys and girls secondary school students.

**Objective -4.**

4. To study difference in the academic achievement of boys and girls secondary school students.

H0 (4) There will be no significant difference in the mean scores of academic achievement of boys and girls at secondary school students.

**Table 4.: Descriptive statistics and independent sample t-test with respect to Academic achievement of boy and girl students**

| Variable             | Gender | Sample size | Mean  | Std. Deviation | T      | Df  | Sig. (2-tailed) |
|----------------------|--------|-------------|-------|----------------|--------|-----|-----------------|
| Academic achievement | Boys   | 150         | 70.54 | 19.103         | -3.617 | 298 | .000**          |
|                      | Girls  | 150         | 77.31 | 12.692         |        |     |                 |

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96<sup>ns</sup> non significant

The table 4 indicates that academic achievement of girl students of (Mean=77.31) is senior than the boy students of (Mean= 70.54). Further, independent t- examination has been used to test for statistical significance of this differentiation in denote score and found the differentiation to be major ( $t_{.05} = -3.617$ ,  $p = .000$ ) at .01 height of implication. Therefore, hypothesis H0.4 which states that “There will be no major differentiation in the denote score of academic achievement the general male and female students” stands rejected.

**Objective- 5.**

. 5. To study difference in the Science achievement test (SAT) dimension of academic achievement of boys and girls secondary school students.

H0 (5) There will be no significant difference in the mean scores of Science achievement test (SAT) dimension of academic achievement boys and girls at secondary school students.

**Table 5: Descriptive statistics and independent sample t-test with respect to Academic achievement and its dimensions of boy and girl students**

| Variable                 | Gender | Sample size | Mean  | Std. Deviation | T      | Df  | Sig. (2-tailed) |
|--------------------------|--------|-------------|-------|----------------|--------|-----|-----------------|
| Science achievement test | Boys   | 150         | 21.23 | 7.252          | -3.871 | 298 | .000**          |
|                          | Girls  | 150         | 24.35 | 6.729          |        |     |                 |

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level 1.96<sup>ns</sup> non significant

The table 5 indicates that Mean score of girl students of (Mean=24.35) is higher than boy students of (Mean= 21.23) in Science achievement test. This differentiation in denote score is tested statistical significance through the assist of independent t-test and the results found that Science achievement of boy and girl students differ significantly ( $t_{.05} = -3.871$ ,  $p = .000$ ) at .01 height of implication. Therefore, hypothesis H0.5 which states that “There will be no major differentiation in the denote score of science achievement test (SAT) dimension of educational attainment of common male and female students” stands rejected.

**EDUCATIONAL IMPLICATIONS**

Curriculum framers could also add in some of the inspirational co-curricular activities for moral values, good manner and best academic achievement. According to time need increase the different kinds of scores to develop teachers and students to cater the local needs will be encouraged and facilitated. Extraordinary hard work should be made by the teachers in order



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to make the students interested in studies and to enable them to put on well with studies. Individual attention should be on weak students.

### **FINDINGS AND CONCLUSIONS**

Study habit of girls is significantly better than boy's students. As far as dimensions of study habits are concerned, girl students have scored significantly higher than boy students in comprehension and task orientation. Academic achievement of girl students is significantly higher than boy students. Science achievement of girl students is significantly higher than general caste boy students.

### **SUGGESTIONS FOR FURTHER RESEARCH**

1. Comparative study may also be conducted on the students of Government, Model, private or public schools, dominational schools managed by some sects e.g. DAV, missionary, meritorious and aided schools
2. The present study was carried on 10th class students of Sangrur district of Punjab state and could be extended to other districts and states as well.
3. The study may be conducted on the students belonging to all students in some other states of India. .
4. The present study was carried on the students of; similar study may be carried by taking a sample of students belonging to some other class, for example, colleges and universities.

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