Research Paper Education

# Study of Academic Achievement in Relation to Study Habits and Achievement Motivation Among Muslim and Non Muslim Adolescents

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**ABSTRACT**

Academic achievement can be described as a successful accomplishment in a particular subject area usually by reasons of skills, hard work, scores or descriptive commentary. The purpose of all academic and non academic activities of the schools is basically to enhance the academic achievement of students. It is influenced by a number of personal, institutional factors and social and economic factors. Personal factors are very important in influencing the academic achievement. Therefore, the present study has analyzed two personal factors i.e study habit and achievement motivation to see its influence on academic achievement. The study has also taken into consideration community (Muslims and non Muslims) and gender variables. The present study was carried out on sample of 278 adolescents studying in class X of Aligarh schools. The study has revealed mixed results which have been presented and interpreted along with some suggestive measures.

**KEYWORDS** | Academic Achievement, Study Habits, Achievement Motivation.

Academic Achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction given. Academic excellence ensures the social development of not only the individual but also the culture with which he is closely related to. The need of high achievement is so important that it puts pressure on teachers, students and school so much so that whole education system in turn seems to be revolving around Academic Achievement of students. Academic Achievement can be described as successful accomplishment or performance in particular subject area or course usually by reasons of skills, hard work, scores or descriptive commentary (Hawes, 1982). Crow and Crow (1969) defined the Academic Achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. It also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores, commonly measured by examinations. It has been found that the Academic Achievement pattern is related to certain aspects of personality. Some factors like general intelligence, Study Habits, SES, family influence, home environment, parental aspirations, rewards, personality, quality teaching, and school environment have been mentioned by Conger and Peterson (1984) which influence Academic Achievement.

It has been observed that students, who take admission in schools after successfully competing admission tests, do not maintain the same level of achievement during the course. On the other hand students with poor previous academic record may perform better in their academic performance simply because they spend more time in study and develop sound Study Habits. Thus intelligence is not the only determinant of Academic Achievement. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Kushman, Sieber, & Harold, 2000).

Patel (1976) found that the students with good Study Habits have proved themselves superior in achievement while Mehta and Kumar (1985) have reported Academic Achievement to be independent of Study Habits. Shejwal (1980) reported that boys were found to have better Study Habits than girls. Grewal (1990) investigated the relationship between Study Habits and Academic Achievement of undergraduate students and revealed that home environment of students and proper Study Habits were significantly related to Academic Achievement of students. Sen (1992) revealed that there was an overall significant difference between two achievement groups (lower and higher) in Study Habits. Naggapa and Venkataiah (1995) investigation revealed that: Girls had better Study Habits than boys with type of school being significant factor in Study Habits as students in private schools had better Study Habits than those in govt schools, Students having high level of academic motivation also found to have better Study Habits than students with average and low academic motivation. Baland (1999) concluded Study Habits of females were better than males, there was no significant difference in the Study Habits of rural females and rural males but, Study Habits of urban females were significantly better than that of urban males. Nagaraju (2001) and Rajani (2004) reported that gender does not have significant influence on the Study Habits of X class pupils, intelligence has significant influence on the Study Habits of the pupils. Thakkar (2003) found Positive & significant difference between the Study Habits of low and high achieving rural students while in urban students this difference was not significant. Tucker (2002) in his research said that only motivation directly affects Academic Achievement; all other factors affect achievement only through their effect on motivation. Sud and Sujata (2006) reported that boys were poorer in Study Habits than girls. Age Diseth and Therese Kobbelvedt (2010) showed that achievement goals were mediators between achievement motives and learning strategic.

It is evident from the studies presented above that both the Achievement Motivation and Study Habits are associated with Academic Achievement in a positive way. However some contradictory results have also been presented by few researchers. The most striking feature of this comprehensive review is that none of the researcher tried to study the Academic Achievement of Muslim minority and its associated variables. Muslims being the largest minority of our country are backward educationally, socially and economically. It is equally important to conduct researches on Muslim students in addition to the non Muslim sample. Therefore the present study has also incorporated Muslim students sample separately to study the factors influencing Academic Achievement. Attempt has been done to study the influence of independent variables Study Hab-

its and Achievement Motivation on the dependent variable achievement

**OBJECTIVES OF STUDY:**

- To analyze the influence of Study Habits on Academic Achievement for total sample, total male and female samples.
- To evaluate the effect of Study Habits on the Academic Achievement of total Muslims, male and female samples.
- To evaluate the effect of Study Habits on the Academic Achievement of total Non Muslims, male and female samples.
- To analyze the influence of Achievement Motivation on the Academic Achievement of total sample, male and female samples.
- To evaluate the effect of Achievement Motivation on the Academic Achievement of total Muslims, male and female samples.
- To determine the effect of Achievement Motivation on Academic Achievement of total Non Muslims, male and female samples.

**HYPOTHESES OF STUDY:**

The following hypotheses were framed for empirical verification:

- There would be no significant difference between the excellent and poor Study Habits of total sample, male and female adolescents on the measure of Academic Achievement.
- There would not be any significant difference between the excellent and poor Study Habits on the measure of Academic Achievement for total Muslims, male and female sample.
- There would not be any significant difference between the excellent and poor Study Habits groups on the measure of Academic Achievement for total Non Muslims, male and female sample.
- There would be no significant difference between the high and low Achievement Motivation of total sample, male and female adolescents on the measure of Academic Achievement.
- There would not be any significant difference between the high and low Achievement Motivation for total Muslims, male and female sample on the measure of Academic Achievement.
- There would not be any significant difference between high and low Achievement Motivation for total Non Muslims, male and female sample on the measure of Academic Achievement.

**METHODOLOGY AND DESIGN OF STUDY:**

In the present study the target population was the Muslim and Non Muslim adolescents studying in secondary schools of Aligarh city. Out of the 278 students randomly selected as sample 138 were non Muslim adolescents and 140 were Muslim adolescents. From these 63 were non Muslims females and 67Muslims females and 75 non Muslims males and 73Muslims males.

**Tools used:**

For the present investigation the researcher used the following tools:

- The researcher used standardized test of Study Habits and attitudes (TSHA) of Dr. Mathur (2002). The test is based on nine major areas of Study Habits and attitudes i.e. attitudes towards teachers; home environment; attitude towards education; Study Habits; mental conflict; concentration; home assignment; self confidence and examination.
- The standardized Rao Achievement Motivation test developed by Dr. Gopal Rao was used, to provide a simple and objective measure of Achievement Motivation of secondary school pupils

Academic Achievement: the achievement marks of students' previous year exams were taken from the school records.

**Statistical techniques used:**

The 't' test was used for knowing the significance between the means of different comparative groups. All the respondents were classified into three categories high, average and low for each variable; Study Habits, Achievement Motivation based on percentile in order to maintain the uniformity of the groups.

**ANALYSIS AND INTERPRETATION OF RESULTS:**

**Table 1: Comparison of mean scores of Academic Achievement in relation to excellent and poor Study Habits for *Total, Male and Female samples***

| Sample | Groups | N | Mean | df | 't' value | Remark |
|---|---|---|---|---|---|---|
| Total sample | Excellent Study Habits | 48 | 72.82 | 102 | 3.428* | Significant at 0.01 level |
| | Poor Study Habits | 56 | 65.19 | | | |
| Male sample | Excellent Study Habits | 24 | 75.35 | 59 | 2.999* | Significant at 0.01 level |
| | Poor Study Habits | 37 | 65.70 | | | |
| Female Sample | Excellent Study Habits | 24 | 70.28 | 40 | 1.865 | Not significant |
| | Poor Study Habits | 18 | 64.64 | | | |

When the mean scores of Academic Achievement for excellent and poor Study Habits groups were compared for total sample and male sample, the't' value came out to be 3.428 and 2.999 respectively showing significant difference between the groups inferring that students with excellent Study Habits achieved more in academics than the group with poor Study Habits. It can be said that good Study Habits influence the Academic Achievement of students. While for female sample, effect of Study Habits on achievement was not found to be significant. Results are quite expected based on the fact that organized study pattern help the students to utilize his time and efforts judiciously leading to better performance in examination. The above finding is in harmony with the findings of Patel (1978) and Sarode (1995) who found that students with good Study Habits have high Academic Achievement. However the above result is in contrast to the findings of Mehta & kumar (1985) who reported Academic Achievement to be independent of study habit. Thus the hypothesis no. 1 is partially accepted.

**Table 2: Comparison of mean scores of Academic Achievement in relation to excellent and poor Study Habits for *Total Muslims, Male and Female samples***

| Sample | Groups | N | Mean | df | 't' value | Remark |
|---|---|---|---|---|---|---|
| Total Muslims sample | Excellent Study Habits | 21 | 73.08 | 49 | 2.407* | Significant at 0.05 level |
| | Poor Study Habits | 30 | 65.12 | | | |
| Muslim Male sample | Excellent Study Habits | 10 | 76.80 | 28 | 2.197* | Significant at 0.05 level |
| | Poor Study Habits | 20 | 65.88 | | | |
| Muslim Female Sample | Excellent Study Habits | 11 | 69.69 | 19 | 1.472 | Not significant |
| | Poor Study Habits | 10 | 63.62 | | | |

Table 2 reveals that for total Muslim sample the mean difference between the excellent and poor study habit adolescents on the measure of Academic Achievement is significant (t = 2.407) although at low level of confidence (0.05). In case of the Muslim male sample the difference is again significant at 0.05 level. It can be concluded based on it that study habit is a factor which influences the Academic Achievement in case of total Muslims and Muslim male samples. However surprisingly this difference does not reach to a significant level in case of Muslim females whose Academic Achievement might be influenced by other factors but not by Study Habits. Therefore hypothesis no 2 is also partially accepted.

**Table 3: Comparison of mean scores of Academic Achievement in relation to excellent and poor Study Habits for *Total Non Muslims, Male and Female samples***

| Sample | Groups | N | Mean | df | 't' value | Remark |
|---|---|---|---|---|---|---|
| Total non Muslim sample | Excellent Study Habits | 27 | 72.61 | 51 | 2.380* | Significant at 0.05 level |
| | Poor Study Habits | 26 | 65.26 | | | |
| non Muslim Male sample | Excellent Study Habits | 14 | 74.31 | 29 | 2.022* | Significant at 0.05 level |
| | Poor Study Habits | 17 | 65.50 | | | |
| non Muslim Female Sample | Excellent Study Habits | 13 | 70.78 | 20 | 1.334 | Not significant |
| | Poor Study Habits | 9 | 64.81 | | | |

On comparing the mean scores of Academic Achievement of students with excellent and poor Study Habits, it was found that students with excellent habits had better achievement with respect to students with poor Study Habits in case of total non Muslims and non Muslim male sample. The calculated't' values for total non Muslim sample and non Muslim male sample are found to be significant at 0.05 level of confidence. On the other hand the comparison of mean scores of Academic Achievement between excellent and poor Study Habits group in case of female adolescents is insignificant. Perusal of all the three't' tables discussed above reveals that more or less similar trend of results have been reported in case of total, Muslim and non Muslim samples.

**Table 4: Comparison of mean scores of Academic Achievement in relation to high and low Achievement Motivation for *Total sample, Male and Female samples.***

| Sample | Groups | N | Mean | df | 't' value | Remark |
|---|---|---|---|---|---|---|
| Total sample | High Achievement Motivation | 56 | 74.20 | 100 | 3.321* | Significant at 0.01 level |
| | Low Achievement Motivation | 46 | 66.15 | | | |
| Male sample | High Achievement Motivation | 25 | 77.22 | 47 | 1.631 | Not Significant |
| | Low Achievement Motivation | 24 | 72.21 | | | |
| Female Sample | High Achievement Motivation | 31 | 71.76 | 51 | 3.706* | Significant at 0.01 level |
| | Low Achievement Motivation | 22 | 59.54 | | | |

From table 4 it is clear that the independent variable Achievement Motivation has its significant influence on the Academic Achievement of total sample and female sample i.e students with high motivation had high Academic Achievement and low motivation lead to low Academic Achievement. The result is supported by the findings of Abrol (1977) and Paul (1990) who reported significant relation between Achievement Motivation and Academic Achievement of high school students. While for male sample the Academic Achievement of students with high and low motivation is approximately same as the 't' value (1.631) is insignificant. Thus hypothesis no 4 is accepted partially.

**Table 5: Comparison of mean scores of Academic Achievement in relation to high and low Achievement Motivation for *Total Muslim sample, Male and Female samples.***

| Sample | Groups | N | Mean | df | 't' value | Remark |
|---|---|---|---|---|---|---|
| Total Muslim sample | High Achievement Motivation | 11 | 75.70 | 43 | 2.205* | Significant at 0.05 level |
| | Low Achievement Motivation | 34 | 64.29 | | | |
| Muslim Male sample | High Achievement Motivation | 5 | 80.22 | 19 | 1.247 | Not Significant |
| | Low Achievement Motivation | 16 | 71.68 | | | |
| Muslim Female Sample | High Achievement Motivation | 6 | 71.94 | 22 | 2.147* | Significant at 0.05 level |
| | Low Achievement Motivation | 18 | 57.73 | | | |

Perusal of the table 5 reveals that there exists a significant difference between the high Achievement Motivation and low Achievement Motivation groups in regard to the Academic Achievement of total Muslim sample. The calculated't' value 2.205 is significant at 0.05 level of confidence. It can further be concluded based on the mean scores that high Achievement Motivation group obtained higher Academic Achievement as compared to their counterpart low Achievement Motivation group. However the difference between the two compared groups for Muslim male sample was found to be insignificant. On the other hand in case of female sample, the difference was significant showing the same trend as in case of total Muslims sample. Therefore hypothesis 5 is accepted partially.

**Table 6: Comparison of mean scores of Academic Achievement in relation to high and low Achievement Motivation for *Total Non Muslim sample, Male and Female samples.***

| Sample | Groups | N | Mean | df | 't' value | Remark |
|---|---|---|---|---|---|---|
| *Total non Muslim sample* | High Achievement Motivation | 45 | 73.83 | 55 | 0.798 | *Not Significant* |
| | Low Achievement Motivation | 12 | 71.41 | | | |
| *non Muslim Male sample* | High Achievement Motivation | 20 | 76.47 | 26 | 0.877 | *Not Significant* |
| | Low Achievement Motivation | 8 | 73.27 | | | |
| *non Muslim Female Sample* | High Achievement Motivation | 25 | 71.72 | 27 | 0.779 | *Not Significant* |
| | Low Achievement Motivation | 4 | 67.71 | | | |

Table 6 shows all the't' values for total non Muslim sample, non Muslim male and female samples are insignificant. It can be inferred with the above results that Achievement Motivation has not emerged as factor influencing the Academic Achievement in case of non Muslim sample including males and females. Thus hypothesis 6 is accepted.

**CONCLUSIONS AND SUGGESTIONS:**

In the present study two independent variables i.e Study Habits and Achievement Motivation were analyzed to see their influence on Academic Achievement of the Total sample, Muslim and non Muslim samples. Study Habits have emerged as influencing factor in case of total Population and male sample but not in case of female sample population. Both the community samples have shown the similar trends in regard to this variable. As far as the Achievement Motivation is concerned the variable has influenced the Academic Achievement in case of Total sample and female sample but not in case of male population. The same pattern of results obtained with respect to Muslim sample. However in case of non Muslim sample the effect of Achievement Motivation on Academic Achievement is insignificant.

In light of present study to avoid under achievement among adolescents concerted efforts are needed to plan strategies and take concrete measures to develop better Study Habits and enhance their motivation level.

Guidance and counseling services must be provided by govt. and school authorities' especially weaker students including Muslim girls as they lack it at their homes because of low social, economic and educational background.

Appropriate environmental provisions should be provided to the adolescents to enhance their motivation level so that they can take their studies seriously for better achievement.

Teacher is expected to play a significant role in motivating the students and also help them to plan effective learning strategies for achieving up to potential.

Parents must be made aware that their contribution is important for the success of their children. They should create a congenial and friendly atmosphere at home which may prove to be catalyst for motivation and organized Study Habits.

Workshops and seminars may be arranged for parents to provide them technical support to help their ward in developing better study habit

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