



Study Habits of Tenth Grade Students in Relation to Their Academic Achievements

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ABSTRACT

This study compares the study habits of male and female students of rural and urban area and their Academic Achievement. By using Stratified Random sampling method 100 students were selected from four schools of Karnal district of Haryana. 'Study Habit Inventory of Palsane and Sharma' was used to collect the data. Academic Achievement Scores of 9th class from respective schools was taken. Pearson's Product Moment co-efficient of correlation was applied to know the relationships between study habits and academic achievement. Mean, standard deviation, standard error of mean, t-test were used to study the study habits and academic achievement of male and female students. Finally it is concluded that the sex of students is not likely to have any major effect on study habits and academic achievement of tenth grade students. It is also found that there is very high and positive relationship between study habits and academic achievement of tenth grade students.

Keywords :

INTRODUCTION

During the recent years, it has been strongly emphasized that the child is the pivotal point of curriculum and of educational process. No two individual are alike. They differ in respect of their innate powers, interests and aptitudes. To be an efficient student one must be an efficient person and manage other aspects of his life in a sensible fashion. This means planning his finances, living arrangements, diet, dress, exercise and all the other details of one's personal life, as well as attending his/ her classes regularly, being punctual and getting his work done at the right time. The people of the world have to cope with environment for their meaningful survival. Keeping this notion in mind it can be said that students have to adjust themselves in the society where scientific discoveries and technological innovations are taking place rapidly. A regular study can be maintained only when they inculcate themselves good study habits. Habits imply a fixed response to a specific situation. Habits are central factors in learning. Efficient learning depends upon the development of good reading habits. Swami Vivekanand explains how habits are developed in us and how finally our whole personality is influenced by our habits. He says that what we have become and what we shall be is all due to our habits. It has been seen that a nation prospers because of good work habits of the people and a community suffers because of bad habits of people. Study habit means the habits, which an individual might have formed with respect to his learning activities. Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavor. Good study habits will reduce the wastage of energy and time. Thus, in order to improve academic performance of students, it seems essential to improve their study habits without which desired outcomes cannot be achieved. Development of good study habits in children depends upon the combined efforts of parents and teachers (Kizlik, 2001).

If students are properly guided how to study effectively they

can, undoubtedly, make a better adjustment to the various situations which they have to face in their life and will be satisfied to feel that he/she is recognized for his/her contribution to intellectual elite. Therefore the present investigation is being carried out on study habits of students in relation to their academic achievement.

OBJECTIVES OF THE STUDY

- To compare the study habits of male and female students of tenth grade.
- To compare the academic achievement of male and female students of tenth grade.
- To study the relationship between study habits and academic achievement of tenth grade students of rural area.
- To study the relationship between study habits and academic achievement of tenth grade students of urban area.
- To compare the relationship between study habits and academic achievement of tenth grade students of rural and urban area.

HYPOTHESES

- The study is undertaken on the basis of following hypotheses:
- There exists no significant difference in study habits of male and female students of tenth grade.
- There exists no significant difference in academic achievement of male and female students of tenth grade.
- There exists significant relationship between study habits and academic achievement of tenth grade students of rural area.
- There exists significant relationship between study habits and academic achievement of tenth grade students of urban area.
- There exists no significant relationship between study habits and academic achievement of tenth grade students of rural and urban area.

LITERATURE REVIEW

At initial stage of the present study, a collective body of research work, related to study habits and academic achievement was examined extensively, so that proper guidelines and directions from objectives, hypotheses, methodologies and findings may be sought to assist the various steps of the present study. The related literature is discussed as under:

Dhaliwal (1971), Robinson (2000) and Chen (2001) found that certain bad study habits result in poor academic performance whereas certain good study habits result in high academic performance. Creemers and Reynold (2000), on the basis of data of National Assessment of Educational Progress, demonstrated a positive relationship between good study habits and academic performance of 8th and 9th Grade students. Similarly, Gilbert and Rollick (1996) suggested good study habits to significantly enhance academic performance of the pupils.

Bajwa et al. (2011) found that the relationship of academic achievement with study habits, intelligence and achievement motivation was significant, positive and low. Rana & Kausar (2011) compared Pakistani British and White British students on study habits and their academic performance. Although White British students had significantly better study habits than the Pakistani British but no significant difference was found in their academic performance. Country of origin and schools had significant interactive effect on study habits of students but did not have an interactive effect on academic performance of the students.

Danskin and Burnett (1952) and L. D. Crow and Crow (1963) found that students getting higher marks had more effective study habits as compared to students who had ineffective study habits and thus lagged behind in studies.

To sum up, the above mentioned studies lead one to conclude that although these studies are conducted on students of different age groups, social classes, having different courses of studies, in different parts of the world but they reveal that parental involvement, home environment, classroom atmosphere, teaching skills of teacher and study habits play a crucial role in the academic performance of pupils of all age levels and that the academic scores of students differs in different areas.

RESEARCH METHODOLOGY

Design

In the present study the survey method of research was used to collect the data.

Sample

The sample of the present study comprises of randomly selected 100 students from four schools of Karnal District of Haryana. Stratified Random Sampling method was used to select the sample. The sample comprises 50 students from rural background and 50 from urban including 25 male and 25 female students of each area. The tabulated description of the sample is given in the Table No.1.

Table No. 1 Sample of the Study

Sl. No	Name of School	Rural		Urban		Total (Rural+Urban)	
		Male	Female	Male	Female	Male	Female
1	Shri Krishna Parnami Sr. Sec. School, Model Town, Karnal	6	6	7	6	13	12
2	S.D. Model Sr. Sec. School, Karnal	6	7	6	6	12	13
3	Govt. Sr. Sec. School, Karnal	6	6	6	7	12	13

4	S.D. Sr. Sec. School, Karnal	7	6	6	6	13	12
Total		25	25	25	25	50	50
G.Total		50		50		100	

Research Tools

In the present study 'Study Habit Inventory of Palsane and Sharma' was used to collect the data. Academic Achievement Scores of 9th class from respective schools was taken. In order to know the relationships between study habits and academic achievement of tenth grade students of rural and urban area, Pearson's Product Moment co-efficient of correlation was applied. Mean, standard deviation, standard error of mean was worked out to ascertain the nature of distribution for all the scores, t-test was used to test the significant difference between study habits of male and female, academic achievement of male and female students.

DATA ANALYSIS AND FINDINGS

STUDY HABITS OF MALE AND FEMALE STUDENTS

Table No. 2

Showing Mean, S.D., SE_d and t-value of PSSHI Scores of Male and Female Students

Sl. No.	Group	N	Mean	σ	SE _d	t-ratio	Level of Significance	Tabulated Value
1.	Male	50	61.58	6.672	1.247	0.63	0.05	1.96
2.	Female	50	62.36	5.77			0.01	2.58

Table No. 2 shows that t-ratio between mean scores of male and female subjects of Study Habit Inventory have been found to be 0.63, which is less than tabulated value. Therefore hypothesis is accepted. So it can be concluded that the sex of students does not largely affect the study habits of students at tenth grade level. These results are similar to the findings of Manmeet Pannu (2001) and Rajni Bala (2005).

ACADEMIC ACHIEVEMENT OF MALE AND FEMALE STUDENTS

Table No. 3

Showing Mean, S.D.,SE_d and t-value of Academic Achievement Scores of Male and Female Students

Sl. No.	Group	N	Mean	σ	SE _d	t-ratio	Level of Significance	Tabulated Value
1.	Male	50	61.28	15.3	2.706	0.2735	0.05	1.96
2.	Female	50	62.36	11.5			0.01	2.58

Table No. 3 shows that t-ratio between mean scores of male and female subjects Academic Achievement have been found to be 0.2735, which is less than tabulated value. Therefore, it can be concluded that the sex of students does not largely affect the Academic Achievement of students at tenth grade level.

ACADEMIC ACHIEVEMENT OF RURAL AREA STUDENTS

Table No. 4

Showing Coefficient of Correlation between PSSHI Scores and Academic Achievement Scores of students of rural area.

Sl.No.	Variables	N	r
1.	Study Habits	50	0.966
2.	Academic Achievement	50	

From the Table No. 4, it is clear that coefficient of correlation between study habits and academic achievement has been found to be 0.966 which is very high and positive. Therefore there exists significant relationship between study habits and academic achievement of rural area students. It is concluded that rural area students having good study habits have positive effect on their academic achievement. These results

are similar to the findings of Carter (1950), Sinha (1970) and Jamur (1973).

ACADEMIC ACHIEVEMENT OF URBAN AREA STUDENTS

Table No. 5

Showing Coefficient of Correlation between PSSHI Scores and Academic Achievement Scores of students of urban area.

Sl.No.	Variables	N	r
1.	Study Habits	50	0.982
2.	Academic Achievement	50	

From the Table No. 5, it is clear that coefficient of correlation between study habits and academic achievement has been found to be 0.982 which is very high and positive. Therefore there exists significant relationship between study habits and academic achievement of urban area students. It is concluded that urban area students having good study habits have positive effect on their academic achievement.

ACADEMIC ACHIEVEMENT OF STUDENTS RURAL AND URBAN AREA

Table No. 6

Showing Mean, S.D., SE_d and t-value of PSSHI Scores and Academic Achievement Scores of Students of rural and urban area.

Sl. No.	Group	N	Mean	s	SE _d	t-ratio	Level of Significance	Tabulated Value
1.	Study Habits	100	61.97	6.723	1.537	4.515	0.05	1.96
2.	Academic Achievement	100	68.91	13.824			0.01	2.58

Table No. 6 shows that t-ratio between mean scores of study habits and academic achievement of rural and urban area have been found to be 4.515, which is greater than tabulated

value. Therefore, Hypotheses 5 is rejected. It can be safely concluded that the locality of students affects the study habits and academic achievement of students of tenth grade level.

CONCLUSION

The sex of students is not likely to have any major effect on study habits and academic achievement of tenth grade students. It is also observed that the locality is likely to have major effect on the study habits and academic achievement of students. It is also found that very high and positive relationship between study habits and academic achievement of tenth grade students. The results of the study are also supported by the studies conducted by Dhaliwal (1971), Bajwa et al. (2011), Rollick (1996), Robinson (2000), Creemers and Reynold (2000), Chen (2001), Thakkar (2003), Kazmi (2005), Rana & Kausar (2011)

EDUCATIONAL IMPLICATIONS

The school authorities should provide guidance to the students so that they can improve their study habits.

Knowledge of subject matter is essential for securing good marks in any competitive examination. It is possible only when students have good study habits and they devote sufficient time to study books related to their course.

Everyone seeks to prepare himself or herself for getting good grades in examination. If time of study or place is not appropriate, they cannot do well in the examination and their academic performance will be low. So the parents should provide their children all those facilities which are necessary.

The co-ordination of pupil, teachers, principal and parents should be sought by the guidance and counseling workers in order to plan for right type of study schedule for improvement in academic achievement.

The results of the study have implications for curriculum planners as well as teachers in order to give due emphasis in developing study habits among school children.

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