



## A Study of Academic Achievement Among Senior Secondary School Students in Relation to Study Habits

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### ABSTRACT

The present study was undertaken to study the academic achievement among senior secondary students in relation to study habits. Academic achievement was treated as dependent variable where as study habits was treated as independent variable. Descriptive survey method was used for the present study. Stratified random sampling technique was used to select the sample for the present study. The sample comprised of 300 senior secondary school students, studying in 11th class in various schools of New Delhi. Academic Achievement is defined as total marks obtained in the previous class i.e. 10th standard. Study Habits Inventory by Mukhopadhyay and Sansanwal (2011) was used to examine the study habits among students. Mean, Standard deviation, 't' test and co-efficient of correlation (r) were used to analyse the data. The findings of the study revealed that no significant difference was found in the academic achievement of male and female senior secondary school students. Further, No significant difference was found in the study habits of male and female senior secondary school students. It was also found that there exists significant relationship between academic achievement and study habits of senior secondary school students.

### KEYWORDS

Academic Achievement, Study Habits, Senior Secondary School Students

### INTRODUCTION

Today, the world is becoming more and more competitive and quality of performance is the key factor for personal progress. In our society academic achievement is considered as a key criterion to judge the personal progress of an individual by measuring or identifying one's total potentialities and capacities. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. One of the main objectives of education is to develop the students through providing proper conditions for them so to reach the highest levels of academic achievement. In fact, in the field of education, academic achievement holds a cardinal place and is considered as the outstanding inducement for the progress of individuals. Academic achievement is an index of success of students' performance, teachers' efforts and significance of curriculum and educational objectives. It is the most desirable outcome of school life. In fact, academic achievement is a very complex variable. A number of factors are associated with success and failure of the students in the schools. Study habits are one of the major factors affecting academic achievement of the students. Study habits are the behavior of an individual related to studies. "Study habit means the habit that an individual might have formed with respect to his learning activities" (Nagaraju, 2004). Success or failure of each student depends upon his own study habits. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. Deb and Grewal (1990) found that there was significant relationship between study habits and academic achievement. U. Malik (2016) found that the findings of the study revealed that significant difference was found in the academic cheating of senior secondary school students with high and low home environment. It was also found that the academic cheating of male, female, rural, urban senior secondary school students with high and low home environment differ significantly. Significant relationship was found between academic cheating and home environment of senior secondary school students. After reviewing the literature, 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. So, the investigators have decided to study the academic achievement among senior secondary school students in relation to study habits.

### VARIABLES USED

**Independent Variable:** Study Habits

**Dependent Variable:** Academic Achievement

### OBJECTIVES OF THE STUDY

1. To compare academic achievement of male and female senior secondary school students.
2. To compare study habits of male and female senior secondary school students.
3. To study the relationship between academic achievement and study habits of senior secondary school students.

### HYPOTHESES OF THE STUDY

1. There is no significant difference in academic achievement of male and female senior secondary school students.
2. There is no significant difference in study habits of male and female senior secondary school students.
3. There is no significant relationship between the academic achievement and study habits of senior secondary school students.

### METHOD

Descriptive survey method was used in the present study.

### SAMPLE

The sample of the study consisted of 300 senior secondary school students, studying in 11th class in various schools of New Delhi. In the present study stratified random sampling technique has been adopted.

### TOOLS USED

- Study Habits Inventory by Mukhopadhyay and Sansanwal (2011)
- Academic Achievement: Academic Achievement is defined as total marks obtained in the previous class i.e. 10th standard.

### STATISTICAL TECHNIQUES USED

Mean, S.D, t-test and coefficient of correlation (r) were used to analyse the data.

### DATA ANALYSIS & INTERPRETATION

In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

1. To compare the academic achievement of male and female senior secondary school students.

For the purpose of studying the difference between academic

achievement of male and female senior secondary school students, the following null hypothesis was formulated:

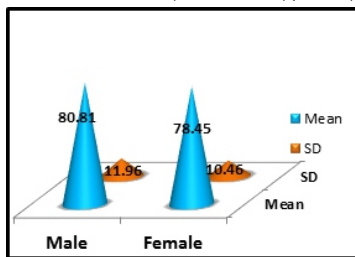
There is no significant difference in the academic achievement of male and female senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from academic achievement of senior secondary school students was calculated. The results are presented in Table 1.

**Table 1 Means, SDs and 't' ratio of Academic Achievement of Male and Female Senior Secondary School Students**

Variable	Group	N	Mean	SD	't' value	Level of Significance
Academic Achievement	Male	160	80.81	11.96	1.81	Not Significant
	Female	140	78.45	10.46		

't' value 1.81 < table value 2.59 (at 0.01 level) ; 1.97 (at 0.05 level)



**Fig. 1: Gender wise Mean Academic achievement scores and SDs of Senior Secondary School Students**

From the Table 1 and 1, it can be observed that the t-value of 1.81 was found not significant at 0.01 levels with 298 degrees of freedom, which indicates that the academic achievement of male and female senior secondary school students did not differ significantly. So, the null hypothesis "there exists no significant difference in the academic achievement of male and female senior secondary school students, is accepted. Thus, we can say that academic achievement is not affected by gender. In terms of Mean scores, it can be seen that mean academic achievement score of male senior secondary school students i.e. 80.81 has been found higher than that of female senior secondary school students i.e. 78.45. The present finding is supported by the finding of Sinha, Imam and Anwar (2016) who also found that gender have no significant effect on the academic achievement of students.

**2. To compare the study habits of male and female senior secondary school students.**

For the purpose of studying the difference between study habits of male and female senior secondary school students, the following null hypothesis was formulated:

There is no significant difference in the study habits of male and female senior secondary school students.

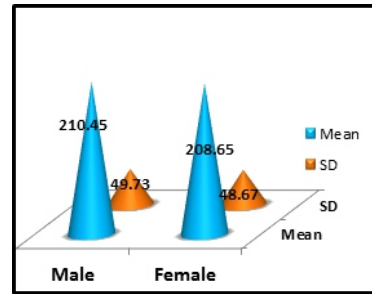
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from study habits scale was calculated. The results are presented in Table 2.

**Table 2 Means, SDs and 't' ratio of Study Habits of Male and Female Senior Secondary School Students**

Variable	Group	N	Mean	SD	't' value	Level of Significance
Study Habits	Male	160	210.45	49.73	0.316	Not Significant
	Female	140	208.65	48.67		

't' value 0.361 < table value 2.59 (at 0.01 level) ; 1.97 (at 0.05 level)

level)



**Fig. 2: Gender wise Mean Study Habits scores and SDs of Senior Secondary School Students**

From the Table 2 and Fig. 2, it can be observed that the t-value of 0.316 was found not significant at 0.01 levels with 298 degrees of freedom, which indicates that the study habits of male and female senior secondary school students did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in the study habits of male and female senior secondary school students, is accepted. Thus, we can say that gender have no influence on the study habits. In terms of Mean scores, it can be seen that mean study habits score of male senior secondary school students i.e. 210.45 has been found higher than that of female senior secondary school students i.e. 208.65. The present finding is supported by the finding of Kumar and Sohi (2013) who found that the sex of students is not likely to have any major effect on study habits.

**3.To study the relationship between academic achievement and study habits of senior secondary school students.**

For the purpose of studying the relationship between academic achievement and study habits of senior secondary school students, the following null hypothesis was formulated:

There is no significant relationship between the academic achievement and study habits of senior secondary school students.

**Table 3 Coefficient of Correlation (r) between Academic Achievement and Study Habits of Senior Secondary School Students**

Sr. No.	Variables	N	Coefficients of Correlation (r)	Level of Significance
1.	Academic Achievement	300	0.615	Significant
2.	Study Habits	300		

'r' value 0.615 > table value 0.148 (at 0.01 level) ; 0.113 (at 0.05 level)

A Perusal of Table 3 shows that the obtained 'r' value 0.615 between academic achievement and study habits of senior secondary school students is found higher than the table value i.e. 0.148 that is significant at 0.01 level of significance. So the null hypothesis "There is no significant relationship between the academic achievement and study habits of senior secondary school students" is rejected. This reveals that academic achievement is significantly related to the study habits of senior secondary school students. The magnitude of 'r' indicates positive correlation which means that increase in study habits scores leads to increase in academic achievement and vice versa. The result is in consonance with the study conducted by Anwar (2013) who also found that study habits was positively and significantly correlated with Academic Achievement.

**FINDINGS OF THE STUDY**

- No significant difference was found in the academic achievement of male and female senior secondary school students.
- No significant difference was found in the study habits of male and female senior secondary school students.

- It was found that there exists significant relationship between academic achievement and study habits of senior secondary school students.

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