



ORIGINAL RESEARCH PAPER

Education

STUDY HABITS AND ACADEMIC ACHIEVEMENT OF INTERMEDIATE STUDENTS

KEY WORDS: Study Habits, Intermediate students, Academic Achievement

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ABSTRACT

The main purpose of the study is to analyse the association between Study Habits and Academic Achievement of Intermediate students. Survey method is used in the present study. The participants of the study consisted of 1200 Intermediate II year students selected by simple random sampling method from six districts of Andhra Pradesh, India. The tool used in the study for data collection was a Study Habits Inventory consisting of 78 statements developed by the researchers. The validity and reliability of the tool was well established. The Intermediate board examination results were considered for measuring the Academic Achievement of Intermediate students. Data was analysed using Descriptive Statistics (Mean, Standard deviation), t - test and chi square test. The findings of the study revealed that there is a significant association between study habits and Academic Achievement. Based on the findings, suggestions were made that same study may be extended to Intermediate students of 13 Districts in the state of Andhra Pradesh.

INTRODUCTION

Study Habits refer to the capacity of the learner to schedule his time, plan his study, the habit of concentration, note taking, mental review, judicious application of different learning methods and so on. According to Good's dictionary of education, "Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient." Study habit means a fixed routine behaviour imbibed by an individual to learn. Study habits contribute significantly in the development of knowledge and perceptual capacity. Therefore it is assumed that study habits are correlates of scholastic or academic achievement.

In the present society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Academic achievement may be defined as the performance of the students in the subjects they study in the school. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. Good study habits result in good academic achievement and bad study habits result in poor academic achievement as there is a direct relationship between study habits and academic achievement.

REVIEW OF RELATED LITERATURE

Mohammad Imran Ali and Mohammad Faaz (2017) investigated study habits as a measure of academic achievement of senior secondary school students in relation to type of school and gender. The results of the study revealed the fact that study habits has a moderately high and positive influence on academic achievement of students and showed that female students possess slightly good study habits than that of male students. It was also found that Private school students hold good study habits than that of Government school students.

MahwishRabiaet.al. (2017) conducted a study on study habits and academic performance of college students in Sialkot, Pakistan. The results showed that there is significant relationship between study habits and academic performance of the students.

RoyaSherafat and C.G. Venkatesha Murthy (2016) conducted a study on study habits and academic achievement among secondary and senior secondary school students of Mysore city in India. 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 in study habits.

Kavitaverma (2015) investigated on the study habits and achievement of higher secondary school students. The results indicated a strong impact of study habits on the academic achievement of students.

Pachaiyappan, P. and Prabu, T. (2014) investigated the study habits among higher secondary students with respect to their gender, locality, type of school management and parents' monthly income. The major findings of the study were: (i) The study habits of urban higher secondary school students was found to be higher than the rural students. (ii) The study habits of female students were found to be higher than the male students. (iii) The study habits of private higher secondary school students were found to be higher than the Government school students.

Anwar (2013) conducted a study to investigate the degree of relationship between study habits and academic achievement of senior secondary school students in Lucknow city of U.P. (India) and found that the academic achievement of students having good and poor study habits differed significantly in favour of those who has good study habits.

OBJECTIVES OF THE STUDY

1. To study and find out whether there is any significant difference in the study habits of Boys and Girls studying Intermediate.
2. To study and find out whether there is any significant difference in the study habits of Intermediate students belonging to Government and Private Junior colleges.
3. To study and find out the association between study habits and academic achievement of Intermediate students.

HYPOTHESES OF THE STUDY

1. There would be no significant difference in the study habits of Boys and Girls studying Intermediate.
2. There would be no significant difference in the study habits of Intermediate students belonging to Government and Private Junior colleges.
3. There would be no significant association between study habits and academic achievement of Intermediate students.

METHODOLOGY

In the present study, survey method was adopted. Simple random sampling method was employed by the researchers to obtain the desired sample.

Location and sample used in the study

The sample for the present study consisted of 1200 Intermediate II year students from 24 Junior colleges of six districts in the state of Andhra Pradesh.

Variables of the study

The independent variables used in the present study are Study Habits and other Socio demographic variables namely Gender and Management. The dependent variable used in the present study is Academic Achievement.

Table 1: Sample Frame

S. No.	Socio demographic variables	Categories	Number	Total
1	Gender	Boys	600	1200
		Girls	600	
2	Management	Government	600	1200
		Private	600	

Table 2: Frequency and Percentage of Academic Achievement Groups

	Very high achievers group	High achievers group	Average achievers group	Low achievers group	Total
Frequency	422	490	266	22	1200
Percentage	35.2	40.8	22.2	1.8	100

Table 3: Frequency and Percentage of Study Habits Groups

	Good study habits group	Moderate study habits group	Poor study habits group	Total
Frequency	358	420	422	1200
Percentage	29.8	35	35.2	100

Tools used for data collection

- Personal Data Sheet.
- Marks obtained by students in Intermediate Board examinations were considered for measuring the Academic Achievement.
- Study habits inventory used in the study for data collection was developed by the researchers by reviewing a number of books, newspaper articles dealing with study habits. The views expressed by different persons were collected in the form of statements and all the options thus obtained were pooled for coming to a conclusion.

There were 84 statements in the pilot form of study habits inventory and after performing itemanalysis, 6 statements were retained and only 78 statements were retained in the final form of study habits inventory which had equal number of positive and negative statements. At the end of each statement, five graded options were given namely – 'Always', 'Frequently', 'Occasionally', 'Rarely' and 'Never' having scores 5, 4, 3, 2, 1 for positive statements and 1, 2, 3, 4, 5 for negative statements. The researchers classified the statements under seven dimensions namely – Planning, Execution, Reading Techniques, Note taking Techniques, Concentration, Home Environment and College Environment. The score of a student was the sum of all the scores for the 78 statements.

Validity and Reliability of the tool

The content validity and intrinsic validity of the tool was established. The reliability of the tool was established using split half method which was found to be 0.81. This was correlated for full length by Spearman brown prophecy formula which was found to be 0.89.

Method of Data collection

The personal data sheet was used to gather information about students. Study Habits Inventory was administered to Intermediate

Table 5: Chi square test to find the association between Study habits and Academic achievement

Study Habits Groups		Academic Achievement Groups					X2
		Very High Achievers	High Achievers	Average Achievers	Low Achievers	Total	
Good Study Habits	N	158	154	46	0	358	53.13** df:6/1200
	%	13.17	12.83	3.83	0.00	29.83	
Moderate Study Habits	N	145	157	102	16	420	
	%	12.08	13.08	8.50	1.33	35.00	
Poor Study Habits	N	119	179	118	6	422	
	%	9.92	14.92	9.83	0.50	35.17	
Total	N	422	490	266	22	1200	
	%	35.17	40.83	22.17	1.83	100.00	

** Significant at 0.01 Level

From the above table, the chi square value (χ^2) for study habits and academic achievement is found to be 53.13 which is significant at 0.01 level. Therefore, the above hypothesis – 3 is rejected. Hence, it is concluded that there is significant association between study habits and academic achievement of Intermediate students.

students. Before administration of the tool, the principals of Junior colleges were requested to give permission for the collection of data. The researchers first explained the importance of investigation to them. Certain instructions were given to Intermediate students for getting appropriate responses.

DATA ANALYSIS AND INTERPRETATION

Data was analysed using Descriptive Statistics (Mean, Standard deviation), t- test and chi square test.

Table 4: Mean, Standard Deviation and t-values of Socio demographic variables and categories of Intermediate students regarding Study Habits

S. No.	Socio demographic variables	Categories	Mean	Std. Deviation	t-Value
1	Gender	Boys	269.28	34.331	3.223** (p=0.001)
		Girls	273.42	38.952	
2	Management	Government	268.62	38.089	2.829** (p=0.005)
		Private	274.08	35.197	

Hypothesis – 1

“There would be no significant difference in the study habits of Boys and Girls studying Intermediate.”

From the above table, it is noticed that the mean scores for the study habits of Boys and Girls are 269.28 and 273.42 respectively. The mean difference between Boys and Girls is found to be 4.14 which show that there is difference in the study habits of Boys and Girls. The overall mean value is high in case of Girl students which indicate that Girl students have better study habits than Boy students. The t-value for Boy and Girl students with respect to Study Habits is found to be 3.223 which is significant at 0.01 Level. Therefore, the above hypothesis – 1 is rejected. Hence, it is concluded that there is significant difference in the study habits of Boys and Girls studying Intermediate.

Hypothesis – 2

“There would be no significant difference in the study habits of Intermediate students belonging to Government and Private Junior colleges.”

A perusal of table 4 reveals that study habits mean scores of students belonging to Government and Private Junior Colleges are 268.62 and 274.08 and their mean difference is found to be 5.46. The mean value is higher in case of Private Junior College students. This indicates that students of Private Junior Colleges have better study habits than students of Government Junior Colleges. The t-value for Government and Private Junior College students with reference to study habits is found to be 2.829 which is significant at 0.01 Level. Therefore, the above hypothesis – 2 is rejected. Hence, it is concluded that there is significant difference in the study habits of Intermediate students belonging to Government and Private Junior Colleges.

Hypothesis – 3

“There would be no significant association between study habits and academic achievement of Intermediate students.”

MAJOR FINDINGS OF THE STUDY

- There is significant difference in the study habits of Boys and Girls studying Intermediate.
- There is significant difference in the study habits of Intermediate students belonging to Government and Private

Junior colleges.

- There is significant association between study habits and academic achievement of Intermediate students.

CONCLUSION

From the present study, it is concluded that study habits and academic achievement are associated with each other. In the present days, good study habits play an important role in the pupils' academic achievement and personal improvement. If good study habits are inculcated, nurtured and promoted at the young age of a child, they will go a long way in removing a number of hurdles on the way to the development of pupils' into good and cultured citizens. The results of this study would be useful to students, parents, teachers, lecturers and policy makers. The results would pave way for future researches in the field.

SUGGESTIONS FOR FURTHER RESEARCH

The same study may be extended to Intermediate students of 13 Districts in the state of Andhra Pradesh. The study may also be extended to Degree and Post Graduate students. Different socio demographic variables like locality, group of study, medium of instruction, community, occupation of parents, annual income etc. can be included.

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