

STUDY HABITS AND ACADEMIC ACHIEVEMENT - A CASE STUDY OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present Study entitled "Study Habit and Academic Achievement - A case Study of Higher Secondary School Students" was undertaken to know about the Study Habits and Academic Achievements of Higher Secondary Science and Arts students both boys and girls. Keeping the objectives in view, 80 Higher Secondary student were selected randomly among them 40 belonged to Science stream and 40 belonged to Arts stream. Study Habit Inventory constructed by Palsane and Sharma was administered and academic Achievement of the students included the percentage of marks obtained in the previous class was also taken into consideration. After the data was collected, it was tabulated and analyzed. The results revealed females have better Study Habits than the male, though, the Academic Achievements of males is better than the females. However, there is no significant difference between male and female Arts Higher Secondary students on Academic Achievements.

Key words: Study Habits, Study skills, Academic Achievement.

Introduction

Study Habits are a well-planned and deliberate pattern of Study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Study Habits determine the Academic Achievement of students to a great extent. Both Study Habits and Academic Achievement are interrelated and dependent on each other. There are students who come from different environment, localities etc. and have different levels of Academic Achievement i.e., high and low. They also differ in the pattern of Study Habits. Some students have better Study Habits while the others have poor. Better the Study Habits better is the Academic Achievement. Academic Achievement means how much knowledge the individual has acquired from the school. Academic Achievement of the students is determined by their Study Habits. Study Habits and Academic Achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc. should be educated in their own way but if they possess good Study Habits they can show Achievement in academics and in every situations and if childrens do not possess good Study Habits they cannot excel in life. It is the Study Habits which help the learner in obtaining meaningful and desirable knowledge. Good Study Habits act as a strong weapon for the students to excel in life.

Singh (2011) examined Academic Achievement and Study Habits of Higher Secondary students. The Study was conducted on 100 Higher Secondary students. Study Habits scale by M.Mukhopadhyay and D.N Sansanwal was used and for Academic Achievement half yearly exam marks of the students were collected from the records. The result indicates that girls and boys differ significantly in their Study Habits and Academic Achievement. It also clears that good co-relation in Study Habits and Academic Achievement. Bhan and Gupta (2010) examined Study Habits and Academic Achievement among the students belonging to scheduled caste and non-scheduled caste group. A random sample of 200 students

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(scheduled caste and non-scheduled caste) was selected from high schools of urban areas of Jammu city. The results revealed that sex has no significant impact on the Study Habits and Academic Achievement of students. Caste has significant impact on the Study Habits and Academic Achievement of students. Non-scheduled caste students have significantly better Study Habits and Academic Achievement than their counterparts. However, no interactional effect of sex and caste was found on the Study Habits and Academic Achievement of students belonging to scheduled caste and non-scheduled caste group. Sharma (1984) assessed the Study Habits and underachievement among rural girls. The results revealed significant differences in the Study Habits scores of under and high achievers ($p < 0.01$). The results of t-test very clearly revealed a close relationship between the poor Study Habits and academic underachievement. Briggs et al. (1971) assessed the Study habit modification and its effect on academic Achievement. The purpose of this research was to determine the effects of a treatment procedure with combined psychological conditioning with a well-known Study technique (RSQ3R) upon the academic Achievement of "high-risk" students. The results revealed that psychological conditioning has a good effect on the academic Achievement of "high-risk" students. According to Palm Beach Community College (PBCC, 2008), they recommend that student's Study should have at least three hours out of class for every hour spent in class. They also said that a student must have a special place to Study with plenty of room to work. They presupposes that Study time will go better if a learner take a few minutes at the start to straighten things up. The PBCC also suggests that distracting noise should be minimized. That means they should eliminate all external and internal distractions. Second, get a good overview of the assignment before starting the work. Know what skills, facts and ideas that are expected to master and the ground that are expected to cover. Thus Study Habits are the ways that we Study - the Habits that we have formed during our school years. Study Habits can be good ones, or bad ones. Good Study Habits include being organized, keeping good notes, reading textbook, listening in class, and working every day.

Academic Achievement is a complex student behavior and underlies several abilities, e.g., memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions, to name a few (Deary, Whiteman, Starr, Whalley, & Fox, 2004). Educational psychologists and researchers have argued that there are many determinants of academic Achievement (Chamorro-Permuzic & Furnham, 2003). For academic achievement, being smart is more important than being intelligent and hardworking and involves being practical, having common sense and using better organization and application of good study habits (Clark, 1996). In addition, researchers have demonstrated the importance of parental involvement in their childrens' academic Achievement (Hannon & Jackson, 1987; Heller & Fantuzzo, 1993; Widlake & Macleod, 1985). Robinson (2000) found that certain bad study habits result in poor academic Achievement whereas certain good study habits result in high academic Achievement. 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 Achievement of 8th and 9th Grade students. Similarly, Gilbert and Rollick (1996) suggested good study habits to significantly enhance academic Achievement of the pupils. According to Troyna (1981), the issue of 'under-achievement' of ethnic minority pupils and especially Asian children has dominated debates in Britain since decades. The notion of 'under-achievement' refers to significant differences in the average achievements of different groups. For example, one could assume that if students are grouped according to

a given factor that should not influence their achievement in a certain test, then, on average, each group should experience similar degree of success. Each group will include some members performing very well and some performing rather badly but if talent is randomly distributed across the groups, each group should achieve similar averages. Troyna (1981) emphasized that this comparative model should be applied while comparing the average results of Asian students with their British peers. Where there is a significant shortfall, the minority group has sometimes been described as 'under-achieving'. The term has been interpreted as signifying widespread failure among pupils, as if all ethnic students are somehow destined to fail. The educational standards are reported to decline gradually and it has been attributed to faulty egalitarian policies and progressive teaching methods (Simon & Chitty, 1996). According to 'Swan Report' on under-achievement of the ethnic groups, it is argued that because teachers perceive ethnic pupils 'under achievement' to be a national problem beyond their control, they might lower the expectations of certain pupils, creating a negative stereotype that effectively closes down further opportunities (Parekh, 2000). It is important to understand that 'progress' and 'achievement' are two different terms and differences in progress are not the same as differences in achievement. Progress refers to the degree of improvement in scores over a certain period, while achievement usually refers to a single measure of attainment. Therefore, it is possible for a group to make greater progress than the second group, and yet still attain lower average achievements (Summary Document, 2001). Some educational commentators feel that underachievement of minority groups inadvertently shifts responsibility away from the educational system and to the students and their families. People speak, for example, of 'ethnic student's underachievement' not the under-achievement of the education system in providing for ethnic students. For this reason, many writers now prefer to speak about the inequalities in opportunities of achievements for the ethnic group as a likely area of injustice rather than an unavoidable variation in Achievement (Drew, 1995; Gillborn, 1997; Tower & Hamlets, 1994; Wright, 1987 as cited in Creemers & Reynold, 2000). Researchers have argued that deterioration in British educational standards has arisen partly because there is a serious lap of disciplined study habits in schools (Flew, 1987; Sexton, 1987 cited in Hughes et al., 1994). Over the past decades, large number of studies has been carried out to find differences in study habits and academic Achievement of White British students and Asian students and students of other ethnic origin. They have found ethnic minority pupils to have lower academic scores as compared to the local students. Even the British media, while emphasizing the need for serious efforts by the government to raise the academic standards in the schools of England, also projects that the academic Achievement of the minority Asian pupils has significantly declined over the past few years and is far below as compared to indigenous White pupils (Downess & Bennet, 1997). It has been reported that White British students are academically far ahead than the Asian students and students of other ethnic origin (Student Achievement Analysis, 2001). There are small scale studies carried out in Pakistan examining factors associated with academic Achievement and these have found intelligence level, home and school environment and parental involvement to contribute in developing good study habits which in turn result in better academic Achievement (Bokhari 1966; Jehan, Dar, & Haq, 1967; Saleem, 1965; Shamim, 1966 as cited in Latif, 1967). Other researchers have also pointed towards a positive relationship between study habits and academic Achievement (Fatima, 1967; Siddique, 1989). Studies in Pakistan have revealed the relationship of academic Achievement with intelligence and emotional intelligence (Shujja, 2008; Khalid & Ahmad,

2009). 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 Achievement of pupils of all age levels. Keeping all these dimensions and facts in view, the author has selected the problem for the present investigation.

Statement of Problem

“Study Habits and Academic Achievement - A case Study of Higher Secondary School Students”

Objectives of the Study

1. To know the Study Habits of Higher Secondary students.
2. To Study the Academic Achievements of Higher Secondary students.
3. To find the impact of Study Habits on Academic Achievements.
4. To compare Study Habits of male and female Higher Secondary students.

Hypotheses

1. There is no significant difference in the Study Habits of Science and Arts Higher secondary students.
2. There is no significant difference between Academic Achievement of Science and Arts Higher secondary students.
3. There is no significant difference between Male and female students on Study Habits.
4. There is no significant difference between Male and female students on Academic Achievement.

Method

The present Study was designed to get information about the Study Habit and Academic Achievement of Science and Arts Higher Secondary students. As such, the descriptive method of research was employed to carry out this research.

Sample

The sample for the present Study consisted of 80 Higher Secondary students. Among them 40 belonged to Science stream (20 males and 20 females) and 40 belonged to Arts stream (20 males and 20 females).

Tools

The investigator used the Study Habit Inventory (SHI) constructed by Palsane and Sharma for collecting data for the research. For measuring Academic Achievement the investigator himself constructed information blank wherein academic Achievement of the students included the percentage of marks obtained in the previous class was taken into consideration.

Statistical Treatment

The following statistical treatment has been applied for the present Study:

1. Mean.
2. Standard Deviation.

3. T-test.

Analysis of Data**Table 01: Mean Comparison of Science and Arts Higher Secondary School Students on Study Habits (N=40 in Each Group).**

Group	N	Mean	S.D	t-value	Level of Significance
Science	40	95.75	7.03	8.35	.01 level
Arts	40	82.63	7.11		

The above Table revealed that there is a significant difference between Science and Arts Higher Secondary students on Study Habits at .01 level with t-value equal to 8.35. It implies that Students with Science background have better Study Habits than Students with Arts background.

Table 02: Mean Comparison of Science and Arts Higher Secondary School Students on Academic Achievement (N=40 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Science	40	80.88	5.89	8.03	.01 level
Arts	40	71.32	4.77		

The above Table revealed that there is a significant difference between Science and Arts Higher Secondary students on Academic Achievements at .01 level with t-value equal to 8.03. It implies that Students with Science background have better Academic Achievement than Students with Arts background.

Table 03: Mean Comparison of Male and Female Higher Secondary Science School Students on Study Habits (N=20 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Male Science Students	20	92.8	9.8	2.47	.01 level
Female Science Students	20	98.7	4.25		

The above Table revealed that there is a significant difference between male and female Science Higher Secondary students on Study Habits at .01 level with t-value equal to 2.47. It implies that female secondary Students with Science background have better Study Habits than Students with Arts background.

Table 04: Mean Comparison of Male and Female Higher Secondary Arts School Students on Study Habits (N=20 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Male Art Students	20	77.35	6.82	4.70	.01 level
Female Art students	20	87.9	7.39		

The above Table revealed that there is a significant difference between male and female Arts Higher Secondary students on Study Habits at .01 level with t-value equal to 4.70. It implies that female Arts secondary Students have better Study Habits than male Arts secondary Students.

Table 05: Mean comparison of Male and Female Higher Secondary Science School Students on Academic Achievement (N=20 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Male Science Students	20	82.5	5.64	1.96	.05 level
Female Science Students	20	79.25	6.13		

The above Table revealed that there is a significant difference between male and female Science Higher Secondary students on Academic Achievements at .05 level with t-value equal to 1.96. It implies that male Students with Science background have better Academic Achievements than female Science Students.

Table 06: Mean comparison of Male and Female Secondary Arts School Students on Academic Achievement (N=20 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Male Art Students	20	70.05	4.67	1.71	Not Significant
Female Art Students	20	72.6	4.86		

The above Table revealed that there is no significant difference between male and female Arts Higher Secondary students on Academic Achievements.

Table 07: Mean comparison of Male Higher Secondary Science and Arts School Students on Study Habits (N=20 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Male Science Students	20	92.8	9.8	1.7	Not significant
Male Art Students	20	77.35	6.82		

The above Table revealed that there is no significant difference between male Science and male Arts Higher Secondary students on Study Habits at .01 level with t-value equal to 1.7.

Table 08: Mean comparison of Female Higher Secondary Science and Arts School Students on Study Habits (N=20 in Each Group).

Group	N	Mean	S.D	t-value	Level of Significance
Female Science Students	20	98.7	4.25	5.68	.01 level
Female Art Students	20	87.9	7.39		

The above Table revealed that there is a significant difference between female Science and female Arts Higher Secondary students on Study Habits at .01 level with t-value equal to 5.68. It implies that female Students with Science background have better Study Habits than female Students with Arts background.

Table 09: Mean comparison of Male Science and Arts Higher Secondary School Students on Academic Achievement (N=20 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Male Science Students	20	82.5	5.64	7.36	.01 level
Male Arts Students	20	70.05	4.67		

The above Table revealed that there is a significant difference between male Science and Arts Higher Secondary students on Study Habits at .01 level with t-value equal to 7.36. It implies that male Students with Science background have better Academic Achievements than male Students with Arts background.

Table 10: Mean comparison of Female Science and Arts Higher Secondary School Students on Academic Achievement (N=20 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Female Science Students	20	79.25	6.13	3.53	.01 level
Female Art Students	20	72.6	4.86		

The above Table revealed that there is a significant difference between female Science and Arts Higher Secondary students on Academic Achievement at .01 level with t-value equal to 3.53. It implies that female Students with Science background have better Study Habits than female Students with Arts background.

Major Findings

1. The Study revealed that Students with Science background have better Study Habits than Students with Arts background.
2. The Study also revealed that Students with Science background have better Academic Achievement than Students with Arts background.
3. The Study also revealed that female secondary Students with Science background have better Study Habits than Students with Arts background.
4. The Study also revealed that female Arts secondary Students have better Study Habits than male Arts secondary Students.
5. The Study also revealed that male Students with Science background have better Academic Achievements than female Science Students.
6. The Study also revealed that female Students with Science background have better Study Habits than female Students with Arts background.
7. The Study also revealed that male Students with Science background have better Academic Achievements than male Students with Arts background.
8. The Study also revealed that female Students with Science background have better Study Habits than female Students with Arts background.
9. The Study also revealed that there is no significant difference between male and female Arts Higher Secondary students on Academic Achievements.

Conclusion

It is concluded from the Study that there exist a highly significant relationship between the Study Habits and Academic Achievement. It is concluded from the Study that female Higher Secondary students Study more than the boys but the Academic Achievement of males is better than females.

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