

Study Habit Among Higher Secondary School Students in Relation to Their Academic Achievement

Smitarani Mandal¹, Nishivijita Nayak², Laxmipriya Mohanty³,
Snehasis Mohanty⁴

^{1,2,3,4}Assistant Professor, Department of Education, MSCB University, Baripada

Abstract

This study intended to explore the study habit of higher secondary school students in relation to their academic achievement in the Mayurbhanj District of Baripada. The sample of the study selected through simple random sampling technique. The sample comprised of 100 higher secondary school students. The results of the study revealed that there is no significant difference in academic achievement means scores between boys and girls and there is a significant positive relation between study habit and academic achievement of higher secondary school students as whole and dimension wise.

Keyword: Study habit, Academic achievement, Higher Secondary School Students

1. Introduction:

Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn't look forward to studying. Once an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his study habits. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits. Different students have different study habits, but the achievement of the students depends on good study habits among students (Mittal, 2009). So the higher secondary school students need intensive study with good study habits to get maximum scores in the higher secondary level examination to admit in the appropriate course for their further education. In the research of (Stella and Purushothman, 1993) secondary school students were underachievers in academically due to poor study habit. Hence, the investigator is keen interest in finding how for the academic achievement is affected by study habits?

2. Significance of the study:

In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic achievement. Students' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students. Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying (Arul Lawrence, 2013). Here 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 academic achievement. Hence, the investigator has tried to explore the relationship between study habits and academic achievement of the higher secondary students.

3. Objectives of the study:

The objectives of the present study are;

1. To study the academic achievement of male and female higher secondary school students
2. To study the relationship between study habit and academic achievement of higher secondary school students.

4. Null Hypotheses of the Study:

H0-1 There is no significant differences in mean achievement scores of male and female higher secondary school students.

H0-2 There exist no significant relationship between study habit and academic achievement among higher secondary school students.

5. Methodology of the study:

The study followed the design of descriptive survey in order to find out the academic achievement of higher secondary school level of class 11th, which were passed in 10th annual exam in relation to their study habits, gender, parental education.

5.1. Population: The population of the study comprises of all higher Secondary Schools of Baripada block of Mayurbhanj district.

5.2. Sample: The sample of the study comprised of four higher secondary school of Baripada block and 100 students were randomly selected as the sample of the study.

5.3. Tool and techniques: A data capturing format was used for capturing academic achievement of student. Data are collected by personal visit to the school site by the investigator. Study habit inventory by Sansanwala was used for collecting data of study habit among student.

5.4 Procedure of data collection: The researcher had taken the permission from the principle of the selected higher secondary school for the data collection. The researcher went to class 11 student and followed the procedure within 45 minutes at the same date and day.

6. Analysis and interpretation:

6.1 Table no-1: significance difference in learning achievement mean scores between Boys and Girls

STUDENT	NUMBER	MEAN	SD	DF	T-VALUE	REMARKS
BOYS	60	364.65	56.42	38	0.39	Not-significant
GIRLS	40	380.75	58.116			

Table no-1 shows that the mean of academic achievement scores of boys and girls of both the Govt. and Private schools are 364.65 and 380.75 with SD 56.42 and 58.116 respectively. The 't' ratio come out from above two groups is 0.39. This calculated t-value (0.39) is much less than the table value at both the level of significance (2.02 at 0.05 and 2.71 at 0.01 level of significance). Hence, it is not significant. That means there is no significant difference achievement means scores between boys and girls. Thus, the null hypothesis "there exists no significant difference in mean achievement scores of boys and girls secondary school students" is retained.

Table 6.2- significant relationship between study habit and academic achievement among secondary school students

Variables	N	DF	R-VALUE	Level of significance
Study habit	100	98	4	.01
Academic achievement	100			

It is revealed from the table 4.5 that the co-efficient of correlation between study habit and academic achievement among secondary school students is 4 which is not significant at .01 level of significance. That means there is no significant difference between study habit and academic achievement among secondary school students, thus the hypothesis that there exists no significant difference between study habit and academic achievement among secondary school students' is accepted.

7. Findings and discussion:

The findings of the present study have been discussed. The aim of this study was to find out mean study habit scores on the basis of gender and subject and relation between learning achievement and study habit of Higher Secondary students, Baripada. The result shows that the mean of academic achievement scores of boys and girls of both the Govt. and Private schools are 364.65 and 380.75 with SD 56.42 and 58.116 respectively. The 't' ratio come out from above two groups is 0.39. This calculated t-value (0.39) is much less than the table value at both the level of significance (2.02 at 0.05 and 2.71 at 0.01 level of significance). Hence, it is not significant. That means there is no significant difference achievement means scores between boys and girls. The co-efficient of correlation between study habit and academic achievement among secondary school students is 4 which is not significant at .01 level of significance. That means there is no significant difference between study habit and academic achievement among secondary school students.

8. Conclusion and Suggestions:

Findings of the present study revealed there is positive relationship between study habits and academic achievement of higher secondary school students. It is suggested that parents should get appropriate

guidance and counselling about dealing with higher secondary school students to develop a good study-habits for the educational development of their kids. Healthy and sympathetic teacher's and student's relationship should be made to upgrade the level of academic self-esteem of students. Emphasis should be given on social cognitive develop of the students to increase the level of self-esteem. Self-study should be encouraged and emphasized. The teachers should ask the students to keep the record of their progress towards their set goals. The teachers should make an effort to develop a conducive social climate in the class so that every student should feel that they belongs to a group.

References:

1. Agrawal, M. and Teotia Dr. A. K. (2015). Study Habits and Attitude towards Education of Secondary Level Students of Delhi. *Global Journal for Research Analysis*. ISSN No 2277 – 8160. 4(12), 50-54.
2. Alzahrani, S.S., et.al. (2018). Study habits and academic achievement among medical students :A comparison between male and female subjects, *Medical Teacher*. 40, S1-S9. DOI: 10.1080/0142159X.2018.1464650
3. Balugade, Dr. A. B., (2022). Relationship between study habits and academic achievement of high school students. *International Journal of Creative Research Thoughts*. 7(10), d88-d97.
Bhagat M. & Wadhawan, P. (2021). Impact of Study Habits on Academic Performance of Adolescents. *International Journal of Innovative Science, Engineering & Technology*. 8(1), 257-266.
4. Bhan, K., & Gupta, R. (2010). Study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. *Journal of Applied Research in Education*. 15(1), 1-9
5. Deavers, R., Solity, J., & Kerfoot, S. (2000). The effect of instruction on early nonword reading strategies. *Journal of Research in Reading*. 23(3), 267-286.
6. Ebele, U. F. and Olofu, P. A (2017). Study habit and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja. *Educational Research and Reviews*. 12(10), 583-588.
7. Helali, R.G.M., et.al. (2022). Measuring the impact of study habits on student academic performance in KSA. *Journal of Positive School Psychology*. 6 (4), 328-335.
8. Gahir, S., et.al. (2022). Relationship between Study Habits and Academic Achievement of Secondary School Students. *Contemporary Research in Education and English Language Teaching*. ISSN: 2641-0230. 1(4), 1-9.