

Relationship Between Study Habits & Attitudes and Achievement Motivation of Adolescent Students

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Abstract

This study examines the relationship between study habits, academic attitudes, and achievement motivation among adolescent students in CBSE schools in India. Utilizing educational psychology and motivation theory, the research explores how structured learning behaviors and students' learning perceptions impact academic drive. A descriptive survey methodology was adopted involving 200 students (100 boys and 100 girls) from Classes 6 to 8 at Angels Planet School, Khandwa, Madhya Pradesh. Instruments used include the Academic Motivation Scale (Deo & Mohan) and the Study Habits and Attitude Scale (C.P. Mathur). Statistical analysis revealed a significant positive correlation ($r = 0.62$, $p < 0.01$) between study habits and achievement motivation. Girls scored slightly higher in achievement motivation, underscoring gender dynamics in academic engagement. Findings highlight the need for gender-sensitive pedagogical interventions and the integration of structured study skills into the curriculum.

Keywords: Study Habits, Student Attitudes, Achievement Motivation, Adolescents, CBSE Schools, Gender Differences

1. Introduction

Achievement motivation, defined as the drive to pursue and attain academic goals, is a critical determinant of student success (Atkinson, 1964). Among adolescents, this motivation is shaped by various factors, including study habits and attitudes toward learning. Study habits refer to structured behaviors such as time management, note-taking, and consistent revision, while attitudes encompass students' perceptions of academic tasks and their intrinsic value (Crede & Kuncel, 2008). In the context of CBSE schools, where academic rigor is emphasized, understanding how these factors influence motivation is vital for fostering student engagement.

Adolescence is a transitional phase marked by cognitive, emotional, and social development. During this period, students' approaches to learning can either support or hinder their academic trajectories. Poor study habits, such as procrastination or disorganized schedules, often lead to reduced motivation, while positive attitudes, such as a growth mindset, enhance persistence (Dweck, 2006). This study explores the interplay between study habits, attitudes, and achievement motivation, with a focus on gender differences, to provide actionable insights for educators.

The objectives of this study are:

1. To examine the relationship between study habits/attitudes and achievement motivation among adolescent CBSE students.
2. To compare the mean scores of study habits and attitudes between boys and girls and their impact on achievement motivation.

2. Objectives

- To examine the relationship between study habits/attitudes and achievement motivation among adolescent CBSE students.
- To compare mean scores of study habits and attitudes between boys and girls and their impact on achievement motivation.

3. Hypothesis

H₀: There is no significant difference between the mean scores of study habits and attitudes of adolescent students (boys and girls) on their achievement motivation.

4. Significance of the Study

The study informs educators and policymakers on the importance of structured study routines and positive academic attitudes. Gender-based insights support the development of equitable teaching strategies. The findings contribute to educational psychology literature, particularly within the Indian context.

5. Delimitations

- Limited to one CBSE school in Khandwa.
- Only quantitative data collected.
- Use of self-reported measures.

6. Literature Review

The relationship between study habits, attitudes, and achievement motivation has been extensively studied in educational psychology. Study habits are critical predictors of academic performance, as they reflect students' ability to organize and engage with learning materials (Crede & Kuncel, 2008). Effective habits, such as regular review and goal-setting, correlate with higher motivation and better grades. Conversely, poor habits, like cramming, are associated with lower engagement (Nonis & Hudson, 2010).

Attitudes toward learning also play a significant role. According to Self-Determination Theory (SDT), students with intrinsic motivation—driven by interest and enjoyment—are more likely to exhibit positive attitudes and sustained effort (Ryan & Deci, 2000). Vygotsky's sociocultural theory further emphasizes the role of the learning environment, including peer influence and teacher support, in shaping attitudes and motivation (Vygotsky, 1978). In the Indian context, studies have shown that CBSE students face unique pressures due to competitive curricula, making study habits and attitudes critical for success (Agarwal, 2006).

Gender differences in motivation have also been documented. Girls often demonstrate higher academic diligence and emotional regulation, which may translate to stronger study habits and motivation (Duckworth & Seligman, 2006). However, boys may excel in subjects requiring risk-taking or spatial skills, suggesting the need for gender-responsive strategies (Voyer & Voyer, 2014).

Despite these insights, few studies have focused on CBSE schools or adolescent populations in India. This

study addresses this gap by examining how study habits and attitudes influence motivation in a specific cultural and educational context.

7. Methodology

7.1 Research Design

A descriptive survey design was adopted to explore the relationship between study habits, attitudes, and achievement motivation.

7.2 Population and Sample

200 students (100 boys, 100 girls) from Classes 6-8, Angels Planet School, Khandwa. Stratified random sampling used.

7.3 Tools

1. Academic Motivation Scale (Deo & Mohan): This standardized tool measures achievement motivation through self-reported responses. It has high reliability (Cronbach's $\alpha = 0.85$).
2. Study Habits and Attitude Scale (C.P. Mathur): This scale assesses study habits (e.g., time management, concentration) and attitudes (e.g., interest in learning). Reliability is reported at $\alpha = 0.80$.

7.4 Procedure of Data Collection

Data collection was conducted with permission from the school principal. Students completed the questionnaires during school hours in a supervised setting. Responses were anonymized to ensure confidentiality, scored according to the scales' manuals, and analyzed statistically

7.5 Data Analysis

- Descriptive Statistics: Mean and standard deviation were calculated for study habits and motivation scores.
- Pearson's Correlation: Used to assess the relationship between study habits/attitudes and motivation.
- t-Test: Conducted to compare motivation scores between high and low study habits groups and between genders.

8. Results

8.1 Descriptive Statistics

High Study Habits Group ($M = 140.75$, $SD = 13.85$) scored higher than Low Study Habits Group ($M = 137.35$, $SD = 15.24$).

Group	N	MEAN	SD	t-value	df	p-value
High Study Habits Group	100	140.75	13.85	2.15	198	0.033
Low Study Habits Group	100	137.35	15.24	1.98	198	0.049

*Significant at $p < 0.05$

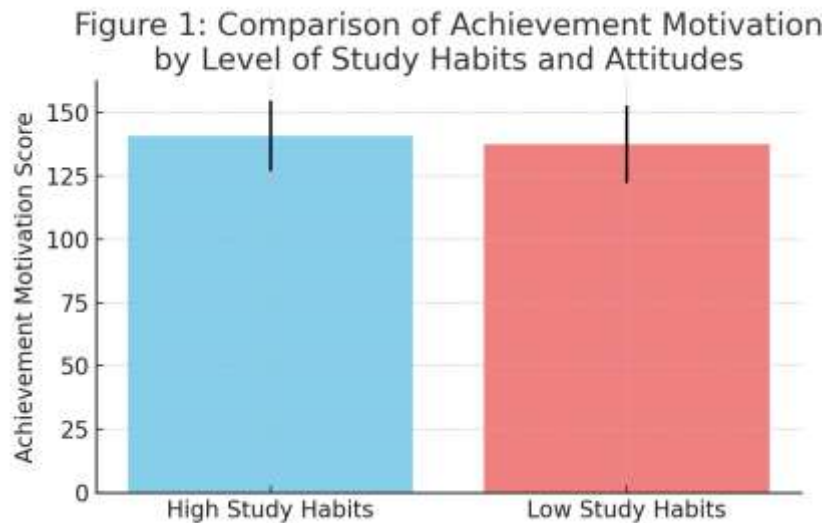
8.2 Correlation Analysis

A significant positive correlation was found between study habits/attitudes and achievement motivation ($r = 0.62$, $p < 0.01$), indicating that stronger study habits and positive attitudes are associated with higher motivation.

8.3 t-Test Results

A t-test revealed a significant difference between the high and low study habits groups ($t = 2.15$, $df = 198$, $p = 0.033$), rejecting the null hypothesis. Gender comparisons showed girls ($M = 142.10$, $SD = 13.50$) slightly outperformed boys ($M = 139.40$, $SD = 14.20$), with a significant difference ($t = 1.98$, $df = 198$, $p = 0.049$).

8.4 Graphical Representation



9. Discussion

The significant positive correlation ($r = 0.62$) between study habits/attitudes and achievement motivation aligns with prior research (Crede & Kuncel, 2008). Effective study habits, such as consistent revision and time management, serve as motivational drivers by fostering a sense of control and competence, as posited by Self-Determination Theory (Ryan & Deci, 2000). Vygotsky's sociocultural theory further explains these findings, as the school environment—peer interactions, teacher feedback, and structured routines—shapes students' attitudes and engagement (Vygotsky, 1978).

Gender differences, with girls slightly outperforming boys, may reflect social and psychological factors. Girls often exhibit greater conscientiousness and emotional regulation, which enhance study habits and motivation (Duckworth & Seligman, 2006). However, boys may face distractions, such as higher engagement in non-academic activities, which could explain their lower scores. These findings highlight the need for gender-responsive teaching strategies, such as tailored feedback or mentorship programs.

Limitations include the study's focus on a single school, which may limit generalizability, and reliance on self-reported data, which could introduce bias. Future research should incorporate qualitative methods, such as interviews, to explore students' perceptions of motivation and habits. Additionally, longitudinal studies could examine how these factors evolve over time.

10. Conclusion

This study confirms that effective study habits and positive attitudes significantly enhance achievement motivation among adolescent CBSE students. Gender differences, with girls demonstrating a slight advantage, underscore the importance of equitable interventions. By fostering structured study behaviors and supportive learning environments, schools can promote student success.

11. Recommendations

- Integrate study skills in curricula
- Establish mentoring programs
- Use gender-sensitive teaching methods
- Encourage parental involvement
- Train teachers in motivational strategies

12. Practical Implications

- Teachers: Conduct study skills workshops
- Parents: Monitor routines and goals
- Policymakers: Include motivation programs
- Counselors: Offer goal-setting and stress management sessions

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