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The impact of study habits on academic achievement of higher secondary students

Manju Gupta[1], Manjeet Kaur Khanuja[2]
[1] Associate Professor, Meerut College, Meerut, Uttar Pradesh, India
[2] Research scholar, Meerut College, Meerut, Uttar Pradesh, India

Abstract
In the present study, the researcher has studied the academic achievement and study habits of higher secondary. The sample size of the present study is selected from higher secondary student of Arts, Commerce and Science streams, the sample consists of 200 students of each stream with 300 males and 300 females, and the sample was randomly selected from Meerut of UP. The researcher used mean, standard deviation and t-test to interpret the data. This study is helpful to know the impact of study habits on academic achievement of higher secondary students; it is also helpful to know the level of academic achievement of higher secondary student.

Keywords: academic achievement, study habits

Introduction

A behaviour that is repeated until it becomes automatic is called a habit. A habit is a behaviour that a person engages in on a regular, scheduled basis and that is not relegated to an optional or secondary role in their life. Without hesitation, justification, or exceptions, it is carried out as is. Our study methods are known as study habits. The routines we developed while attending school. Study habits can be "excellent," which means they function and aid in academic success, or "poor," which merely denotes a failure to function and aid in academic success. Being organised, taking good notes, reading textbooks, paying attention in class, and working every day are all examples of strong study habits. Bad study habits include missing class, procrastinating on assignments, watching excessive television or playing video games in place of studying, and misplacing papers. A student cannot excel in school without effective study techniques. Students must be able to ingest course material properly, digest it, think on it, and be able to convey that information in written and/or oral form if they are to succeed.

To study is to set aside time and commit oneself to the job, and the goal of studying is to immerse oneself in a process of learning, practice and self-education. The study habits can therefore be inferred from the aforementioned as purchasing a committed scheduled and unbroken time to apply oneself to the activity of learning. Without it, one does not develop and their life becomes self-contained. We can only advance in life to the extent that our study habits (learning/education) allow us to. Our study habits throughout life determine how far we want to advance, how much we want to earn, and how physically demanding the work we pick.

Academic success plays a significant role in both education and the learning process. In today's fiercely competitive environment, it has evolved into a predictor of a child's future. It has long been considered one of the most significant objectives of education. It is a significant objective that is demanded of every person in every culture. According to Taylor (1964), a student's academic success is influenced by the importance he places on himself. Any desired learning that is shown in the student in an educational setting may be interpreted as achievement. Academic success of students refers to the knowledge acquired and skills honed in the subject matter of the classroom. Therefore, academic success refers to how well students perform in their academic courses. In analyzing studies on correlates of performance, Balasubramanium (1992) noted that "Achievement is the end result of all educational endeavors. All educational activities are primarily focused on ensuring that the learner succeeds.

Academic success is typically understood to be the demonstration of knowledge acquired or abilities developed in the school subject Busari (2000). It is a person's level of academic performance as demonstrated by their Ireoegbu (1992). It is known as the exhibition of knowledge acquired or skills developed in academic areas in the educational setting. Indicators of this achievement include test scores or instructor grades. Educational psychologists have recently been seen to start addressing what has traditionally been seen as the more delicate aspect of individual variations. This encompasses students' attitudes, feelings, and emotions in relation to their academic performance—specifically, how they behave and perform in light of the upcoming assignments. Achievement, however, can be considered to be the result of training. Achievement, according to Osokoya (1998), is the result of a learning experience. Every parent, guardian, teacher, and student wants the best possible academic performance for their kids, wards, or classmates. The performance of their students is typically used to qualitatively grade schools and teachers.

Academic performance or how well a student satisfies institution-set requirements are used in educational institutions to gauge achievement. In the workplace, rivalry is getting more and more intense as a carrier. Parental, legislative, and governmental attention has been drawn to the significance of students performing well in school similar educational departments. Despite the fact that education is not the only path to success in the workplace, much the advancement of students is tracked, evaluated, and encouraged in schools. Parents are concerned your kid's academic progress because they think that better grades would lead to more career options and a stable employment. Despite having the same interest, schools are frequently additionally driven by worries about their reputation and the likelihood of receiving financial aid from government agencies, which can depend on how well they perform academically overall. The state and federal departments of education are tasked with improving schools, so they came up with ways to gauge effectiveness and make plans for change.
Academic success is of the utmost significance. It has been found that a large range of factors, including student personality traits, the school's organisational climate, curriculum design, the teaching-learning environment, and factors originating at home, all have varying degrees of influence on accomplishment. Each of them is actually a collection of elements that, alone or in combination with other elements, affect achievement. In a nutshell, we may say that both nature and nurture work together to create successful people.

Objectives of the Study

- **Objective 1:** To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students.
- **Objective 2:** To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students in Arts stream.
- **Objective 3:** To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students in Science Stream.
- **Objective 4:** To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students in Commerce Stream.

Delimitation of the study

The study is delimited as –

1. Geographically, it is delimited Meerut city only.
2. Present study delimited only Academic Achievement and Study Habits.
3. Present study delimited only three pedagogy arts, commerce and science.

Hypothesis of the study

- **Hypothesis 1:** There is no significant difference between Academic achievement and Study Habits of higher secondary students.
- **Hypothesis 2:** There is no significant difference between Academic achievement and Study Habits of higher secondary students in Arts Stream.
- **Hypothesis 3:** There is no significant difference between Academic achievement and Study Habits of higher secondary students in Science Stream.
- **Hypothesis 4:** There is no significant difference between Academic achievement and Study Habits of higher secondary students in Commerce Stream.

Method of Study

The purpose the present study was to reveal the relation between academic achievement and study habits of higher secondary students. The researcher used survey and descriptive method of the present study.

Population of the study

The population in the present study comprises of Higher Secondary students studying in different schools affiliated to Uttar Pradesh State Board of High School and Intermediate Education in Meerut District.

Sampling: For the present study, the list of Higher Secondary schools affiliated with Uttar Pradesh State Board of High School and Intermediate Education in Meerut district was obtained from the office of District Inspector of Schools, Meerut. From the overall list, twenty schools (10 schools from Urban and 10 schools from rural area) were selected by using the Simple Random Method. The researcher used Lottery method for selecting 20 schools. The researcher used Stratified Random Sampling for selecting the students from each school.
Tools used: The following tools were used by the researcher for the present study-

- Study Habits Inventory constructed and standardized by Dr. B.V. Patel, Sardar Patel University, Anand (Kaira).
- Academic Achievement: For academic achievement, students' high school board results were used.

Statistical Device

After the data collection the scoring was done. The following measures were used to analyses and interpret the results and to test hypothesis:

1. mean,
2. standard deviation and

3. t-test for the interpretation of data.

Statistical Treatment
Mean, Standard Deviation and 't' test is used for the present study in order to assess the significant difference of academic achievement and study habits of higher secondary students having Science, Arts and Commerce pedagogy. Null hypotheses are formulated and are tested by computing't' test.

Analysis & Interpretation of Data
Objective 1: To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students.

Hypothesis: 1- There is no significant difference between Academic achievement and Study Habits of higher secondary students.

Table 1: To compare Mean scores between Academic Achievement and Study Habits of Higher Secondary Students

Variables	N	Mean	Standard Deviation	SED	t-value	Significance
Academic Achievement	600	58.1706	8.68823	2.01953	9.9475	.01**
Study Habits	600	78.2600	8.92862			

df = 598 D=20.0894

For comparing the Mean differences of different variables on one selected research sample (N=600) only, One sample t-test was applied on which research sample's mean scores of one variable "Academic Achievement" was compared with the other variable "Study Habits" mean scores. The research sample (N=600) showed Mean score 58.1706 on Academic Achievement and Mean Score 78.26 on Study Habits.
It is evident from the Table 4.2.3 that the calculated t-value = 9.9475 is quite higher than the Table t-values at .05 and .01 level of significance with degree of freedom 598.

- Table t-value at .05 level of significance: 1.96
- Table t-value at .01 level of significance: 2.58
- Therefore, null hypothesis 1.8.3 is rejected accepting the Alternative hypothesis (H_1):

There is significant difference between Academic achievement and Study Habits of higher secondary students.

Objective: 2- To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students in Arts stream

Hypothesis: 2-There is no significant difference between Academic achievement and Study Habits of higher secondary students in Arts Stream.

Table 2: To compare Mean scores between Academic Achievement and Study Habits of Higher Secondary Students in Arts Stream

Variables Arts Stream	N	Mean	Standard Deviation	SED	t-value	Significance
Academic Achievement	200	58.0490	8.40402	4.50427	4.9933	.01**
Study Habits	200	80.5425	10.54322			

df= 198 D= 22.4935

For comparing the Mean differences on different variables from one selected research sample (N=200) from Arts Stream students, One sample t-test was applied on which research sample's mean scores of one variable "Academic Achievement" were compared with the other variable "Study Habits" mean scores. The research sample (N=200) showed Mean score 58.0490 on Academic Achievement and Mean Score 80.5425 on Study Habits.
It is evident from the Table 4.2.6 that the calculated t-value = 4.9933 is higher than the Table t-values at .05 and .01 level of significance with degree of freedom 198.

- Table t-value at .05 level of significance: 1.96
- Table t-value at .01 level of significance: 2.58
- Therefore, null hypothesis 1.8.6 is rejected accepting the Alternative hypothesis (H_1):

There is significant difference between Academic achievement and Study Habits of higher secondary students in Art Stream.

Objective: 3- To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students in Science Stream.

Hypothesis: 3- There is no significant difference between Academic achievement and Study Habits of higher secondary students in Science Stream.

Table 3: To compare Mean scores between Academic Achievement and Study Habits of Higher Secondary Students in Science Stream

Variables	N	Mean	Standard Deviation	SED	t-value	Significance
Academic Achievement	200	60.5128	8.04053	6.75848	3.4660	.01**
Study Habits	200	83.9377	19.17324			

Df =198 D= 23.4249

It is evident from the Table 4.2.9 that the calculated t-value = 3.4660 is higher than the Table t-values at .05 and .01 level of significance with degree of freedom 398.

- Table t-value at .05 level of significance: 1.96
- Table t-value at .01 level of significance: 2.58
- Therefore, null hypothesis 1.8.9 is rejected accepting the Alternative hypothesis (H_1):

There is significant difference between Academic achievement and Study Habits of higher secondary students in Science Stream.

The significant difference between Academic Achievement and Study Habits (t= 3.4660) shows that higher secondary students of science stream had high mean scores on Study Habits than their Academic achievement. If appropriate study habits have been adopted by the science stream students, the achievement can be higher as the high magnitude and positive correlation of coefficient (r= +.77) between their academic achievement and study habits scores exists.

Objective: 4- To compare mean scores between Academic Achievement and Study Habits of Higher Secondary students in Commerce Stream.

Hypothesis: 4- There is no significant difference between Academic achievement and Study Habits of higher secondary students in Commerce Stream.

Table 4: To compare Mean scores between Academic Achievement and Study Habits of Higher Secondary Students in Commerce Stream

Variables	N	Mean	Standard Deviation	SED	t-value	Significance
Academic Achievement	200	55.6445	8.46191	4.59682	6.8249	.01**
Study Habits	200	87.0175	10.93718			

Df= 198 D= 31.3730

It is evident from the Table 4.2.12 that the calculated t-value = 6.3508 is quite higher than the Table t-values at .05 and .01 level of significance with degree of freedom 398.

- Table t-value at .05 level of significance: 1.96
- Table t-value at .01 level of significance: 2.58
- Therefore, null hypothesis 1.8.12 is rejected accepting the Alternative hypothesis (H_1)

There is significant difference between Academic achievement and Study Habits of higher secondary students in Commerce Stream.

The significant difference between Academic Achievement and Study Habits (t= 6.8249) of higher secondary students of Commerce stream shows that they possess high study habit scores but the academic achievement is not so high. It reflects that there is need for adopting better study habits. The high magnitude and positive correlation of coefficient (r= +.79) between mean scores of Study Habits and academic achievement of higher secondary students exhibited that better and appropriate study habits result in better academic achievement.

Findings of the Study

The findings of the present study as follows-

1. This study indicates that there is significant difference between Academic achievement and Study Habits of higher secondary students.
2. This study indicates that there is significant difference between Academic achievement and Study Habits of higher secondary students in Art Stream.
3. This study indicates that there is significant difference between Academic achievement and Study Habits of higher secondary students in Science Stream.
4. This study indicates that there is significant difference between Academic achievement and Study Habits of higher secondary students in Commerce Stream.

Suggestions for further research

As in the research there were some limitations so there is a scope of further research on same problem of research. Some suggestions for further researches in this direction are as follows:

1. The present study is restricted to higher secondary students of Meerut district; further studies could be spreaded on the wider population and different regions.
2. The present study is restricted to higher secondary students only. Further studied could be done on other higher education courses.
3. The present study is restricted to Academic achievement and Study Habits only two variables. Further studied could be included more variables.

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