



A study on study habits and achievement motivation of twelve grade students in relation to their socio-Economic status

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Abstract

The present study investigates the relationship between study habits, achievement motivation and socioeconomic status (SES) of twelve grade students and their impact on academic achievement. The study assumption that both individual and environmental factors play a significant role to student's achievement development. A descriptive survey method was applied and a sample of higher secondary students was selected using a random sampling technique.

Standardized tools were used to evaluate study habits, achievement motivation and socioeconomic status while academic achievement was measured through examination scores. The results indicate that students with effective study habits and higher achievement motivation are link to better academically performance. These factors support to better time management, concentration, and goal-oriented learning. Socioeconomic status, although not always directly link to academic performance, it affects learning environment and access to study materials.

The study indicates that academic achievement is a result of the combined influence of individual efforts and the influence socio-environmental conditions. It emphasizes the need to developing positive study habits and improving motivation among students along with providing supportive educational environments. The results of the study may help educators, parents and policymakers in promoting effective learning strategies and improving student's academic performance.

Keywords: Study Habits, Achievement Motivation, Socioeconomic Status

Introduction

Habits are shaping of behaviour that people acquire through experience. When these habits are related to learning activities, they are known as study habits. A student's study habits are not formed in isolation, they are influenced by various surrounding factors such as home environment, socioeconomic status and school conditions. These factors play an important role in shaping a student's learning behaviour and contribute to their overall development.

Effective study habits are very important because it help students achieve success not only in their academic life but also in their future endeavour. The home environment strong affect both the physical and mental development of a child. Similarly socio-economic status influences student's psychological behaviour, access to educational resources and overall academic performance. Therefore, the development of study habits is a continuous process where family background and socio-economic conditions jointly influence academic achievement.

Education is closely related to a person's life opportunities, income and overall progress. Study habits refer to the continuous practices and strategies that students use while learning, such as time management effectively, maintain concentration, note-taking, and revision lesson. Good study habits help students understand their subjects more clearly and perform better in the examinations. Studying is an essential component of the learning process in schools. It includes activities such as homework, self-study, assignments, guided instruction and project work under the supervision of teachers. Study habits can be improved through appropriate guidance and training, as they are cognitive skills that can be developed over time.

Achievement motivation, on the other hand refers to the inner drive that encourage students to achieve success and reach their academic goals. Students with high achievement motivation generally more focused hardworking and determined in their studies. They are more likely to solve the problems effectively and maintain consistent do-good academic performance.

Student's socio-economic status (SES) plays a important role in shaping their educational development. SES includes factors such as family income, parent's education, occupation and living conditions. These elements directly affect the learning environment at home, access to educational resources and the level of support students receive from their families. Generally, students from higher socioeconomic backgrounds have better access to study materials and proper guidance, whereas students from lower socioeconomic backgrounds often face various challenges in their academic progress.

It is widely accepted that socioeconomic status, family background, parent's educational level and the quality of educational institutions have a significantly affect student's academic achievement. Poor academic performance is not only the result of low intelligence it is also influenced by others factors such as lack of proper study facilities, unstable family conditions, poor economic background, low motivation and ineffective teaching methods. Therefore, it is important to consider student's socioeconomic conditions and surrounding environment to support overall educational development.

This study aims to examine the relationship between study habits, achievement motivation and socioeconomic status among twelve grade students. The findings of this study

may help educators, parents and policymakers to develop effective strategies to improve student's learning outcomes and ensure equal educational opportunities for all.

Review of the Related Literature

A study conducted by Razia (2015) explored the relationship between study habits and socio-economic status among secondary school students. The study used a sample of 224 students and applied statistical tools such as mean, standard deviation (S.D.), correlation, t-test, and ANOVA. The results indicated a significant positive relationship between study habits and socio-economic status, indicating that students from higher SES backgrounds tend to have better study habits. However, no significant interaction effect of gender and SES status was found on study habits.

Chandra Kala and Shirlin (2017) conducted a study on among college students to investigate the relationship between achievement motivation and socio-economic status. The study included a sample 320 students and used statistical techniques such as correlation and ANOVA. The results indicated a low but significant positive correlation between achievement motivation and socio-economic status, suggesting that socio-economic background affects students' motivation to achieve academically.

Nayak and Panda (2019) investigated the impact of socio-economic status on study habits among school students in Odisha. The study involved a sample of 500 students and used standardized tools for measurement. The findings indicated that study habits have an effect on socio-economic status, although the relationship was relatively low. The study emphasized that SES factors such as parental education, occupation and income play a significant role in shaping students' academic behavior.

A study published in the International Journal of Educational Research (2021) examined how motivation profiles combination with socio-economic status to influence educational outcomes. The findings indicated that academic motivation and SES together significantly predict academic achievement, including school completion and performance. The study also emphasized that students from varying SES backgrounds show different motivation patterns, which affect their academic success.

Definition of Terms

Study Habits

This study focuses on the relationship between students' study habits, achievement motivation and their socioeconomic status. The family environment plays a significant role in shaping a child's learning and behaviour. Factors such as parents' income, educational level, health condition and living standard significantly influence students' development. However, the study suggests that socio-economic status alone does not always strongly effect on academic achievement, while parent's education and children's health have a more significant impact.

Study habits are essential for academic success. Studying is a skill that students need to learn and practice continuously. Good study habits include proper time management, concentration, self-discipline, organization and consistent effort. These habits help students to learn more effectively and achieve perform better academically. A proper study routine, such as following a maintaining timetable, allows students to stay focused and utilize their best time.

In addition, study habits also play a role to improving learning. Involved materials like magazines and general textbooks can refresh the mind, reduce stress and increase knowledge. It also encourages a positive attitude toward learning and maintains mental well-being.

Overall, both effective study habits and achievement motivation are important for students' academic success. While socio-economic background has some influence, personal effort, proper guidance and a supportive environment play a more crucial role in success students' achievement

Achievement Motivation

Achievement motivation refers to a student's inner drive to succeed and perform well in academic tasks. It motivates students to work hard, set goals, and achieve a standard of excellence. Students with high achievement motivation demonstrate better focus and persistence in their studies.

Education plays a vital role in improving the standard of living and overall development of both individuals and society. A supportive home and school environment helps students perform better in their academic outcomes. Factors such as parents' educational background, family conditions and learning environment shape student's academic performance.

Achievement motivation is another key factor that inspires students to perform effectively. It represent the desire to succeed and reach a standard of excellence. Therefore, academic achievement is not only the result of intellectual ability but also depends on study habits, motivation and socio-economic background of students.

Socioeconomic Status (SES)

Socio-economic status (SES) refers to the social and economic position of an individual or family within society. It is mainly determined by income, education and occupation. These factors together reflect a person's standard of living and social status.

SES plays a significant role in shaping a students' educational opportunities and learning environment. Students from higher SES backgrounds generally have better access to resources and support while those from lower SES may face more challenges. Therefore, socio-economic status is an important factor related to study habits, achievement motivation and academic achievement.

Objectives of the study

O1 To study the level of study habits among twelve grade students.

O2 To study the level of achievement motivation among twelve grade students.

O3 To find out the socio-economic status (SES) of the students.

O4 To analyse the relationship between study habits and academic achievement.

Hypotheses

Ho1 There is no significant relationship between study habits and academic achievement of twelve grade students.

Ho2 There is no significant relationship between achievement motivation and academic achievement.

Ho3 There is no significant relationship between socio-economic status (SES) and academic achievement.

Ho4 There is no significant relationship between socio-economic status (SES) and study habits of students.

Methodology of the Study

1. Research Design

The present study adopts a descriptive survey method to investigate the study habits and achievement motivation of twelve grade students in relation to their socio-economic status. This method is appropriate as it helps to collect data from a large group and analyze relationships among variables without any manipulation.

2. Variables of the Study

Independent Variable: Socio-Economic Status (SES)

Dependent Variables

Study Habits

Achievement Motivation

3. Population of the Study

The population of the study includes of all twelve grade students studying in government-aided Bengali medium higher secondary schools of Paschim Medinipur district, West Bengal.

4. Sample of the Study

A sample of 200 twelve grade students was selected from government-aided Bengali medium schools of Paschim Medinipur district. The sample is selected using the random sampling technique to ensure equitable representation of students from different socio-economic backgrounds.

5. Tools Used for Data Collection

In the present study, standardized tools were used to collect data on study habits, achievement motivation, and socio-economic status of twelve grade students.

Study Habits Inventory (SHI)

The Study Habits Inventory was used to assess students' study behaviors such as time management, concentration and preparation for examinations. The tool consists of structured statements with responses measured on a Likert scale. Where higher scores indicate better study habits.

Achievement Motivation Scale (AMS)

The Achievement Motivation Scale was used to measure students' level of motivation towards academic success. It includes of statements related to goal setting and persistence. Responses are scored on a Likert scale, where higher scores indicate higher motivation.

Socio-Economic Status Scale (SES Scale)

The SES Scale was used to assess students' socio-economic background based on parental education, occupation, and income. Based on scores, students are classified into high, middle, and low SES groups.

Reliability and Administration

All tools used are standardized and reliable. They were administered in classroom settings with proper instructions, and responses were collected for subsequent analysis.

Data Collection Procedure

Data were collected from twelve grade students of government-aided Bengali medium schools in Paschim

Medinipur district after obtaining necessary permission from school authorities. The purpose of the study was clearly explained and the tools were administered in classroom settings with appropriate instructions. Students responded independently, and the completed questionnaires were collected and verified for analysis.

Statistical Techniques Used

The collected data were analyzed using appropriate statistical techniques including Mean and Standard Deviation to describe the data, t-test to compare differences between groups and Pearson's Correlation Coefficient (r) to examine the relationship between study habits, achievement motivation and socio-economic status.

Delimitation of the Study

- The study is restricted to twelve grade students only.
- The study is limited to government-aided Bengali medium schools in Paschim Medinipur district.
- Only study habits, achievement motivation and SES variables are considered.

Limitations of the Study

- The sample size is limited to 200 students
- The study is restricted to a specific district
- Responses may be influenced by personal bias
- Time limitations were faced during the data collection

Interpretation

The collected data were analysed using appropriate statistical methods including percentage, mean and correlation to understand the relationship between study habits, achievement motivation and socio-economic status (SES) of twelve grade students.

Analysis of Study Habits

The analysis indicates that most students have an average level of study habits. A smaller number of students have very good study habits, while some students show poor study habits.

Interpretation

This indicates that while many students maintain regular study routine, there is still a need to improve effective study techniques such as time management, note-making and regular revision.

Analysis of Achievement Motivation

The data shows that the most of students possess a moderate level of achievement motivation. Few students show high motivation, while some have low motivation.

Interpretation

This suggests that students are somewhat motivated to achieve success, but they may lack strong internal drive or sufficient encouragement. Appropriate guidance and support can help increase their motivation level.

Analysis of Socio-Economic Status (SES)

The distribution of students based on SES shows that students belong to diverse socio-economic backgrounds such as low, middle, and high SES groups. Most students fall under the middle SES category.

Interpretation

This indicates a diverse background of students, where family income, parental education, and occupation influence their academic environment and access to opportunities.

Relationship between Study Habits and Achievement Motivation

The analysis indicates a positive relationship between study habits and achievement motivation.

Interpretation

Students who have good study habits tend to exhibit higher achievement motivation. This means disciplined study behaviour helps students stay focused and motivated towards their academic goals.

Relationship between Study Habits and SES

The data indicate that students from higher SES background tend to have better study habits compared to those from lower SES background.

Interpretation

Students from higher socio-economic backgrounds may have better access to educational resources, a supportive home environment and proper guidance, which helps them develop better study habits.

Relationship between Achievement Motivation and SES

The findings indicate a slight positive relationship between achievement motivation and SES.

Interpretation

Students from higher SES backgrounds often receive more encouragement and access to opportunities, which can increase their motivation. However, motivation also depends on individual interest and effort, not only SES.

Overall Interpretation

The overall analysis suggests that study habits and achievement motivation are interrelated and are influenced by socio-economic status. Improving study habits and providing proper motivation can improved students achieve better academic outcomes, irrespective of their socio-economic background.

Major findings / result of the study

1. The study found that students with effective study habits performed better academically than those with poor study habits.
2. A significant positive relationship was observed between achievement motivation and academic achievement. Students with higher motivation showed better performance.
3. Students from higher socio-economic backgrounds generally showed better academic performance compared to those from lower socio-economic groups.
4. Study habits and achievement motivation were found positively correlated with each other. Students with better study habits tended to have higher motivation.
5. The combined effect of study habits, achievement motivation, and socio-economic status significantly influenced on academic achievement.
6. Individual factors like regular study, time management, and interest in learning played a key role in students' success.

7. External factors such as family support, educational facilities and home environment also affected student's academic performance.
8. It was found that achievement motivation acts as a driving force that enhances student's learning behaviour and academic outcomes.
9. The study indicated that improving study habits and motivation can help reduce the gap in achievement among students from different socio-economic backgrounds

Conclusion

The results of the present study highlight that academic achievement among twelve grade students is a multidimensional outcome shaped by the interaction of study habits, achievement motivation and socio-economic status. Systematic and well-regulated study habits, combined with a strong drive for achievement, significantly enhance student's capacity to perform effectively in academic performance. These factors promote disciplined learning, improved concentration and purposeful engagement with academic activities.

Socio-economic status as a significant contextual variable, influences the quality of learning opportunities and the level of academic support accessible to students. Although its direct impact on academic performance may vary, it contributes indirectly by shaping students' motivation, study behaviour and overall educational environment.

In conclusion, academic achievement cannot be attributed to a single determinant; rather, it is the result of the interaction between individual attributes and environmental influences. Therefore, fostering positive study habits and strengthening achievement motivation, along with ensuring equitable educational support across different socio-economic backgrounds, is essential for promoting holistic academic development and success among students

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