

# Influence of Study Habits on Academic Achievement of Senior Secondary School Students in relation to Gender and Community

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## ARTICLE DETAILS

### Article History

Published Online: 01 February 2018

### Keywords

Study habits, Academic achievement, Gender, senior secondary school students, Muslim students

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## ABSTRACT

*Quality education and optimum academic achievement commensurate with the inherent abilities of the individual is the ultimate goal of all educational endeavors carried out in educational institutions. A number of factors have been found exercising their influence on the academic achievement of students. A great deal of research studies expose that Study Habits is one of them which play an important role in the academic achievement of students and closely associated with their success in examinations. The present paper is a humble attempt to study the influence of Study Habits on the academic achievement of senior secondary school students. The research was carried out on a sample of 345 students studying in class XI in different senior secondary schools of Moradabad and Rampur districts of Western U.P. The sample was classified on the basis of gender and community to explore the difference in academic achievement. A standardized test was used to collect the essential data for study. Mean (M), Standard Deviation (S.D), Pearson Product moment Correlation (r), ANOVA and t-test were employed to analyze the obtained data. The findings revealed that Study Habits has a significant relationship with academic achievement of senior secondary school students and teachers should first treat the habits of students. Differences in academic achievement with respect to gender and community were found significant. Finally the study puts forth some suggestions to enhance the study habits of secondary school students.*

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## INTRODUCTION

Academic achievement is an extensive aspect to assess the progress of an individual in the whole educational discourse. Sometimes a high sense of achievement serves as a source of encouragement for greater success in one's career and stimulates for further activity. Academic achievement is considered to be composite criterion of different activities not a unitary one. In this era of competition, academic achievement has become an index of child's future success and one of the most important goals of the educational process. It is so important nowadays that every individual of all segment of society expect himself to perform better educationally to get success in desired goals. Academic achievement is a key mechanism through which students learn about their talents, abilities and competencies which are an important part of developing career motives (Lent et al., 2000). Academic achievement denotes to what and how an individual has learnt qualitatively and quantitatively after a period of instruction given and connotes a performance carried out successfully by an individual on the completion of a learning task. It means all those behavioral changes which take place in an individual as a result of various learning experiences (Chawla 2016). According to Dictionary of Education (2008), "Academic achievement is a measure of knowledge gained through formal education usually indicated by test scores, grade point average and degree." Thus academic Achievement refers to a degree or level of success or that of competency attained in some specific area related scholastic or academic work. Higher achievement opens a number of doors for the students and they can go for better lines and better jobs in all fields thereby bringing success

in one's life. Various Factors like special abilities, aptitudes, interests, motivation, health, method of study, medium of instruction, socio economic status and other similar components might play a vital role in determining one's success in academic performance. Studies revealed that Study Habits of the students also play a major role in the academic achievement of students.

A habit is something that is carried on a scheduled, regular, planned basis and that is not assigned to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. The term Study Habits can be referred as the behaviors adopted by a student to prepare for tests or learning academic material. Study Habits are the strategies and approaches that an individual apply to learning, generally to get success in school achievement. These are considered essential for acquiring good grades, marks and useful for learning throughout one's life. Study habits are the series of techniques in the process of memorizing organizing and retaining new information related to the learning materials. They include mnemonics and other plan of actions which aid the retention of lists of information, effective reading, concentration techniques and efficient note taking essential for academic achievement. (Ayodele&Adebisi, 2013) reported that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure. Study habits are well planned and deliberate methods of study which has attained a form of consistent efforts on the part of the students towards understanding academic subjects and passing the examinations. Nonis (2006) noted that attendance and note-taking presume performance. Another concepts enlisted by

some scholars concerning what affect academic attainment was time spent studying. With regard the relationship between study time and academic performance, it was not important how much time a student spends in studying but how effectively the time was spent that influences academic achievement. (Woermann, 2001). compared the study skills and educational experiences of first and second generation students and stated that first-generation students and second generation students have different resources, skills, Habits and educational experiences playing roles in their academic performance in college. In his study regarding academic performance of college students, Harrel (1985) concluded that the level of time spending on study of senior students was better than the junior students and study by elaboration was a indicator of academic performance. Laxminarayanan et al. (2006) and Sarwar et al. (2009) in their papers concluded that overachievers had better study habits than underachievers while Sirohi (2004) identified that poor study habits were one of the main factors for underachievement. Lidhoo and Khan (1990) interpreted that poor study habits and low need-achievement were related with underachievement among bright subjects. Fielden (2004) investigated that good study habits help the students in critical reflection in their skills outcomes such as selecting, analyzing, critiquing, and synthesizing while Perveen (2011) in her study showed that counseling play an important role in improving study habits of students, when the differences were examined in terms of gender, Pillai (2012) analyzed that significant difference exists in the study habits of male and female students. Anwar (2013) found that the academic achievement of the students having good and poor study habits differed significantly in favour of those who had good study habits. In (2012), Sharma focused on the study habit of 250 students in 9th grade high school students with academic achievement and concluded that good study habit was associated with high level of academic achievement and also boys had better study habit in comparison to girls. Adeyemi and Adeyemi (2014), and Chamundeswari et al (2014) found a positive relationship between academic achievement and study habits but on the contrary of it the results of studies by Chaudhary (2001), Lawrence (2014), and Siddiqui and Fatima (2014) revealed no significant relation between Achievement and Study Habits. Baland (1999) found that Study Habits of females were better than males, Study Habits of urban females were significantly better than that of urban males. Nagaraju et.al (2001) and Rajani (2004) revealed that gender did not have significant impact on the Study Habits of X class pupils while intelligence had significant influence on the Study Habits of the pupils. Thakkar (2003) concluded a Positive & significant difference between the Study Habits of low and high achieving rural students on the other hand no significant was found among rural students. Sud and Sujata (2006) extended that boys were poorer in Study Habits than girls. Bhan and Gupta (2010) examined study habits and academic achievement among the students and noted no significant influence of study habit on the academic achievement of students in relation to gender. Different students have different study habits, but the achievement of the students depends on good study habits among students (Mittal, 2009). It is evident that study habit is an important variable has been explored by researcher to analyze its relationship with academic achievement.

#### OBJECTIVES OF THE STUDY

1. To identify the relationship between Study Habits and Academic achievement of total Senior

Secondary Science Students of Hindi Medium Schools.

2. To identify the influence of Study Habits on Academic Achievement of Senior Secondary Science Students.
3. To Compare the Academic Achievement of Students with respect to Community.
4. To Compare the Academic Achievement of Senior Secondary Students on the basis of gender.

#### Hypotheses of the study:

1. There would be no significant relationship between Study Habits and Academic achievement of total samples.
2. There would be no significant difference in academic achievement among three groups of students (i.e. Lower, Middle and Higher) with respect to Study Habits.
3. There would be no significant variation in Academic Achievement of students with respect to community.
4. There would be no significant difference in Academic Achievement among students on the basis of gender.
5. There would be no significant difference in Academic Achievement between Muslim and Non-Muslim male students.
6. There would be no significant difference in Academic Achievement between Muslim and Non-Muslim female students.

#### Research Framework

To carry out this study we intended to adopt following procedure to frame our research design:

- i. Researcher reviewed numerous studies related Study Habits and Academic Achievement of students.
- ii. A Study Habits Scale (2015) developed by Dr Dimple Rani and Dr M.L. Jaidka was used to collect the essential data for study. The scale consists of 46 items having the reliability 0.872 by split half method.
- iii. A sample of 345 students studying in different senior secondary Hindi Medium schools in Moradabad and Rampur cities was taken through simple random sampling technique.
- iv. Samples included 173 boys and 172 girls of two communities i.e. Non-Muslim and Muslim community to compare their study habits in which 90 (muslim boys) ,83( non-Muslim boys),90 (Muslim girls) and 82 were( non-Muslim girls).
- v. Mean (M), Standard Deviation (S.D), Pearson Product moment Correlation (r), t-test and ANOVA were employed to analyze the collected data while the total marks obtained by the students in the previous class were used as their academic achievement.

#### ANALYSIS OF THE RESULTS

**Hypothesis No-01** There would be no significant relationship between Study Habits and Academic achievement of (total senior secondary school students sample).

**Table 5.1- Showing the relationship between Study Habits and Academic achievement of total (Male and Female) Students at Senior Secondary School**

Variables	N	r- value	Sig. (2tailed)
Study Habits	345	0.51	.000*
Academic Achievement			

\*Significant at .01 level

Table 5.1 shows the calculated value of correlation coefficient ( $r = 0.51$ ) which is found to be significant at 0.01 level of significance. It indicates that there exists a positive and moderate correlation between Study Habits and Academic achievement in case of total Male and Female Students. The result of the study was also supported by the results of the studies of Adeyemi and Adeyemi (2014), and Chamundeswari et al (2014). Anwar (2013) found a positive relationship between academic achievement and study habits. Different students have different study habits, but the achievement of the students depends on good study habits among students (Mittal, 2009) Hence the null hypothesis no.01 which states that there would be no significant relationship between Study Habits and Academic achievement of (total senior secondary school students sample).is rejected.

**Hypothesis No. 2:** There would be no significant difference in academic achievement among three groups of students (i.e. Lower, Middle and Higher) with respect to Study Habits.

**Table 5.2- Showing the Results of one way ANOVA for different Study Habits students groups on Academic Achievement**

Source of variation	Sum of square	d.f.	Mean square	Calculated F- Value	Significance level
Between groups	1045.884	2	522.942	71.534	.000*
Within groups	2500.157	343	7.310		
Total	3546.041	345			

\*Significant at 0.01 level

Table 5.1 shows that obtained value of F ratio is found to be 71.534 ( $p=0.00<0.01$ ) which indicates that three groups of student i.e. Lower, Middle and Higher Study Habits differ significantly in regard to their academic achievement. In order to find out specifically which groups differ significantly from one another, a post hoc test (Tukey HSO test) was applied and the results are elaborated in the table 5.3.The mean scores obtained by the three study habits groups presented in table 5.4 also given a clear picture that the difference is existed.

**Table 5.3- Showing the Mean Score Mean scores of Higher, Middle and Lower of Study Habits groups**

Groups	N	Mean	S.D.
Higher Study habits	128	63.77	4.099
Middle Study habits	133	62.66	1.296
Lower Study habits	84	59.30	1.316

**Table 5.4 Showing the Results of Tukey HSD test for different Groups of students on Academic Achievement**

Group (I)	Group (II)	Mean Difference (I-J)	Significance
Higher Study habits	Middle Study habits	1.11178	.003
Middle Study habits	Lower Study habits	3.35213	.000

Lower Study habits	Higher Study habits	4.46391	.000
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\* Significant at 0.01 level

The above table reveals that there is significant mean difference between all the paired groups understudy i.e. lower and higher, higher and middle and middle and lower. However the mean difference is highest between lower and higher and between higher and middle. Results indicate that academic performance of the students having good study habits was found better than those students who don't have good study habits. Therefore the Null hypothesis no-02 which states that there would be no significant difference in academic achievement among three groups of students (i.e. Lower, Middle and Higher) with respect to Study Habits is rejected.

**Hypothesis No.3** There would be no significant difference in Academic Achievement of students with respect to community.

**Table 5.5- Showing the Significance of difference in Academic Achievement between total Muslim and total Non-Muslim Senior Secondary School Students**

Variables	N	Mean	S.D	t- value	Sig. (2 tailed)
Muslim Students	175	61.51	2.57	11.59	.000
Non-Muslim Students	170	64.18	1.58		

\*Significant at .01 level

The t-value between total Muslim and Non-Muslim students is found to be 11.59 ( $p=0.00<0.01$ ), which indicates that non-Muslim students were found different significantly with Muslim students in their Academic Achievement. Hence the null hypothesis no.03 which states that there would be no significant variation in Academic Achievement of students with respect to community is rejected.

**Hypothesis No-.04** There would be no significant difference in Academic Achievement among students on the basis of gender.

**Table 5.6-Showing the Significance of difference in Academic Achievement between total Male and total Female Students at Senior Secondary School**

Variables	N	Mean	S.D	t- value	Sig. (2 tailed)
Male	173	63.80	3.54	10.27	.000
Female	172	60.69	1.80		

\*Significant at .01 level

The t-value between Male and Female is found to be 10.27 ( $p= .000 < 0.01$ ), which indicates that Male students were found differ significantly with Female students in their academic achievement. The findings of the study were also supported by the results of the following studies as Perveen (2011) in her study showed that counseling play an important role in improving study habits of students, when the differences were examined in terms of gender, Pillai (2012) analyzed that significant difference exists in the study habits of male and female students. Hence the null hypothesis no.04 which states that there would be no significant difference in Academic Achievement among students on the basis of gender, is rejected.

**Hypothesis No.5.**There would be no significant difference in Academic Achievement between Muslim and Non-Muslim male students.

**Table 5.7-Showing the Significance of difference in Academic Achievement of Muslim and Non-Muslim male Students Senior Secondary School**

Variables	N	Mean	S.D	t-value	Sig. (2 tailed)
Muslim Boys	90	62.34	1.60	3.32	.001
Non-Muslim Boys	83	64.40	5.64		

\*Significant at .01 level

The t-value between Muslim boys and Non-Muslim boys is found to be 3.32 ( $p= 0.001 < 0.01$ ), which indicates that Muslim boys students differ significantly with Non-Muslim boys in their academic achievement. A significant mean difference was found between Muslims and Non-Muslim male students in their academic achievement. Muslim male students were found educationally backward in academic achievement in comparison to Non-Muslim students. At national level Muslim Community in India also has lower literacy rate (68.50 %) literacy rate than the national literacy rate (74.04%)(India census, 2011). Muslims male students were found having poor study habits than their counterparts. The Sachar committee (2006) constituted by government of India also reported that Muslim community is more educationally and economically backward even than the SCs and STs in some parts of the country. Therefore the Null hypothesis no-03 which states that there would be no significant difference in Study Habits of Muslim and Non-Muslim male students is rejected.

**Hypothesis No. 6.** There would be no significant difference in Academic Achievement of Muslim and Non-Muslim female students.

**Table 5.8-Showing the Significant difference in Academic Achievement between Muslim and Non-Muslim Girls Students Senior Secondary School**

Variables	N	Mean	S.D	t-value	Sig. (2 tailed)
Muslim Girls	90	64.26	5.91	9.28	.000
Non-Muslim Girls	82	69.41	5.75		

\*Significant at .01 level

The t-value between Muslim Girls students and Non-Muslim Girls students is found to be 9.28 ( $p= 0.00 < 0.01$ ), which indicates that Muslim girls students were found significantly different with Non-Muslim girls Students in their academic achievement. Hence the null hypothesis no.04 which states that there would be no significant difference in academic achievement between Muslim and Non-Muslim female students is rejected.

**CONCLUSION**

The findings of the study explored that study habits had a positive and significant influence on the academic achievement of students. Study habits seem to be an important determinant of academic performance of students. The findings may be helpful for the parents and teachers to understand the importance of the study habits among students for their academic success. Therefore, the teachers and parents should identify good study habits and find ways and means of enhancing them among students. The basic goal of education is to create a successful individual in all phases of life and

nothing can be achieved in life without good habits, regular efforts and practices as it is rightly said that practice makes a man perfect. However, in order to achieve this very basic goal of education, educators and counselors are advised to treat habits of the students first because congenial habits lay the foundation of success in life.

**SUGGESTIONS**

Based on the results and conclusions together, the researcher would like to recommend the following suggestions:

- There should be a library and scheduled hours to spend in library in school time table for students. So that they become habituated to spend time in library.
- The researcher recommends that group discussion among students must be flourished in schools. The students who are backward and slow learners will get motivation by the involvement of genius students through group discussion.
- Parents should manage conducive environment and comfortable places to study for their children especially at home to compliment the study at school.
- Students should be advised to revise and understand daily the topics taught by the teacher in class each day.
- Students should be guided by the teachers to understand the importance of self-study for achieving confidence and success in academic tasks.
- Poor performing students belonging to Muslim community should be given special attention in the form remedial classes and other guidance needs for achieving upto their potentials.
- Comparatively low academic achievement of girls students is not a good sign and should be taken seriously by providing necessary support in the form of motivation, reinforcement, proper study habits and personal as well educational guidance.
- Many students don't spend time on study outside of the class each day, and never know how to cover syllabus in the examinations in a systematic way. Teacher should teach strategies of time management with the allot syllabus.
- Study habit is a broad and wide concept. Areas of students' habits are bountiful. It is therefore recommended that further research can be carried out on Study habits with other variables related in the field of education.
- Students should use charts, maps and other mnemonics to synthesized the things memorizing easily, it will save their time and expand their knowledge.
- Teachers and parents should motivate students to increase their study time by explaining the importance of time and its proper utility in learning.

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