"A STUDY OF ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS IN RELATION TO THEIR STUDY HABITS"

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ABSTRACT

The development of a Country relies mostly on the levels of education among the people. Without education human race would have remained but as another animal race. Education is a process towards development. The term study habit can be as the students' way of study whether systematic, efficient or inefficient. Academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction given. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavour. Students who develop good study habits at school increase the potential to complete their assignments successfully and to learn the material they are studying. They also reduce the possibility of not knowing what is expected and of having to spend time studying at home. Study habits are the ways that your study habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbooks, listening in class, and working every day. Bad study habits include skipping class, not doing your work, etc.

KEYWORDS: High School Students, Academic Achievement, Relations, Study Habits

INTRODUCTION

Academic Achievement can be described as successful accomplishments in a particulars subject's area usually by reasons of skills, hard work, scores or descriptive commentary. The purpose of all academic and non-academic activities of the schools is basically to enhance the academic achievements of students. It is influenced by a number of personal, institutional factors and social and economic factors. Personal factors are very important in influencing the academic achievement. Academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction given. In all educational institutions, the whole teaching learning process is directed towards achievement in the academic field as well as in the sphere of co-curricular activities. The academic achievement is requires to be of greater value and for the attainment of which the students, teachers and parents strive towards it. Academic achievement is the outcome of education. The extent to which a student teacher or institution has achieved their educational goal. It is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. School achievement may be affected by different factors like study habits, intelligence and attitudes of learners towards school, socio economic status and different aspects of their personality etc. In our society academic achievement is considered as a key principle to judge one's total capacities and

potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process.

According to Oxford Advanced Learners Dictionary (2010), "Achievement is a thing that somebody has done successfully; especially using his/her own efforts and skills."

Achievement or scholastic achievement thus means the desired level at which the student is functioning in school tasks as measured by school marks. It refers to a degree or level of success that of proficiency attained in some specific area concerning scholastic or academic work. In general, it refers to the scores obtained in the annual examination. It is one part of the wider term of educational growth and helps to know where the students stand. Higher the achievements more are the openings for the students and they can go for better lines and better jobs in all fields.

According to Onubugwe (1990), "Study Habits is a techniques, a student employs to go about his or her studies which are consistent and have become stereotypes as a result of long application or practice".

Study Habits is a factor, which has its own weight age in establishment of the children in the field of education, which differs from individual to individual. Study habits are learning tendencies that enables students to work privately. The term study habit can be as the students' way of study whether systematic, efficient or inefficient. Study habit means the habits which an individual's might have formed with respect to his learning activities. It is an individual ability. Some children like to read alone, some want to read in a group, some children read aloud and some read alone, some want to read in a group and some read silently. There are no strict yardsticks to measure the type of study habits. It may be inherited or acquired. The child can formulate its own study habits by itself.

The essence of all counselling relationship is to help a person cope effectively with 'an important point of concern'. It is generally agreed that passing the examination is a sufficiently "crisis" situation where counselling may help. For this reason an important component of educational counselling on Study Habits aimed to augment achievement in examination. Study Habits is defined as "Strategies of work" which have some common denomination activities as taking notes, using the library, improving reading ability, building vocabulary, writing term papers and taking examination. Study skills are synonymous to "reading skills' and they were further analyzed as skills of outlining, summarizing, reading for definitions, reading for inferences and so on.

Study habits are the ways that your study habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbooks, listening in class, and working every day. Bad study habits include skipping class, not doing your work, etc. Habits can be affected by outside interference like his environment has attitude towards his comparisons, his teachers and the books and reading materials around him, even the place when he study and other factors which influence the concentration of a students to effectively understand his lessons, and to pass his mind the discipline himself and form to himself the proper study habits which he really needed.

Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavour. Good habits will reduce the wastage of energy and time. Thus, in order to improve academic performance of students, it seems essential to improve their study habits without which desired outcomes cannot be achieved.

Objectives

- To study the nature of distribution of scores for male high school students on the variable academic achievement.

- To study the nature of distribution of scores of female high school students on the variable academic achievement.

- To study the nature of distribution of scores for total sample of high school students on the variable academic achievement.

- To study the nature of distribution of scores for male high school student on the variable Study Habits.

- To study the nature of distribution of scores of female high school students on the variable study habits.

- To study the nature of distribution of scores for total sample of high school students on the variables Study Habits.

- To compare the male and female high school students with respect to their academic achievement.

- To compare the male and female high school students with respect to their study habits.

- To study the relationship between academic achievement and Study Habits of high school students.

Hypothesis

- Male high school students differ on the variable of academic achievement.

- Female high school students differ on the variables of academic achievement.

- Total sample of high school students differ on the variable of academic achievement.

- Male high school students differ on the variable on the study habits.

- Female high school students differ on the variable on Study Habits.

- Total sample of high school students do not differ on the variable on study habits.

- Male and female high school students do not differ significantly with respect to their academic achievement.

- Male and female high school students do not differ significantly with respect to their study habits.

- There is no significant relationship between academic achievement and Study Habits of high school students.

Research Method

To carry out this research, the researcher must gather data of which he/she can test the hypothesis or answer the research questions. Different methods and procedures have been developed to acquire the data. To fulfil the objectives of the present study the descriptive survey methods was used to gather data about the problem (study habits) and academic achievement of high school students.

This descriptive method is design to get precise information concerning the current status of problems and to get valid conclusions from the facts discovered.

Population

The entire group from which the Sample is drawn is known as population. A population is a well-defined group of individuals or observations. It consults of all aspects of individuals of their attributes that can be described as having as unique type characteristics or qualities. In the present study, the 9th (ninth) class students of sampled school of Gangtok, East Sikkim who is studying in Government and Private schools constituted the population of the study.

Sample

A group of things that are taken from a larger group and studies, tested, or questioned to get information. The representative proportion of the population is called Sample. A good sample ensures three things; freedom from bias, representativeness of population, characteristic and adequacy in terms of population qualities. In this content, the investigator of the present study in view of the 4 Government Schools and 4 Private Schools Gangtok, East Sikkim. As such 160 students of 9th class, 80 from government and 80 from private schools constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purpose sampling. A detailed structure of the sample has been provided in the following table-1.

Table 1

SI. No.	School Name	Govternment		Private		
		Boys	Girls	Boys	Girls	Total
1	SYARI SECONDARY SCHOOL	10	10	0	0	20
2	SICHEY SECONDARY SCHOOL	10	10	0	0	20
3	BAHAI SECONDARY SCHOOL	0	0	10	10	20
4	HOLY CROSS	0	0	10	10	20
5	WEST POINT SENIOR SECONDARY SCHOOL	10	10	0	0	20
6	MODERN SECONDARY SCHOOL	10	10	0	0	20
7	SAI SHATYA SAI PRASHANTI VIDHYA MANDIR	0	0	10	10	20
8	GREENDALE SECONDARY SCHOOL	0	0	10	10	20
	Total	**40**	**40**	**40**	**40**	**160**

Instrumentation

The research tools are the data gathering devices keeping in view the above mentioned requirement of effective research tools, the investigator, in the present study selected and used;

- Academic achievements the percentages (%) of previous class.Marks of 8th class board examination were taken as Academic Achievement.

- Study Habit Inventory (2002) by Mukhopadhyay and D.N. Sansanwal.

Statistical Techniques Used

The 't' test was used for knowing the differences in between groups. The technique of the study is therefore testing through questionnaire. Scoring is done as per the scoring procedure. All the respondents were classified into five groups Always, Frequently, Sometimes, Rarely, Never for the variable; study habit and previous marks of sampled students were taken for the academic achievement. Here in the present study, the study was conducted to find out the relationship between academic achievement and study habits of high school students of government and private schools.

Analysis and Interpretation of Data

Analysis and interpretation considered as the heart of the research work. It is associated with the drawing of inference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in its proper analysis and interpretation.

The major objective of the present study is to find out the school students in relation to their study habits. Here the investigator utilized both descriptive as well as inferential statistics for analysis and interpretation of the obtained data.

STUDYING THE NATURE OF DISTRIBUTION OF SCORES

Academic Achievement

Distribution of Scores for High School Boys on the Variable 'Academic Achievement'

The Distribution of Scores for high school boys on the variable 'Academic Achievement' is given in table 2.

Table 2: Distribution of Scores for High School Boys on the Variable 'Academic Achievement'

Class- Interval	Frequency	Percentage	Cumulative Frequency
95-99	4	5	100
90-94	8	10	95
85-89	5	6.25	85
80-84	9	11.25	78.75
75-79	11	13.75	67.5
70-74	7	8.75	53.75
65-69	9	11.25	45
60-64	10	12.5	33.75
55-59	12	15	21.25
50-54	3	3.75	6.25
45-49	2	2.5	2.5
Total	**80**	**100**	**100**

Highest Score   =96, Lowest Score =48, Range   =48

Distribution of Scores for High School Girls on the Variable 'Academic Achievement'

The Distribution of Scores for high school girls on the variable 'Academic Achievement' is given in table 3

Table 3: Distribution of Scores for High School Girls on the Variable 'Academic Achievement'

Class- Interval	Frequency	Percentage	Cumulative Frequency
95-99	2	2.5	100
90-94	5	6.25	97.5
85-89	4	5	91.25
80-84	8	10	86.25
75-79	11	13.75	76.25
70-74	10	12.5	62.5
65-69	7	8.75	50
60-64	11	13.75	41.25
55-59	14	17.5	27.5
50-54	4	5	10

Table 3 Cont			
45-49	4	5	5
Total	**80**	**100**	**100**

Highest Score   =97, Lowest Score   =48, Range   =49

Distribution of Scores for Total Sample on the Variable 'Academic Achievement'

The Distribution of Score for total sample on the variable 'Academic Achievement' is given in table 4.

Table 4: Distribution of Scores for Total Sample on the Variable 'Academic Achievement'

Class Interval	Frequency	Percentage	Cumulative Frequency
95-99	6	3.75	100
90-94	13	8.125	96.25
85-89	9	5.625	88.125
80-84	17	10.625	82.5
75-79	22	13.75	71.875
70-74	17	10.625	58.125
65-69	16	10	47.5
60-64	21	13.125	37.5
55-59	26	16.25	24.375
50-54	7	4.375	8.125
45-49	6	3.75	3.75
Total	**160**	**100**	**100**

Highest Score   =97, Score Lowest   =48, Range   =49

Interpretation

It is revealed from frequency distributions for boys, girls and total sample given in table 2, 3 and 4 that the scores on the variable of academic achievement are distributed over a range of 48 for boys, 49 for girls, and 49 for total sample. Thus, it may be said that the High School students differ in their level of Academic achievement. Hence, the hypotheses that "Male high school students differ on the variable of academic achievement"; "Female high school students differ on the variable of academic achievement"; "Total sample of high school students differ on the variable of academic achievement" are accepted.

It is further revealed from the Tables that the nature of distribution of scores on the variable academic achievement is more or less similar for high school boys, girls and total sample. This is evident from the fact that 72, 76.25, 74.375 per cent subjects fall between the scores 45 to 84 for the boys, girls and total sample respectively indicating almost similar concentration of scores in a limited.

Study Habits

Distribution of Scores for High School Boys on the Variable 'Study Habits'

The distribution of scores for High School boys on the variable 'study habits' is given in table 5

Table 5: Distribution of Scores for High School Boys on the Variable 'Study Habits'

Class Interval	Frequency	Percentage	Cumulative Frequency
195-199	1	1.25	100
190-194	4	5	98.75
185-189	6	7.5	93.75
180-184	1	1.25	86.25

Table 5 Cont			
175-179	2	2.5	85
170-174	5	6.25	82.5
165-169	4	5	76.25
160-164	9	11.25	71.25
155-159	8	10	60
150-154	4	5	50
145-149	7	8.75	45
140-144	6	7.5	36.25
135-139	6	7.5	28.75
130-134	6	7.5	21.25
125-129	2	2.5	13.75
120-124	1	1.25	11.25
115-119	2	2.5	10
110-114	1	1.25	7.5
105-109	3	3.75	6.25
100-104	2	2.5	2.5
Total	**80**	**100**	**100**

Highest Score   =198, Lowest Score   =108, Range   =90

Distribution of Scores for High School Girls on the Variable 'Study Habits'

The distribution of scores for High School girls on the variable 'study habits' is given in Table-6.

Table 6: Distribution of Scores for High School Girls on the Variable 'Study Habits'

Class Interval	Frequency	Percentage	Cumulative Frequency
205-209	2	2.5	100
195-199	2	2.5	97.3
190-194	2	2.5	95
185-189	2	2.5	92.5
180-184	2	2.5	90
175-179	7	8.75	87.5
170-174	2	2.5	78.75
165-169	6	7.5	76.25
160-164	9	11.25	68.75
155-159	8	10	57.5
150-154	6	7.5	47.5
145-149	11	13.75	40
140-144	3	3.75	26.25
135-139	44	5	22.5
130-134	6	7.5	17.5
125-129	4	5	10
120-124	0	0	5
115-119	3	3	5
110-114	1	1	1.5
Total	**80**	**100**	**100**

Highest Score   =199, Lowest score   =116, Range   =83

Distribution of Scores for Total Sample of High School Students on the Variable 'Study Habit'

The distribution of scores for total sample of high school students on the variable 'study habits 'is given in table 7.

Table 7: Distribution of Scores for Total Sample Students on the Variable 'Study Habits'

Class- Interval	Frequency	Percentage	Cumulative Frequency
205-209	2	1.25	100
195-199	3	1.875	98.75
190-194	6	3.75	96.875
185-189	8	5	93.125
180-184	3	1.875	88.125
175-179	9	5.625	86.25
170-174	7	4.375	80.625
165-169	10	6.25	76.25
160-164	18	11.25	70
155-159	16	10	58.75
150-154	10	6.25	48.75
145-149	18	11.25	42.5
140-144	9	5.625	31.25
135-139	10	6.25	23.625
130-134	12	7.5	19.375
125-129	6	3.75	11.875
120-124	1	0.625	8.125
115-119	5	3.125	7.5
110-114	2	1.25	4.375
105-109	3	1.875	3.125
100-104	2	1.25	1.25
Total	**160**	**100**	**100**

Highest Score = 209, Lowest Score = 108, Range = 101

Interpretation

It is revealed from frequency distributions for boys, girls and total sample given in table 5, 6, and 7 that the scores on the variable of Study Habits are distributed over a range of 90 for boys, 83 for girls and 101 for total sample. Thus, it may be said that the high school students differ in their level of study habits. Hence, the hypotheses that " Male high school students differ on the variable on Study Habits''; "Female high school students differ on the variable on Study Habits"; "Total sample of high school students differ on the variable on Study Habits" are accepted.

It is further revealed from the Tables that the nature of distribution of scores on the variable of Study Habits is more or less similar for high school boys, girls and total sample. This is evident from the fact that 57.5, 58.75 and 58.125 percent subjects fall between the scores 130-164 for boys, girls and total sample respectively indicating almost similar concentration of scores in a limited range.

Comparison of Male and Female Students on the Variable Academic Achievement

The obtained statistics pertaining to significance of difference between mean scores of male and female students have been given in table 8.

Table 8: T-Value for Male and Female Students in Respect of Their Mean Scores on Academic Achievement

Group	N	Mean	SD	SE_M	T-Value
Male	80	72.30	13.39	1.49	1.57
Female	80	69.08	12.51	1.39	

It is revealed from table 8 that t-value came out to be 1.57, which is not significant. This indicates that male and female students do not differ significantly with respect to their mean scores on academic achievement. Hence, the hypothesis that *"There is no significant difference in the academic achievement of male and female students"* accepted.

Hence, it may be inferred that male and female students exhibit more or less similar level of academic achievement.

Comparison of Male and Female Students on the Variable Study Habits

The obtained statistics pertaining to significance of difference between mean scores of male and female students have been given in table 9.

Table 9: T-Value for Male and Female Students in Respect of Their Mean Scores on Study Habits

Group	N	Mean	SD	SE$_M$	T-Value
Male	80	152.83	22.45	2.51	0.92
Female	80	156.01	21.05	2.35	

It is revealed from table 9 that t-value came out to be 0.92, which is not significant. This indicates that male and female students do not differ significantly with respect to their mean scores on study habits. Hence, the hypothesis that *"There is no significant difference in the* study habits *of male and female students"* accepted.

Hence, it may be inferred that male and female students exhibit more or less similar level of study habits.

Studying the Relationship between Academic Achievement and Study Habits

The table 10 presents the relationship in terms of product moment correlation between the variables of Academic Achievement and study habits for high school students.

Table 10: The Values of Product Moment Correlation between Academic Achievement and Study Habits

Variable	N	Df	R	Remarks
Academic Achievement	160	318	0.201	Significant
Study Habits	160			

It is revealed from table10 that the relationship between Academic Achievement and Study Habits in terms of product moment correlation came out to be 0.201 which is significant at 0.05 and indicating that change in study habits in this group is associated with a similar change in their level of Academic Achievement. Hence, the hypothesis that *"There is no significant relationship between scores on the variables of Academic Achievement and Study Habits for high school students." i*s rejected.

Finding of the Study

- Male students differ in their level of academic achievement are not significant or it is accepted.

- Female students differ on the variables of academic achievement are accepted.

- Male and Female students differ on the level of academic achievement are found to be not significant.

- Male students differ on the variable on study habits are not significant.

- Female students differ on the variable on study habits are not significant.

- Male and Female students on the level of study habits are not significant or it found to be accepted.

- Male and Female students do not differ significantly with respect to their mean scores on academic achievement

are accepted. Male and Female students exhibit more or less similar level of academic achievement.

- Male and Female students do not differ significantly with respect to their mean scores on study habits are accepted.

- The relationship between academic achievement and study habits are found to be significant or it is rejected.

RECOMMENDATIONS

Based on the findings of the study, the investigator inclined to give the following recommendations:

- All stakeholders; lecturers, parents, counsellor and the government involved in educating university undergraduates should all rally round then to provide conditions that facilitate studying and study skills should be taught students so that their academic achievement can be greatly improved.

- The parents should keep their children cultivated the reading skills when they are young, so that it becomes part and parcel of their life.

- Students should be taught the necessary study skills so that their academic achievement can be greatly improved. The learner should not try to perform so many learning activities at one time.

- Planning of specific times for study timings. Avoid calls while studying.

- Reviewing assignments will help the students in evaluating their academic achievement can be observed soon.

- Parents must be made aware that their contribution is important for the success of their children. They should create a congenial and friendly atmosphere at home which may prove to be catalyst for study habits and academic achievement.

- Faculty staff should encourage students to visit the library and read not only lecture notes but novels and fiction as well, and further borrow some from the library.

- Well-equipped library, reading room, science laboratories are requires in the school.

- Proper time table and provision of different curricular activities and innovation methods of teaching, use of educational technology also required in the school for improving achievement and study habits.

Suggestions for Further Research

- A purposeful research work always provides path for the further investigation. Also every investigator after accomplishing his or her task may feel inspired to do more researches through his or her own efforts. The researcher may feel greatly motivated, for showing the new areas of the research to the future researchers. Based on this research the following suggestions are made for the further work.

- The study was confined only to east district of Sikkim i.e. Gangtok, so it cannot claim to have comprehensiveness. Conclusions may not be universally valid. It is therefore suggested that study may be conducted on other districts and states also to establish the results fairly.

- The study was conducted only on high school students. It may be conducted on, elementary students, college

students, students of technical institutions and university students.

- In the present study the sample taken was rather small. The study may be carried out with a large sample to make broader generalizations.

- More psychological correlates could be included in the study as the present study is confined to few variables such as parental encouragement, Locus of control etc.

- Perceptions of students and opinions of parents should be included by using interview method

- The further research can be conducted by taking class wise students as sample such as; The further study can be done by taking tribal, non-tribal areas
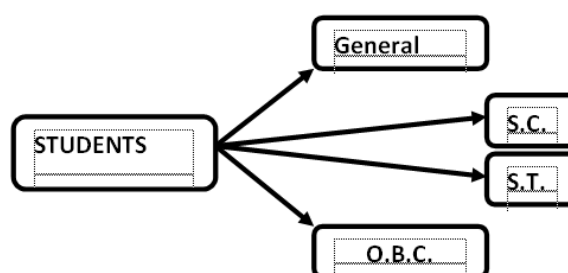

Figure 1

- The further study can be done by taking students from rural and urban areas

CONCLUSIONS

Habit is a second nature. It is routine of a person what he or she does in every condition. It cannot be changed; it may be good or bad. It does not get affected by the changing of place or schedules. The importance of study habits in student's life it that plays a major role in their academic achievement, because without studies no one can be succeeded. The relationship between study habits and student's academic performance has for long receive attention from scholars and educational agencies. From the analysis it was found that there is significant relationship between study habits and academic achievement of sampled students. Thus, it is clear that the study habit has an impact in the academic achievement. Various factors such as method of study, family background, socio-economic status and environment etc. are the determinants of study habits i.e. these factors effect study habits, but the investigator has kept these variables controlled in the study. It is also found that the Academic Achievement of the students having good and poor Study Habits differ significantly. The result also shows that the academic achievement of the students having good study habits is highly as compared to the students having poor study habits.

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