Research Article

Relation between Study Habits and Academic Achievement of Higher Secondary Arts and Science students: A Study

Dr. S.K. PanneerSelvam

Assistant Professor, Department of Education,

Bharathidasan University, Trichy, Tamil Nadu

ABSTRACT

The present study examined the impact of study habits of students in Trichy city, Tamil Nadu in relation to Academic achievement, Gender and Faculty. The main objectives were to analyze the study habits of Higher Secondary School students and to compare it in relation to Academic- Achievement, Gender and Faculty. The research design is quantitative. The sample was selected randomly out of 180 students- 90 were boys and 90 were girls. Out of these 180 students- 60 were from Arts faculty, 60 from Science and 60 from Commerce Faculty. The questionnaire was administered for collecting data from the students and t-test and Pearson Correlation statistical methods was used for analysis of data. It was found that there is no significant difference in Mean study habit in relation to gender, and faculties such as Arts, Science and Commerce but there is a significant relationship between study habits and academic achievement of Higher Secondary School students.

Keywords: study habits, academic achievement, higher secondary students, arts students, science students, learning strategies, and student performance

INTRODUCTION

Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Study habits determine the academic achievement of students to a great extent. Both study habits and academic achievement are interrelated and dependent on each other. There are students who come from different environment, localities etc. and have different levels of academic achievement i.e., high and low. They also differ in the pattern of study habits. Some students have better study habits while the others have poor. Better the study habits, better is the academic achievement. Academic achievement means how much

knowledge the individual has acquired from the school. Academic achievement of the students is determined by their study habits. Study habits and academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc. should be educated in their own way. But if children possess good study habits they can show performance in academics and in every situation and if children's do not possess good study habits they cannot excel in life. It is the study habits which help the learner in obtaining Meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.

NEED OFTHE STUDY

Study habits play a very important role in bringing about the better academic achievement. The study could bring to light the importance of study habits which are the major contributors of academic achievement. The primary aim of this study was to examine the effect of study habit on students' academic achievement. This general aim is expressed in the following specific objectives which are to: Assess the study habit of students in students; Compare the academic achievement of students who have developed a study habit and those who do not have study habit; Examine factors influencing students study habit; Investigate the effect of study habit on student's academic achievement.

OBJECTIVES OF THE STUDY

- To study the difference in study habits of arts and science students.
- To study the difference in study habits of science and commerce students.
- To study the difference in study habits of arts and commerce students.
- To study the difference in study habits of male and female students.
- To study the difference in academic achievement of male and female students.
- To study the difference in academic achievement of arts and science students.
- To study the difference in academic achievement of arts and commerce students.
- To study the difference in academic achievement of science and commerce students.
- To study the correlation between study habits and academic achievement of students.

HYPOTHESIS OF THE STUDY

- There is no significant difference in study habits of arts and science students.
- There is no significant difference in study habits of science and commerce students.

- There is no significant difference in study habits of arts and commerce students.
- There is no significant difference in study habits of male and female students.
- There is no significant difference in academic achievement of male and female students.
- There is no significant difference in academic achievement of arts and science students.
- There is no significant difference in academic achievement of arts and commerce students.
- There is no significant difference in academic achievement of science and commerce Students.
- There is no significant correlation between study habits and academic achievement of Students.

VARIABLES OF THE STUDY

The variables considered are study habits, academic achievement, Gender and Faculty (Science, Commerce and Arts).

SAMPLING TECHNIQUE

For the present study Simple Random Sampling technique was used to select 180 Higher Secondary School students from different colleges in Trichy City, Tamil Nadu. Out of the Sample of 180 students, 90 were Male and 90 were Female and also maintained the equal stream Ratio of students from Arts 60, Science 60 and Commerce 60 students.

TOOLS

Following tools were used:

- Study habit inventory developed by M Mukhopadhayay and D.N Sansanwal (1963)
- For academic achievement investigator collected in First year Higher secondary school examination marks.

STATISTICAL TECHNIQUES

In pursuance of objectives of the study and in order to test the research hypothesis set up, the't'- test and Pearson Correlation was used.

ANALYSIS INTERPRETATION OF DATA

The Objectives and Hypothesis wise analysis was done.

Objective-1 To study the difference in study habits of Arts and Science students.

Hypothesis-1 "There is no significant difference in study habits of Arts and Science students".

Table I: Shows Mean, SD, and 't' value of Study Habits of Arts and Science students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Arts students 'study habits	60	64.66	7.1	.031	Not significant
Science students' study habits	60	68.64	7.4		

The above table reveals that the obtained'-value 0.031 which is less than the theoretical value 1.98.The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in study habits of arts and science students."

Objective-2. To study the difference in Study Habits of Science and Commerce students.

Hypothesis-2 "There is no significant difference in Study habits of Science and Commerce Students."

Table 2: Shows Mean, SD, and 't' value of Study Habits of Science and commerce students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Science students' Study habits	60	68.64	7.4	0.40	Not significant
Commerce students' study habits	60	64.2	6.9		

The above table reveals that the obtained 't'-value 0.40 which is less than the theoretical value 1.98.The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in study habits of science and commerce students."

Objective-3 To study the difference in study habits of Arts and Commerce students.

Hypothesis-3 "There is no significant difference in study habits of Arts and Commerce Students."

Table 3: Shows Mean, SD, and 't' value of Study Habits of Arts and commerce students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Arts students' Study habits	60	64.66	7.1	0.32	Not significant
Commerce students' study habits	60	64.2	6.9		

The above table reveals that the obtained 't'-value .032 which is less than the theoretical value 1.97.The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in study habits of Arts and Commerce students".

Objective-4 To study the difference in study habits of Male and Female students.

Hypothesis-4 "There is no significant difference in study habits of Male and Female students".

Table 4: Shows Mean, SD, and 't' value of Study Habits of Male and Female students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Male students' Study habits	90	67.8	**8.1**	1.79	Not significant
Female students' study habits	90	66.2	7.6		

The above table reveals that the obtained 't'-value 1.79 which is less than the theoretical value 1.97.The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in study habits of male and female students.

Objective-5 To study the difference in academic achievement of Male and Female students.

Hypothesis-5 "There is no significant difference in academic achievement of Male and Female students".

Table 5: Shows Mean, SD, and 't' value of Academic Achievement of Male and Female students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Male students' Academic Achievement	90	53.8	14.4	0.28	Not significant
Female students' Academic Achievement	90	55.2	14.6		

The above table reveals that the obtained 't'-value 0.28 which is less than the theoretical value 1.97.The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in academic achievement of male and female students".

Objective- 6 To study the difference in academic achievement of Arts and Science students.

Hypothesis-6 "There is no significant difference in academic achievement of Arts and Science Students".

Table 6: Shows Mean, SD, and 't' value of Academic Achievement of Arts and Science students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Arts students' Academic Achievement	60	47.8	13.4	3.21**	Not significant
Science students' Academic Achievement	60	54.2	11.6		

** Significantat0.05 level

The above table reveals that the obtained 't'-value 3.21 is greater than the theoretical value of 1.98.The obtained value of 't' is significant at 0.05 level. Hence the Null Hypothesis is rejected and it is formulated that "There is a significant difference in academic achievement of arts and science students." It was also found that girls and boys differ significantly in their study habits and academic achievement. (Singh Y.G., 2011). It can be inferred that there may be good co-relation in Study habits and academic achievement.

Objective-7 To study the difference in academic achievement of Arts and Commerce students.

Hypothesis-7 "There is no significant difference in academic achievement of Arts and Commerce students".

Table 7: Shows Mean, SD, and 't' value of Academic Achievement of Arts and Commerce students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Arts students' Academic Achievement	60	47.8	13.4	3.81**	significant
Commerce students' Academic Achievement	60	53.2	10.4		

** Significantat0.05 level

The above table reveals that the obtained 't'-value 3.81 is greater than the theoretical value of 1.98.The obtained value of 't' is significant at 0.05 level. Hence the Null Hypothesis is rejected and it is formulated that "There is no significant difference in academic achievement of arts and commerce students." It was also found that girls and boys differ significantly in

their study habits and academic achievement. (Singh Y.G., 2011). It can be inferred that there may be good co-relation in Study habits and academic achievement.

Objective-8 To study the difference in academic achievement of Science and Commerce Students.

Hypothesis-8 "There is no significant difference in academic achievement of Science and Commerce students".

Table 8: Shows Mean, SD, and 't' value of Academic Achievement of Science and Commerce students

Group	Sample	Mean	SD	t-value	Significant at 0.05 level
Science students' Academic Achievement	60	54.2	11.6	1.81	significant
Commerce students' Academic Achievement	60	53.4	10.4		

The above table reveals that the obtained 't'-value 1.81 which is less than the theoretical value 1.98.The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted and it is concluded that, "There is no significant difference in academic achievement of science and commerce students".

Objective-9 To study the relationship between Study habits and Academic achievement of Graduation students.

Hypothesis-9 "There is no significant relationship between study habits and academic Achievement of students".

Table 9: Shows 'r' value of Study Habits and Academic Achievement of Higher Secondary School students

Group	Sample	Mean	SD	r-value	Significant at 0.05 level
Higher Secondary School students' Study Habits	180	65.2	9.6	3.42**	significant
Higher Secondary School students' Academic Achievement	180	54.4	13.4		

**Significant at 0.05 level

The above table shows that the obtained r-value 3.42 is greater than the theoretical value 0.138.The obtained value of't' is significant at 0.05 level. Hence the Null Hypothesis is rejected and stated new hypothesis "There is a significant relationship between study habits and

academic achievement of Higher Secondary School students." There is a positive co-relation between study habits and academic achievement of students. It was also found that there exists relationship between Study Habits and Academic Achievement of Higher Secondary Students (Singh Y.G., 2011).

CONCLUSION

The present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance to have better study habits which is essential for their survival in this competitive world. They should take also special care for the development of the better study habit. This research indicated that students can acquire efficient studying skills by Means of Curriculum for Developing Efficient Studying Skills and they increase their academic achievements thanks to these studying habits. In this sense, if quality of education is desired to be increased, students with high level of academic achievements are intended and growing youth is expected to compete with the young population of other states with the effect of globalization, it is necessary to make students acquire efficient studying skills.

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