

STUDY HABITS OF STUDENTS WITH RESPECT TO THEIR ACHIEVEMENT IN MATHEMATICS

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ABSTRACT

Study habits are important factors influencing academic achievement of students. We must replace ineffective models and habits of study with more fruitful skills in order to gain better learning. This study investigates the study skills and habits of mathematics students and their educational achievement. The sample of study consisted of 200 students drawn from Govt. Girls School Rewari by random method. The data were collected through study habit inventory by M.Mukhopadhyay & D.N Sansanwal and Achievement test in mathematics by Dr Nagappa & Dr K.M Aslam Khan. The result of analysis supports the research hypothesis, which anticipated significant differences in study habits and achievement.

INTRODUCTION

One important component of learning activities is study skills. Various students have various study practices based on their study habits and their interest in subject. Three distinct factors have been identified which contribute to better educational achievements: 1- Competence, also referred to as intelligence and aptitude; 2- Interest, which usually results from a good understanding of future goals and purposes; 3- Study skills. Effective study usually comes down to two factors: motivation and style.

A good, effective study requires flexibility in study, speed, clear perception and memory retention, concentration, planning and evaluation. Students use three approaches to learning surface deep, strategic. In the surface approach to learning, the students try to memorize all the content to get good grades. Study is a complex activity and students have to use a combination of study skills. Based on the nature of subjects and difficulty of the content students have to adapt difficult skills. To learn each skill one should stop previous habits and try to substitute them with new useful habits: To have a fruitful time studying, one should be interested in subjects and be competent in using study skills. The interest on the part of student makes him/her to study for longer hours, which lead to more opportunity to use study skills.

Mastering study skills makes study more enjoyable and effective which in turn

strengthens the student's interest. So he/she spends more time studying. The psychologists working specifically on learning have found effective learning methods, which make learning easy. Reading comprehension skills are invaluable tools that contribute to better learning. They include skimming, scanning, critical reading, inquiry reading. Saha (2007) conducted a study Gender, Attitude to Mathematics, cognitive style and Achievement in Mathematics. It was found that all the three contribute to statistically significant difference in achievement in mathematics. Thomas (2006) conducted a study to determine the attitude towards Mathematics and achievement by combining co-operative learning strategies with instruction delivered using an Integrated Learning System (ILS). Sixty-five fifth grade students were randomly divided in two groups-co-operative and individual. Result revealed that students using ILS for mathematics instruction performed better on standardized tests and were more positive towards math and they worked in co-operative groups than when they worked on the same individually. Xin Ma and Jianymin (2004) conducted a study to determine the casual ordering between Attitude towards Mathematics and achievement in mathematics of secondary school students. Results showed the achievement demonstrated casual predominance over attitude across the entire secondary school. Gender difference in this casual relationship was not found but elite

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status in mathematics moderated this casual relationship.

Almost all the commissions and education policies including 1999-2000 have not only acknowledged the deterioration but also have presented suggestions for the improvement of the prevailing situation. In spite of all these efforts, the problem still seems to be unsolved. The said situation applies on all fields of education and University of Agriculture, Faisalabad is not exemption to it. According to a report of PPSC (1992) about agricultural education standard in Pakistan, the knowledge of the candidates in their fields was equally poor and it appeared that deterioration had occurred in all branches of education in our society. Amongst other drawbacks in the system of education, the study habits of the students play a vital role in reflecting the standard of education and the student's individual achievements. Sorenson (1991) while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through, instead sustained concentration is necessary. According to Crow and Crow (1992), the effective habits of study include plan/place, a definite timetable and taking brief of well-organized notes. The present study is an effort in the same direction in the light of the fact that teachers teach all students collectively but not all students get the same grades. At this stage, we see underachievers and high achievers in educational achievements. Most of the teachers get puzzled on the sight of such situation and then try to either ignore or push too much. The treatment without the investigation into the responsible factors looks to be highly unscientific. There may be a number of reasons like different levels of intelligence, non-availability of sufficient physical facilities etc. However, one of the reasons is that the students fail to make good efforts to learn the lesson taught in the classroom. The study habits of the students could play pivotal role in learning process reflected in the academic achievements of the students. Rasul (1968) and Shafiq (1978) concluded that the habits have

positive relationship with the learning, which result in better achievements. The students may fail to maintain higher level of achievements due to a particular study habit. It is, therefore, desirable that the students should be motivated toward such habits of study by which they may score good grades with better understanding of the subject matter. According to Kundu and Tutoo (1993) it has also been found that recitation method of study is better for immediate retention. Morgan (1956) stated that almost every college student feels at one time or another that he should improve his study habits. So, it is the responsibility of teachers concerned to play their role by inflicting effective study habits among the students because left to self-training cannot be taken granted in any way.

OBEJECTIVES

1. To study the study habits of 12th class students in Rewari District.
2. To compare the study habits of the students of low and high scores students.
3. To compare the achievement in mathematics of low and high score of 12th class students.
4. To study the relation between study habits and achievement in mathematics.
5. To study the significance of difference in academic and study habit.
6. To study the effect of study habits on achievement in mathematics.

HYPOTHESES

1. There is no significant difference between study habits and achievement in mathematics of 12th class students.
2. There is no significance difference between high achiever scores in mathematics and their study habits.
3. There is no significance difference between low achiever scores in mathematics and their study habits.

METHOD AND PROCEDURE: The study was conducted following the normative survey

method of research. The details of the method and procedure are given as under:

SAMPLE: The sample of the study comprised 200 students of Govt. Girls Sen Sec. School Rewari District with random sampling technique.

VARIABLES: A study habit was the independent variable and achievement was the dependent variable.

TOOLS USED: The following two tools were used in the study:

1. Study Habit Inventory by M.Mukhopadhyay & D.N Sansanwal .
2. Achievement in Mathematics by Dr. Shahapur & Dr. K.M Aslam Khan.

DATA COLLECTION: The data were collected by administering above mentioned two tools on individual students. On completion of the data scoring was done with the help of keys prepared by the concerned authors.

STATISTICAL TECHNIQUES: Obtained data were analysed by mean, standard deviation and 't' test.

RESULT TABLE 1

Difference between ATM low score students and SHI low score students.

	Mean	S.D	't'	Level of significance
<i>ATM low score student</i>	33.7	4.70	2.58	0.05
<i>SHI low score student</i>	124.14	8.07		

The mean of female students of ATM low score 33.7 and SHI low score 124.14. The table reveals the significance of difference in ATM & SHI in female student of Sr. Sec. School. The't' value is 2.58 which is significant at 0.05 level of significance.

TABLE 2

Difference between ATM high scores students and SHI high scores students.

	Mean	S.D	't'	Level of significance
<i>ATM high score students</i>	45.37	3.84	2.7	0.05
<i>SHI high score students</i>	147.39	9.73		

The mean of female students of ATM high score 45.37 and SHI High score 147.39. The table reveals the significance of difference in ATM & SHI in female student of Sr. Sec. School. The't' value is 2.7 which is significant at 0.05 level of significance.

CONCLUSIONS OF THE RESULT

On the basis of the discussion and findings the following conclusions appear-

1. There is significant difference in low scores and high scores of girl students of SHI.
2. There is significant difference in low scores and high scores of girl students ATM.

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