

STUDY HABITS AND ACADEMIC ACHIEVEMENT OF THE STUDENTS OF CLASS 10+2 LEVEL OF SCHOOLS IN GURGAON DISTRICT

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ABSTRACT

This paper makes an attempt to examine the relationship between the study habits and academic achievements of the boys and girls. The sample of the study consisted of 189 students studying in class 10+2 of four Schools of Gurgaon District. The cluster random sampling technique was used in this study, t ratio has been calculated for the analysis of data. The major findings of the study indicated that; the study habits possessed by the boys and girls both were found to be similar.

INTRODUCTION

Education is identified as a tool to bring awareness in people about many social and development problems faced by society. Spread of education helps in removing many obstacles to economic growth of nation. Democratic forms of governance established worldwide after World War II identified this aspect and made many efforts for providing educational opportunities to their people. Indian Government right after attaining independence started its sincere efforts to achieve the goal of Universalization of Elementary Education through bringing in many constitutional amendments, policies and programmes. As a result, there is an increase in the literacy rate, but so far there is no 100% literacy achievement in India. Secondary Education plays a pivotal role in any educational system. The passing of 10+2 board examination is a big obstacle for students in their educational progress. Study habits, learning styles and degree of learner's involvement in studies have long been considered to be important factors in the academic success or failure of the students. Individual differences do exist in the students in respect of these factors. Educational institutions aim at producing qualitative results, and well educated students who would be the future nation builders. The teaching learning process, teacher student relationship, the school atmosphere, and home environment contribute a lot in producing successful students. Above all good study habits developed by a student surely

determine his/her achievement.

Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. But, now there are many means and sources of learning. Some children learn better through the use of different learning materials rather than merely listening to an aspirational talk by the teacher. The pupils today have vast funds of information pertaining to the various aspects of human life. In spite of these advantages, most of the pupils of today lack depth of thought and breathe of vision due to poor study habits. The study habits of learner means the ability to schedule his time, the plan of his study, the habit of concentration, note taking, mental review, over learning, the judicious application of whole and part method, massed and distributed learning and so on.

Academic career of the students largely depends on the study habits, motivation in learning, interest in the course, attitudes and personality traits. One cannot say that good study habits mean hard working and reading hours together, but can say that they are budgeting time for study, motivation for learning, skills in note taking, reading, memory and review.

In the field of education, a burning problem is the constant increase in the number of failures of students at the school level. The failure rate in various examinations, have many reasons but one of the main reasons is poor or ineffective study habits. A good number of

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studies have been conducted so far in the area of study habits. The studies clearly bring out the importance of study habits on students achievement. The academic achievement of the students is influenced by a number of factors. Study habits have emerged as most promising factor in recent years. The term study habits have been used to mean various methods and practices adopted by the students in their school and college studies. Study habits refer to a set of behaviour related to how students organize their time and space to promote systemic study behaviour. It means that the student must be able to organize, classify and arrange facts in their proper relationship to the subject being studied.

Study habits basically consist of effective methods of study (Sorenson, 1954) and also include student's habit of concentration, note making, time budgeting and study methods (Smith, 1961). Taking notes is essential for learning and remembering things properly. Note should be prepared from books because every time it is not possible to go through the books we have read. Note should be prepared from books because every time it is not possible to go through the books we have read. Lack of good study habits among the students may be a possible and pertinent reason for their failure. Smith (1961) further describes that what a student learns depends upon his learning methods, the goal he sets, the time he spends, the degree to which he becomes actively involved in his work, the breadth of the frame work within which he tries to learn, and the extent to which he applies what he learns. Tussing (1962) argued that students with high intellectual capacity may not realize their goals because they may not have learned the correct way of assembling materials and utilizing their time effectively and the chances are that people with good study habits and well developed skills in tackling study problems are more likely to succeed with their effective utilization.

Evans and Smith (1970) pointed out that it is important to develop good 'Study Habits' for successful adjustment in college. Successful college students differ from unsuccessful students in study habits. According to them good study habits include, class participation, study

time, use of text books and recitation. Jamuar (1974) asserted that the task of learning is not dependent on the teacher alone, it is not only the teacher's responsibility but it is also the responsibility of the learner. Kohli (1977) pointed out that in the academic field study habits are of particular theoretical and practical importance. Healthy study habits help the individual to surpass the limits circumscribed by his intelligence, bringing him to the category of an achiever.

A number of studies have indicated the role of study habits in academic relationship exists between study habits and academic achievement of school going children. Patel (1996) observed that the students who have good study habits did get significantly more achievement scores than those of poor study habits. Chauhan (2003) studied the academic achievement of high school students in relation to their study habits and found study habits positively related to academic achievement. Zadoo and Rana (2008) studied the relationship between study habits, attitudes and academic achievement of students of senior secondary schools. They found that study habits and attitude scores were positively correlated with academic achievement of the students.

OBJECTIVES OF THE STUDY

To study the relationship between the study habits and academic achievement of the boys.

To study the relationship between the study habits and academic achievement of the girls.

To study the relationship between the study habits and academic achievement of the girls studying in Govt. Schools and Private Schools.

To study the relationship between the study habits and academic achievement of the boys studying in Govt. Schools and Private Schools.

To study the difference between the study habits of Govt. School Students and those of Private School Students.

To study the difference between the study habits of boys and those of girls.

To study the difference between the study habits of Urban Students and the Rural Students.

HYPOTHESES

In order to achieve the objectives following hypotheses are formulated :-

1. There will be no significant difference between the study habits of students of Govt. School and those of Private School Students.
2. There will be no significant difference between the study habits scores of boys and those of girls.
3. There will be no significant difference between the study habits of scores of urban students and those of rural students.
4. There will be no relationship between the study habits and academic achievement of the boys.
5. There will be no relationship between the study habits and academic achievement of the girls.
6. There will be no relationship between the study habits and academic achievement of the girls studying in Govt. Schools and Private Schools.
7. There will be no relationship between the study habits and academic achievement of the boys studying in Govt. Schools and Private Schools.

DELIMITATION OF THE STUDY

The study is delimited to the students studying in class 10+2 of the Senior Secondary Schools of Gurgaon only

Only 189 students will form the sample out of which there will be 96 male and 93 female students with urban and rural background.

In the present study sample will include the students studying in Govt. and Private Schools situated in Gurgaon.

The word 'Urban' and 'Rural' refers to the area which falls in the municipal territory and village panchayat respectively.

The Study Habit scores will be collected using the Study Habit Inventory prepared by Palsane and Sharma.

RESEARCH METHODOLOGY

The study attempted the relationship between the scores on Study Habit Inventory and Academic Achievement Scores in the context of different variables like sex, type of school and rural and urban backgrounds. The methodological details like sample, tool and procedure of data collection are outlined below.

SAMPLING

In the present study the investigator selected Gurgaon District in Haryana as the field of investigation. The cluster random sampling technique was used in this study. Keeping in view the limitation of time and convenience of the investigator, a total 189 students studying in class 10+2 of four schools formed the sample of present study. Out of them 96 were male students and 93 were female students. Out of 96 male students 48 belonged to Govt. Senior Secondary Schools and other 48 belonged to Private Institutions out of 48 male students studying in Govt. Institutions 24 were with urban background and 24 with rural background.

TOOL

Study Habit Inventory prepared by "Palsane and Sharma" (1989) (PSSHI) was used as a tool to measure the study habits of students. On the basis of characteristics of the inventory given in the manual, it was considered suitable for the purpose. Reliability and Validity of this inventory have been reported satisfactory. This inventory measures the study habits of the students in eight areas and these areas represent one's total study habits. The Study Habit Inventory requires 20 minutes time to answer the statements. However there is no time limit. The inventory comprises total 45 statements under major eight areas which pertain to the study habits of students.

ANALYSIS OF RESULTS AND DISCUSSIONS

The 't' test of significance was used to determine the significance of difference between mean scores of total study habits in respect of 10+2 level school students.

HYPOTHESIS 1

There is no significant difference between the study habit scores of students of Govt. school and those of Private School students.

Mean, S.D. and t value showing difference in respect of study habits of students of Govt. and Private Schools.

TABLE 1

Institutions	N	Mean	S.D.	t Value
Govt. School Students	101	62.53	6.905	3.193
Private School Students	88	59.27	7.091	

It was hypothesized that there exists no significant difference between the study habits scores of students of Govt. School and Private School students. Observation of table 1 reveals that the t value is 3.193 which is significant at 0.05 level. It means that the study habits possessed by students studying in Govt. and Private Schools are quite different. Thus hypothesis is rejected.

HYPOTHESIS 2

There is no significant difference between the study habit scores of boys and those of girls.

Mean, S.D. and t value showing difference in respect of study habits of boys and girls.

TABLE 2

Institutions	N	Mean	S.D.	t Value
Boys	96	60.91	7.305	0.191
Girls	93	61.11	7.045	

It was hypothesized that there exists no significant difference between the study habits scores of boys and those of girls. Observation of table 2 reveals that the t value is 0.191 which is not significant at 0.05 level. It means that the study habits possessed by boys and girls both were found to be similar. Thus the hypothesis is accepted.

HYPOTHESIS 3

There is no significant difference between the study habit scores of Urban students and those of Rural students.

Mean, S.D. and t value showing difference in respect of study habits of Urban and Rural students.

TABLE 3

Institutions	N	Mean	S.D.	t Value
Urban Students	103	61.77	7.098	1.604
Rural Students	86	60.10	7.151	

It was hypothesized that there exists no significant difference in between the study habits scores of Urban students and those of Rural students. Observation of table 3 reveals that the t value is 1.604 which is not significant at 0.05 level. Thus the hypothesis is accepted.

HYPOTHESIS 4

There exists no relationship between study habits of boys and their academic achievements.

Table 4 value of (r) for study habits scores and academic achievement of boys.

TABLE 4

N	D	r
96	143053.5	.034

The table indicates that 96 male students value of correlation is .034 which is very low. This low value of r .034 leads to the acceptance of the hypothesis. This may be interpreted that there exists very low relationship between the study habits and the academic achievement.

HYPOTHESIS 5

There exists no relationship between the study habits of girls and their academic achievements.

Table 5 value of (r) between study habits scores of girls and their academic achievement.

TABLE 5

N	D	r
93	89282	.333

The present hypothesis proposes to test the relationship between the scores on study habits inventory obtained in respect of girls and their academic achievement in terms of aggregated

marks secured in their 10+1 exam. The correlation was calculated between the study habit scores of 93 girls and their academic achievements. The value of correlation (r) was found to be 0.333 for 93 girls with urban and rural background which were studying in Govt. and Private schools. The value of (r) 0.333 is quite low. This reveals that there existed very low relationship between the study habits possessed by girls and the aggregated marks obtained by them. This can be concluded that the study habits of girls did not contribute to better academic achievement.

CONCLUSION

Thus on the basis of the obtained results it can be said that 10+2 level students of Govt. Senior Secondary Schools and Private Schools differ significantly in their study habits. It may lead to conclusion that knowledge of proper study habits and their gradual development among the students by the teacher would certainly improve the teaching learning process. Therefore it is the need of the hour on the part of teachers and school authorities not to emphasize note learning and dictating every thing for the pupils rather teachers should help students learn themselves at every stage. He should therefore believe in guiding, stimulating and motivating students rather than providing them cooked material.

Study Habit is important for students in their school education. So it is necessary to inculcate good study habits among the 10+2 level school students.

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