

ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR STUDY HABITS

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Abstract

The Present study was carried to determine the relationship between academic achievement and study habits of secondary level students. This study was conducted on a sample of 100 students, selected from different secondary schools of sonapat district in Haryana by using random sampling technique. M.Mukhopadhyaya and D.N. Sansanwal's study habit was used to administer the data. The results indicate that there is a significant relationship between government and private, male and female secondary school students academic achievement and study habits.

Keywords: *academic achievement, study habits*

Introduction:

The destiny of India is shaped in her classroom "(Education commission, 1966). So, there is a dire need for teachers to reflect. Visualize. Plan and accordingly act so that the children of today can become world class citizens. The cognitive growth and academic development of the individual has become a matter of concern for the psychologist, sociologists and educationist, day by day achievement related problems are increasing. There is growing awareness of developing way and approaches for improving children's scholastic achievement.

A number of studies have indicated the role of study habits in academics achievement of students. Sood and kumar (2007) found that rural and urban subsequent generation learners well as the study also reveals that learners belonging to good study habit groups have better academic achievement. So it was found that rural and urban.

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Subsequent generation learners have better academic achievement than rural and urban first generation learners, Kumar V, et.al., found that high achieving average achieving and low achieving secondary level students differ significantly on their total study habits. Aggarwal, Kumar (2010) found the mean difference of total study habits of secondary level arts and science students, male arts and science students and female arts and science students respectively. Singh, Thukral (2011) found no significant relationship between emotional maturity and academic achievement while a significant relationship between emotional maturity and academic achievement serves of boys but no significant relationship was found between the two variables in a case of girls. Sutherland, Vasanthi (2011) revealed that the mean score of girls study habits and higher in study habits but academic achievement was found poor while urban students have low study habits but habits but having high academic achievement. Hassan, Apparao (2012) concluded that there is no significant difference was found between gender and community in their study habits as well as in academic achievement no significant difference was found between gender and communities. Dahiya (2012) found significant relationship between academic achievement and a locus of control, academic achievement and anxiety well as locus of control and anxiety with to academic achievement. Barwal (2013) revealed that boys and girls as well as rural and urban secondary school students are not differ significantly in their study habits but rural boys and urban boys, rural girls and urban girls are significantly differ in their study habits. Sharma (2014) examined that the achievement in educational psychology of both males and females was found to be same extent when pre-achievement in educational psychology intelligence were found to be superior to belonging to low intelligence students and English medium students and Hindi medium students were found to have achievement in educational psychology to the same extent when pre-achievement in educational psychology was taken as covariate. Khurana (2014) found a positive correlation between study habits and academic achievement female University student's possess more effective study habits and higher academic achievement than male University students. Boy scholars have better study habits and higher academic achievement than those hostel living students.

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Significance of the study:

Character is intimately connected with habits. Habits express character, good habits makes good character. A good, effective study requires flexibility in study, speed, clear perception and memory retention, concentration, planning and evaluation. Study habits learning styles and degree of learner's involvement in studies have long been considered to be important factor in the academic success or failure of students. Habits help the students to do something with less efforts and thought. In the field of education habits of thinking regularly, proper reasoning, concentration on study, punctuality help the students in their proper adjustment and learning.

Operational definitions of the term used:

Academic Achievement: Academic Achievement refers to the level of success and of proficiency attained in some specific areas concerning academic work.

Study Habits: Study Habits is the tendency of pupil or student to study when the opportunity given. It is the pupils way is studying that means if the studying is systematic or unsystematic, efficient or inefficient.

Objectives of the study:

1. To find out the relationship between the mean score of the relationship between the academic achievement and study habits of secondary school students.
2. To find out the relationship between the mean score of the academic achievement and study habits of government schools students.
3. To find out the relationship between the mean score of the academic achievement and study habits of male secondary schools students.

4. To find out the relationship between the mean score of the academic achievement and study habits of female secondary schools students.
5. To find out the significant prelateship between the academic achievement and study habits of secondary school students.

Hypotheses:

1. There exists significant relationship between the mean score of the academic achievement and study habits of private schools students.
2. There exists significant relationship between the mean score of the academic achievement and study habits of government schools students.
3. There exists significant relationship between the mean score of the academic achievement and study habits of male secondary schools students.
4. There exits significant relationship between the mean score of the academic achievement and study habits of female secondary schools students
5. There exists significant relationship between the mean score of the academic achievement and study habits of secondary school students.

Population and sample of the study:

The population of present study comprised of secondary schools of Haryana. Secondary schools of Sonapat. 100 secondary schools students were selected on the basis of random sampling.

Tools:

The present study data was collected of variable namely study habits inventory administration and standardized by M. Mukhopadhyaya and D.N. Sansanwal for academic achievement, the previous class result was taken.

Method:

The study was descriptive in nature which explored the relationship between the study habits and the academic achievement of secondary schools students.

Statistical Technique used:

To find out the relationship between study habits and academic achievement product moment correlation was used.

Research and Interpretation of Data:

Mean score of the significant relationship between study habits and academic achievement of secondary schools students

Group	N	r
Private	50	0.78
Government	50	0.73
Male	50	0.73
Female	50	0.79

Since the calculated values of r is greater than the table value .273 and .354 at both 0.05 and 0.01 level respectively. There exists a significant relationship between the mean scores of private and government as well as male and female academic achievement and study habits of secondary schools students.

Findings:

1. It is found that there exists significant relationship between the academic achievement and study habits of private and government school students.

2. It is found that there exists significant relationship between the academic achievement and study habits of government school students.
3. It is found that there exists significant relationship between the academic achievement and study habits of secondary school male students.
4. It is found that there exists significant relationship between the academic achievement and study habits of secondary school female students.
5. It is found that there exists significant relationship between the academic achievement and study habits of private and government school students. The coefficient of correlation between the academic achievement of secondary school students is .64. It implies that there exists significant high positive relationship between both the variables.

Conclusions:

The present study aimed at identifying and exploring the relationship between the academic achievement and study habits of secondary school students. It is observed that the students who have better study habits have better academic achievement.

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