



STUDY HABITS AND ITS EFFECT ON THE ACADEMIC PERFORMANCE OF GRADE XTH STUDENTS

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ABSTRACT :

This study investigated the effect of study habits on academic performance of secondary school students in Hyderabad district. The study adopted a descriptive survey research design. The sample of the study constituted of 120 grade 10th students drawn from the 8 government secondary schools of Hyderabad. The questionnaire was used for data collection. Statistical techniques which are used for data analysis are Pearson's product moment method, Mean, standard deviation and t-test. The finding of the study disclosed that there is significant relationship between study habits and students' academic performance. It was suggested that teachers and school guidance counselors ought to collaboratively guide students on how to develop good study habits; thereby enhancing their performance.

KEYWORDS : Study Habits, Academic Performance, Grade Xth Students.

1. INTRODUCTION

Study habits play an awfully necessary role in the life of students. Every student's success or failure is depending upon his own study habits. Some students study a lot of however they fail to realize a lot of. Others study less but achieve more. Success of every student definitely depends upon his ability, intelligence and effort. No doubt, regular study habits bring their own rewards among the sense of accomplishment of success.

Generally, study habits are often classified into two-good study habits, and bad study habits. Good study habits in line with Katelyn (2013) square measure generally mentioned as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem that appear to provide good results. They're the study habits that build students winning in their studies when developing and applying them throughout their educational career.

Harper and Row (2009), highlight good study habits as thus:

1. Studying every day
2. Creating a quiet place at home or anywhere to study
3. Turning off the phone, TV and other devices that may disturb you when studying
4. Listening to soft music or white noise
5. Studying in a way that suits your learning style
6. Taking regular breaks
7. Start studying early (do not wait for last minutes)
8. Studying the toughest things first, spending more time on difficult topics.
9. Asking for help if one is struggling with his studies, taking notes as one studies as well as organizing notes in a notebook.



According to John (2010) bad study habits are negative or non-productive study habits which are undesirable and counter-productive to students' academic performance. Once developed and utilized by students at all levels, they have a tendency to hamper academic progress and performance of the users. Due to the peculiarity and uniqueness of individual student, what may be considered as bad study habits to student "A", may seem to be very productive and efficient for student "B". However, bad study habits usually vary from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study etc. Nikki (2013) identifies bad reading habits to incorporate learning with friends, being attentive to loud music, studying in uncomfortable conditions, cramming, etc.

STUDY HABIT:

This is a behavior style that is systematically formed by students towards learning and accomplishment. are the ways in which you study- the habit that you simply have kind throughout your school's years?

ACADEMIC PERFORMANCE:

could be a term used for students supported however well they're doing in their studies and classes, is also however well one will in school?

2. REVIEW OF RELATED LITRATURE

J.T.B Oluwatimilehin and Jimoh Wale Owoyele (2012) examined "the relationship between study habits and students' academic achievement in core subject at the junior secondary school level. The descriptive research design of an ex post facto approach was used in the study. A sample of 300 junior secondary school students was drawn using simple random sampling techniques. Finding revealed that of all the study habit subscales, „teacher consultation“ was most influential while the „time allocation“, exercise, concentration, notaking reading and assignment were regarded as less integral to students' academic performance“.

Felicity Akpene Akagah (2011) investigated "the influence of study habit on academic performance of junior high school students. 420 respondent comprising junior high school. The purposive and simple Random sampling technique was used to select student for the study Finding revealed that despite other dimensions of study habit thus, examination, homework and assignment, reading and note taking, concentration, only time management explain the bulk of the variable that predicts students' study habit“.

3. OBJECTIVES OF THE STUDY

1. To study the relationship between study habits and academic performance of secondary school students.
2. To study the significant difference between academic performance of secondary school students on study habits.

4. HYPOTHESES OF THE STUDY

Here two hypothesis

H1 There will be significant relationship exists between academic performance and study habit of secondary school students.

H2 There will be significant difference exists between academic performance of secondary school students on study habits.

5. VARIABLES

In this present study there is two variables

1. **Independent Variable:** Study habits and

2. Dependent Variable: Academic Performance

6. METHODOLOGY

Research Design

This study adopted the descriptive method. Study habit inventory Developed by Patel, B.V in 1976 was administrated on 120 secondary school students to know the study habits of them.by this data wascollected. For relationship Pearson's product moment method was used and The comparative analysis was achieved by means of utilizing t-test statistic for the comparison of mean scores at 0.05 level of significance.

Population and Sample of the Study

The population of the study includes eight (8) government secondary schools in Hyderabad. All government secondary school student's boys and girls constitutes the population. A simple random sample of 120 students was drawn for the study.

Tool for Data Collection

Study habit inventory Developed by Patel, B.V in 1976 was used for data collection.

Statistical Techniques

To analysis the data following statistical tools were used:

1. Mean score
2. standard deviation and
3. t-test
4. Pearson's product moment method

7. ANALYSIS AND INTERPRETATION OF DATA:

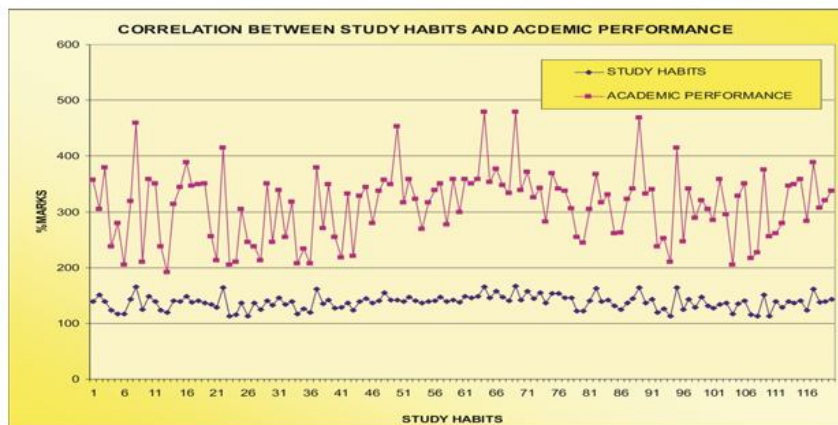
The analyzed data are presented in below tables.

Hypothesis1: There will be significant relationship exists between academic performance and study habit of secondary school students.

Table No. 1: Correlation between study habits an academic performance of secondary school students

N	SH (Mean)	AP(Mean)	Coefficient of correlation	Correlation status
120	28.33	50.83	0.8736	High correlation

From Table 1, The Above table shows the mean score of study habit is 28.33 and mean score of academic performance is 50.83.the calculated coefficient of correlation value is 0.8736 which is high correlation. Hence, the Hypothesis is accepted.



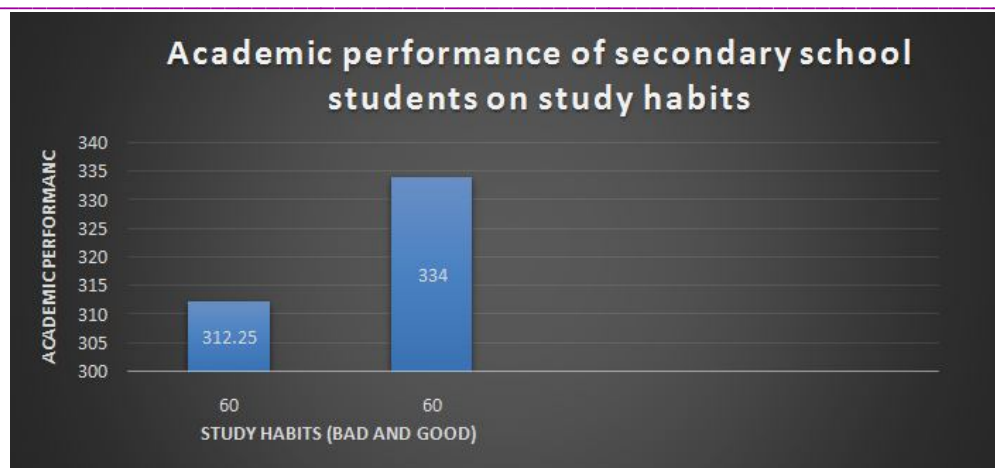
Graph 1 Correlation between study habits an academic performance

Hypothesis 2: There will be significant difference exists between academic performance of secondary school students on study habits.

Table No. 2: significance of difference between academic performance of secondary school students on study habits.

Group	No	Mean	SD	Df	T-Value	Remarks
AP of Students who have No SH	60	312.25	63.18	117	2.643	Significant at 0.05 level
AP of Students who have Good SH	60	334.00	64.31			

From table 2, The above table shows the mean scores of Academic Performance of Students who have no/bad study habits and Students who have good study habits is 312.23 and 334.00 respectively. The calculated t-value is 2.643, which is significant. Hence, the hypothesis is accepted. Therefore, it might be presumed that the Students who have good study habits are better in academic performance than the Students who have no/bad study habits.



Graph 2 Academic performance of secondary school students on study habits

8. SUMMARY AND CONCLUSION

The findings show that academic performance and study habits have high correlation. The students who significantly have good study habits are better in academic performance than those students who have no/bad study habits. consequently, good study habits help the students to wind up dynamic learners and enhance their academic performance.

9. RECOMMENDATIONS

Based on the findings of this investigation, the following recommendations were presented for implementation:

1. School counsellors should be able to advice and encourage students to manage their study time table of school and home.
2. School counsellors and teachers should apply the principles of positive reinforcement to increase students' motivational level in their study habits.
3. School counsellors should be able to assess students' interest areas in their study habits enhancement.
4. Principals and teachers in secondary schools should enforce mandatory class attendance, at least 75% to qualify to write school examinations.
5. School counsellors and teachers should educate students during orientation to encourage students to improve on their note taking skills.

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