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“RELATIONSHIP BETWEEN EDUCATIONAL HABITS AND ACADEMIC ACHIEVEMENT AMONG GRADUATION STUDENTS”

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ABSTRACT:

The purpose of this study was to examine the Relationship between Educational Habits and Academic Achievement among Graduation Students. A total 180 Graduate students will be taken out of from different colleges in Mysore city. The researcher has been selected 90 male and 90 female Out of the sample 180 students and maintained the equal stream proportion from Arts, Science and Commerce. Descriptive survey method of research was used. In the present study standardized Adolescent's Habits scale has been used. This tool reliability is already found by Vijaya Lakshmi and Shruti Narain. The study reported that there is no significant



difference in Mean scores of study habit in relation to gender, and various faculties such as arts, science and commerce. There was no significant difference in Mean scores of study habit in relation to gender, and various faculties such as Arts, science. There exists a significant difference in the mean scores of Educational Habits of Commerce and Science Graduate students. Commerce Graduate students had significantly better than the science Secondary School students.

KEYWORDS: Educational Habits, Academic Achievement.

INTRODUCTION

A habit (or wont) is a routine of behavior that is repeated regularly and tends to occur subconsciously. In the American Journal of Psychology (1903) it is defined in this way: "A habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience."

(Andrews, 1903) Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. The process by which new behaviors become automatic is habit formation. Old habits are hard to break and new habits are hard to form because the behavioral patterns we repeat are imprinted in our neural pathways, but it is

possible to form new habits through repetition. Education is one of those fields, which are continuously facing decline for the past many years. The importance of adopting effective study habits by students in the whole process of learning has always been ignored. Although, teachers and parents do desire that students invest time in studies and show good progress, they are hardly made aware of the requirements of higher education

in terms of their role to carry out self-study. They are not given any orientation toward effective study skills. This process must start at an early level of education because habits like attitudes are not developed over night. The purpose of this article is to enlist a few effective study habits and skills and ways that the students can adopt to succeed in their academic life. Listening carefully to lectures; asking questions; taking notes; revising, organizing and rewriting lecture notes; discussing with others; thinking around new ideas and concepts; reflecting on what the subject means; thinking about practical applications; and reformulating - putting something into one's own words are some of the important skills that the students must develop.

NEED AND IMPORTANCE OF THE STUDY:

Reading and writing assignments are an integral part of good study habits. But the most important thing is to listen carefully to the lectures and taking notes effectively. But, paying attention, particularly to lengthy lectures sometimes becomes next to impossible, for many students. All of us have experienced how hard it is to concentrate on a lecture, particularly when it is less interesting or difficult to understand. However, the learning starts at this point. Those who are unable to pay attention to what the teacher is saying will have a hard time later in grasping the content and concept of the lesson. If they know what attention means and the different variables in its way, they can succeed in focusing on their target. Many teachers and students have witnessed that paying attention to lectures becomes difficult when the class is disturbed by some tardy students entering late and exactly at the time when the business of teaching is at its peak. Everybody's attention then turns to the latecomer.

Educational psychologists and neuroscientists have made a good deal of effort to study what attention is and how it works. As famous psychologist William James put it, "Attention is the taking possession by the mind, in clear and vivid form, of one out of several simultaneous possible objects or trains of thoughts. Focalization, concentration and consciousness are its essence. It implies to withdrawal from something in order to deal effectively with other things.

Roya Sherafat, & Venkatesha Murthy (2016) was found that secondary school students are significantly better than senior secondary students on study habits. The findings are analyzed and explained. Khan (2002)) and Showkeen and Khan (2014, 2015), which also found no significance differences regarding the study habits. The reason behind this may be having differences in child rearing practices between boy and girl child. In many Indian families, a boy gets more opportunities, encouragement and support for his development in comparison to his girl counterpart.

Students' 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 level of Educational habits among Graduate students. This general aim is expressed in the following specific objectives which are to: Assess the Level of Educational habit of Graduate students. Find out the differences of Graduate students respect to Gender and department and Study the interaction effect of gender on Educational Habits of Graduate students.

OBJECTIVES OF THE STUDY:

The objectives of the present study are as follows,

1. To study the difference in Educational Habits of male and female graduate students.
2. To study the difference in Educational Habits of arts and science Graduate students.
3. To study the difference in Educational Habits of arts and commerce Graduate students.
4. To study the difference in Educational Habits of science and commerce Graduate students.

HYPOTHESIS OF THE STUDY:

Based on the above objectives the following have been formulated.

1. There is no significant difference in Educational Habits of male and female Graduate students.
2. There is no significant difference in Educational Habits of arts and science Graduate students.

3. There is no significant difference in Educational Habits of arts and commerce Graduate students.
4. There is no significant difference in Educational Habits of science and commerce Graduate Students.

VARIABLES OF THE STUDY:

The variables considered in the study are

- a) Students Educational Habits
- b) Student Gender
- c) Student Educational background (Arts, Science and Social Science)

METHODOLOGY OF RESEARCH

In the present study, Descriptive survey method of research was used.

SAMPLING PROCEDURE:

For this study the investigator Employed Simple Random Sampling technique. The Sample which consist 180 Graduate students will be taken out of from different colleges in Mysore city. The researcher has been selected 90 male and 90 female Out of the sample 180 students and maintained the equal stream proportion from Arts, Science and Commerce.

TOOL USED FOR THE STUDY:

In the present study standardized Adolescent’s Habits scale has been used. This tool reliability is already found by *Vijaya Lakshmi and Shruti Narain*.

The scale had 38 statements, which broken up into Four (4) dimensions of scale, such as Study Habits, Extracurricular Habits, Technology Use and Experimentation Behaviour. In this scale 28 statements are in positively keyed and 10 statements are negatively keyed. This is 5 point scale consist of Five options and the scale can be scored Always-1, Almost Always -2, Sometimes-3, Almost never - 4, and Always-1 were given for positive statements in the order of their favourableness and for negative statements scoring system is reversed. The sum of all the responses would be the total Adolescent’s Habits scale score of the individual.

STATISTICAL TECHNIQUES USED FOR THE STUDY:

In the present study the following statistical techniques were used to analyze the collected data with a view to test the hypotheses.

‘t’ test – ‘t’ test is done to know the significance between differences of two means.

ANALYSIS OF DATA – OBJECTIVE AND HYPOTHESIS WISE:

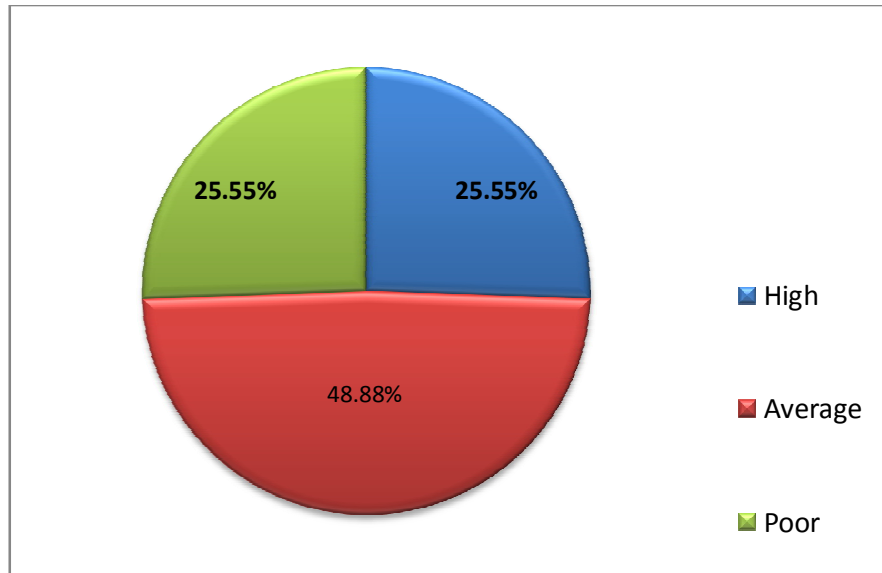
The t tests were used to determine the association among the variables and the groups. The data interpretation was done on the basis of Objectives and Hypothesis.

Objective.1. To study the percentage of Educational Habits of Graduate students.

Table .1 Table showing distribution of percentage of Educational Habits of Post Graduate students.

Variables		Number of Students	Percentage of students
Educational Habits of Graduate students	High (124 and Above)	46	25.55 %
	Average (103-123)	88	48.88 %
	Poor (Below 102)	46	25.55 %

Among 180 Graduate students 25.55 % of students processed High Habits and 48.88 % of students processed average Habits 25.55 % processed poor Educational Habits.



Graph 1: Graph shows showing distribution of percentage of Educational Habits of Graduate students.

Objective.2. To study the difference in Educational Habits of male and female Graduate students.

Hypothesis.1. There is no significant difference in Educational Habits of male and female Graduate students.

Table .2 shows mean, SD, and't' value of Educational Habits of Male and Female Graduate students.

Group	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Male Graduate students	90	114.46	16.09	.927	Not significant
Female Graduate students	90	112.36	14.23		

The above table 2 indicates, The obtained t- value is .927 which is lower than the theoretical table value 1.97 at 0.05 level of significance, hence accept the null hypothesis i.e., "There is no significant difference in Educational Habits of male and female Graduate students".

Objective.3.To study the difference in Educational Habits of arts and science Graduate students.

Hypothesis.2. There is no significant difference in Educational Habits of arts and Science Graduate students.

Table 3 shows mean, SD, and ‘t’ value of Educational Habits of arts and science Graduate students.

Group	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Arts	60	112.01	16.90	.271	Not significant
Science	60	111.30	12.70		

The above table 3 indicates, The obtained t- value is .271 which is lower than the theoretical table value 1.98 at 0.05 level of significance, hence accept the null hypothesis i.e., “There is no significant difference in Educational Habits of arts and science Graduate students”.

Objective.4. To study the difference in Educational Habits of arts and commerce Graduate students.

Hypothesis.3. There is no significant difference in Educational Habits of arts and commerce Graduate students.

Table 4. shows mean, SD, and ‘t’ value of Educational Habits of arts and commerce Graduate students.

Group	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Arts	60	112.01	16.09	-1.67	significant
Commerce	60	116.93	16.14		

The above table 4 indicates, the obtained t- value is -1.67 which is lower than the theoretical table value 1.98 at 0.05 level of significance, hence accept the null hypothesis i.e., “There is no significant difference in Educational Habits of arts and commerce Graduate students”.

Objective.5. To study the difference in Educational Habits of science and commerce Graduate students.

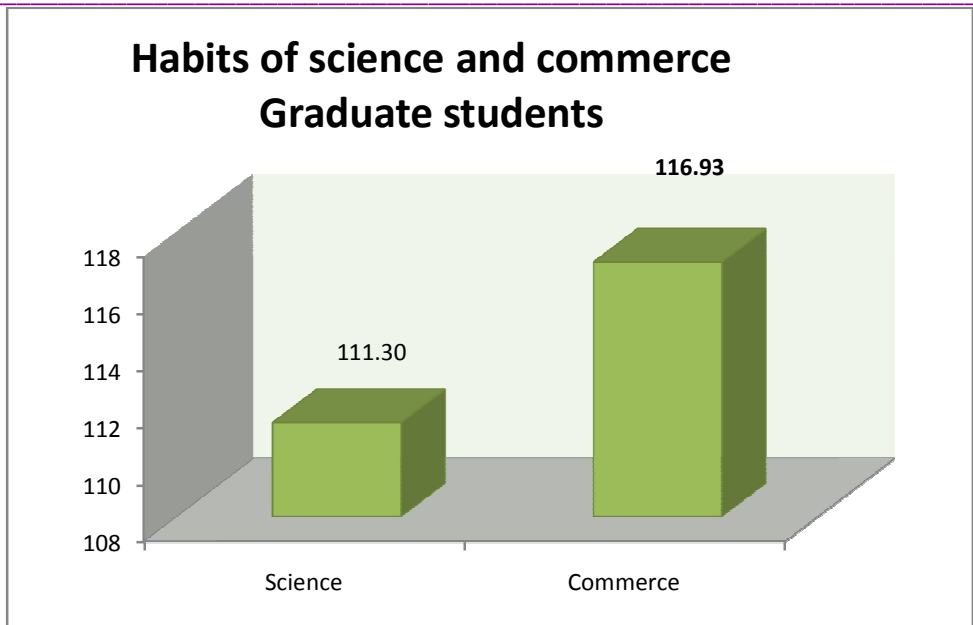
Hypothesis.4. There is no significant difference in Educational Habits of science and commerce Graduate students.

Table 5 shows mean, SD, and ‘t’ value of Educational Habits of science and commerce Graduate students.

Group	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
Science	60	111.30	12.70	-2.12	significant
Commerce	60	116.93	16.14		

The above table 5 indicates, The obtained t- value is -2.12 which is greater than the theoretical table value 1.96 with degrees of freedom 358 at 0.05 level of significance, hence the null hypothesis is rejected and formulated the alternative hypothesis i.e, “There is a significant difference in Educational Habits of science and commerce Graduate students”.

It can be concluded that Educational Habits of commerce students had significantly better than the science Graduate students.



Graph 2: Graph shows mean difference of 'Educational Habits' between of science and commerce Graduate students".

Graph 2 indicates that, mean value of 'Educational Habits' of Commerce students had (116.93) more than the mean value of 'Educational Habits' of Science students (111.30).

Delimitation of the study:

The following are the delimitations of the study:

The present study is confining to only Graduate students of Mysore city and it is restricted to only 180 Graduate students This research is mainly considered the variables like Students Habits, student gender, Student Educational background.

CONCLUSION:

The study reported that there is no significant difference in Mean scores of study habit in relation to gender, and various faculties such as arts, science and commerce. The same was also found by (Mawthohiaisian & Deepak kumar.,2011). That there was no significant difference in Mean scores of study habit in relation to gender, and various faculties such as Arts, science. There exists a significant difference in the mean scores of Educational Habits of Commerce and Science Graduate students. Commerce Graduate students had significantly better than the science Secondary School students. Thus, the present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance have better Educational 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 study indicated that students can acquire efficient studying skills by Means of Curriculum for Developing Efficient Educational Skills and they increase their academic achievements thanks to these Educational 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 Educational skills.

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