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## A STUDY OF INTEREST AND STUDY HABITS IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF DHARWAD TALUKA

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### ABSTRACT:

The purpose of the study is to Study the **A Study of Interest and Study Habits in Relation to Academic Achievement of Secondary School Students of Dharwad Taluka**. A total number of 200 secondary school students out of which 120 boys learners and 80 girls were selected using random sampling technique. The study adopts Descriptive survey method for investigation and it is concluded that; i) There is a positive and significant relationship between academic achievement and interest and study habits of boys and girls students studying in IX standard; ii) There is a positive and significant relationship between academic achievement and interest and study habits of urban and rural students studying in IX standard.



**KEY-WORDS:** Interest, Study habits, Academic achievement.

### INTRODUCTION:

#### The Nature of Interest

During the past decade the use of interest inventories in secondary schools has markedly increased. Many interest inventories can be self-administered and self-scored ; interest-inventory results intrigue students (without threatening them, as aptitude-test results may do) ; and the interpretation of interest profiles appears to be a process that can be safely attempted in group guidance classes by guidance teachers and counselors who have had training for such work. The fact that an interest inventory merely categorizes his own responses helps the student to interpret his scores as a mirror of his own reactions, rather than a mysterious dictum from some authority.

#### The Concept of Interest

The concept of interest, like many other concepts in psychology, is a convenient but not a necessary construct. Observations of behaviour can lead directly to predictions of subsequent behaviours without the use of such concepts. If one asked a group of college's freshmen to specify their occupational choices and later found that all who said that they were going to be engineers in fact became engineers, accurate predictions could be made without reference to concepts of interest or choice. The concept of interest, however, has led to fruitful ideas and hypotheses concerning behaviour

and refinement in methods of observation and measurement. It also has greatly facilitated communication between investigators.

### Study Habits

Habits are true indicators of individuality in a person. Study habits relate to the behaviour of an individual, related to studies. It is adjudged from his study habits. Styles of studying are known as study habits. In the process of learning habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal student's personality. In action at their studies, learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both ends and means of learning.

There are many types of disadvantaged students: Physically, mentally, socially and culturally, educationally and emotionally. The socially disadvantaged are not handicapped by genetic deficiency, but by the socio-economic circumstances of their lives. The socio-economic disadvantages prevent them from developing their basic and natural potentialities. The disadvantages are not inside the individual, but outside in the society.

Study habits differ from students to student; it differs amongst different types and categories of socially disadvantaged students. Many students do badly academically, due to factors other than low general intellectual capacity. One such factor is unhealthy study habits, which often result in poor academic performance even among the naturally bright students.

### Concept of Study Habits

Study Habits have been described in different ways. According to Sorenson 'Effective methods of study consist basically in applying those fundamental principles which underline efficiency.'

For William H. Armstrong "Study is the total of all the habits determined purposes and enforced practices that the individual uses in order to learn that study is hard work. No easy substitute is available" According to him "Study is a matter of governing will of accepting a right purpose and of concentrating one's energies towards its achievement"

### Need and Importance of the Study

Study Habits play a very important role in the life of a student. Success or failure of each student depends upon his own Study Habits, of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligent and efforts of students. No doubt, regular Study Habits being their own rewards in the shape of feelings of conscious virtual or sense of achievement of success.

It is the experience of teachers that many students fail to do good work because they do not know how to study. It is therefore quite essential to develop good Study Habits among students.

It is essential to learning and fundamental to school life. Its chief purposes are (1) to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments, and creating new ideas, and in the general enrichment of life (2) to perfect skills; (3) to develop attitudes. The term *practice!* refers to the repetition of an activity in order to perfect perform once. Study usually is associated with reading and reference work, but it also is "related to the solution of problems arising in daily life activities.

### Objectives of the Study

- 1) To study the relationship between interest and study habits with academic achievement of secondary school boys.
- 2) To study the relationship between interest and study habits with academic achievement of secondary school students girls.

- 3) To study the relationship between interest and study habits with academic achievement of secondary school rural students.
- 4) To study the relationship between interest and study habits with academic achievement of secondary school urban students.

### Hypotheses

1. There is no significant relationship between interest and study habits with academic achievement of secondary school boys.
2. There is no significant relationship between interest and study habits with academic achievement of secondary school student's girls.
3. There is no significant relationship between interest and study habits with academic achievement of secondary school rural students.
4. There is no significant relationship between interest and study habits with academic achievement of secondary school urban students.

### Methodology

The study adopts Normative survey method for investigation

### Population of the Sample

A total number of 200 secondary school students out of which 120 boys learners and 80 girls were selected using random sampling technique.

### Tools

1. Interest Inventory
2. Study Habits Inventory
1. Academic Achievement Test

### Statistical Techniques

1. Simple Correlation

### Analysis and Interpretation

**Table – 1 : Correlation Coefficient between Interest and Study Habits with Academic Achievement of Boys**

| Variables    | Academic Achievement of <b>Boys</b> |         |         |        |
|--------------|-------------------------------------|---------|---------|--------|
|              | Correlation coefficient (r)         | t-value | p-value | Signi. |
| Interest     | 0.5016                              | 5.9972  | <0.05   | S      |
| Study habits | 0.4794                              | 5.6506  | <0.05   | S      |

The above table indicates that there is a positive significant relationship between academic achievement scores and interest (0.5016) and study habits (0.4794) at 0.05 level of significance. This shows that academic achievement scores are closely related with three variables of boys.

This further implies that the academic scores increases the interest, attitude and study habits will be favourable. Therefore the null hypothesis is rejected and the alternate hypothesis accepted.

### Findings :

There is a positive and significant relationship between academic achievement and interest and study habits of boys studying in IX standard.

**Table – 2 : Correlation Coefficient between Interest and Study Habits with Academic Achievement of Girls**

| Variables    | Academic Achievement of <b>Girls</b> Students |         |         |        |
|--------------|---|---------|---------|--------|
|              | Correlation coefficient (r)                   | t-value | p-value | Signi. |
| Interest     | 0.2764  | 2.7127  | <0.05   | S      |
| Study habits | 0.6160  | 7.3767  | <0.05   | S      |

The above table shows that there is a positive significant relationship between academic achievement scores and interest (0.2764) and study habits (0.6160) at 0.05 level of significance. This shows that academic achievement scores are closely related with three variables of girls.

This further indicates that the academic scores increases the interest and study habits will be favourable. Therefore the null hypothesis is rejected and the alternate hypothesis accepted.

**Findings :**

There is a positive and significant relationship between academic achievement and interest and study habits of girls studying in IX standard.

**Table – 3 : Correlation Coefficient between Interest and Study Habits with Academic Achievement of Urban Student (IX Standard)**

| Variables    | Academic Achievement of <b>Urban</b> School Students |         |         |        |
|--------------|--|---------|---------|--------|
|              | Correlation coefficient (r)                          | t-value | p-value | Signi. |
| Interest     | 0.3167   | 3.1145  | <0.05   | S      |
| Study Habits | 0.5422   | 6.0185  | <0.05   | S      |

The above table reveals that there is a positive significant relationship between academic achievement scores and interest (0.3167) and study habits (0.5422) at 0.05 level of significance. This shows that academic achievement scores are closely related with the three variables of urban students.

This further indicates that the academic achievement scores increases the interest and study habits will be favourable. Therefore the null hypothesis is rejected and the alternate hypothesis accepted.

**Findings :**

There is a positive and significant relationship between academic achievement and interest and study habits of urban students studying in IX standard.

**Table – 4 : Correlation Coefficient between Interest and Study Habits with Academic Achievement of Rural Student (IX Standard)**

| Variables    | Academic Achievement of <b>Rural</b> School Students |         |         |        |
|--------------|--|---------|---------|--------|
|              | Correlation coefficient (r)                          | t-value | p-value | Signi. |
| Interest     | 0.2645   | 2.8629  | <0.05   | S      |
| Study Habits | 0.5332   | 6.5793  | <0.05   | S      |

The above table indicates that there is a positive significant relationship between academic achievement scores and interest (0.2645) and study habits (0.5322) at 0.05 level of significance. This shows that the academic achievement scores are closely related with the three variables of rural students.

This further implies that the academic achievement scores increases the interest and study habits will be favourable. Therefore the null hypothesis is rejected and the alternate hypothesis accepted.

### Findings :

There is a positive and significant relationship between academic achievement and interest and study habits of rural students studying in IX standard.

### DISCUSSION AND CONCLUSION

The purpose of the study is to study the Relationship between **Interest and Study Habits in Relation to Academic Achievement of Secondary School Students of Dharwad Taluka** and it is concluded that;

- There is a positive and significant relationship between academic achievement and interest and study habits of boys and girls students studying in IX standard.
- There is a positive and significant relationship between academic achievement and interest and study habits of urban and rural students studying in IX standard.

### Educational Implications

- Musical interest in emotionally dry, threat sensitive, self-adequate adolescents as well as in emotionally dry girls. Anxiety promoted scientific interest in girls.
- The majority of the students felt that vocational educations were purposive, interesting and important for enhancing employability and national development.
- The majority of the parents opined that their wards were interested in vocational education and that it was better than academic education as it prepared them for employment and self-dependence
- It is very important to take down notes while either reading a book or listening to while either reading a book or listening to a lecture Summarization of the material at the end is also very essential for easy understanding and for long time memory teachers are aware of the right study habits. After becoming teachers, these student- teachers can help their pupils in developing the study skills for their success in education.

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