



STUDY OF ACADEMIC PERFORMANCE IN RELATION TO STUDY HABITS OF BOYS AND GIRLS STUDENTS AT SENIOR SECONDARY LEVEL

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ABSTRACT :

It has been a long standing cause of concern for the educationists, not in India but the world over that all the students in a particular class are taught by the same teacher, achieve differently ranging from failure to the highest possible grades. The performance of students in a class has become more important in the present context of modernization and globalization when the world has become more competitive. In the school great emphasis is placed on performance right from the beginning of formal education. This paper is an attempt to study whether there is any relationship exists between the Academic Performance and Study Habits of the students.

KEYWORDS : Academic Performance, Study Habits.

INTRODUCTION

Education is an important input in the development and reconstruction of a nation. It is helpful in self sufficiency in food, economic growth i.e. industrial and technological development, social and national integration and transmission of cultural values from one generation to the next. It is true that class room, the exchequer of knowledge, is the place where the destiny of a nation is being shaped (Kothari Commission 1964-66). But surprisingly, all the students in a particular class taught by the same teachers achieve differently ranging from failure to the highest possible marks. The performance of students in a class has become more important in the present context. Obviously in the school great emphasis is placed on performance right from the beginning of formal education. The effectiveness of any educational system is gauged to the extent, the students involved in the system achieve whether if it be in cognitive or psycho motor domain.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement put a lot of pressure on students. In fact, it appears as if the whole system of education revolves round the academic performance of students, though various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are used in helping students to achieve better in their scholastic endeavours.

The study here has focused on the achievement of Xth class, leading to higher secondary classes XI and XII, it prepares learners between 14 to 16 years of age for entry to higher education or for the world of work, therefore it can either terminal or be an important link between the school and higher education. Hence it utmost important to explore and strengthen some alternate personal/ intrinsic/ permanent factors that lead learners towards better performance and will always remain with them.

Academic Performance: Academic performance is successful accomplishment or performance in a class/ courses which is typically summarized in various types of grades, marks, scores or descriptive commentary

(Hawes, 1982). Crow and Crow (1969) defined the Academic Achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. A numbers of personal qualities of the individuals i.e., home, school, environment and society as a whole influences academic performance or the learning of students. The most important among all are intelligence, socio-economic status (SES), sex-difference, adjustment, social acceptance, study habits etc. (Conger and Peterson, 1984). Thus we can say that Academic Performance is, in general, referred to the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work.

Study Habit: A habit is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It is simply done without any reservations, excuses and exceptions. Therefore, study habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning.

According to **Encyclopedia of Educational Research (1969)**, study habit is defined as the time preferred, the time lapse between study sessions, the degree of noise or music tolerated, the extent to which extra-curricular activities interfere and the particular study mechanisms employed by different students.

According to the **Dictionary of Education (2007)**, "Study habits indicate settled tendency of practice and thought to acquire knowledge and information from the book."

Study habit is a habit that is done on a scheduled regular and planned manner. According to **Crow and Crow (1992)**, 'the effective habits of study include plan/place, a definite time table and taking brief of well organized notes'. Study habit is the tendency of a student to learn in a systematic and efficient way, when opportunity is given.

Review of related studies: **Jafri (2011)** conducted a study to find out the impact of study habits on academic performance and found significant & positive relationship was found between study habits and academic achievement of students. **Chaudhari (2013)** conducted a study on study habits of higher secondary students in relation to their academic achievement. It was revealed from the findings that there is significant positive relationship between study habit and academic achievement of higher secondary school students. **Siddiqui and Fatima (2014)** conducted a study on academic achievement in relation to study habits and achievement motivation and study revealed that significant difference was found between the group inferring that students with excellent Study Habits achieved more in academics than the group with poor Study Habits.

OBJECTIVES OF THE STUDY

1. To study the relationship between Academic Performance and study habits of boys at senior secondary level of Delhi.
2. To study the relationship between Academic Performance and study habits of girls at senior secondary level of Delhi.
3. To study the relationship between Academic Performance and study habits of students at senior Secondary level of Delhi.

HYPOTHESIS OF THE STUDY

1. There is no relationship between Academic Performance and study habits of boys at senior secondary level of Delhi.
2. There is no relationship between Academic Performance and study habits of girls at senior secondary level of Delhi.
3. There is no relationship between Academic Performance and study habits of students at senior secondary level of Delhi.

Methodology of the Study: For the present study the researcher used the Survey Method.

Population: All the students of 11th class (Arts stream) studying in schools in the geographical boundary of Delhi consists the population. They include students of Government schools and students of Private schools.

Sample and Sampling Techniques: The present study was conducted on a total sample of 520 students of 11th class selected through **Random Sampling Technique** including 260 urban school students and 260 rural school students. Further, these 260 students are comprised of 130 government school students (65 male and 65 female) and 130 private school students (65 male and 65 female). The sample has been taken from 20 senior secondary schools of Delhi.

TOOLS USED FOR DATA COLLECTION

- 1) **Study Habit Inventory (SHI):** For the assessment of Study Habits of students, the researcher used the Study Habit Inventory (SHI) developed by M. Mukhopadhyay and D.N. Sansanwal.
- 2) **Academic Performance:** As far as academic performance is concerned, the marks secured by the students in 10th class were considered as their academic performance.

Variables: In the present study the following variables will be used

Dependent Variable – Academic Performance

Independent Variable – Study Habits

Statistical Techniques used for analysis of the data – Mean, Standard Deviation and Pearson Correlation

DELIMITATION:

- 1) The study is limited to Union Territory of Delhi.
- 2) The study is limited to only senior secondary (11th class) students
- 3) The study is limited to sample of 520 students only.
- 4) For the present study the class Tenth marks secured by the students are the determinant of their academic performance.

ANALYSIS AND INTERPRETATION OF THE DATA

The 'Mean', 'Standard Deviation' and Correlation were used to analyse the data.

Hypothesis 1- There is no relationship between Academic Performance and study habits of boys at senior secondary level of Delhi.

Table 1
Relationship between Academic Performance and Study Habits of Boys
at senior Secondary level of Delhi.

	N	Mean	Std. Deviation	Value of Pearson Correlation
Academic Performance	260	62.07	7.13	.026
Study Habits	260	161.05	24.72	

In table 1 a relationship between academic performance and study habits of boys students at senior secondary level of Delhi was calculated. The Mean of academic performance was 62.07 and S.D. was 7.13. The Mean of study habits was 161.05 and S.D was 24.72. The value of Pearson Correlation was .026 which was found positive. It means that there is positive relationship between Academic Performance and Study

Habits of girls at Senior Secondary level of Delhi. **Kumari and Chamundeswari (2015)** also proved significant correlation between achievement motivation, study habits and performance of students.

Hypothesis 2: There is no relationship between Academic Performance and study habits of girls at senior Secondary level of Delhi.

Table 2
Relationship between Academic Performance and Study Habits of girls at senior secondary level of Delhi

	N	Mean	Std. Deviation	Value of Pearson Correlation
Academic Performance	260	63.42	6.82	.008
Study Habits	260	169.91	24.23	

In table no.2 a relationship between academic performance and study habits of girls students at senior secondary level of Delhi was calculated. The Mean of academic performance was 63.42 and S.D. was 6.82. The Mean of study habits was 169.91 and S.D was 24.23. The value of Pearson Correlation was .008 which was found positive. It means there is positive relationship between Academic Performance and Study Habits of girls at Senior Secondary level of Delhi. It means the academic performance improves with the better study habits as it was evident from the findings of the study. Many studies done earlier on these variables revealed the same findings. **Carbonel (2013)** also found significant positive difference between study habits and the performance of the students.

Table 3
Relationship between Academic Performance and Study Habits of students at senior secondary level of Delhi

	N	Mean	Std. Deviation	Value of Pearson Correlation
Academic Performance	520	62.75	7.00	.034
Study Habits	520	165.48	24.85	

In table no. 3 a relationship between academic performance and study habits of students (boys and girls) at senior secondary level of Delhi was calculated. The Mean of academic performance was 62.75 and S.D. was 7.00. The Mean of study habits was 165.48 and S.D was 24.85. The value of Pearson Correlation was .034 which was found positive. It means there is positive relationship between Academic Performance and Study Habits of students (boys and girls) at Senior Secondary level of Delhi. **Chawla J. (2016)** also proved by his study that *a positive and significant relationship exists between academic performance and study habits.*

FINDINGS :

- 1) It was hypothesized that there is no relationship between Academic Performance and Study Habits of boys at senior Secondary level of Delhi. The study revealed that there is positive correlation between

academic performance and study habits of the boys at senior secondary level of Delhi. The boys who scored high in their 10 class examination found to have better study habits.

- 2) It was hypothesized that there is no relationship between Academic Performance and Study Habits of girls at senior Secondary level of Delhi. The study revealed that there is positive correlation between academic performance and study habits of the girls at senior secondary level of Delhi. The girls who scored high in their 10 class examination found to have better study habits.
- 3) It was hypothesized that there is no relationship between Academic Performance and Study Habits of students (boys and girls) at senior Secondary level of Delhi. The study revealed that there is positive correlation between academic performance and study habits of the students (boys and girls) at senior secondary level of Delhi. So it is clear that the students who followed a good study habit scored high in the 10th class board examination.

EDUCATIONAL IMPLICATIONS OF THE STUDY –

The findings of the study are of utmost important for the planners, educational administrators and guidance workers concerned with the secondary education in various capacities. Study revealed that the students who scored high in their 10th class board examinations are found to follow better study habits than the students who scored low in the same examination. Therefore it is the duty of educational administrators, teachers and parents that the students should be made aware about good study habits and be motivated to follow these study habits. If possible a chapter of good study habits should be incorporated in the curriculum of secondary classes or it can be published in the school diary of the students. This will definitely help in raising the level of academic performance among students.

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