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STUDY HABITS AND SCHOLASTIC PERFORMANCE OF HIGHER SECONDARY STUDENTS IN CHENNAI DISTRICT

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ABSTRACT

The present study was aimed to examine the relationship between study habits and scholastic performance of higher secondary students. Survey method was conducted on a simple random sample of 900 students in Chennai District. Data was analyzed by t-test, F-ratio and r-value. Major finding indicated that there is significant relationship between study habits and scholastic performance of higher secondary students.

KEY WORD: *Study Habits, Scholastic Performance, Higher Secondary Students.*

INTRODUCTION

Study habits is a household phrase in the mouth of counsellors, teachers, parents, students, and scholars; who are concerned with academic advancement of students for nation building, all over the world. Developed and developing countries, all count on academic excellence of student in their various academic endeavours. Every individual experiences challenges with studying at one time to another, and makes diligent efforts to overcome such difficulties.

Effective study habit includes demonstrating high motivation, avoiding distraction, right learning styles with concentration, interest, ability to remember facts studied, and time management. Basically, study habit demonstrates the extent to which the learner engages in routine acts of studying effectively in achieving high performances in examination scores. Reflecting on academic performance, Bashir and Matto (2012) defined academic performance as "the measure of how much knowledge the individual has acquired from school or instruction". Menzel (1982) opined that study habit is the tendency of the learner to learn in a systematic and efficient manner in achieving high scores in examinations. The learner has to devote time and attention to acquire needed information or knowledge from classroom instructions and outside readings. Shabbir and Rukhsana (2011) conducted a comparison of study habits and academic performance of 200 science students in 10th grade where the results indicated that white British students had significantly better study habits than Pakistani British students; but the academic performance of Pakistani students were concurrent with British students in all measures.

STATEMENT OF THE PROBLEM

Studies in the above review of literature (Asikhia, O.A. 2010; Kumar, 2015; Mayuri, 2001; Acido, 2010; Siahi Maiyo, 2015; Sherafat and Murthy, 2016) have indicated that poor study habits affect academic performance of students, both boys and girls. Several factors have been attributed to variables of study habits such as, study attitudes, study skills, teaching methods, content of study materials, and learning environment. Little or no consideration was given to

factors such as learning motivation, preparation for examination, usage of technology, note taking and budgeting time. These factors were often neglected in comparative analysis among boys and girls in their study habits. Therefore, the investigator has made an honest attempt to study some of factors related to study habits associated with learning motivation, preparation for examination, usage of technology, note taking behaviours and budgeting time among higher secondary school students in Chennai District.

OBJECTIVES

- To find out the relationship between study habits and scholastic performance of higher secondary school students.
- To study the significant difference in study habits and scholastic performance of higher secondary students based on gender, type of management and stream of study.

METHODOLOGY

This study adopted the descriptive method. The comparative analysis was achieved by means of utilizing t-test statistic for the comparison of mean scores. A simple random sample of 900 students was drawn for the study. The instrument used for this investigation was the Likert scale which is an interval scale-ranging from strongly agree to strongly disagree, with numerical values ranging from 5 points to 1 point. The Study Habits Inventory was developed and validated by the investigator. A total number of 50 statements was developed which were distributed under five dimensions namely learning motivation, preparation for examination, usage of technology, note taking and budgeting time. The dimensions of learning motivation, preparation for examination, usage of technology, note taking and budgeting time consists of 16, 15, 6, 5 and 8 statements respectively. The reliability co-efficient of the study habits inventory was found to be 0.807. Marks secured by the eleventh standard students of government, government aided and private schools in the half yearly examination held during the academic year 2017-2018 was considered as the measure of scholastic performance for this study.

RESULTS AND DISCUSSION

Table 1: Relationship between Study Habits and Scholastic Performance of Higher Secondary School Students

Variables	Overall Study Habits	Scholastic Performance
Study Habits	1	0.605**
Scholastic Performance	0.605**	1

*** Significant at 0.01 level.*

Table-1 reveals that the r-value 0.605 is significant at 0.01 level. Thus there is significant relationship between study habits and scholastic performance of higher secondary school students.

Table 2: Study Habits and Scholastic Performance of Higher Secondary Students based on Gender

Variable	Gender				t-value	p-value
	Boys (N=450)		Girls (N=450)			
	Mean	SD	Mean	SD		
Learning Motivation	52.07	8.75	53.51	9.85	2.323	0.020*
Preparation for Examination	48.32	8.31	49.60	8.86	2.247	0.025*
Usage of Technology	19.97	4.74	20.17	4.95	0.605	0.545^{NS}
Note Taking	16.04	3.89	16.53	4.13	1.843	0.06^{NS}
Budgeting Time	25.76	5.02	26.01	5.48	0.723	0.470^{NS}

Overall Study Habits	162.16	25.07	165.83	27.73	2.083	0.037*
Scholastic Performance	53.86	24.07	55.09	23.64	0.967	0.334^{NS}

***Significant at 0.01 level, *Significant at 0.05 level & NS-Not Significant.*

Table-2 shows that the t-values 2.323 and 2.247 are significant at 0.05 level for the dimensions of study habits: 'learning motivation' and 'preparation for examination'. The t-values 0.605, 1.843 and 0.723 are not significant at 0.05 level for the dimensions of study habits: 'usage of technology', 'note taking' and 'budgeting time'. The t-value 2.083 is higher than the table value 1.96 at 0.05 level of significance. Thus there is significant difference in study habits of higher secondary students based on gender. The t-value 0.967 is not significant at 0.05 level. Thus there is significant difference in scholastic performance of higher secondary students based on gender.

Table 3: Study Habits and Scholastic Performance of Higher Secondary Students based on Type of Management

Variable	Type of Management						F	p-value	Groups differed Significantly
	Government (N=300) [1]		Govt. Aided (N=300) [2]		Private (N=300) [3]				
	Mean	SD	Mean	SD	Mean	SD			
Learning Motivation	51.22	8.25	54.47	9.50	52.69	9.92	9.248	<0.001**	(1,2) & (2,3)
Preparation for Examination	47.64	7.99	50.56	9.50	48.68	8.02	9.051	<0.001**	(1,2) & (2,3)
Usage of Technology	19.77	4.73	20.40	4.79	20.04	5.01	1.292	0.27^{NS}	None
Note Taking	15.93	3.84	16.65	4.12	16.28	4.07	2.436	0.088^{NS}	None
Budgeting Time	25.38	4.98	26.07	5.29	26.20	5.46	2.153	0.117^{NS}	None
Overall Study Habits	159.94	24.60	168.16	27.06	163.89	27.14	7.333	0.001**	(1,2) & (2,3)
Scholastic Performance	49.93	21.38	45.19	23.27	67.85	20.62	90.351	<0.001**	(1,2), (1,3) & (2,3)

*Note: **Significant at 0.01 level, *Significant at 0.05 level & NS-Not Significant.*

From Table-3, the F-values for learning motivation, preparation for examination and overall study habits with respect to type of management of schools revealed that there exists significant difference between groups at 0.01 level. Further analysis of learning motivation, preparation for examination and overall study habits with respect to type of management of schools tested through Duncan Multiple Range Test (DMRT) revealed that students studying in Government and Govt. aided schools; and Govt. aided and private school students differ significantly, where the Govt. aided school students had the highest learning motivation, more preparation for examination and good study habits followed by private school students and government school students had the least. The F-values 0.27, 0.088 and 0.117 are not significant at 0.05

level for the dimensions of study habits: 'usage of technology', 'note taking' and 'budgeting time'. The F-value for scholastic performance with respect to type of management revealed that there exists significant difference between groups at 0.01 level. Further analysis of scholastic performance with respect to type of management of schools tested through Duncan Multiple Range Test (DMRT) revealed that students studying in Government and Government aided schools; Government and private schools; Government aided and private school students differ significantly, where the Private school students had the highest scholastic performance followed by Government school students and government aided school students had the least.

Table 4: Study Habits and Scholastic Performance of Higher Secondary Students based on Stream of Study

Variables	Stream of study						F	p-value	Groups differed Significantly
	Science (N=300) [1]		Arts (N=300) [2]		Commerce (N=300) [3]				
	Mean	SD	Mean	SD	Mean	SD			
Learning Motivation	54.45	10.18	51.92	8.03	52.01	9.47	7.172	0.001**	(1,2) & (1,3)
Preparation for Examination	50.58	9.35	48.27	7.82	48.03	8.38	8.183	0.000**	(1,2) & (1,3)
Usage of Technology	20.83	4.88	19.86	4.63	19.52	4.94	5.962	0.003**	(1,2) & (1,3)
Note Taking	16.77	4.22	16.12	3.76	15.96	4.04	3.465	0.032*	(1,2) & (1,3)
Budgeting Time	26.59	5.38	25.51	4.82	25.55	5.48	4.130	0.016*	(1,2) & (1,3)
Overall Study Habits	169.23	28.33	161.68	23.46	161.07	26.72	8.985	0.000**	(1,2) & (1,3)
Scholastic Performance	55.14	26.72	55.36	21.38	52.47	23.11	1.369	0.255^{NS}	None

*Note: **Significant at 0.01 level, *Significant at 0.05 level & NS-Not Significant.*

Table-4 depicts that there exists significant difference between groups in learning motivation, preparation for examination, usage of technology, note taking, budgeting time and overall study habits with respect to different streams of study where the students studying in science and arts stream and science and commerce stream differ significantly and the science stream students had the highest learning motivation, more preparation for examination, usage of technology, note taking, budgeting time and overall study habits followed by Commerce and Arts stream students had the least. The F-value 0.255 is not significant at 0.05 level. Thus there is no significant difference in scholastic performance of higher secondary students with respect to stream of study.

RECOMMENDATIONS

Based on the findings, the following recommendations were presented for implementation.

- School counselors should be able to advice and encourage students to manage their study time table of school and home.
- Teachers should apply the principles of positive reinforcement to increase students' motivational level in their study habits.
- Parents and teachers should be able to assess students' interest areas in their study habits enhancement.
- Principals and teachers in higher secondary schools should enforce mandatory class attendance, at least 75% to qualify to write school examinations.

- Teachers should educate students during orientation to encourage students to improve on their note taking skills.

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