



A STUDY OF ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR STUDY HABITS IN SAMBHAL DISTRICT OF UTTAR PRADESH

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ABSTRACT

The development of a nation rests mainly on the level of education among these people. Without education human race would have remained but as another animal ride. Education is a process towards development. The term study habit can be as the students' way of study whether systematic, efficient or inefficient. Academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction is given. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavor. Students whom develop good study habits at school increase the potential to complete their assignments successfully and to learn the material they are studying. They also reduce the possibility of not knowing what is expected and of having to spend time studying at home. The present study is carried out to see the relationship of academic achievement to study habits among secondary school students of Sambhal district. Through purposive sampling technique a sample of 300 secondary school students are taken. Normative survey method has been followed to find out the study habit of secondary school students.

KEYWORDS: Study habits, Academic Achievement, Students' Behavior.

1.0 INTRODUCTION

Education is an essential human virtue. Education is bringing out the best already in human. It is lifelong process. Education is the key factor for the growth of the country. The development of a country relies mostly on the level of education among its masses. Without education human race would have remained but as another animal race.

Today's world is moving at a speed which was unheard in the past. Everyone wants to excel. Individual's success affects personal and social dimension of life. In this regard, academic performance is one of the major factors that influence individual's success in any educational setting. It is anybody's guess that good habits and skills will help us to promote efficiency in our tasks. In education, proper study habits and skills entail proficiency as well as quality of learning. Productive study requires conceptualization and intention. It could include some skills such as note-taking, observation, asking question, listening, thinking and represented idea regarding discovering new information. Thus, learner should be interested in learning and must be able to apply needed skills. On the other hand, inefficient study leads to waste of time and learner's energy. Study habits and skills like other skills can be taught and learnt. Accordingly, educational researches intend to find out effective ways to improve student's study habits, and most suitable age of learner where they can learn those skills.

1.1 Concept of Study Habits

Study habits play a very significant role in the life of students. 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 moiré but they fail to achieve more. Other study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education, that the promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major "life processes" of the human beings "just as there are certain indispensable vital processes of life in a biological sense". So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life.

Study habits are thus the regular tendencies and practices that one depicts during the process of gaining information through learning. In simple terms study habits are the habits when one study. A person with poor study habits will not be able to learn properly. It is generally believed that a student learns effective study habits in school. So college students are generally assumed to have effective study habits. But the environment of school and college are very different and need of effective study habits is even more felt at college level as compared to school.

1.2 Developing Effective Study Habits

There are four major reasons so as to why teachers should focus helping students in developing effective study habits. The very first reason is that despite of availability of good study materials and the best instructors, instructors often find students have not learned well. The second reason is that many students do not know how to think and study properly. Thus there is a great need to inculcate good study habits in students either by the instructor by motivating them or students themselves by self regulating them. The third one being that many talents remain underdeveloped due to less attention given to their academic and personal growth. The last one states that there has been marked decline in average weekly study time of college students.

2.1 Review of Literature

Students must first learn these skills, practice them and develop effective study habits in order to be successful. Good study habits include many different skills which are: time management, self-discipline, concentration, memorization, organization, and effort. Good study habits lead to good academic record and bad-study habits lead to poor academic record as there is a direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Satapathy & Singhal, 2000; Vyas, 2002). The nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment. (Rajendra et al, 209). The proposed topic has been selected so as to analyze the study habits of secondary school students pertaining to working and non-working mothers as the ratio of working mother is gradually growing up in India. Secondly their home environment is totally different in both the cases which creates different study environment. The proposed study will help to draw a guideline for the early intervention and corrective measure for better study habit as well as overall performance of the student.

2.2 Statement of the Problem

Education is the end-product of all educational endeavors. the main concern of all educational efforts is to see that the learner achieves. The distressing phenomena: scholastic underachievement and educational planners for several decades as this amount to colossal wastage of resources available for education.

2.3 Scope of the Study

Various study habits are followed by the students and they should be guided to choose the appropriate study habits which suit them well. Students should be made aware of the importance of its and proper training should be given right from childhood. The scope of the study is more to enhance the academic achievement among adolescents. the study habits should be focused and attention should be given to the children according to their requirement. Inadequacy area should be highlighted and remedial measures should be administered to cope up with the lapse.

2.4 Objectives of the Study

The present study has the following objectives:

1. To find out the level of study habits of secondary school students.
2. To analyze the relationship between study habits and academic achievement of secondary school students
3. To compare rural and urban secondary school students on academic achievement.
4. To make an assessment of the study habits of secondary school students.

3.0 RESEARCH METHODOLOGY USED

3.1 Sample of the Study

The sample includes 170 male and 130 female secondary school students studying in government and private arts and science colleges in Sambhal District of Uttar Pradesh.

3.2 Methodology

A normative survey method has been followed so as to find out the study habits of secondary school students. A purposive sampling technique has been followed for the present study.

3.3 Statistics Used

The collected data has been evaluated and scored as per the manual of the inventory used. the analysis has been done by applying Mean, S.D. and t-ratio as per the statistical analysis methods.

4.0 DATA ANALYSIS AND INTERPRETATION

(i) Table 4.1 Shows gender-wise classification of the respondents

Table 1.0 - Gender wise Classification of Respondents

S.No.	Gender	No. of Respondents	Percentage
1.	Male	170	57
2.	Female	130	43
3.	Total	300	100

Source: Primary Data

The above table 4.1 shows that the gender wise classification of the respondents 57% of the respondents are male and 43% pf the respondents are female. It clearly shows that the majority of the respondents are male when compared to the female category.

(ii) Table 4.2 Shows place of residence wise classification of the respondents**Table 4.2 -- Place of Residence-wise classification of the Respondents**

S.No.	Residence	No. of Respondents	Percentage
1.	Urban	102	34
2.	Rural	198	66
3.	Total	300	100

The above table 4.2 shows the residence of the respondents. about 66% of the respondents are living in rural area and about 34% of the respondent's reside in urban area.

(iii) Table 4.3 Shows distribution of Respondents by their Secondary Schools**Table 4.3 -- Distribution of Respondents by their Secondary Schools**

S.No.	Type of School	No. of Respondents	Percentage
1.	Govt. School	174	58
2.	Private School	126	42
	Total	300	100

From the above table 4.3, it can be inferred that 58% of the respondents are studying in Government Secondary schools and 42% of the respondents are studying in Private Secondary schools.

(iv) Table 4.4 Shows Family type wise classification of the respondents**Table 4.4 -- Family Type-wise Classification of the Respondents**

S.No.	Type of School	No. of Respondents	Percentage
1.	Joint	184	61
2.	Nuclear	116	39
	Total	300	100

Source: Primary Data

The study further reveals that 184 (61%) of the secondary school students are having joint family type system and the remaining secondary school students are having nuclear family type.

(v) Table 4.5 Shows distribution of respondents by their Parental Annual Income**Table 4.5-- Distribution of Respondents by their Parental Annual Income**

S.No.	Monthly Income	No. of Respondents	Percentage
1.	Less than 10,000	127	42
2.	10,000-20,000	62	21
3.	20,000-30,000	86	29
4.	Above 30,000	25	8
	Total	300	100

From the above table 4.5, it can be seen that nearly 42% of the respondents are having a monthly salary of less than 10,000.

Table 4.6 Shows Mean, Standard deviation and 't' value for the mean study habit scores of secondary school students

S. No.	Variables	Mean	Standard	't' value
1.	Male	127.24	17.32	0.32 NS
2.	Female	126.72	20.96	
3.	Students residing in Urban area	133.41	17.68	5.97 S
4.	Students residing in Rural area	123.67	19.43	
5.	Students studying in Govt. colleges	126.61	17.35	0.38 NS
6.	Students studying in Private colleges	127.23	20.98	
7.	Students belong to Joint family	127.75	22.58	0.67 NS
8.	Students belong to Nuclear family	126.59	17.82	

NS: Non significant S: Significant

- From the table 4.6 it can be seen that the 't' value has been calculated to compare male and female secondary school students on study habit. The 't' value is found to be 0.32. It is not significant at 0.05 levels. Hence it is concluded that there is no significant difference between male and female secondary school students on study habit.
- Further from the table 4.6 it is revealed that the 't' value has been calculated to compare the secondary school students residing in urban area from their counterparts residing in rural areas on study habit. The 't' value is found to be 5.97. It is significant at 0.05 levels. Hence, it is concluded that there is a significant difference between college students residing in urban and rural area on study habit. From the mean value, it is noticed that the study habit is high for the secondary school students residing at urban areas than the secondary school students residing in rural areas.
- From the table 4.6 it is noticed that the 't' value has been calculated so to compare the secondary school students studying in government and private schools on study habit. The 't' value is found to be 0.38. It is not significant at 0.05 levels. Hence, it is concluded that there is no significant difference between secondary school students studying in government secondary schools and students studying in private secondary schools on study habit.
- The table 4.6 shows that the 't' value has been found so as to compare the secondary school students belonging to joint family from their counterparts belonging to nuclear family in their study habit. The 't' value is found to be 0.67 which is not significant at 0.05 levels. Hence, it is concluded that there is no significant difference between secondary schools students who belong to joint family from their counterparts belonging to nuclear family in their study habits.

FINDINGS OF THE STUDY

The present study has the following findings:

- (i) There is no significant difference between male and female secondary school students on study habit.
- (ii) There is significant difference between secondary school students residing in urban and rural area on study habits. From the mean value, it is found that the study habit is high for the secondary school students residing in urban areas than their counterparts residing in rural areas.
- (iii) There is no significant difference between the secondary school students studying in government secondary schools from their counterparts studying in private secondary schools on study habit.
- (iv) There is no significant difference between secondary school students who belong to joint family and those belonging to nuclear family in their study habit.

CONCLUSION

Study habits and academic performance are the two sides of the same coin. Therefore, the formation of effective study habits in students is the influence and impact of home environment, planning

for work, reading and note taking habit and preparation for examinations. These study habits shape the academic performance and are result oriented and thus those secondary school students who have effective and systematic study habits they perform well in tests and examinations. The findings of the present study suggest that better the study habits, the higher is the academic performance of secondary school students. Poor study habits will result in a poor academic performance whereas good study habits will result in good academic performance. Further it is revealed through the findings of the present study that those secondary school students residing in urban areas have high study habits and as a result their academic performance is also high as compared to their counterparts residing in rural areas. The results of the study also show that there is no difference between the secondary school students studying in Government secondary schools than their counterparts studying in private secondary schools on study habit. The results of the study show that there is no significant difference between secondary school students belonging to joint family as compared to secondary school students who belong to nuclear family in their study habits. Overall results show that there is no significant difference between male secondary school students as compared to their counterparts on study habit. Thus it can be concluded that efficient and systematic study habits and skills like other skills can be taught and learnt. In the field of education, proper study habits and skills will lead to proficiency as well as high quality of learning and conceptualization among the secondary school students. The formation of effective study habits will create a conducive environment and awareness for regular and steady learning among the school students.

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