

Study habits and Academic Achievement of Secondary School Students

Meskat Kamal Molla¹, Dr. Hare Krishna Mandal²

¹Assistant Professor, Gangadharpur Mahavidyamandir, Howrah, West Bengal and Research Scholar & Guest Faculty, Dept. of Education, West Bengal State University

²Principal, Gobardanga Hindu College, North 24 Pgs., West Bengal

Abstract:

The purpose of this study was to investigate the study habits and academic achievement of secondary school students. The sample of the study comprised of one hundred class VIII students of North 24 Parganas and Hooghly district, West Bengal. To measure the study habits, the researcher had employed Govinda and Battina (2020) and the researcher has developed and used Self-made standardized Academic achievement scale with the help of research guide. The collected data were analyzed using statistical tools like mean, standard deviation, t test and Correlation. The findings of the study indicated that significant and positive correlation between study habits and academic achievement of secondary school students.

Keywords: Study habits, academic achievement, school students.

Introduction:

Study habits and academic achievement are the general terms that are used to designate the pattern of learning along with the tendency and related academic outcomes at the schools, colleges or university. Eminent study habits and excellent academic achievement has undoubtedly become the key elements in the academic success. Study habits and the academic achievement of the students at the secondary school stage is especially important as it prepares the students for a long run. It definitely provides a wider scope and perspective among students about the education and marks the beginning of their career choice. A great deal of time and efforts is required both from the side of the teachers as well as the students for achieving the academic goals.

Study habits are a well-organized and purposeful routine of study that has been obtained by students in their commitment to comprehending academic material and passing exams. Student's academic achievement is greatly influenced by their study habits. Academic Success and Study Habits are tied to and dependent upon one another. Learning success holds a key position and even rises to the status of one of the main objectives of student's educational journeys. Learning outcomes can be influenced by a number of variables, including IQ, students attitude and personalities, socioeconomic situation, and study habits. Study practices were discovered to have an impact on student's learning outcomes. The students methods of studying, whether methodical, effective or ineffective were described as their study habits. Study habits are a person's actions that are related to their study. Study habits are the culmination of all the habits and procedures a person utilizes to learn. Study habits are also the consistent behaviors and activities that one exhibits when studying. Based on it, the researchers think that student's study habits are

just repeated acts of the same behavior or practice until they become automatic and part of their study routines. The level of academic success a student achieves is significantly influenced by how seriously they pursue their studies. The level of preparation and learning techniques that kids consciously design and use has a big impact on how well they achieve academically. Developing a consistent study routine is a process that depends on the attitudes and interests of the individual. It is one of the most important learning aspects that significantly affects pupil's academic success. Learning how to study smarter rather than harder is the key to becoming a successful student. The student-teachers academic performance can be improved by having effective study habits. Each learner needed a positive attitude toward the goal of information acquisition in order to succeed. An individual's response to all things and circumstances with which they are associated is directly influenced by their attitude, which is a mental and natural state of readiness that is organized via experiences. Academic success and a solid study routine are greatly influenced by study attitudes. Successful students develop good study habits and do not waste time or energy worrying about what they need to complete.

Review of related literature:

Mudasir, H. (2012). had conducted a study on “**Study Habits and Academic Achievement: a Case Study of Higher Secondary School Students**”. The objective of the study was undertaken to know about the Study Habits and Academic Achievements of Higher Secondary Science and Arts students both boys and girls. 80 Higher Secondary pupils were chosen at random, and among them, 40 belonged to the science stream and 40 to the arts stream. The Palsane and Sharma-created Study Habit Inventory was used and academic achievement of the students including the percentage of marks earned in the preceding class was also taken into account. The information was gathered, tabulated and examined. The findings showed that although males achieve more academically than females, girls have better study habits. However, there is no discernible difference in academic achievement between male and female Arts Higher Secondary pupils.

Illahi, B.Y. & Khandai, H. (2015). had worked a study on “**Academic Achievements and Study Habits of College Students of District Pulwama**”. The objective of study was undertaken to study the academic achievement and study habits of male and female college students of district Pulwama (J and k). The study's sample consisted of 410 college students, including 193 male and 217 female participants, who were further separated into several rural-urban dichotomy groups. Descriptive survey methodology was employed for this objective. The aggregate marks percentage and Palsane and Sharma Study Habits Inventory (PSSHI) scores that the sample subjects earned in their first- and second-year exams were taken from the colleges' official records. For the purpose of collecting data, the average of these percentages for each sample subject was utilized as a gauge of academic achievement. The study's findings show that female college students perform significantly better academically than male college students. However, it has been discovered that female college students have slightly better study habits than male students. There are no discernible differences in the study habits of the two groups.

Bhovi, M. & Patted, L.B. (2018). had worked a study on “**A Study of Study Habits in Relation to Academic Achievement of Secondary Schools Students in Socials Studies**”. The objective of the study was to the relationship between Study Habits and academic Achievement of secondary school students of Dharwad district in social studies subject. In the study, the researcher used the survey approach. 1500 secondary school students (750 boys and 750 girls) make up the study's sample. For the purpose of collecting data, the researcher employed a study habit inventory tool created and standardised by M.

Mukhopadhyay and D. N. Sansanwal as well as a social studies academic success test created by the researcher. The study's findings indicate that academic achievement and study habits are interdependent among secondary school students in the Dharwad district, including both male and female students as well as rural and urban students.

Surapur, A. B. (2019). had investigated a study on “**A Study on Impact of Rural School Students Interest in Science, Study Habits and School Adjustment on Academic Achievement in Science**”. The objective of the study was to effect of Rural School students Study habits on Academic achievement in science. The random sampling methodology was employed in the selection of the sample from the IXth standard. The sample for the study consisted of 300 students from rural schools in the Bijapur District who were majoring in science. The study is a descriptive one and to gauge respondent's levels of interest in science, a survey will be conducted. Students in rural schools who practice good study habits outperform those who practice poor study habits in terms of academic success in science.

Kaur, J. & Singh, P. (2020). had investigated a study on “**Study Habits and Academic Performance: a Comparative Analysis**”. The objective of study was to understand the contextual importance of the variables of study habits and academic performance. A sample of 120 pupils (60 males and 60 females) were randomly selected from the schools for this study. Students ranged in age from 13 to 16 years old. Both correlation and the t-test were used to analyze the data. The correlation between study habits and academic performance was found to be negative and the t-test confirmed that there is a significant difference between the two variables. However, there were no gender differences between the two variables.

Gahir, S. et.al. (2022). had conducted a study on “**Relationship between Study Habits and Academic Achievement of Secondary School Students**”. The objective of the study was to find out the correlation between study habits and academic achievement of secondary school students in relation to gender. 50 boys and 50 girls from the class 10 of the Sambalpur district, which is associated with the Board of Secondary Education in Odisha, were chosen from a sample of 100 middle school students using the stratified random selection technique. Data were gathered using the Study Habits Inventory and the academic score card linked to the student's most recent annual exam. The analysis of the data using the Pearson Product Moment Coefficient of Correlation revealed a strong positive relationship between secondary school student's study habits and academic achievement. This suggests that effective study habits have a positive impact on both secondary school boy's and girl's academic achievement.

Tus, J. et.al. (2020). had investigated a study on “**The learners' Study Habits and its Relation on their Academic Performance**”. The objective of study was to determine the relationship between study habits and the students' academic performance. The profile of the respondents' study habits and academic achievement was described using the descriptive-correlation design. Participants in this study came from a total of 126 senior high school students in Grade 11. Additionally, the Palsane and Sharma Study Habit Inventory was the primary research tool used in the study. Time management, physical fitness, reading comprehension, taking notes, learning motivation, memory, taking exams and health make up its eight subscales. The results indicated that the respondent's study habits are about average. The findings showed no relationship between study habits and academic achievement. The findings also indicated that the student's study habits are on par with industry standards. Additionally, improving student's study habits is important for their academic achievement, particularly in note-taking, reading proficiency and health.

Sunday, E. I. & Akporehwe, N. J. (2022). had investigated a study on “**Study Habits and Academic Performance of Science Education Undergraduates in Rivers State University, Nigeria**”. The

objective of study to investigate the study habits and academic performance of science education undergraduates in Rivers State University. Descriptive survey design was adopted. 182 science education undergraduates from the first to the last year made up the sample. The Science Undergraduates Study Habits Inventory and Cumulative Grade Point Average used as the measurement tools. The reliability coefficient for the study habits inventory was determined by the Alpha Cronbach technique to be 0.76. It was subjected to face and content validation by two lecturers in the Department of Science Education and one lecturer in Measurement and Evaluation. Mean and standard deviation were utilized to answer research questions, and independent t-tests and Spearman's Rank Order Correlation Coefficient were employed to assess hypotheses at the 0.05 level of significance. The survey's findings revealed that scientific education students have poor study habits. Additionally, there was a substantial difference between first- and fourth-year student study patterns, but not between male and female undergraduates. Studies on study habits and academic achievement of students have been conducted both domestically and overseas. Most studies have found a strong relationship between student's study habits and academic achievement. The review of previous studies helped the investigator to arrive at certain conclusions and become more confident about the present research work taken up by her. Even though this topic has been researched in many locations, the sample from which the researcher got the sample has never been the subject of this investigation.

Objectives of the Study:

This study certifies the following objectives

1. To find out the significance differences in study habits between boys and girls of secondary school student.
2. To find out the significance differences in study habits between urban and rural of secondary school student.
3. To find out the significance differences in Academic achievement between boys and girls secondary school students.
4. To find out the significance differences in study Academic achievement between urban and rural of secondary school student.
5. To find out the relationship between Study habits and academic achievement of secondary school student.

Hypotheses of the study:

H01: There is no significant difference in study habits between boys and girls of secondary school students.

H02: There is no significant difference in study habits between urban and rural of secondary school students.

H03: There is no significant difference in Academic achievement between boys and girls of secondary school students.

H04: There is no significant difference in Academic achievement between urban and rural of secondary school students.

H05: There is no significant relationship between Study habits and Academic achievement of secondary school students.

Methodology:**Population:**

The population of the present study comprises all the children studying in class VIII in various West Bengal of Secondary Education Schools under the 24 Pgs (N) District of West Bengal.

Sample:

For the present study a sample of one hundred sixty-six students of class VIII grade were carefully chosen randomly. These students were randomly drawn in stratified from 3 schools both Secondary and Higher Secondary in such a way that the sample is representative.

Tool used:

“**Student’s Study habit Scale**” constructed and standardized by Govinda and Battina (2020). The test consists of 50 items which has 34 positive and 16 negative items. The test- retest reliability value of the scale was 0.79

The researcher has developed and used Self-made standardized **Academic achievement scale** with the help of research guide. The test consists 30 items which was 10 language items, 10 science items and 10 social science items. The test- retest reliability value of the scale was 0.832

Statistical techniques used:

Keeping the study’s objectives and methodology in mind, descriptive, correlational and inferential statistics were employed for data analysis. For each variable, the mean, median, mode and standard deviation were calculated. To determine the relationship between the variables in the study, the coefficients of correlation were computed. The ‘t’ test was used to determine the significance of the difference in averages across groups on the variables under consideration.

Variables of the Study:

The Researcher has identified three types of variables

Dependent Variable: Academic Achievement

Independent Variable: Study Habits

Attribute Variables: Gender (boys & girls), Residence (rural and urban).

Analysis and findings of the study:

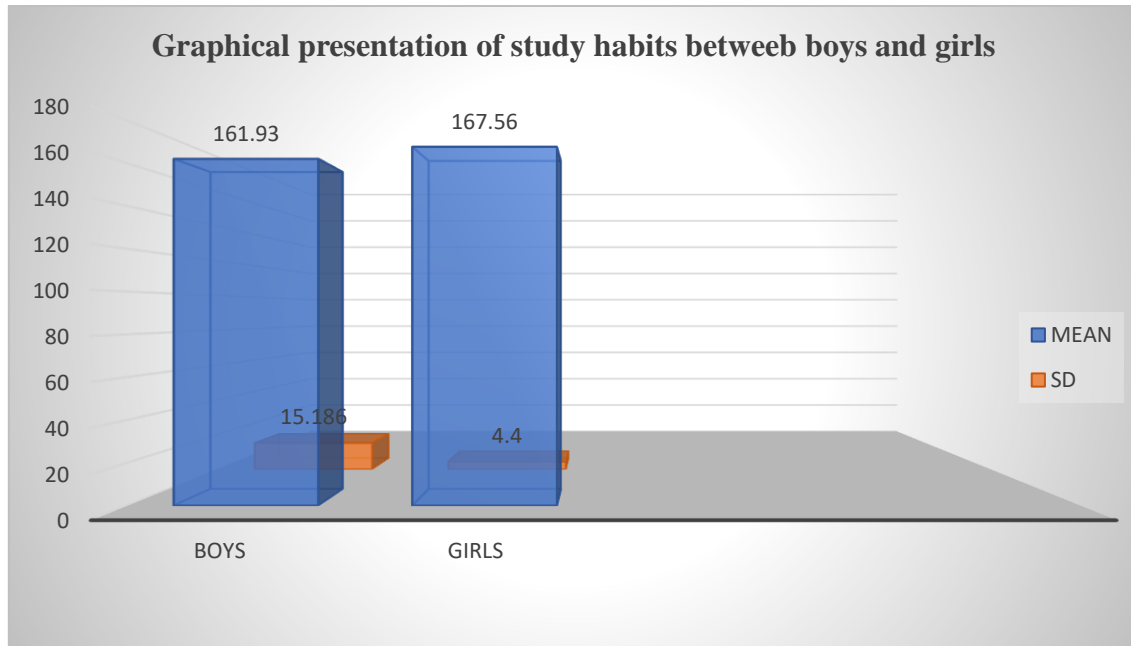
H01. There is no significant difference in study habits between boys and girls of secondary school student.

Descriptive statistics of the study habits between boys & girls

Study Habits	Gender	Number	Mean	Std. deviation	Std. Error Mean
	Girls	67	161.93	15.186	2.011
	Boys	49	167.56	17.042	2.599

Inferential statistics of study habits between boys & girls

Study Habits	t	df	Sig(2-tailed)	Mean Difference	Std Error Difference
	-1.631	114	.139	-4.628	3.233



From the above table it is found that the mean score of study habits boys and girls are 161.93 and 167.56. From the above table (table no-1). It is found that the mean score of Study habits boys & girls are 161.56 and 156.93. The calculate value of mean of boys is higher than the girls. The standard deviation of boys & girls is found to be 17.04 & 15.18 respectively. It is also revealed that the mean differences between to group is -1.86. Hence the descriptive analysis of the data revealed that smally differences is found among this group it terms of study habits. The researcher further focused on the 't' test as an inferential statistic that computes means and establishes its level of significance.

From the above table, the calculated values 't' test result (i.e., $t = -1.431$ for 98 df) indicated that there is no significant differences because 'p' value (i.e. $p = .155 > 0.05$) is higher than the level of significance. Therefore, the null hypothesis is accepted.

So, it can be concluded that there is no significant difference in study habits between boys & girls of secondary school students.

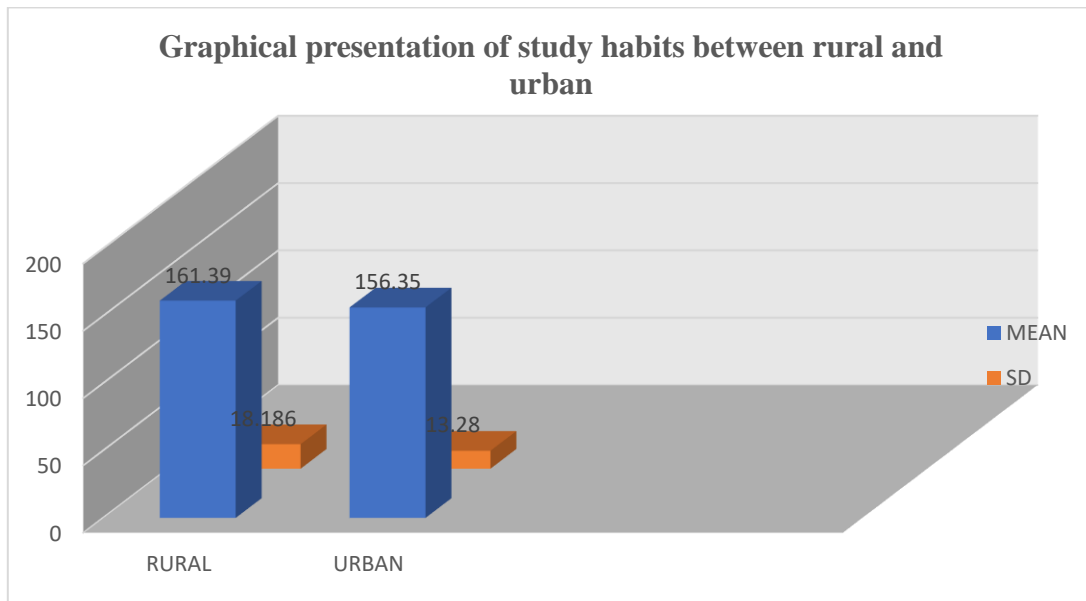
H02: There is no significant difference in study habits between urban and rural of secondary school students.

Table no:3 Descriptive statistics of the study habits between Rural & Urban student.

Study habits	location	Number	Mean	Std. Deviation	Std Error Mean
	Rural	61	161.39	18.186	2.547
	Urban	55	156.35	13.280	1.897

Table no:4. Inferential statistics of study habits between Rural & Urban

Study habits	T-test for equality of Mean				
	t	df	Sig (2-tailed)	Mean differences	Std. Error Difference
	1.579	114	.118	5.045	3.195



From the above table it is found that the mean score of Study habits of Rural & urban are 161.39 and 156.35. The calculate value of mean of rural is higher than the urban. The standard deviation of rural & urban are found to be 18.186 & 13.280 respectively. It is also revealed that the mean differences between to group is 4.90. Hence, the descriptive analysis of the data revealed that smally differences is found among this group it terms of study habits. The researcher further focused on the 't' test as an inferential statistic that computes means and establishes its level of significance.

From the above table, the calculated values 't' test result (i.e., $t = 1.579$ for 114 df) indicated that there is no significant differences because 'p' value (i.e. $p = .118 > 0.05$) is higher than the level of significance. Therefore, the null hypothesis is accepted.

So, it can be concluded that there is no significant difference in study habits between rural& urban of secondary school students.

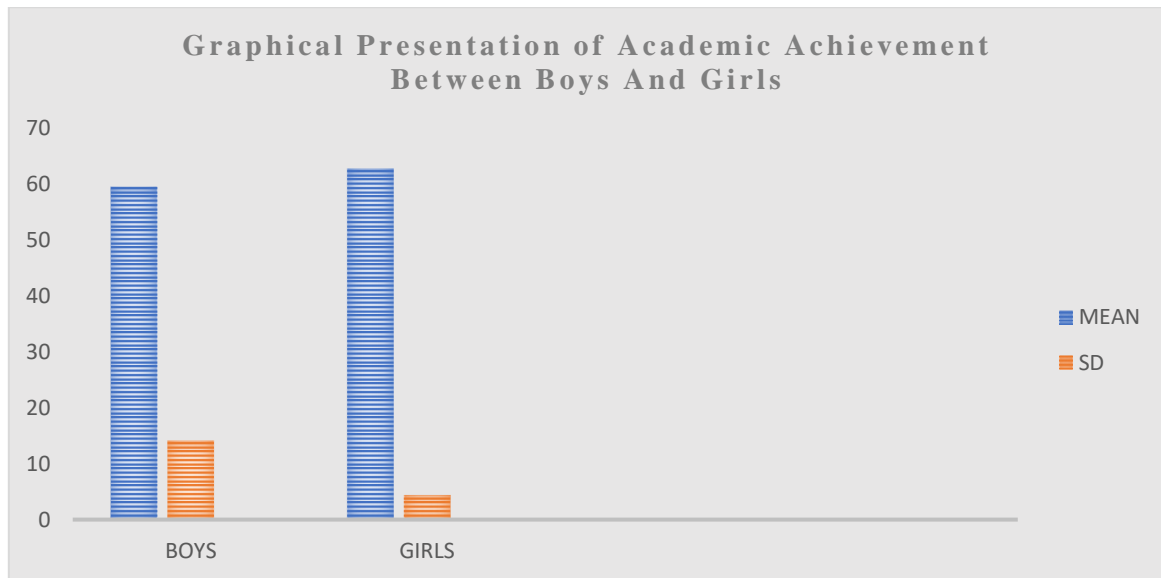
H03: There is no significant difference in Academic achievement between boys and girls of secondary school students.

Table no:5. Descriptive statistics of the Academic Achievement betweenboys & girls

Academic achievement	Gender	Number	Mean	Std. deviatio n	Std. Error Mean
	Girls	67	59.49	14.127	1.871
	boys	49	62.79	14.725	2.246

Table no:6. Inferential statistics of Academic achievement between boys& girls

Academic achievement	T-test for Equality of Means				
	t	df	Sig (2-tailed)	Mean differences	Std. Error Difference
	-1.135	114	.259	-3.299	2.906



From the above table it is found that the mean score of Academic Achievement of boys & girls are 62.79 and 59.49. The calculate value of mean of boys is higher than the girls. The standard deviation of boys & girls is found to be 14.725 & 14.127 respectively. It is also revealed that the mean differences between to group is -0.06. Hence the descriptive analysis of the data revealed that smally differences is found among this group it terms of Academic Achievement. The researcher further focused on the 't' test as an inferential statistic that computes means and establishes its level of significance.

From the above table, the calculated values 't' test result (i.e., $t = -1.135$ for 98 df) indicated that there is no significant differences because 'p' value (i.e. $p = .259 > 0.05$) is higher than the level of significance. Therefore, the null hypothesis is accepted.

So, it can be concluded that there is no significant difference in Academic Achievement between boys & girls of secondary school students.

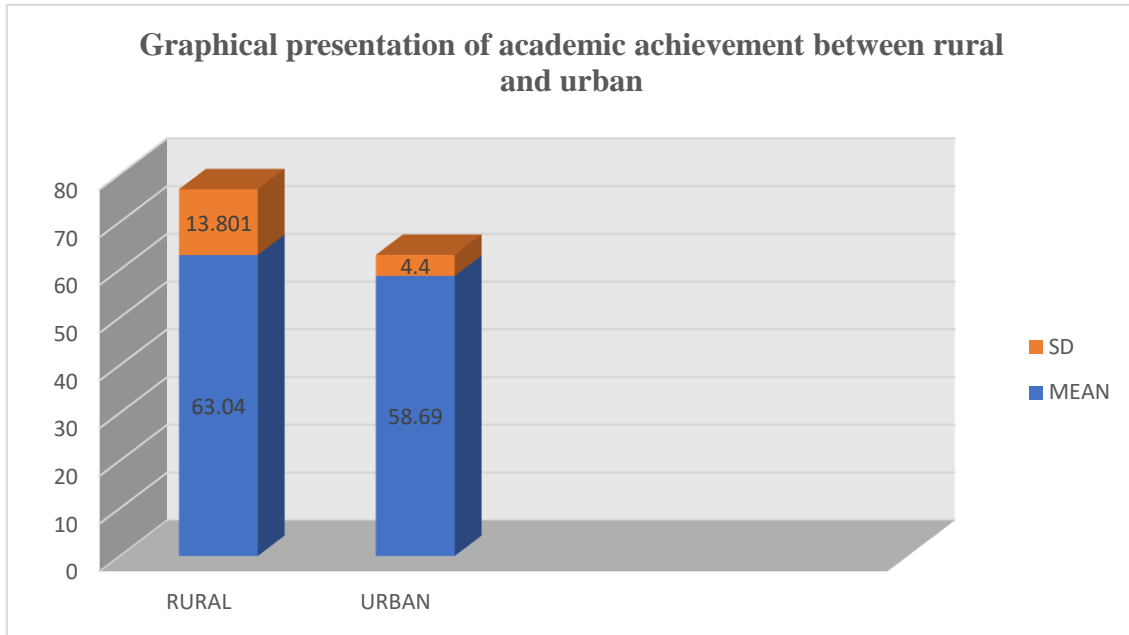
H04: There is no significant difference in Academic achievement between urban and rural of secondary school students.

Descriptive statistics of the Academic Achievement between Rural & urban student

Academic Achievement	location	Number	Mean	Std. Deviation	Std Error Mean
	Rural	61	63.04	13.801	1.933
	Urban	55	58.69	14.828	2.118

Inferential statistics of the Academic Achievement between Rural & urban student

Academic Achievement	T-test for Equality of Means				
	t	df	Sig (2-tailed)	Mean differences	Std. Error Difference
	1.518	114	.132	4.345	2.863



From the above table It is found that the mean score of Academic Achievement of Rural & urban are 63.04 and 58.69. The calculate value of mean of rural is higher than the urban. The standard deviation of rural & urban are found to be 13.801 & 14.828 respectively. It is also revealed that the mean differences between to group is -1.027. Hence, the descriptive analysis of the data revealed that small differences is found among this group it terms of Academic Achievement. The researcher further focused on the 't' test as an inferential statistic that computes means and establishes its level of significance.

From the above table, the calculated values 't' test result (i.e., $t = 1.518$ for 98 df) indicated that there is no significant differences because 'p' value (i.e. $p = .132 > 0.05$) is higher than the level of significance. Therefore, the null hypothesis is accepted.

So, it can be concluded that there is no significant differences in Academic Achievement between rural & urban of secondary school students.

H05: There is no significant relationship between Study habits and Academic achievement of secondary students.

Descriptive statistics of the correlation of Study habits & Academic achievement

Variable	N	r	Significance
Study habit & Academic achievement	100	0.22	sig

The above table (table no- 9). So, that Study habit & Academic achievement are positively correlated that means if Study habit increase or decrease than Academic achievement, also increase or decrease accordingly. The 'p' value of Study habit & Academic achievement is smaller than the significance value of 0.01 level. Here the null hypothesis is rejected. Hence there is a significant relationship between study habit & Academic achievement. So, it can be concluded that there is significant relationship between Study habit & Academic achievement of secondary school students.

Findings of the study:

The finding of the studies are follows:

1. There is no significant difference in study habits of secondary school student on bases of gender. So, it can be said that study habit is not effected the gender of the secondary school students.
2. There is no significant difference in study habits of secondary school student on bases of location. So, it can be said that study habit is not effected the location of the secondary school students.
3. There is no significant difference in academic achievement of secondary school student on bases of gender. So, it can be said that academic achievement is not effected the gender of the secondary school students
4. There is no significant difference in academic Achievement of secondary school student on bases of location. So, it can be said that academic achievement is not effected the location of the secondary school students.
5. There is significant relationship in study habits & academic achievement of secondary school student. So, it can be said that study habit & academic achievement are correlated of the secondary school student.

Delimitation of the study:

Delimitation of the study was as follows to-

1. The study was delimited to the selected one Rural & one Urban School.
2. Secondary schools from two districts of North 24 Pargana – Barasat, Paschim, Medinipur- Medinipur.
3. Students are studying in classes X & XI only.
4. Only 116 Secondary students are taken as the sample of the study.
5. The study were also delimited to the variables of Study Habits & Academic Achievement only.

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