ABSTRACT

The present study was probed to find the significant relationship between study habits and academic achievement of higher secondary school students with reference to the background variables. Survey method was employed. Data for the study were collected from 50 students in 5 higher secondary schools using Study Habits Inventory by V.G.Anantha (2004) and the Quarterly Achievement Test Questions. The significant difference between the means of each pair of group was Computed using Standard Deviation, ‘t’ test, ANOVA and Pearson’s Co-Efficient Correlation. The findings were established and tabulated from the analyzed data. The finding shows that there was no significant difference between study habits and academic achievement of higher secondary school students. Finally, Interpretations were given by the investigator based on the findings.

INTRODUCTION

Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn’t look forward to studying. Once an individual accepts the premise that studying doesn’t come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process.
As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one’s method of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one’s life. The success of an individual depends upon his study habits. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits. In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student’s side there must be some important steps, which form the basis for their academic achievement. Students’ needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students.

Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying (Arul Lawrence, 2013). Here the investigator thought that student’s academic Achievement and their excellence in studies depends mainly on their study habits, which is very much influential in their learning process. Hence, the investigator has tried to explore the relationship between study habits and academic achievement of the higher secondary students.

**Key Words:** Study habits, Academic Achievement, Higher Secondary School Students
OBJECTIVES OF STUDY

- To find out the level of study habits of higher secondary students.
- To find out the level of academic achievement of higher secondary students.

HYPOTHESIS

- There is no significant difference between XI and XII standard students in their study habits.
- There is no significant difference between day-scholar and hosteller higher secondary school students in their study habits.
- There is no significant difference among students of government, govt. aided and self-financed higher secondary schools in their study habits.
- There is no significant relationship between study habits and academic achievement of higher secondary students.

REVIEW LITERATURE

Study Habits Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehearse explaining the material, and studying in a conducive environment (Credé, 2008).

Study Skills Study skills refer to the student’s knowledge of appropriate study strategies and methods and the ability to manage time and other resources to meet the demands of the academic tasks.

Multicultural Classroom Within the framework of this investigation, multicultural classroom refers to classroom where students and professors are from different cultural backgrounds.
International Bachelor Program Within the framework of this investigation, an international bachelor program refers to that where students come mainly from countries other than the one where the program takes place, which may or may not accept local students, and where all the courses are taught in English.

High Performing Students Different education institutions form different standards to measure students’ performance. For the purpose of this investigation, high performing students are defining as those who, based on standards of the institution where this research took place, reached grades of 90 or above in 100% of the required courses and in at least 80% of elective courses.

Chronology of the Study of Study Habits Previous proposed constructs to explain low academic performance include study skills (e.g., Aaron, 1999), study habits (e.g., Murray, 2003), study attitudes (e.g., Zimmerman, 1977), study motivation (e.g., Melancon, 2002), meta-cognitive skills (e.g., Zeegers, 2001), study anxiety (e.g., Miller, 1972), procrastination (e.g., Pychyl, 2000) and depth of processing (e.g., Hall, 2001). These are individual difference factors that have been grouped into intellective (cognitive) and non-intellective (non-cognitive) factors (Credé, 2008).

Previous to this investigation, the most recent research on study habits and attitudes of college students was conducted by Ivan Montes in Spain (2012). Montes tracked changes in study habits in college students from the time they entered the program to the time of graduation (5 years). Previously to Montes, Darwing D. Yu (2011) conducted a study on the topic of study habits with sophomore students whose major was accounting. Luisa Baquiran L. A. (2011) also in the Philippines, conducted a similar study with freshman students from different majors. Greene, Marti and McClenny (2008) conducted a cross-cultural study focused on effort of African American and Hispanic college students. Gilbert Wrenn C. C. (1933) published one of the first study habits inventories in the United States (Brown, 1955). Wrenn C. C.’s inventory was originally designed for men, but was modified later for women (Wrenn, 1941).
He suggested that study habits might correspond to academic success if ability was controlled (Thompson, 1976). All studies conducted after Wrenn C. C. and Brown W. F. (1972) utilized slight modifications of the existing SSHA developed by Wrenn, C. C. and later modified by Brown, W. F.. They all agreed that study habits significantly influence academic performance. Noel Entwistle (1960) reviewed existing literature and made evaluations of 22 study skills courses. He concluded that a study skills course will usually be followed by improvement, a course will be most beneficial for students desiring to take it, students wishing to take a study skills course but prevented from doing so, and therefore presumably of comparable motivation to those enrolled, fail to show significant improvement, and that any gains noted will not necessarily be related to either the content or the duration of the course. The Brown, W. F. Holtzman Survey of Study Habits Attitudes (SSHA) Inventory is generally acknowledged as one of the best study habit attitude inventories in the United States. They introduced a questionnaire concerning study habits and attitudes in 1953; the original inventory had 75 items. There have been several revisions (the most recent in 1967), and the length of the inventory is now 100 items.

This inventory, which is widely used as a research tool, has four scales:

1) Work methods—use of effective study procedures, skill and efficiency in doing academic assignments.

2) Delay avoidance—promptness in completing assignments and ability to resist distractions.

3) Teacher approval—feelings and opinions about teachers, their classroom behavior, and their methods.

4) Educational acceptance—approval of educational objectives, practices and requirements (Thompson, 1976).

McFadden and Dart (1992), in their study of time management skills of undergraduate business students, found that study habits and total time spent studying do affect grades. On the other hand, Nonis and Hudson (2006) found that the amount of time spent studying, measured during the ninth week of a 15-week semester, has not direct influence on academic performance,
although it interacted with academic ability to affect academic performance. Lavin (1965) conducted an extensive study regarding the prediction of academic performance (300 studies reviewed and analyzed), and found that ability accounts for 35 to 45 percent of the variation in grades. No other single factor accounts for this much variation, yet more than half remains unexplained. Among those yet-to-explain factors are study habits. Studies conducted after the 70’s make use of this construct to evaluate what habits of students at different levels have. The majority of studies have been conducted with students in primary and secondary education levels, some with junior-high school students and few with university students.

**METHODOLOGY**

The investigator adopted the survey method to find out the relationship between study habits and academic achievement of higher secondary students. The population for the present study consisted of higher secondary students. The investigator used the simple random sampling technique. The sample consisted of 300 students from 13 higher secondary schools. The investigator used the Study Habits Inventory by V.G.Anantha (2004). The investigator collected the students’ marks in quarterly examinations in all the subjects for the academic achievement. For analyzing and interpreting the data the investigator used percentile analysis, standard deviation (SD), ‘t’ test, ANOVA and Pearson’s product moment correlation as the statistical techniques.
ANALYSIS AND INTERPRETATION OF DATA

TO FIND OUT THE LEVEL OF STUDY HABITS OF HIGHER SECONDARY STUDENTS:

TABLE 1: Level of Study Habits of Higher Secondary Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Standard</td>
<td>XI</td>
<td>48</td>
<td>244.5</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>XII</td>
<td>11</td>
<td>10.6</td>
<td>78</td>
</tr>
<tr>
<td>Mode of Stay</td>
<td>Day Scholar</td>
<td>56</td>
<td>21.1</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>Hosteller</td>
<td>3</td>
<td>8.6</td>
<td>26</td>
</tr>
<tr>
<td>Type of School</td>
<td>Govt.</td>
<td>17</td>
<td>14.4</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Govt. Aided</td>
<td>42</td>
<td>16.1</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Self-financed</td>
<td>17</td>
<td>43.6</td>
<td>21</td>
</tr>
</tbody>
</table>

It is inferred from the above table that 24.5% of the XI Students have low, 67.3% of them have moderate and 8.2% of them have high level of study habits. 14.4% of the XII standard students have low, 75.0% of them have moderate and 14.4% of them have high level of study habits. It is inferred from the above table that 21.1% of the day-scholar higher secondary students have low, 69.4% of them have moderate and 9.4% of them have high level of study habits. 8.6% of the hostellers have low, 74.3% of them have moderate and 17.1% of them have high level of study habits. It is inferred from the above table that 14.4% of the government school students have low, 70.3% of them have moderate and 15.3% of them have high level of study habits. 17.5% of the government aided school students have low, 74.1% of them have moderate and 8.4% of them have high level of study habits. 43.6% of the self-financed school students have low, 53.8% of them have moderate and 2.6% of them have high level of study habits.
It is inferred from the above table that 24.5% of the XI Students have low 67.3% of them have moderate and 8.2% of them have high level of study habits. 14.4% of the XII standard students have low, 75.0% of them have moderate and 14.4% of them have high level of study habits.

It is inferred from the above table that 21.1% of the day scholar higher secondary students have low, 69.4% of them have moderate and 9.4% of them have high level of study habits. 8.6% of the hostellers have low, 74.3% of them have moderate and 17.1% of them have high level of study habits. It is inferred from the above table that 14.4% of the government school students have low, 70.3% of them have moderate and 15.3% of them have high level of study habits. 17.5% of the government aided school students have low, 74.1% of them have moderate and 8.4% of them have high level of study habits. 43.6% of the self-financed school students have low, 53.8% of them have moderate and 2.6% of them have high level of study habits.

TO FIND OUT THE LEVEL OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS:

<table>
<thead>
<tr>
<th>TABLE 2: Level of Academic Achievement of Higher Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mode of Stay</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Type of School</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

It is inferred from the above table that 19.9% of the XI Students have low, 68.9% of them have moderate and 11.2% of them have high level of academic achievement. 20.2% of the XII standard students have low, 57.7% of them have moderate and 22.1% of them have high level of academic achievement.
It is inferred from the above table that 18.5% of the day scholar higher secondary students have low, 66.4% of them have moderate and 15.1% of them have high level of academic achievement. 31.4% of the hostellers have low, 54.3% of them have moderate and 14.3% of them have high level of academic achievement. It is inferred from the above table that 21.8% of the rural students have low, 63.5% of them have moderate and 14.7% of them have high level of academic achievement. 18.1% of the urban students have low, 66.7% of them have moderate and 15.3% of them have high level of academic achievement.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the study the investigator concluded that the level of study habits of the higher secondary school students is moderate and their academic achievement is also moderate. This finding supports the findings of Anantha (2004) and Kulandai Samy (2007). The investigator found that XII standard students have better study habits than XI standard students. This finding contradicts the finding of Kulandai Samy (2007) and supports the findings of Helen Kevin (2007). Here, the investigator found that hostellers have better study habits than day-scholar students. It contradicts the study of Doss (2012) which indicates that the day-scholars have better study habits than the hostellers. In the present study, ‘F’ test reveals that the government school students have high level of study habits than the other school students. This finding contradicts the findings of Helen Kevin (2007) and supports the findings of Anantha (2004).

Finally, it was found that there is no significant relationship between study habits and academic achievement. This supports the finding of Monika Saini (2013) and contradicts the finding of Sarath A. Nonis & Gail I. Hudson (2010), Dinesh Kumar (2013), Kalia, K Ashok (2013) and Ehtesham Anwar (2013). Many researchers have studied the relationship between study habits and academic achievement. Most of them prove there is a significant relationship between them and some of them prove that there is no significant relationship between them. Here the investigator supports the second one based on his findings that there is no significant relationship between study habits and academic achievement of higher secondary school students.
REFERENCES

