

A Study of Study Habits in Relation to Academic Achievement of Secondary Schools Students in Socials Studies

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Abstract

The schools should aim at developing proper study habits in the students. Now-a-days most of the students do not devote sufficient time to their studies. Most of the students spend their time in watching television, playing/talking with mobile etc. Efficient learning not only depends on good teaching but also on satisfactory learning procedures. Effective learning involves on the development of proper study habits. A good study habits leads to a good Academic achievement of the students. In the present study, investigator intends to study the relationship between Study Habits and academic Achievement of secondary school students of Dharwad district in social studies subject. Investigator used the survey method in the study. The sample of the study consists of 1500 (750 boys and 750 girls) students, of secondary schools. Investigator used study habit inventory tool prepared and standardized by M. Mukhopadyay and D. N. Sansanwal and also academic achievement in social studies test prepared by the investigator for the collection of data. The results of the study reveals that the Study Habits and academic achievement are dependent on each other among secondary schools students, boy and Girl students and rural and urban students of Dharwad district.

Key words: Study habits, Academic achievement, secondary school students.

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Introduction

An individual in his life time will have so many experience. Each experience will result in a behavioural change. The process of a change in the behavior is learning. Learning is not simply one type of activity., It is a composite or complex function involving almost all of simpler functions into which the activities of the human mind may be resolved. One of the most important aspects, which is associated with learning is study habits. A good study habits leads to a good academic achievement among the students. Learning for a students consists mainly of mastering and making his own the knowledge and skills he is directed to acquire in searching by his personal effort for a wider knowledge of the world around him and in applying his knowledge to practical situations in life.

The Concept of Study Habits

Habit means fixed routine responses to the particular situation by human being. Habit is a pattern of various activities which are done by the learner without conscious efforts. Education inculcates habits in the students. Habits like thinking properly, reasoning, punctuality helps pupil to adjust, learn and achieve all essential knowledge and skills in a short time with great facility.

Study skills are usually defined as students' ability to manage time and other resources to complete an academic task successfully. The study habit is the amount and kinds of study routines which the student used during a regular period of study occurred in conducive environment. The teacher should develop proper study habits among the students for good academic achievement among the children when they are in educational institutions.

The Concept of Academic Achievement

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of the knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers by test scores or by marks by the teacher or by both achievement can be measured with the help of tests verbal and written of the different kinds. The importance of academic achievement cannot be ignored. The term academic achievement has been made up of two words that is academic and achievement. The term academic has been derived from the word academy. Meaning of academy is a school where special types of instructions are imparted and knowledge is acquired. The schools and parents are more concerned with academic achievement of the children.

Need of the Study

Learning is highly complex problem in the field of education and psychology. Several psychologists have attempted to explain it differently and the description of each is practically true. Learning depends on good teaching alone but on satisfactory learning procedure also. Efficient learning depends upon the learners ability to schedule his time the plan of his study, the habit of concentration note taking, mental review, over learning, the judicious application of whole and part method, massed and distributed learning and so on. In other words, learning involves the development of proper study habits and skills. A good study habits of students leads to the good academic achievement of students in the school. In the present study, investigator intends to study the relationship between study habits and academic achievement of students of ninth standard secondary schools of Dharwad district.

Objectives of the Study

The objectives of the present study are as follows:

1. To study the relationship between study habits scores with academic achievement in social studies of secondary schools students of Dharwad district.
2. To study the relationship between study habits scores with academic achievement in social studies of boy students of secondary schools of Dharwad district.
3. To study the relationship between study habits scores with academic achievement in social studies of girl students of secondary schools of Dharwad district.
4. To study the relationship between study habits scores with academic achievement in social studies of rural students of secondary schools of Dharwad district.
5. To study the relationship between study habits scores with academic achievement in social studies of urban students of secondary schools of Dharwad district.

Hypotheses of the Study

The hypotheses of the present study are listed below:

1. There is no significant relationship between academic achievement in social studies with study habits scores of students of secondary schools of Dharwad district.
2. There is no significant relationship between academic achievement in social

studies with study habits scores of boy students of secondary schools of Dharwad district.

3. There is no significant relationship between academic achievement in social studies with study habits scores of girl students of secondary schools of Dharwad district.
4. There is no significant relationship between academic achievement in social studies with study habits scores of rural students of secondary schools of Dharwad district.
5. There is no significant relationship between academic achievement in social studies with study habits scores of urban students of secondary schools of Dharwad district.

Design of the Study

In the present study, investigator used the survey method. The sample consists of 1500 (750 boys and 750 girls) of ninth standard students of Dharwad district who were randomly selected by the investigator. The tools used by the investigator are Study Habits Inventory constructed and standardized by M. Mukhopadhyay and D. N. Sansanwaland Academic Achievement test in Social Studies constructed by the investigator. Investigator personally visited the secondary schools of Dharwad district and collected data from the ninth standard students of Dharwad District. For the analyses of the collected data, investigator used the Karl Pearson's correlation technique and found the results.

Variables of the Study

The variables of the present study are

1. **Independent Variable**
 - Study Habits
2. **Dependent Variable**
 - Academic Achievement
3. **Moderator Variables**
 - Gende (Boys and Girls)
 - Location (Rural and Urban)

Analyses of the Data and Results

Investigator has presented the analyses of data and results as follows:

Hypothesis No. 1: There is no significant relationship between academic achievement in social studies with studyscore habits of students of secondary schools of Dharwad district.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-1: Results of Correlation Coefficient between Academic Achievement in Social Studies with Study Habits scores of Students of Secondary Schools of Dharwad District

Variables	Correlation coefficient between academic achievement in social studies and study habits scores of students of secondary schools			
	r-value	t-value	p-value	Signi.
Study habits	0.9563	126.5134	0.0001	<0.05, S

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement in social studies and study habits scores of students of secondary schools of Dharwad district ($r=0.9563$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement in social studies and study habits scores of students of secondary schools of Dharwad district are dependent on each other.

Hypothesis No. 2: There is no significant relationship between academic achievement in social studies with study habits scores of boy students of secondary schools of Dharwad district.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-2: Results of Correlation Coefficient between Academic Achievement in Social Studies with Study Habits scores of Boy Students of Secondary Schools of Dharwad District

Variables	Correlation coefficient between academic achievement in social studies and study habit scores of boy students of secondary schools			
	r-value	t-value	p-value	Signi.
Study habits	0.9619	96.2189	0.0001	<0.05, S

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement in social studies and study habits scores of boy students of secondary schools of Dharwad district ($r=0.9619$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement in

social studies and study habits of boy students of secondary schools of Dharwad district are dependent on each other.

Hypothesis No. 3: There is no significant relationship between academic achievement in social studies with study habits scores of girl students of secondary schools of Dharwad district.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-3: Results of Correlation Coefficient between Academic Achievement in Social Studies with Study Habits scores of Girl Students of Secondary Schools of Dharwad District

Variables	Correlation coefficient between academic achievement in social studies and study habits of girl students of secondary schools			
	r-value	t-value	p-value	Signi.
Study habits	0.9509	84.0362	0.0001	<0.05, S

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement in social studies and study habits scores of girl students of secondary schools of Dharwad district ($r=0.9509$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement in social studies and study habits scores of girl students of secondary schools of Dharwad district are dependent on each other.

Hypothesis No. 4: There is no significant relationship between academic achievement in social studies with study habits scores of students of rural secondary schools of Dharwad district.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-4: Results of Correlation Coefficient between Academic Achievement in Social Studies with Study Habits scores of Students of Rural Secondary Schools of Dharwad District

Variables	Correlation coefficient between academic achievement in social studies and study habits scores of students of rural secondary schools			
	r-value	t-value	p-value	Signi.
Study habits	0.9494	82.6877	0.0001	<0.05, S

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement in social studies and study habits scores of students of rural secondary schools of Dharwad district ($r=0.9494$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement in social studies and study habits scores of students of rural secondary schools of Dharwad district are dependent on each other.

Hypothesis No. 5: There is no significant relationship between academic achievement in social studies with study habits of students of urban secondary schools of Dharwad district.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-5: Results of Correlation Coefficient between Academic Achievement in Social Studies with Study Habits scores of Students of Urban Secondary Schools of Dharwad District

Variables	Correlation coefficient between academic achievement in social studies and study habits scores of students of urban secondary schools			
	r-value	t-value	p-value	Signi.
Study habits	0.9650	100.5832	0.0001	<0.05, S

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement in social studies and study habits of students of urban secondary schools of Dharwad district ($r=0.9650$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement in social studies and study habits of students of urban secondary schools of Dharwad district are dependent on each other.

Discussion

An effective study habits of the students leads to the higher academic achievement of students in schools. In the present study, investigator found that both study habits scores and academic achievement in social studies are dependent on each other among the ninth standard students of Dharwad district. And also both are dependent on each other among the boy students, girl students, rural students and urban students of Dharwad district. There is a perfect correlation between academic achievement in social studies and study habits scores among the ninth standard students of Dharwad district.

Conclusion

In conclusion, investigator would like to state that, the students should be developed an effective study habits by the teachers in schools. Effectuated study habits, naturally leads to higher academic achievement in students. Therefore, the teachers should aim it developing proper study habits among the students, as the students are assets of our nation and the builders of our Nation infuture. The teachers are the great inspirers of the students towards higher academic achievement and also other suitable achievements in their life in future.

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