

**RESEARCH PAPER****A Study of Study Habits among 11th Grade Learners in Relation to Their Academic Achievemnet****Archana Yadav**Department of Education,
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Email: archanabmd1988@gmail.comReceived: 5th February 2017, Revised: 8th April 2017, Accepted: 14th April 2017**ABSTRACT**

On the basis of this research article it is concluded that individuals have within themselves relatively boundless potential for developing a positive and realistic study habits. This potential can be realized by people, places, policies, programs and processes that are intentionally designed to invite the realization of this potential. One of the factors contributing to achievement among pupils of comparable endowments is the variation of the pupil's ability to organize their work and to study efficiently. An important area of guidance therefore, is specific training in how to study, how to learn and how to work efficiently. The amount and kind of study in which a learner engages differs with his age and grade level. The learner's technique and habits of study need to be adjusted to changing learning materials, purposes and desired outcomes.

Key words: Academic Achievement, positive and realistic study habits, pupil's ability

INTRODUCTION

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. Study habits include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits & attitudes, school environment.

Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. Study habits include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits & attitudes, school environment.

STUDY HABITS

The study habits of the individual cover mainly the reading habits, learning techniques, memory, time, schedule, physical conditions, examinations, evaluation etc. It has been observed that studies on the relationship between study habits and students' academic achievement in Nigeria cannot be said to be exhaustive (Ugodulunwa, 2007). Successful achievement in any form of activity is based upon study, interpretation and application Yoloye 1999 and that study should have a purpose. It therefore depends on individual to decide why he or she wants to study, either to gain new ideas or to find out relationship between two different things. What one learns as a result of study depends on the degree at which one succeeds in achieving that aim or purpose. As one studies, it is possible, of course to value other than one's primary desire at the moment. Isangedighi reports strong correlation between study habits and academic achievement of high school students. These researchers concluded that "a reduction in test-anxiety is no guarantee of subsequent improvement in academic performance when the level of study habits competence is ignored".

Poor habits of study are one of the important causes of educational backwardness. The potential of any one for full scholastic achievement is hardly ever realized due to many factors. Attempts are made to remove obstacles to higher attainments by improving the quality of instructions, instructional materials, educational environment and so on. On the part of the student also, attempts are made to improve his motivation, interest and work habits so that he can make maximum of his potential. The study habits of the individual cover mainly the reading habits, learning techniques, memory, time schedule, physical conditions, examinations, evaluations etc. The study habits cover the following eight areas:

1. Budgeting Time:

It is very important to plan the budget of study time. Time schedule helps to adjust the study periods and other activities according to the needs of the individual. The best way to budget time is to keep record of all activities throughout the day for one week. The analysis of this diary will help in budgeting the time. By budgeting time, the students can optimize their success, in study as well as their extra-curricular activities.

2. Physical Conditions for Study:

These play an important part in study habits. The place for study should be clam & quiet. It should be clean and there should be proper illumination and ventilation. The furniture should be comfortable. There should be sufficient light. One should use diffused light. The study table should be clean and contain only the necessary things, example paper, pen books pencil etc.

3. Reading Ability:

Reading is the basic skill in any kind of study. Reading ability includes various factors as good vocabulary, speed of reading comprehension, independent selection of appropriate materials for reading and locating information. One should be able to read at least 300 words per minute in his mother tongue, 75 to 100 words in any foreign language. One must try to build up a good vocabulary by remembering the precise meaning of the words. Speed of reading is also an important factor. Silent reading is always faster than loud reading. It is importance of matter.

4. Taking Notes:

Taking notes in the class room is an important learning activity. Taking notes from books also helps a great deal in study. There are different ways of taking notes. One may copy every thing from text book. One may take down only important paragraphs or one may take down headings and sub headings, and important key paragraphs to make an outline. Paraphrasing in ones own words & summarizing is supposed to be the best way of making ones notes. It is good practice to combine class notes and notes from books to make a final note. With the help of regular practice note taking can become a regular habit.

5. Factors in Learning Motivation:

Apart from ability to learn, desire to learn is an important consideration. If one is genuinely interested in learning he may learn quickly and retain for a long time. There are individual differences in capacity to learn. Everybody can improve with extra efforts. Spirit of compensation and co-operation helps in learning. One learns better in a group.

6. Memory:

Improving memory means learning better. Distributing learning periods is preferable to continuous of massed learning. The butter we learn the longer we retain. Repetition helps in remembering for a longer periods.

7. Examinations:

Most of our examinations are of essay type, where a few questions are given and the students are required to write long answers. It is good to prepare an outline and arrange the ideas properly following a logical pattern of presentation. Use of simple language is advisable Separate ideas, should be discussed in paragraphs. Headings and sub-headings should be properly placed. Important words and phrases may be underlined.

a) Preparation of Examinations-

One should devote more time and attention to his weak points. A time schedule for study should be prepared. If one is regular in his study habits, he is already prepared for the examination. A calm and relaxed attitude towards the examination is necessary and can be achieved only after a good preparation.

b) Use of Examination Results-

From the results one can find out his strong and weak points. Knowledge of results can motivate an individual and direct his efforts.

8. Habits:

Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

OBJECTIVES

The present study is designed to achieve the following objectives:

1. To study and compare the study habits of 11th grade boys having high and low academic achievement.
2. To study and compare the study habits of 11th grade girls having high and low academic achievement.
3. To study the relationship between study habits and high academic achievement of 11th grade learners.
4. To study the relationship between study habits and low academic achievement of 11th grade learners.

HYPOTHESES

1. There exists no significant difference between the study habits of 11th grade boys having high and low academic achievement.
2. There exists no significant difference between the study habits of 11th grade girls having high and low academic achievement.
3. There exists no relationship between study habits and high academic achievement of 11th grade learners.
4. There exists no relationship between study habits and low academic achievement of 11th grade learners.

METHODOLOGY

Descriptive Survey method of research has been adopted.

SAMPLE

In the present study, a sample of 200 learners studying in 11th class has been selected. The total sample has been divided equally on the basis of gender.

TOOLS USED

Study Habit inventory by Mukhopadhyay, The academic achievement was determined on the basis of the scores obtained by the students in the previous exams.

STATISTICAL TECHNIQUE USED

The descriptive statistics such as mean and S.D. is used in the study to show central tendency of the distribution of scores, 't' test is used in the study for measuring the significance of difference. Correlation was also used for measuring relationship between variables.

RESULTS AND DISCUSSION

The results and discussions are given below in the forthcoming tables:

Table 1: Mean, S.D. and 't' value of study habits of 11th grade boys having high and low academic achievement

Sr.No	Boys learner	Mean	SD	't'
1.	High Achievers	78.05	11.6	7.37*
2.	Low Achievers	64.96	10.5	

*Significant at the 0.05 level of significance

Interpretation:

The mean value of the high achiever and low achiever boys are 78.05 and 64.96, respectively which can be classified as above average study habits as suggested by interpretations taken from the manual. The table 1 shows significant difference in study habits between the boy learners of high and low academic achiever. Based on the mean and the S.D the 't' value has been calculated 7.37 which is significant at 0.01 and 0.05 level. The above result indicates that the null hypothesis i.e. there exists no significance difference between the study habits of 11th grade boys having high and low academic achievement is rejected. The above difference is real. It may therefore be concluded that learners having high academic achievement have higher study habits than the learners having low academic achievement.

Table 2: Mean, S.D. and 't' value of study habits of 11th grade girls having high and low academic achievement

Sr. No.	Girls learners	Mean	SD	't'
1.	High Achievers	77.4	10.5	7.31*
2.	Low Achievers	64.95	9.01	

*Significant at the 0.05 level of significance

Interpretation:

The mean value of the high achiever and low achiever girls are 77.4 and 64.95, respectively which can be classified as above average study habits as suggested by interpretations taken from the manual. The table 2 shows significant difference in study habits between the girl's learners of high and low academic achiever. Based on the mean and the S.D the 't' value has been calculated 7.31 which is significant at 0.01 and 0.05 level. The above result reveals that the null hypothesis i.e. there exists no significance difference between the study habits of 11th grade girls having high and low academic achievement is rejected. It may therefore be concluded that the girl learners having high academic achievement have higher study habits than the learners having low academic achievement.

Table 3: Coefficient of correlation between study habits and high academic achievement of 11th grade learners

Sr. No.	Variables	N	Coefficient of correlation (r)
1.	Study habits	200	0.544
2.	High academic achievers		

Interpretation:

Based on the data collected the 'r' value of high academic achiever learners related to Study habits and high academic achievers has been calculated to 0.544. The level of significance of the 'r' value at 0.01 and 0.05 level is found not significant which shows that the degree of relationship between Study habits and high academic achievers is positive. Hence our hypothesis i.e. there exists no relationship between study habits and high academic achievement of 11th grade learners is accepted. The results show that there exists a relationship between the Study habits and high academic achievers. The result is similar with the findings of Rana and Iqbal (2005) was to explore cause-effect relationship between the dependent variables of students' Study habits and gender and the independent variable of academic achievement in Science. Data were collected from 2142

students of grade 11 and 12 selected from 88 (44 male and 44 female) colleges throughout the Punjab. The results of the study showed that student's Study habits and gender has significant effect on their achievement in Science.

Table 4: Coefficient of correlation between study habits and low academic achievement of 11th grade learners

Sr.No.	Variables	N	Coefficient of correlation (r)
1.	Study habits	200	0.468
2.	Low academic achievers		

Interpretation: Based on the data collected the 'r' value of the low academic achiever learners related between Study habits and low academic achievers has been calculated to 0.468. The level of significance of the 'r' value even at 0.01 and 0.05 level is significant which shows that the degree of relationship between Study habits and low academic achievers is negative. Hence our hypothesis i.e. there exists no relationship between study habits and low academic achievement of 11th grade learners is rejected. The results show that there exists no relationship between the Study habits and low academic achievers. The result is in consonant with Punithavathi (2011) who investigated Study habits and academic achievement of students at the secondary level. The results of the analysis revealed a significant correlation between Study habits and academic achievement. Further a significant difference in Study habits and academic achievement was observed among students in different categories of school, namely, state, matriculation and central board schools.

CONCLUSION

On the basis of the results, discussion and findings the following conclusions appear tenable that the study purports to measure the contributions of the predictors to the criterion. As such the findings provide scope both to the administrators and the educationists in promoting achievement and making parents, teachers, students and all other concerns well informed about the same. The following recommendations have been made basing on the findings of the present investigation: Academic counselors should organize guidance programmes such as workshops, symposia, and public lectures periodically for high school students to equipped them with the needed skills to enhance their Study habits. Counseling centers should be put in placed in all High Schools to help students build their positive Study habits since positive Study habits has a strong correlation with academic achievement. Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic achievement in the absence of external rewards.

Parents should adopt parenting styles that will enhance motivation and instill Study habits in their children in order to help them perform well in school. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation. Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their Study habits. Quiz competitions, class presentations and inter school debates should be organised for students in order to enhance their Study habits. So the teacher must help the students to with draw their attention on bodily Study habits and concentrate on the other aspects of external environment. This can be done by encouraging students to do well in academic activities as well as in the non academic activities like dance, drama, sports debates etc. Teacher should identify different categories of pupil and to classify them into different groups, which will make it easy to provide appropriate guidance for the development of Study habits of the students.

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