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**VR Patil**  
Research Scholar, DBHP,  
Dharwad, Karnataka, India

## Study the relationship between academic achievement with dimensions of study habits of secondary school students

**VR Patil**

### Abstract

The purpose of the study is to find the relationship between academic achievement with dimensions of study habits of secondary school students. Five hundred seventy (570) school students of Gadag district will be constituted the sample for the present study. The school and teachers will be selected through purposive sampling technique. The findings concluded that the i) The students with good Time Scheduling of Study Habits do possess better Academic Achievement; ii) The students with good Concentration of Study Habits do possess better Academic Achievement and iii) The students with good Listening and Note Taking of Study Habits do possess better Academic Achievement.

**Keywords:** Study habits, academic achievement

### Introductions

#### Meaning and Definitions of Study Habits

Study habits have been described in different ways. According to Sorenson, "Effective methods of study consist basically in applying those fundamental principles which underline efficiency".

For William H. Armstrong "Study is the total of all the habits, determined purposes and enforced practices that the individual uses in order to learn that, study is hard work. No easy substitute is available" According to him "Study is a matter of governing will of accepting a right purpose and of concentrating one's energies towards its achievement".

#### Good Study Habits

Good Study habits rests on attitudes towards work and on a sense of responsibility and these attitudes are built during one's living. Developing good Study habits could be taken up from the very early age. Some of the crucial requirements of study are:

- Interest in learning.
- Self-discipline in studying.
- A good memory.
- Skill in assimilation.

These fundamentals of study are closely related to students and should be helped to cultivate good Study habits and Skills and have a stimulating intellectual life. If they form good Study-habits it can be easier. What they have to do for enjoying study is;

- Set up a definite time for study. Study at the same time every day. Have self-discipline. The procedures for improving self-discipline and the tips for this are many. Time schedule for study helps to assume allotment of sufficient time for study and regularity in studying.
- Improve physical conditions for study. Poor physical surroundings are often a factor for poor concentration.
- Before starting study, it is necessary to sharpen the pencil, keep ready various kinds of material and the like.
- Take down notes of important points of study, catch words and catch sentences that help remember longer what has been studied and also comprehend better.
- It is necessary to write down a few questions to see whether it is possible to answer them. This kind of review and often result in clear understanding and more permanent retention. This enables fixing responses at an automatic level to ensure immediate recall.

**Corresponding Author:**  
**VR Patil**  
Research Scholar, DBHP,  
Dharwad, Karnataka, India

- There are many things to remember to study effectively like, Look-hear-say method; Pause and Short Stretches for Study, whole method and mixed method. Rest period are necessary for good study.
- There should be some reward for study. The law of effect is involved here. Learning activity is strengthened or weakened as satisfaction or annoyance attends its exercise.

Wrong types of connections may be established if satisfaction attends undesirable types of behaviour. Rewards are good incentives for better study. This has a place in the reinforcement of learning. Students mind becomes alert if they follow this procedure. In fact if they study at the same time each day, go to study as soon as they prepare their material for study, take notes of important points of their study, and write down questions or discuss with the group. Then study becomes so simple for them and they will get so good at it, that it is just like eating a cake.

### Objectives of the Study

- To Study the Relationship between Academic Achievement with Dimensions of Study Habits of Secondary School Students
- To Study the Relationship between Academic Achievement with Dimensions of Study Habits of Secondary School Students viz., Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams.

### Hypotheses

- There is no significant Relationship between Academic Achievement with Dimensions of Study Habits of Secondary School Students.
- There is no significant Relationship between Academic Achievement with Dimensions of Study Habits of Secondary School Students viz., Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams.

### Methodology

The study adopts Descriptive survey method for investigation

### Sample

Researcher used purposive sampling Technique was used. The Sample Drawn for the present study consists of the students of IX standard studying in Morarji Desai Residential Schools in Gadag District. A Purposive sample of Five hundred and Seventy (N=570) was drawn from fourteen schools with 630 student population. Out of Five hundred and seventy (N=570) students 268(47.01%) were boys and 302(52.98%) were girls.

### Tools

The following tools were used to collect the essential data

- Study Habits Inventory for Secondary and Higher Secondary Students Constructed by the investigator.
- A test for the assessment of Academic achievement of students in Social science based on Karnataka state syllabus of IX standard is conspicuous by its absence. Hence, it was decided to construct a suitable test for the assessment of Academic achievement test in Kannada, English, Mathematics, Science and Social science.

### Statistical Techniques

- Co-efficient of Correlation:

### Analysis and Interpretation

**Hypothesis 1:** There is no significant Relationship between Academic Achievement with Dimensions of Study Habits of Secondary School Students viz., Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams.

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

**Table 1:** Coefficient of correlation between dimensions of Study Habits and Academic Achievement

		Academic Achievement
Time scheduling	Pearson Correlation	.717"
	Sig. (2-tailed)	.000
Concentration	Pearson Correlation	.517"
	Sig. C2-tailed]	.000
Listening and note Taking	Pearson Correlation	.488"
	Sig. f2-tailed)	.000
Comprehension	Pearson Correlation	.282"
	Sig. f2-tailed)	.000
**Correlation is significant at the 0.01 level (2 tailed).		

Academic Achievement and Time Scheduling of Study Habits: From the above table 5.20, we clearly noted that the obtained r-value is 0.717; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Time Scheduling of Study Habits of Secondary School Students". That concluded, Positive High degree correlation exists between Academic Achievement and Time Scheduling of Study Habits of secondary school Students. Further, concluded that the students with good Time Scheduling of Study Habits do possess better Academic Achievement.

Academic Achievement and Concentration of Study Habits: From the above table 5.20, we clearly noted that obtained r-value is 0.517; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Concentration of Study Habits of Secondary School Students". That concluded. Positive moderate level correlation exists between Academic Achievement and Concentration in Study Habits of Secondary school Students. Further, concluded that the students with good Concentration of Study Habits do possess better Academic Achievement.

Academic Achievement and Listening and Note Taking of Study Habits: From the above table 5.20, we clearly noted that obtained r-value is 0.488; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Listening and Note Taking of Study Habits of Secondary School Students". That concluded. Positive moderate level correlation exists between Academic Achievement and Listening and Note Taking of Study Habits of secondary school Students. Further, concluded that the students with good Listening and Note

Taking of Study Habits do possess better Academic Achievement.

Academic Achievement and Comprehension of Study Habits: From the above table 5.20, we clearly noted that obtained r-value is 0.282; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Comprehension of Study Habits of Secondary School Students". That concluded. Positive but low correlation exists between Academic Achievement and Comprehension in Study Habits of secondary school Students. Further, concluded that the students with good Comprehension of Study Habits do possess better Academic Achievement.

Academic Achievement and Test/Exam of Study Habits: From the above table 5.20, we clearly noted that obtained r-value is 0.301; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Test/Exam of Study Habits of Secondary School Students". That concluded. Positive but low correlation exists between Academic Achievement and Test/Exam of Study Habits of secondary school

Students. Further, concluded that the students with good Test/Exam of Study Habits do possess better Academic Achievement.

### Findings

1. The students with good Time Scheduling of Study Habits do possess better Academic Achievement;
2. The students with good Concentration of Study Habits do possess better Academic Achievement
3. The students with good Listening and Note Taking of Study Habits do possess better Academic Achievement.

### Discussion and Conclusion

In this study, the researcher aimed to Study the Relationship between Academic achievement with dimensions of Study Habits of Secondary School Students. From the analysis report, it is concluded that, the students with good Time Scheduling, good concentration and good listening of Study Habits do possess better Academic Achievement.

### Educational Implications

- Low achievers should be encouraged by teachers to have a better study pattern to meet the demand of present time. Class room activities of teacher should be organized on the basis of theories of effective learning and management principles to provide appropriate motivation to students.
- Teachers should develop their own love in reading which will stimulate the students do develop reading habits.
- Teachers should adopt such methods of teaching and give assignment in such a way as the students may be encourages to supplements their class work by extra reading
- In the higher education classes the student should can be encouraged to use dictionary and reference books.
- Essay computations debates should be organized from time to time. So that students may consult books or other material for preparing themselves.

- The student should be asked to prepare a note book in which summary of the books read by them should be record them.
- It helps the teachers or heads of the different schools knows their students level of academic achievements.
- It helps the teachers to improve their school student's academic achievements, anxiety and study habits.

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