

## ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS IN RELATION TO STUDY HABITS

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### ABSTRACT

*Academic achievement plays a significant role in one's success in future life. Scholastic achievement may be influenced by various factors like intelligence, study habits, parental support, severe learning difficulties, socio economic status, etc. However, study habits have been the most important predictor of academic achievement. Thus, this study investigated the relationship of academic achievement and study habits of senior secondary students. The sample of present study consisted of 49 senior secondary students of Patiala District of Punjab. Palsana and Sharma Study Habits Inventory (PSSHI) developed by Palsana and Sharma in 1989 was used in this study while the percentage of the marks obtained by students in class 10<sup>th</sup> examination was taken for Academic achievement. The results of the present study revealed that there was a weak but significant relationship between academic achievement and study habits of senior secondary students. Furthermore, it was observed that girl and boy senior secondary students differ significantly in Study Habits. It is recommended that teachers should give assignment and project work to students so they may develop note taking and good study habits.*

**Keywords:** Academic Achievement, Scholastic Performance, Study Habits, Senior Secondary.

### Introduction

Human life is the best creation of nature, and has got two aspects that are biological and sociological. The biological aspect of human beings is maintained and transmitted by food and reproduction while the later is preserved and transmitted by education. Therefore education as a means provided the basic needs (food, clothing, shelter) of human beings. Education prepares human beings not only for social life but also for earning bread and butter. Thus education may be considered a vital process in a social sense and is imperative for personal as well as group life (Safaya and Shaida, 1963). In the present time, rapid technological changes create a complex world. It is essential for us to keep pace with this changing scenario. Thus, the settlement in society becomes more and more complex and competitive for the present generation. Their performance in every aspect of life matters a lot. Hence, quality of performance has become the key factor for personal as well as social progress. Therefore, progress or performance manifests through academic achievement. Parents desire that their children must perform to their best level as high as possible. This desire for high achievement puts a lot of pressure on the entire education system.

It seems as though the whole system of education revolves around the Academic achievements of students. Thus, schools and educationists spent lots of effort in helping students to achieve better in their scholastic endeavors. Academic achievement of students is a manifestation of various factors like intelligence, study habits, parental support, severe learning difficulties, socio economic status, etc. Students with a good intellectual level sometimes perform poorly in academic achievement. Some of the research findings revealed that the development of good study habits is equally pertinent and helpful not only in academic sphere but in career beginning.

Ebele and Olofu (2017) revealed that there is a significant relationship between study habits and students' academic performance. It was recommended that teachers and school guidance counselors should collaboratively guide students on how to develop good study habits; thereby enhancing their academic success. Similarly Rabia, Mubarak, Tallat and Nasir (2017). found that there is a significant relationship between study habits and academic performance of the students.

Since we live in the information age, this fact clearly makes new demands on the educational system requiring radical changes on 'what' and

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'how' pupils learn and why students are not doing as per expectations (Siahi and Maiyo, 2015). Therefore, to predict the future success, it is important to have an understanding of constraints and benediction of one's educational achievement. That's why present study was undertaken.

### Emergence of the study

In the era of communication and technological advancement, it is the utmost duty of education to prepare students according to the changing needs. Every day in student life is a challenge. They come across so many competitions to achieve success. Success is the desire of every parent that their ward should perform at its best level. Students' Academic performance is dependent on various factors. One of those factors is study habits. So, the success or failure of each student may depend upon his own study habits. Senior secondary school stage is a crucial time for student's. This is the proper time and age to cultivate study habits among young ones. Thus, the present study is an attempt to find out the relationship of study habits of secondary students on their academic achievement.

### Objectives of the Study

Keeping in view the importance of study habits and the academic achievement present, study was taken up with following specific objectives.

1. To find out the study habits of senior secondary students.
2. To find out the study habits of senior secondary with reference to gender
3. To find out the relationship between study habits and academic achievement of senior secondary students.

### Hypotheses of the Study

The following hypotheses are framed:

1. There exists a significant differences in study habits of senior secondary students with reference to gender.
2. There exists a significant relationship between study habits and academic achievement of senior secondary students.

### Methodology

The descriptive survey method has been carried out in this study.

### Sample

A Sample of 49 students studied in 11<sup>th</sup> class was selected with purposive sampling technique from different government schools of Patiala district (Punjab).

### Tool Used

Palsana and Sharma Study Habits Inventory (PSSHI) developed by Palsana and Sharma, (1989) was used in this study. Scale carries 45 items out of which 34 items are favorable and 11 items are unfavorable. All favorable items were given scores of 0, 1 and 2 respectively and for unfavorable items were given scores 2, 1 and 0 ( always, sometimes. Never). The score of an individual is taken as the sum of the scores obtained by him/her. The reliability of the questionnaire as estimated by split half was 0.56 and test-retest was 0.88. Academic achievement was the percentage of the marks obtained by students in the class 10<sup>th</sup> board examination.

### Results and Discussions

In order to achieve the objectives of the study, the data was collected and analyzed with the help of statistical techniques. The presentation, interpretation and discussion of the data is as follow:

**Table-1 Study Habits among Senior Secondary Students**

| Variable     | Number | Mean  | Median | Mode  | Range |
|--------------|--------|-------|--------|-------|-------|
| Study Habits | 49     | 64.03 | 66.58  | 71.68 | 46-76 |

It is inferred from table-1 that the observed mean scores on study habits of the entire sample was 64.03, range came out to be 46-76. The median, mode values were 66.58 and 71.68 respectively. Results of the present study showed that senior secondary students of the entire sample poses desirable study habits.

**Table-2 Study Habits among Senior Secondary Students with reference to Gender**

| Gender | N  | Mean  | SD   | Value |
|--------|----|-------|------|-------|
| Boys   | 27 | 63.40 | 6.47 | 3.01* |
| Girls  | 22 | 65.72 | 8.47 |       |

\* Significant at 0.05 level

It is understood from table no. 2 that mean score on study habits of girls was 65.72 (SD 8.47) and that for boys was 63.40 (SD 6.47). The t-value was 3.01 which was significant at 0.05 level. This reveals that senior secondary girls and boys differed significantly in study habits. Therefore the hypothesis no. 1, "There will be a significant difference in study habits of senior secondary boys and girls" was accepted. Findings of present study showed significant gender differences in the study habits of senior secondary students. Results of the present study depicted that there were significant gender differences in study habits of senior secondary students. Senior Secondary girls have higher desirable study habits than boys. This may be attributed to the fact that girls receive the same educational opportunities as boys and now day by day they become more career oriented. These results are in accordance with the findings of Olutola and Dosunmu (2016); Darji (2019); Suman and Gupta (2017) and Unwalla (2020). It is concluded that gender plays a significant role in study habits.

**Table-3 Coefficient Correlation of Study Habits and Academic Achievement of Senior Secondary students (N=49)**

| Variable             | Coefficient Correlation |
|----------------------|-------------------------|
| Study Habits         | 0.47*                   |
| Academic Achievement |                         |

\*significant at 0.05 level

It is observed from table-4 that there was a positive relationship between study habits and academic achievement of senior secondary students. The coefficient of correlation calculated for this group was 0.47 which was significant at 0.05 level. Thus, hypothesis no 2 "There will be a significant relationship between study habits and academic achievement of senior secondary students" was retained. Hence, the above finding reflects that there exists a significant positive relationship between study habits and academic achievement of senior secondary students. Study Habits has a significant positive relationship with academic achievement. This is because an increase in good study habits results in better academic achievement. This finding is consistent with the findings of Lawrence (2014);

Siahi and Maiyo (2015) and Olutola and Dosunmu (2016). It is concluded that study habits and academic achievement are positively correlated.

### Conclusions

The present study has investigated the academic achievement of senior secondary students in relation to study habits. The entire sample of students has a desirable level of study habits. There were significant gender differences in study habits of senior secondary students. Senior secondary girls have higher desirable study habits than boys. Moreover, study habits have a significant positive relationship with academic achievement. It is suggested that study habits should be developed among students at school stage.

### Recommendations

The present study was undertaken to find out the relationship between academic achievement and study habits. Result reveals that there is a weak but positive significant relationship between academic achievement and study habits. It is recommended that similar studies can also be conducted on students of senior secondary school with large sample sizes. Similar studies can also be conducted on middle school students. It is also recommended that further qualitative studies can also be conducted to examine the factors affecting students' study skills and habits. Libraries should be made available in schools and one period for each class can be included in the school time table. Project and assignment can be given to students so that study habits among them can be inculcated.

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# A CO-RELATIONAL STUDY OF AGGRESSION, PERSONALITY & ACADEMIC ACHIEVEMENT OF KASHMIRI ADOLESCENT STUDENTS OF DISTRICT KUPWARA

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## ABSTRACT

*An attempt has been made to study the relationship between aggression, personality, & academic achievement of kashmiri adolescent students of district kupwara. A sample of 300 adolescent students was selected from various govt higher secondary schools of district kupwara through simple random sampling technique. Aggression scale developed by Bhardawaj (2005), and Dimensional personality inventory (DPI) developed by Bhargava (2003) were used to collect the data. Statistical techniques like mean, S.D. and Pearson's correlation method were used to collect, analyze, & interpret the data. The result of the study reveals that aggression has a great impact on various personality dimensions as well as academic achievement of kashmiri adolescent students. i.e higher the aggression level, lower the academic achievement, and personality development.*

**Keywords:** Aggression, Personality, Academic Achievement, Secondary school students.

## Introduction

Aggression in its broadcast sense is behaviour, or a disposition towards behaviour that is force full, hostile, or attacking. It may occur either in relation without provocation. Aggression is one of the most important problems among adolescents. Aggressive behaviour may be direct or indirect and may be internally or externally directed in nature. Aggression has theoretically been explained from several angles. From the psychoanalytic perspective, aggression results from an instinctive drive. Ethological approach explains aggression as a self-perpetuating instinct. The frustration aggression hypothesis links aggression to frustration. It has also been explained through the social learning model, being learnt directly or vicariously from acts of aggression by others (Kalra, 2008).

Previous research studies conducted on aggression have shown that aggressive behaviours contribute significantly to school failure, delinquency, peer rejection, and substance abuse. Rana (2007) found that boys were not only physically and verbally aggressive but they were more aggressive than girls. Similarly, Devi (2012) and Kumar and Kumar (2012) studied aggression and found gender to be playing an important role in determining aggression. Rehman and Nahar (2013) found that regardless of

gender, boys expressed more aggression than girls. Similarly, regardless of academic achievement, students with high academic grades will show more aggressive behavior than low academic grade students. Finally, students of urban areas will not show significantly more aggressive behavior than students in rural areas. Thus the differential treatment in gender, academic achievement and residential background provides a new dimension in understanding aggression in rural and urban boys and girls. Sangwan (2011) conducted a study on aggression, life satisfaction, academic achievement, & well being in rural and urban teenage boys and found that urban boys are significantly higher on aggression as compared to rural boys. Kumar and Malik (2012) found that the level of aggression among adolescent boys was higher than the adolescent girls. There was no significant difference between the academic achievement of highly aggressive boys and girls as well as low aggressive boys and girls. Display of aggression has now become a crucial concern and certainly deserves careful attention of both layman and social scientists, as people who suffer and are victimized may lose their right path and may distract themselves from mental and physical effectiveness. So in this concern the researcher in the present study tries his best to find out the

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