

AN INVESTIGATION INTO THE STUDY HABITS OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT IN TRIBAL AREA OF YERCAUD

Dr. S. Santhini Devi

Principal, Shree Amirtha College of Education, Pappinaickenpatty (po), Namakkal - 637003

Introduction

Education in modern seeks to preserve, transmit and advance knowledge, and is committed to bring change for the betterment of society.

The importance of education lies in the fact that it is considered a powerful instrument of social change and progress as has been underlined by various educational experts, committees and commissions in India and Abroad.

Education is not something faithful merely to the past, but to the developing present of India, to her future need, to the greatness of her coming self-creation, to her eternal spirit. If is in that aspect we have to be clear in our minds and make our fundamentals firm before we can execute them. A special kind or form of education is not needed for a nation, since the training to good citizenship must be in all essentials the same whether in the East of West. Mankind and its needs are the same everywhere and truth and knowledge are one and have no barriers of country; education too must be a universal thing and without nationality or borders. We must keep abreast with the march of truth and knowledge fit ourselves for existence under actual circumstances. Our education must be therefore up to date, modern in spirit and have substance.

Study Habits

Study habits are a vital factor in deciding achievement in students. The importance of study habits in the life of any individual is too well known to be emphasized. It is more important in the student days of an individual.

Present day education in our country as a whole is centered around passing examinations. In other words, education connotes getting through examinations and has ultimately been reduced so as to be pernicious in itself. As a result, pupils get no chance to read for themselves, reflect, discuss, face problems, struggle for their solutions, and employ reasoning and judgment. Studying a situation from its proper perspective, to draw inference and to make generalizations is something alien to such pupils.

As our late Prime Minister Nehru puts it, “the reading habit should be developed with the thinking habit. If people give up reading habit obviously they become lopsided and cease to grow”. An educated person must not only possess the good reading habit but also the capacity to stimulate reading in others. Study strictly means serious and critical reading which demands concentration of the person.

Academic Achievement

Academic achievement in general at all stages of education is a matter of deep concern for educationists as well as for other. In facts the whole program of education is geared to the achievement of high scholastic standards and the structure or the educational system is carefully planned with this target in mind.

“Schools and College are geared to the marks getting racket and it is a situation that is going to continue to be the only criterion for qualifying the next step in the onward and upward journey to better things”.

Need for the Study

Academic achievement is one of the aims of education. The educational capacity of the student is judged by his achievement in the school. A child's academic achievement is affected by the nature of the school and teachers, pupils socioeconomic status, home environment, personality factor, intelligence, study habit, gender, attitude and motivation. The study habit has much influence on academic achievement and it also has bearing on the whole personality of high school students.

The investigator would to see, if there is a relation between study habit and academic achievement of High School students. The knowledge of the relationship between these variables under study would help teachers, parents and students to make the needed changes in the system of education.

Statement of the Problem

An investigation into the Study Habits of High School students in relation to their academic achievement in Tribal area of Yercaud.

Objectives of the Study

1. To find out the study habits pattern of high school Boys and Girls.
2. To find out the academic achievements of High school Boys and Girls.
3. To find out the study habits of high school students of Government, Government aided and Matriculation school.
4. To find out the academic achievement of high school students of Government, Government aided and Matriculation school.
5. To find out the relationship between study habits and Academic Achievement.

Null Hypotheses of the Study

1. There is no significant difference between the high school boys and girls with respect to their study habits.
2. There is no significant difference between the high school Boys and Girls with respect to their academic achievement.
3. There is no significant difference between the high school students of Government, Government aided and Matriculation schools with respect to their study habits.

4. There is no significant difference between the high school students of Government, Government aided and Matriculation schools with respect to their academic achievement.

Method of Study

Normative survey method was adopted in this study a random sample of 327 High school students from Government, Government aided and matriculation schools in Tribal Area of Yercaud.

Tools Used in the Study

Study habits inventory constructed by B.P. Patel. Academic achievement scores of the students have been obtained from the school records.

Statistical Techniques Used

The statistical techniques such as 't' test 'F' - value and pearson's product moment correlation were computed.

Differential Analysis

Table 1: Significant Difference between the Means of Study Habits of High School Boys and Girls

Gender	N	Mean	Standard Deviation	t-Value	Level of Significance
Boys	221	161.23	16.36	3.37	Significant
Girls	106	154.18	16.61		

The above table clearly depicts that the calculated value is greater than table value at 0.05 level. Hence the framed null hypothesis is rejected. Thus in the present study there is a significant difference between the high school boys and girls in their study habits.

Table 2: Significant Difference between the Means of Academic Achievement of High School Boys and Girls

Gender	N	Mean	Standard Deviation	t-Value	Level of Significance
Boys	221	50.18	5.72	0.90	Not Significant
Girls	106	48.60	5.81		

The above table clearly depicts that the calculated value is lower than the table value at 0.05 levels. Hence the framed null hypothesis is accepted. Thus in the present study there is no significant difference between the high school boys and girls academic achievement.

Table 3: Significant Difference among the Means of High School Students Studying in Government, Government aided and Matriculation Schools with respect to their Study Habits

Type of School	N	Mean	Sum of Square	Mean Square	F-Value	Sig.
Government	89	158.37	2097.5 88092.07	1453.75 271.88	5.34	Significant
Government aided	77	164.38				
Matriculation	161	157.00				

The above table clearly depicts that the calculated value of F is greater than the table value F at 0.05 level. Hence the framed null hypotheses is rejected. Thus in the present study there is a significant difference among the high school students of Government, Government aided and Matriculation schools with respect to their study habits.

Table 4: Significant Difference among the Means of High School Students Studying in Government, Government aided and Matriculation Schools with respect to their Academic Achievement

Type of School	N	Mean	Sum of Square	Mean Square	F-Value	Sig.
Government	89	46.05	6879.27 63879.27	3438.04 197.15	17.43	Significant
Government aided	77	44.22				
Matriculation	161	54.28				

The above table clearly depicts that the calculated value of F is greater than the table value F at 0.05 level. Hence the framed null hypothesis is rejected. Thus in the present study there is a significant difference among the High school students of Government, Government aided and Matriculation schools with respect to their academic achievement.

Table 5: Relationship between Study Habits and Academic Achievement

Variables	N	R	Significance
Study habits	327	0.6	Significant
Academic achievements	327		

The above table clearly depicts that the calculated value is greater than the table value at 0.05. level. Hence the framed null hypotheses is rejected. Thus in the present study there is a significant relationship between study habits and academic achievement of total sample wise.

Findings

1. In case of study habits, Gender has an influence on the high school students.
2. In case of Academic Achievement, Gender has not an influence on the high school students.
3. There is a significant difference in the study habits with respect to the type of schools.
4. There is a significant difference in the Academic Achievement with respect to the type of schools.
5. There is a significant relationship between the study habits and Academic Achievements of total sample wise.

Educational Implications

The aim of modern education is to establish Guidance Bureau in each school which will help finding out student's abilities, interest, capabilities, towards particular subject and motivate them to progress towards it.

Guidance services would also help the students to adopt good study habits and solve their personal problems in learning. Through the guidance services, the low achievers would receive help to develop good study habits and interest in learning improves their academic achievement.

The present study indicates that there is a significant gender difference in study habits favoring girls among the students. The educators should utilize this knowledge and bring forth better rewards by contact and goal oriented efforts especially designed for boys.

The present study also shows that there is a significant difference in academic achievement of students studying in Government, Government Aided and Matriculation schools favoring matriculation schools. The role of school is very important in shaping the destiny of the nation. The educational Institutions should take all the steps for the students from Government schools and Aided schools to improve their Academic achievement.

The present study reveals that there is a positive relationship between study habit and Academic achievement study habit is very important in the study days of an individual. All educational system should aim to develop proper study habits in the students.

Conclusion

The present investigation aimed at analyzing Academic Achievement as related to study habit with reference to some selected variables and the study indicated significant relationship among the variables. This study may enrich the educators in the field of education and may serve as a data base for the future research.

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