

Correlation of Study Habits and Achievement of High School Students

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ABSTRACT:

The purpose of the study was to examine the Correlation of Study habits and Achievement of high school students. The investigators have randomly selected the sample of high school students in different areas of chennai region. The investigator was chosen Normative Survey method. The Study habits of students at high school level and Achievement of students at high school level was standardized by the investigators and was used to collect the data. Pearson product moment correlation method, t- test and F- ratio was employed for analyzing the data. The result reveals that there exists significant Relationship between Study habits and achievement of high school students in chennai region. Hence the result showed that the students who had received Study habits and Academic training gained significantly higher scores in Study habits and achievement observed.

Keywords: Study habits, Achievement and High school students

INTRODUCTION:

Education aims at an all-round development of students' Study habits and Achievement in high school level. But if we consider in its broader sense it will be seen that Study habits aims not only at physical development and organic health but also at developing social maturity and academic excellence which cultivate social qualities in the students.

Study habits is the ability for adaptive and positive behaviors that enables individuals to deal effectively with the demands and challenges of everyday life in performing good achievement in their studies”.

Achievement is an essential aspect of human life especially in school life. Socially mature individuals have confidence to face reality for their integrity and are well developed in discriminating power to make appropriate decisions about their personal and social life. Achievement is the demonstrated ability to perform, achieve and excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance.

Objectives of the study:

- To study the relationship between Study habits and Achievement of high school students.
- To find out the significant difference between the mean scores of Study habits of high school students in terms of their sex medium of instruction , and type of the school.
- To find out the significant difference between the mean scores of achievement of high school students in terms of their sex medium of instruction , and type of the school.

Hypotheses of the study:

- There is no significant Relationship between the mean scores of Study habits and Achievement of high school students.
- There is no significant difference between the mean scores of Study habits of high school students in terms of their sex, medium of instruction, and type of the school.
- There is no significant difference between the mean scores of achievement of high school students in terms of their sex medium of instruction, and type of the school.

Sample of the study:

The investigator has chosen Randomly 162 students from various schools in chennai region, Tamil Nadu for the Investigation.

Methodology of the study:

Normative Survey method of research way employed to investigate the relationship and difference in various variable of the study.

Research Tools:

The present study used the following Tools

1. Study habits scale developed and standardized by the Investigators.
2. Achievement scale developed and standardized by the Investigators.

Statistical techniques used:

1. Karl Pearson's product moment correlation Technique
2. Differential analysis (t-test)

Analysis and Interpretation:

Hypothesis: 1

There is no significant Relationship between the mean scores of Study habits and Achievement of high school students.

Table: 1.1

Variables	N	Mean	S.D	D.f	Coefficient of correlation	Level of significance
Study habits	162	16.82	2.68	158	0.83	Significant at 0.01 level
Achievement	162	15.04	2.85			

From the table 1.1 , it is found that the calculated r– value (0.83) is greater than the table value at 0.01 level of significant .hence our null hypothesis is rejected. So it is concluded that there is a significant relationship between the mean scores of Study habits and Achievement of high school students.

Hypothesis: 2

There is no significant difference between the mean scores of Study habits of high school students in terms of their sex, medium of instruction, and type of the school.

Table: 1.2

Variable	Category	Subgroup	N	Mean	S.D	t- value	Level of significant.
Study habits	sex	Male	80	15.72	2.67	4.22	Not significant at 0.05 level.
		Female	82	14.86	2.94		
	Medium of instruction	Tamil	90	16.28	2.01	4.35	Not significant at 0.01 level.
		English	72	15.23	3.12		
	Type of the School	Govt.	104	15.64	3.28	4.27	Not significant at 0.01 level
		Private.	58	16.78	2.80		

From the table 1 .2, it is found that the calculated t- value (4.22), (4.35)and (4.27) are greater than the table value (2.58) at (0.01) level of significance. Hence our null hypothesis is rejected. So it is concluded that there is significant difference between the mean scores of Study habits of high school students in terms of their sex, medium of instruction, and type of the school.

Hypothesis: 3

There is no significant difference between the mean scores of achievement of high school students in terms of their sex medium of instruction, and type of the school.

Table: 1.3

Variable	category	Subgroup	N	Mean	S.D	t-value	Level of significant
Achievement test	sex	Male	80	16.28	4.01	3.86	Not significant at 0.01 level.
		Female	82	15.04	4.32		
	Medium of Instruction	Tamil	90	16.92	4.48	4.65	Significant at 0.01 level.
		English	72	15.40	4.52		
	Type of the school	Govt.	104	15.25	4.74	4.31	Not significant at 0.01 level.
		Private	58	14.74	4.35		

From the table 1 .3, it is found that the calculated t- value (3.86), (4.65)& (4.31) are greater than the table value 2.58 at 0.01 level of significance. So it is concluded that there is significant difference between the mean scores of achievement of high school students in terms of their sex , medium of instruction and type of the school.

Findings of the study:

1. There exists a significant relationship between the mean scores of Study habits and Achievement of high school students.
2. The high school students do not differ significantly in their Study habits in terms of their sex, medium of instruction, and type of the school.
3. The high school students do not differ significantly in their achievement in terms of their sex, medium of instruction, and type of the school.

Educational implications:

- ❖ Suitable knowledge about Study habits would provide an opportunity for individuals to act normally in their daily life and positive comfort to social environment and culture when dealing with other people.
- ❖ In addition, Study habits would help individuals to boost their level of adaptability and psychological capacity.
- ❖ Study habits are essential for a productive life and should be promoted throughout every age span, including childhood, adolescence and adulthood.

CONCLUSION:

In a situation where young students benefit from Study habits, they take responsibility for their well-being, make healthy decisions, and generally lead a safe and sound lifestyle throughout adolescence and adulthood, which ultimately enables them to perform taking advantage of their potentials and become prepared to encounter future needs and changes.

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