

# An Investigation into the Study Habits and Scholastic Achievement of the Students of Mon District

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**Abstract:** *The study investigated the relationship between the study habits and an academic achievement in Mon district of Nagaland. Study Habits Inventory was administered using Stanine Method. The study adopted normative survey research approach on a sample of 900 students of class 9 & 10, out of 12 schools (6 public and 6 private). The scores obtained on different variables were factor - analyzed to get a smaller number of meaningful variables or factors to establish the predictive validity of these predictors. The prognostic value of the predictors was compared for high, average and low achievers. The study results show that in Mon district students practicing good study habits had a positive effect on academic achievements, while students with poor study habits achieved less in academics. It proved that there is a significant relationship between study habits and academic achievement.*

**Keywords:** Study Habits Inventory; Academic Achievements; Academic performance; Study sets; Stanine score

## 1. Introduction

Education plays a determinant role in building the society. A nation cannot achieve its aim of socio - economic growth, political and cultural advancement without fully harnessing the talents of its citizen. Educationists all over the world thus strive and make efforts in imparting quality education to develop the intellectual potentialities of the students and fully realized and channelized the benefits of the individuals and that of the society they belong to. Due to the importance of education in human civilization, many studies have been conducted throughout the world on the various aspects of education and its impact. One such study area is the correlation ship between study habits and academic achievement which is briefly discussed below:

Education is closely related to all - round personality development of an individual. It is a life learning process involving the teacher, parent and the taught and at the same time it is a concerted effort of the teacher, parent and the community. However, many studies highlighted that students are confronted with questions like what to study? When to study? How to study? Where to study? And they ignore the purpose and importance of study. Thereby, students do badly in academics because of the faulty study habit, resulting in poor academic performance even among the naturally bright students. Study habit plays an important factor on academic achievement which moulds the career and life of the students.

Study Habits according to Sorrenson (1977) is a total of all habits that determine purposes and enforced practices that an individual uses in order to learn. It involves governing one's will, concentrating one's energy, keeping regular hours, maintaining congenial atmosphere for study, deep absorption, proper working schedule, planning of work following the law of learning through supplementary materials, practicing preciseness of oral and written. Thus, study habit is generic than specific in term of its importance. It has very far - reaching effects deep into the life of an

individual and cumulative interactive effect in society. Study habit serve as a motivating factor and is related to pupil's academic achievement. In other words, academic achievement is the knowledge attained or skills developed in schools, usually designated by the scores or marks assigned by teachers. Good (1973) Academic achievement is an actualization of the mental potentialities of the student at the school level through the process of schooling. Srivastava, N. C. (1993). According to Reynolds (2002), capacity of mathematical calculation and language reading and writing are the area of academic achievement. Scholastic achievement in its concrete form is the students' academic or educational accomplishment which is represented by grade or percentage obtained in common examination.

## 2. Statement of the Problem

Mon District of Nagaland is the home of the Konyaks, one of the biggest Naga tribe. The district had the lowest literacy rate of 52.54% as per the census data of 2011 and is lagging behind in education as compared to other district counterparts of Nagaland state. Mon district scholastic performance in 2017 was 11% in Public schools and 68% in Private schools, in 2018 Public Schools 11% and private schools 66% and in 2019 Public schools pass percentage was 19% and Private schools 72%. The results show poor performance by Public Schools with nil pass percentage over the years in High School Leaving Certificate conducted under Nagaland Board of School Education.

Objectives:

- 1) To compare the Study habits of secondary boys and girls, private and govt. schools.
- 2) To find out the relationship between Study habits and academic achievement of the students.
- 3) To find out the duration of study hours besides school routine hours.
- 4) To find out the causal factors of poor study habits and scholastic performance of high school students.

Volume 10 Issue 8, August 2021

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### 3. Literature Review

Nataranjan, R. et al. (2003) conducted a study on organizational climate and academic achievement of pupils in schools and brought out the following findings: Open climate schools were more in number in private sector. More government schools were found to be in close climate. There is no significant relationship between different type of climate and the achievement of the pupils. The control climate was found to be helpful for the achievers while autonomous was helpful to the lower achievers.

Rao, B. et al. (2004) did on study habits of Secondary school students and concluded that the secondary school students were possessing high study habits. There was a significance difference in the level of study habits possessed by boys and girls, though they were possessing high study habits. The girls possessed more study habits than boys did. The students of Govt. and private secondary schools and also residential and non - residential schools possessed high study habits without any significant difference.

Singh, V. N. et al. (2003) conducted achievement and motivation and parental background as the determinants of students' academic achievement. The study revealed following results: Academic achievement and academic motivation of students were positively correlated. Children of both parents working groups have better academic achievements. There was no difference in the achievement motivation of children of working parents and non - working parents. Academic achievement of students was not affected by parents' education. Parents' education did effect achievement motivation of students.

Ahmad, Nabi and Raheem Abdul (2003) studied on intelligence, SES adjustments as correlates of academic achievement. The study was to find out the relationship between criterion variable academic achievement and the predictive variables intelligence socio - economic status and adjustment. The study findings lead to accept the old notion that intelligence is the most important factor that contributes in academic achievement. However, the contribution of socio - economic status and adjustment cannot be neglected as they contribute 12% to academic achievement. SES includes parental education, occupation and income being the important inputs in the child's education. Adjustments include emotional, social and educational adjustment. The result gave an insight to the parents, planners and teachers in the field of school education and adolescents' achievement.

Kapoor, Rita (1987) studied factors responsible for high and low achievement at the junior high school level finding report that among both boys and girls high achievers tended to show a higher level of intelligence as compared to the average and the low achievers. Majority of the high achievers belonged to higher SES groups and a large number of low achievers belonged to the lower SES groups. The higher achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups. Among boys and girls, the high achievers had better study habits as compared to the average and low achievers. The high achievers tended

to plan their studies properly, had proper reading habits, could concentrate on their studies and prepared for the examination in a better planned manner.

Adoeye, Hamed Adeniyi, et al. (2008) studied five variables (child, family, school, society and government) in predicting the Academic Achievements of students in Ibadan city of Oyo state. The study result reported gave credence to the unique position of the child in his academic performance. It suggested for further studies to arrive at a meaningful conclusion.

Christine Rubies - Davies, et al. (2006) studied on expecting the best for students: Teacher expectation and students outcomes. The study aimed to explore differences in teachers' expectations and judgments of students reading performance for Moari Pacific Island, Asian and New Zealand European students. the Hypothesis of the study resulted that teachers' expectations for students in reading were significantly higher than the actual achievement for all ethnic groups other than Moari. Moari students' achievements were similar to that of the other groups at the beginning of the year but, by the end of the year, they had made the least gains of all groups. The study concluded that sustaining expectation effects are one explanation for Moari students' limited progress. For Pacific Island, Asian and New Zealand European students, positive self - fulfilling prophecies may be operating. Future research could investigate the learning opportunities provided to these ethnic groups and the relationship of these to teachers' expectations.

### 4. Methodology

The present study adopted a Normative survey research Method This method gathers data from relatively large number of cases at a particular time. This method is one of the commonly used approaches in addressing educational problems. The population of the study comprises class 9 &10 school students of 12 schools of both (6) Government and (6) private management in Mon District. The study adopted purposive sample of 900 students. The Stanine method of Study Habit Inventory (SHI) standardized by Mukhopadhaya, M. et al. (1983) was administered on the students to collect data. Note: (Since study sets cannot be classified in terms of desirability and undesirability, they are not included in assigning weight ages.)

#### Reliability:

The reliability of the whole inventory was worked out by using split half method. The reliability coefficient is 0.91 which is high and indicates that the inventory is reliable. The Stanine is a nine score categories on groups formed and assigned integer values 1 - 9. The mean=5, S. D=1.96.

Criterion Measure: Achievement: The marks obtained by the students at the senior secondary examination in class 9 and class 10 conducted by Nagaland Board of School Education.

#### Overall Percentages of SHI responses of 900 Students by Stanine Method:

a) Comprehension, B. Concentration, C. Task Orientation, D. Interaction, E. Drilling, F. Supports,

b) G. Recording, H, Language.

**Table 1:** Distribution of SHI responses with over - all percentages using Stanine Method

Stanine	A	B	C	D	E	F	G	H	Total	Percentages
9	44	37	42	46	74	41	0	89	373	5.18
8	78	74	79	106	76	104	115	107	739	10.26
7	85	97	111	110	105	75	120	143	846	11.75
6	207	236	130	122	130	261	246	96	1428	19.83
5	169	124	207	249	170	109	80	151	1259	17.48
4	149	131	139	104	155	165	235	215	1293	17.95
3	73	133	109	76	120	55	74	64	704	9.77
2	57	34	51	52	58	64	0	0	316	4.38
1	38	34	32	35	12	26	30	35	242	3.36
Total	900	900	900	900	900	900	900	900	7200	100.00

## 5. Results

- The table presents the over - all percentages assessed on different areas by Stanine methods. The column from A - H represents eighth areas of SHI and the rows section with 1 - 9 represents the Stanine norms. The table shows an effective study behavior of 89 (9.88%) students and 74 (8.22%) scored stanine 9 on Language (H) and Drilling (E) respectively. While as low as 42 (4.66%) students & 41 (4.55%) students and 31 (3.44%) students scored stanine 9 on task orientation (C), Supports (F), and Concentration (B) with zero on recording. Similarly, the average study behavior of students on Comprehension were 207 (23%) students, on concentration 236 (26.22%), supports 261 (29%) students and on recording with 246 (27.33%) students. It revealed that poor study habits that scored stanine 1 by 38 (4.22%) students on comprehension followed by 35 (3.88%) students on interaction and language, 34 (3.77%) on concentration and 32 (3.55%) on task orientation.
- The over - all responses of the students who scored Stanine 7 - 9 on different areas were 1958 (27.19%). practiced desirable study habits. A total of 3980 (55.27%) responses were average on stanine 4 - 6 scored and the last group of 1 - 3 had a total of 1262 (17.52%) responses indicating poor/ defective study habits.
- The statistical technique in finding mean and correlation in study habits and academic achievement of the students, the mean of upper and lower SHI groups were (137.7) and (78.9) respectively, while the mean of upper and lower academic groups were at (248.3) and (48.3) the correlation between the scores of high achievers in academics and high scores in study habits was 0.98 which indicated positive effect of good study habits on the academic achievements of the student
- SHI results on study sets:
  - I read slowly: 68.8% of students practiced slow reading habit and 31.1% of students scored average on reading habit. Slow reading habit is often viewed as undesirable study behaviors by many educational experts. Thus, majority of the students have defective study habits.
  - I read aloud: That 37.7% respondent practice silent reading and majority 62.2% read loudly. Palsane, M. P. (1963) opined silent reading is always faster than vocal or loud reading. He suggested that teachers of language should give little practice in silent reading

every day. However, exceptions are there where there are distraction and noises in the study area, loud reading is advisable however, not loud as to disturb other people in the room.

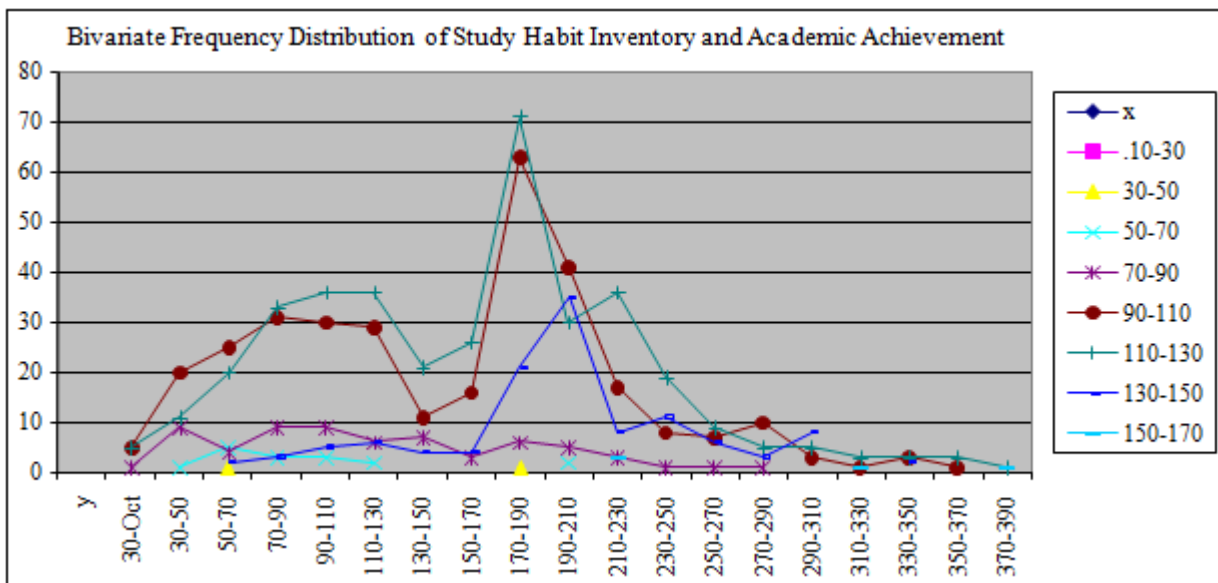
- I read while the radio is on, playing music: It revealed 72.7% that they do not play music during study hours, while 27.2 responded yes to the statement. Sharma, R. R., (1985) urged the students to avoid distractions for better study habits. It was discovered that some students prefer to study with soft music at the background quite often. However, this category of students would get less out of their reading than those students who reads without it. Thus, majority of the pupil practiced good study habits.
- I go to bed early at night and get up early in the morning to study: According to 58.33% preferred studying at night than in the morning and 41.66% responded positively. Experts recommend that early morning hours were the best time to study as the mind is fresh after rest and sleep which helps one to learn faster. It is considered desirable habits. While studying late at night loses number of sleeping hours may affect one's health.
- I read one subject for several hours: Interestingly, 73.3% respondents revealed that they read a particular subject for several hours frequently and 26.6% do not confined to learning one subject during study hours. It was observed that students in general spent more amount of time in the weaker subjects. Students may be advised to schedule their studies accordingly as part of drilling process which is essential for subjects like Math, Chemistry and Drawing.
- I read while I am lying on bed: It revealed that 56.1% were in the defective practice of lying in the bed while studying which usually causes sleepiness and less concentration, whereas 43.8% do not indulge in such practices. Dekhtawala (1985) opined that one should not make oneself too comfortable while studying because the more you relax; the less is the efficiency of work.
- Students' percentages on number of study hours: Generally, High school students were expected to study at least to study 4 - 5 hours a day. The result indicated that out of 900 students 24.9% students study the required amount of time. Only 7.7% students devoted 6 - 7 hours of study hours and majority 67% spend 1 - 3 hours in studies which was insufficient for high school students. The major reasons were poor study habits, due to pressure of domestic work at home, too much involvement in social activities, poor home environment, ill health etc. which curtailed study hours. On the other hand, abler students required less hours of study as they could learn better and faster within short span of time. The investigator observed that if the students devote more time on their study hours it would definitely enhanced their academic performance.
- Bivariate Frequency of SHI (x) & Academic Achievement (Y):**  
In the range of 170 - 190 academic average score were 63 students on 90 - 110 SHI score indicating average study habits. 71 students with 110 - 130 were above average in study habits scored slightly higher

in academic at the range of 170 - 190. The graph showed that there had been a positive effect of study habits on the academic performance of the students. From the bivariate frequency table, it observed that only 3 students who scored high in academic

achievements were having low study habits. Likewise few students practicing desirable study habits were also high scorer in academics which depicted that study habits had a positive effect on academic performance.

**Table 2: Bivariate Frequency of SHI (x) & Academic Achievement (Y)**

y	x	.10 - 30	30 - 50	50 - 70	70 - 90	90 - 110	110 - 130	130 - 150	150 - 170	Total
.10 - 30					1	5	5			11
30 - 50				1	9	20	11			41
50 - 70			1	5	4	25	20	2		57
70 - 90				3	9	31	33	3		79
90 - 110				3	9	30	36	5		83
110 - 130				2	6	29	36	6		79
130 - 150					7	11	21	4		43
150 - 170					3	16	26	4		49
170 - 190			1		6	63	71	21		162
190 - 210				2	5	41	30	35		113
210 - 230					3	17	36	8	3	67
230 - 250					1	8	19	11		39
250 - 270					1	7	9	6		23
270 - 290					1	10	5	3		19
290 - 310						3	5	8		16
310 - 330						1	3		1	5
330 - 350						3	3	2		8
350 - 370						1	3			4
370 - 390							1		1	2
Total			2	16	65	321	373	118	5	900



**6. Discussion**

Many research studies have shown positive relationship between study habits and academic achievement. Effective study habits can be developed by making students plan out a routine fixture for study hour, select a right study place, giving reasonable home assignment, motivating the pupil for further learning, giving responsibility to the student for their own learning, acknowledgement of student achievement through reward Provide suitable environment for physical, emotional, and intellectual development: On concentration only 23.11% scored high, the rest 40% and 39.66% scored average and low respectively. The absence of academic environment was the prime factor behind poor academic achievements such as distracting environment attributed to

unfavorable physical environment; school location or home in crowded place like market, highway, playground, T. V. social media, large family or too much involvement in social and extracurricular activities. The environment of the classroom and the entire school should be congenial where students are emotionally adjusted, feel happy making efforts to their fullest satisfaction, resulting in physical, emotional and intellectual development. Therefore, the student study place has an important effect on his efficiency because the location and its characteristic are stimuli. The first rule is to have a place set aside for studying. It should be disturbance free. The second rule is to minimize distraction in the study room by keeping the room simple, neat and tidy. Chopra (1982)

The Teacher as a catalyst: In the area of interaction 29.11% had scored high, while 41.22% were average and 36.66% had low score. The teacher plays an important role in teaching learning process. Generally, the disproportionate 1: 70 - 80, teacher students' ratio in the classroom in most of the schools, the teachers are found to be insensitive to the requirements of the pupil, failure on the part of the teachers to guide and counsel their students on how to learn/study, how to make notes. Many students lack necessary skills needed in the process of learning. Even the most gifted students seldom discover the effective way to study. The teacher student ratio of 1: 40 should be encouraged so that the teacher should have skills to know his students and pay individual attention as per their needs. The teacher should motivate the learner's attitude towards the mastery of a subject. The teacher acts as a means in giving guidance and motivation to develop the learner's personality and also to realize his goal. Srinivas, D. S. et al. (2005)

Study Attitude of the students: In drilling the majority of the students were average with 66.22% and 21.11% were poor, it was observed that the students prepared only to clear Board exam conducted by Nagaland Board of School Education (NBSE) through rote memory learning, and at the higher secondary and higher education level the students lack conceptual clarity of the subject matter. King (1999)

G; Time devoted for study: The study found that 67% students devote less hours for studies. Some experts have recommended that high school students that high school students should study for at least 4 - 5 hours a day. Able students may need to study few hours. Studying should be done at a stretch as the period is too short because much time is lost in starting and stopping. However, if the study period is too long, interest decreases and causes boredom. There is no need to cut down the sleeping hours to be an effective reader. Sometimes, due to certain interferences, the student cannot maintain the desired study hours. To remedy the situation, he should keep a daily 'time log' recording on how he spends his study time. Sharma, R. R., (1985).

Provision for library facilities: Only 24.44% students get study support. 41.22% had average and 16.11% had poor study supports. The present study investigation found the poor maintenance of the school library by almost all the schools both private and Government management. It recommends the schools in the district to maintained good libraries with necessary amenities of books, journals and e - resources as the library is the knowledge reservoir and the functional school libraries where students could access reading resources fostered reading habit. Goswami, R. (1982), Kathy, Selva (2008).

Note making and note taking: It is a valuable aid for effective study. Notes help to learn, to remember, to review for examinations. To take an effective note one must develop listening skills, understand first and summarized which will help the student in recall and comprehension of study material.

## 7. Conclusion

The present study investigates the relationship between the study habits and scholastic achievements of the students. The study reveals that boys possessed slight better study habits than the girls, however, significant difference in Private secondary schools possess better study habits than the Public/Govt. schools. The statistical findings of the study reveal that the mean of upper and lower SHI groups was (137.7%) and (78.9%) respectively, while the mean of upper and lower academic groups was at (248.3%) and (48.3) it indicated positive effect of good study habits on the academic achievements of the students. The correlation between the scores of high achievers in academics and high scores in study habits was 0.98 similarly the correlation between the lower scorer on the study habits and academic performance showed that the students with poor study habits achieved less in academics hence the study proves that there is significant relationship between study habits and academic achievement. Further, the bivariate frequency of study habit and academic achievement results show that the study habits of the students in both high and average scorer were found low. The study habits of low scorer were of course very low. On study hour 67% of the students maintained poor study hour. The study interpreted the defective study habits had been a major cause of low academic performance. The stakeholders like the school management and teachers should guide the students in developing good study habits. The parents should provide required facilities to their wards and the Nodal Education department to work out the roadmap and monitor the plan of actions to curtail down nil pass percent in the district.

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