

# Influence of Study Habits on Academic Performance of Higher Primary School Students

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**Abstract:** *Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. The sample for the present study was 250 students. All samples are taken from Bailhongal, Belgavi district from Karnataka state. The original study habit inventory of Patel (1976) consisted of 45 statements. Since some of the statements were ambiguous to the students it was slightly modified 39 statements were retained. Chi-square and t statistics tools are used for analysis. It was found that there was no association between boys and girls on study habits. Boys and girls differed significantly on two dimensions of reading & note taking habits & preparation for examination. There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.*

**Keywords:** Academic achievement, Intelligence, Attitudes, Socio economic status

## 1. Introduction

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major "life processes" of the human beings "just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, *et al.* 1963).

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990).

School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class

Many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behavior of an individual related to studies. Which is adjudged from his study habits? In the process of learning, learner's habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal students personality. Learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning.

Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability,

intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

There are many types of disadvantaged students: physically, mentally, socially & culturally, educationally and emotionally. The socially disadvantaged are not handicapped by genetic deficiency, but by the socio economic circumstances of their lives. The socio economic disadvantage prevents them from developing their basic and natural potentialities. The disadvantages are not with the individual, but with the society. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. According to Patel (1976) study habits include.

1. Home environment and planning of work
2. Reading and note taking habits
3. Planning of subjects
4. Habits of concentration
5. Preparation for examination
6. General habits and attitudes
7. School environment

Aluede and Onolemhemen (2001) studied the effect of study habit counseling on the academic performance of secondary schools students in English language. The 108 senior secondary school class and two students of lumen Christ secondary school, Uromi, Edo state, Nigeria was targeted. The multi-stage stratified sampling method was used. The study habit inventory (Bakare, 1977) was taken. The findings of the study were counseling students on good study habits can bring about improvement in the students' academic performance.

Therefore, it is better to develop study habits in secondary school students. It is the proper time and age to cultivate study habits. At this age students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good things with the help of teachers.

## 2. Objectives

Keeping in view the importance of study habit, to study the academic achievement higher primary school students was taken up with following specific objectives.

- To analyze the study habits of boys and girls.
- To know the influence of study habits on academic achievement.
- To compare the boy and girls students on study habits with academic achievement.

## 3. Scope and Importance of Study

Study habits play a very important role in bringing about the better academic achievement. The study could bring to light the importance of study habits which are the major contributors of academic achievement.

## 4. Materials and Methods

The sample for the present study was 250 students. All samples are taken from Bailhongal, Belgavi district from Karnataka state. Two schools were selected randomly from Bailhongal, out of 8 higher primary schools of Bailhongal. Further from each school 125 students each of the classes VIII, were randomly selected. Of the total sample there were 125 boys and 125 girls. The study was conducted in two schools of Bailhongal, namely Government Higher Primary school No. 1 and Government Model Primary School No 4. The original study habit inventory of Patel (1976) consisted of 45 statements. Since some of the statements were ambiguous to the students it was slightly modified 39 statements were retained. Chi-square and t statistics tools are used for analysis.

Study habits of boys and girls

- Distribution of boys and girls on study habits
- Comparison of boys and girls on study habits
- Association of study habits of boys and girls with academic achievement

**Table 1:** Distribution of boys and girls on study habits

Study Habits	Boys		Girls		Chi-square
Poor	14	11.20	13	10.40	0.8735 P=0.8735
Average	36	28.80	33	26.40	
Good	75	60.00	79	63.20	
Total	125	100	125	100.00	

From Table 1, it is revealed that 60 per cent of boys and 63.20 per cent of girls had good study habits, whereas, 28.80 per cent of boys and 26.40 per cent of girls had average Study habits. Further 11.20 per cent of boys and 10.40 per cent of girls had poor study habits. The association between boys and girls on study habits found to be non-significant (Chi-square = 0.8735).

**Table 2:** Comparison of boys and girls on study habits

Sl. No	Study Habits	Boys(n=125)		Girls(n=125)		t-Values
		Mean	SD	Mean	SD	
1	Home environment and planning of work	19.24	3.09	18.0	3.17	2.05*
2	Reading and Note taking habit	31.15	4.14	34.16	4.16	2.04**
3	Planning of subjects	14.15	2.30	15.30	2.46	1.02
4	Habits of concentration	13.82	3.39	14.12	3.51	0.34
5	Preparation for examination	18.12	3.29	17.19	3.04	4.29**
6	General habits and attitudes	24.16	3.41	23.10	3.56	1.09
7	School environment	22.72	3.71	22.75	3.62	0.31

It is observed from Table 2 , The perusal of ‘t’ scores on dimensions of study habits showed that both groups differed significantly on preparation for examination (t=4.29, p<0.01 level) where boys performed better than girls with mean score (18.12 and 17.19 respectively) for boys and girls. Girls had significantly better reading and note taking habits compared to that of boys (31.15and 34.16 respectively), and better home environment & planning of work (t=2.05, p<0.05 level). The mean scores indicated that boys had significantly better home environment & planning of work compared to that of girls (19.24 and 18.00 respectively). The other dimensions like general habits & attitudes, planning of subjects, habits of concentration and school environment were found to be non significant.

**Table 3:** Association of study habits of boys and girls with academic achievement

Study Habits	Academic achievement								Total		Chi-square	
	Excellent		Good		Satisfactory		Poor					
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Poor	05	04	04	05	03	03	02	01	14	13		
Average	10	08	16	11	05	10	05	05	36	33		
Good	19	24	33	23	17	27	33	50	78	63	2.16	9.12**
Total	34	33	48	46	28	37	15	10	125	125		

(Bold numbers are indicate percentages)

Table 3 revealed that 55.88 per cent of boys & 63.63 per cent of girls with good study habits, 29.41 per cent of boys 24.24 per cent of girls with average study habits and 14.70 per cent of boys &12.12 per cent of girls with poor study habits had excellent academic Achievement. About 58.33 per cent of boys & 65.21 per cent of girls with good study habits, 33.33 per cent of boys and 23.91 per cent of girls with average study habits and 8.33 per cent of boys & 10.86 per cent girls with poor study habits had good academic achievement. Whereas 71.42 per cent of boys & 64.86 per cent of girls with good study habits, 17.85 per cent of boys & 27.07 per cent of girls with average study habits and 10.71 per cent of boys & 08.10 per cent of girls with poor study habits had satisfactory academic achievement. However 53.33 per cent boys & 40 per cent of girls with good academic achievement, 33.33 per cent of boys&50 per cent of girls with average academic achievement and & 13.33 per cent of girls with poor study habit had poor

academic achievement. The association of study habits of girls with academic achievement was significant ( $\chi^2=9.12$ ,  $p < 0.01$  level). The association between study habits of boys with academic achievement was not significant ( $\chi^2=2.16$  NS).

## 5. Finding of the Study

- There was no association between boys and girls on study habits.
- Boys and girls differed significantly on two dimensions of reading & note taking habits & preparation for examination.
- There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.

## 6. Conclusion

Study habits and academic performance are bed-fellows. Therefore, the formation of effective study habits in students is an outcome of home environment and planning of work, reading and note taking habit and preparation for examination are result oriented and thus perform well in tests and examinations. The findings suggest that the better the study habits, the higher the academic performance of students. Poor study habits will result in a poor academic performance whereas good study habits will result in good academic performance. The formation of effective study habits will create the awareness for regular and steady learning.

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