

# Study Habits and Achievement Motivation; A Comparative Study among Arts and Science Students

Rose Ann Paulson<sup>1</sup>, Dr. Soumya Starlet C.T<sup>2</sup>

<sup>1</sup>M.Sc Student, Department of Psychology, St. Mary's College, Thrissur, Kerala, India

<sup>2</sup>Assistant Professor, Department of Psychology, Prajyoti Nikethan College, Pudukkad, Kerala, India

**Abstract:** Higher secondary school time is a crucial period for each student. It divides the subjects to various streams like, science, arts which makes them clear to take which subject in the future. In this period to have high achievement motivation and efficient study habits are essential. Study Habit is a very important characteristic of human beings who are being educated and are educated. Achievement motivation is the desire to attain a high standard of excellence and to accomplish unique objectives. The present study is an attempt to find out the relationship between study habits and achievement motivation and also to find out whether there exist any significant difference between study habits and achievement motivation. Data were collected from higher secondary schools of Thrissur district. Sample size was 90 which consists of 45 arts students and 45 science students. The sample were selected using random sampling. The age group ranges between 15 - 18. Two scales were used in this study. Study habits Inventory was developed by M. Mukhopadhyay and D.N Sanswal (2005) contains 52 items and covers nine dimensions. Achievement motivation scale was developed by V.P Bhargava (1994) contains 50 items. Descriptive analysis, Students t test and Pearson's correlation coefficient were used to generate results. The result shows that some variables of study habits shows significant difference and the hypothesis was partially accepted. The results show that on variable of study habit shows significant relationship with achievement motivation.

**Keywords:** Higher secondary, Science Students, Arts students, Study Habit, Achievement motivation

## 1. Introduction

Study habit is very important characteristic of all human beings who are 'being educated and are 'educated. It has long reaching effects deep into the life of individuals and by cumulative and interactive effects in the society. Study habits have been considered to be constituted of nine different kinds of study behaviors. These are comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording, and language.

Human learn to complete, to get ahead of others, to suppress their own standards and to succeed in difficult tasks. This tendency of human beings is termed as achievement motive or need for achievement (n ach). Thus, n ach energizes direct behavior and influences perception of the situation. Though it is not a biological motive, it impacts human behavior tremendously. People differ in the degree or level of n Ach. It is a disposition which is manifested in overt striving for accomplishment in whatever one undertakes and performs his task with some degree of excellence. This motivation drives the individual to seek accomplishment for their own pride.

The present study was conducted with the main purpose of studying the relationship among study habits and achievement motivation among higher secondary students and also to determine how these variables vary based on the stream they opted for their studies. In the period of higher secondary education, it is essential to have high achievement motivation and efficient study habit. The present study will help to find out the difference between study habits and achievement motivation among higher secondary students who studies in the science and arts stream.

## 2. Objective

To find out the relation, if any, among higher secondary students who studies science and arts respectively, with respect to the independent variables such as; study habit and achievement motivation.

## 3. Materials and Methods

### Participants

A sample of 90 higher secondary students of which 45 belonged to science group and 45 belonged to arts group were selected for the present study. They were selected through random sampling from two recognized schools of Thrissur district.

### Measures:

- Study Habit Inventory: This was developed by M. Mukhopadhyay and D.N. Sansanwal in the year 2005 and it contains 52 items. It covers nine different dimensions of study habits The reliability coefficient is 0.91 which is fairly high.
- Achievement Motive Scale: This was developed by V. P. Bhargava in 1994 to measure the n Ach of the subject. Reliability of the test is 0.91 and 0.78. Validity indices are 0.8.

### Procedure

The participants were personally contacted and rapport was established with them. The standard instructions were written on the questionnaire, and participants were asked to rate themselves under option they felt relevant to them. It was made clear that there are no right and wrong answers. Each subject was assured that his/her response will kept

strictly confidential. Then all the participants were assessed on the basis of tools of study habit and achievement motivation.

**Statistical analysis**

Data obtained were recorded and analyzed using Statistical Package for Social Sciences (SPSS). Descriptive analysis such as frequencies, mean and standard deviations have been used. Student's t-test is used for judging the significance of mean or judging the difference between means of two samples and based on t distributions. Karl Pearson's coefficient of correlation was used to find out the relationship between the variables, in this study; between study habits and achievement motivation.

**4. Results and Discussion**

**Table 1:** Mean, Standard deviation and t-value of science and arts higher secondary students

Variable	Group	N	Mean	S.D	t-value
Achievement Motivation	Science	45	18.09	4.532	0.44
	Arts	45	18.13	4.985	

Table 1 shows the Mean, Standard deviation and t-value of science and arts higher secondary students. From the table, it is seen that, there is no significant difference in achievement motivation ( $t=0.44; p>0.05$ ) between science (Mean=18.09;SD=4.532) and arts students (Mean=18.13;SD=4.985). Therefore, the hypothesis that, "there is no significant difference in study habits among science students and arts students", stands accepted.

However, while comparing the mean values of both group, a slight increase is seen among arts students. The present study's result may be due to environmental circumstances of the students or may be due to the level of difficulty to understand a specific subject or stream.

**Table 2:** Mean, Standard deviation, and t - value of science and arts students on the nine dimensionsof study habits.

Study Habits	Science (N=45)		Arts(N=45)		t-value
	Mean	S.D	Mean	S.D	
Comprehension	29.87	4.832	27.56	3.763	2.531*
Concentration	19.58	3.519	16.76	1.990	4.682**
Task orientation	21.42	3.388	17.80	3.245	5.180**
Study sets	15.98	2.545	13.27	3.215	4.435**
Interaction	6.93	1.776	6.71	2.608	0.472
Drilling	7.42	1.936	7.16	2.608	0.597
Supports	8.40	2.526	7.60	2.675	1.459
Recording	0.471	1.604	4.78	2.131	0.168
Language	0.44	0.886	0.51	0.815	0.445

\* - Significant at 0.05 level

\*\* - Significant at 0.01 level

Table 2 shows the Mean, Standard deviation, and t - value of science and arts students on the nine dimensions of study habits. The results show that, there is significant difference among the dimensions of study habits including Comprehension ( $t=2.531; p<0.05$ ) concentration ( $t=4.682; p<0.01$ ), task orientation ( $t=5.180; p<0.01$ ), and study sets ( $t=4.435; p<0.01$ ) between science and arts students.

Table 2 indicates significant difference in comprehension of science students and arts students. The mean and standard deviation indicates that a science student are high in comprehension compared to arts students.

The t-value of concentration and task orientation also show significant difference among science and arts students. The mean scores of both concentration indicates that, comparing to arts students the science students have the high level of concentration, which is very important predictor of effective study. The task orientation is comparatively high in science students than arts students.

Table 2 also shows that study sets shows significant difference among arts and science students. The mean scores indicate that science students has better ways to adopt for their studies. The way through which one student study or way adopted for study, play a important role in their academics. This may effected by external factors.

**Table 3:** Coefficient of correlation obtained between study habits and achievement motivation

	Achievement motivation
Comprehension	.911
Concentration	-.026
Task orientation	-.014
Study sets	.236*
Interaction	.017
Drilling	.002
Supports	-.004
Recording	-.087
Language	-.26

\* - Significant at 0.05 level

The table indicate high correlation with comprehension(sub scale of study habits) with achievement motivation. It indicate that when comprehension increases, achievement motivation increases. Comprehension; for example, before reading a lesson intensively; the student may try to catch on what the lesson is about. By understanding some study material, the student will be able to understand what the material is about. It makes the student motivated, and it gradually increases.

The table also indicates correlation between sub scales of study habits and achievement motivation. It shows positive moderate correlation between study sets and achievement motivation. By study sets we mean the physical and situational characteristics which a student adopts for study. Here moderate correlation implies that when the study sets increases, the achievement motivation among them also increases. When a student develop a proper study habit, it gradually increases their desire to achieve a specific goal.

**5. Conclusion**

The study helps us to know the role of study habits and achievement motivation in learning also how it varies among students from science and arts stream. Higher secondary period is a crucial period as it helps to decide the student to opt better carrier options. So during this period it is essential to high moderate achievement motivation and better study habits to be good in academics. Nowadays to have these

components is important to have a good carrier, because competition in different fields are increasing day by day.

The study shows significant difference among comprehension, concentration, task orientation and study sets (sub scales of study habit) which shows that the science students are high in the above mentioned sub scales compared to arts arts students. There is high correlation between comprehension and achievement motivation, and a moderate positive correlation with study sets.

## References

- [1] Bhargava, V.P. (1994). Revised Manual for Achievement Motive Test. Agra. National Psychological Corporation.
- [2] Kumari, S.V.R. (2015). Achievement motivation and academic achievement at the secondary level. International Journal of emerging research in management and technology. 4(10), 7-13.
- [3] Mishra, B.K. (2014). Psychology: The study of human behavior. Delhi. PHI learning private limited.
- [4] Mukhopadhyay, M. & Sansanwal, D. N. (2003). Manual for Study Habit Inventory. Agra. National Psychological Corporation.
- [5] Yazdan, K. & God bole, V.S. (2014). Studying the role of study habits and achievement motivation in improving student's performance. Journal of natural and social sciences. 3(4).