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STUDY HABITS AND ACADEMIC ACHIEVEMENT IN ECONOMICS OF THE STUDENTS AT SECONDARY LEVEL



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Abs tract:-*The present study was carried out to determine the relationship between study habits and academic achievement of secondary level students. This study was conducted on a sample of 515 students, selected from different secondary schools of Punjab state by using random sampling technique. The result indicates that students with different academic achievement differ significantly on their study habits.*

Keyw ords:Study habits; Academic achievement, Secondary Level.

INTRODUCTION:

The academic achievement of the students is influenced by a number of factors. Study habits have emerged as most promising factor in recent years. The term study habit refer's to a set of behavior related to how students organize their time and space to promote systematic study behaviour. Study habits basically consist of effective methods of study (Sorenson, 1954) and also include student's habits of concentration, note taking, time-budgeting and study methods (Smith, 1961).

Jamuar (1974) asserted that the task of learning is not dependent on the teacher alone, it is not only the teacher's responsibility but it is also the responsibility of the learner. Efficient learning depends upon the learner's ability to schedule his time, the plan of his study, the habit of concentration, note taking, mental review, the judicious application of whole and part method, massed and distributed learning and so on. Tussing (1962) argued that students with high intellectual capacity may not realize their goals because they may not have learned the correct way of assembling materials and utilizing their time effectively and the chances are that people with good study habits and well developed skills in tackling study problems are more likely to succeed with their effective utilization.

A number of studies have indicated the role of study habits in academic achievement of the students. Wrenn and Humber (1941) showed that the Study habits are associated with scholastic achievement. Brown and Holtzman (1955), and Chauhan and Singh (1982) found that a positive relationship exists between study habits and academic achievement of school going children. Patel, (1996) observed that the students who have good study habits did get significantly more achievement scores than those of poor study habits. Chauhan, (2003) studied the academic achievement of high school students in relation to their study habits and found study habits positively related to academic achievement. Zadoo, and Raina, (2008) studied the relationship between study habits, attitudes and academic achievement of students of senior secondary schools. They

found that study habits and attitudes score were positively correlated with academic achievement of the students. Therefore, the main objective of the study is to study the comparison in study habits of secondary level students belonging to high achieving, average achieving and low achieving groups.

HYPOTHESES

The following hypotheses were tested in the present study
1. There exists positive and significant relationship between academic achievement in Economics and study habits.
2. There would be significant difference between academic achievement in Economics due to high and low scores on study habits inventory.

METHOD

Sample

This study was conducted on a sample of 515 secondary level students of XI' Class. The subjects of the study were selected from different senior secondary schools of Punjab state by using random sampling technique.

Tool

Study Habit Inventory by Mukhopadhyaya and Sansanwal (1995) was used as a tool to measure the study habits of students. On the basis of characteristics of the inventory given in the manual. it was considered suitable for the purpose. Reliability and validity of this inventory have been reported satisfactory. This Inventory measures the study habits of the students in nine areas. The total score on these seven areas of the inventory represents one's total study habits.

Procedure

The Inventory was administered individually to the groups of students. The students were asked to read instruction carefully and to give their responses genuinely on all the items of score collecting tool. The responses were scored with the help of scoring key given in the manual of the

tool. The obtained data was tabulated and analyzed. Mean, S.D, and t-ratio were calculated for the Scores obtained.

RESULTS AND DISCUSSION

The 't' test of significance was used to determine the significance of difference in achievement in Economics due to poor and good study habits:

Table-1 shows that Study habits of the students were found to be significantly positively correlated with the achievement in Economics at .05 level. (r = .103 vide table 1). Thus as per the results of the present study, students with good study habits were also good on achievement in Economics.

Reasons for the above mention results may be that Economics is a tough subject and only those students can excel in this subject who are having good study habits.

Therefore hypothesis 1 that there exists positive and significant relationship between academic achievement in Economics and study habits was accepted.

From the results of table 2 it was noticed that significant difference exist in the achievement of students in Economics due to poor and good study habits as t-value was found to be significant at .01 level (t = 2.33). Also when mean scores on the variable of achievement in Economics were compared, it was found that student with good study habits secured higher on achievement test (mean = 32.79) as compared to the students with poor study habits (mean = 29.88).

Reasons for the above results may be that good study habits like comprehension, concentration, drilling and recording play important role in the achievement of students and that is true in case of subject of Economics also.

Therefore hypothesis 2 that there would be significant difference in the achievement in Economics due to high and low scores on study habits was also accepted here.

It is observed that the students who have better study habits have better academic achievement and vice versa. This finding is in agreement to various findings obtained by Brown and Holtzman (1955) Chauhan and Singh (1982), Patel, (1996), Chauhan, (2003), Zadoo, and Raina, (2008) where in the study habits have been found to be related to the academic achievement.

CONCLUSION

Study habits of the students were found to be significantly positively correlated with the achievement in Economics at .05 level. (r = .103 vide table 1). Thus as per the results of the present study, students with good study habits were also good on achievement in Economics. And it was noticed that significant difference exist in the achievement of students in Economics due to poor and good study habits.

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Table 1
Table showing the values of co-efficient of correlation between dependent (d) variable of Achievement in Economics and Independent variable of Intelligence, Emotional Intelligence, Problem Solving Ability, Creativity and Study Habits

	Intelligence	Emotional Intelligence	Problem Solving Ability	Creativity				Study Habits	Achievement	t
				X	F	O	Total			
Intelligence	1.00									
Emotional Intelligence	.238**	1.00								
Problem Solving Ability	.369**	0.98*	1.00							
Creativity	X	.231**	.057	-.056	1.00					
	F	.243**	-.080	-.068	.786**	1.00				
	O	-.098*	.083	-.003	.341**	.273**	1.00			
Total	.257**	.046	.077	.829**	.800**	.407**	1.00			
Study Habit	.116*	.068	.043	.033	.003	.080	.055	1.00		
Achievement	.553**	.126**	.200**	.225**	.230**	.169**	.251**	.103*	1.00	

*Significant at .05 level
 ** Significant at .01 level

Table 2
Table showing the value of mean, SD and t-ratio to locate difference in the achievement of students in Economics due to poor and good study habits.

Variable	Group	N	Mean	SD	df	t-ratio
Study Habits	Poor	77	29.88	7.34	158	2.33**
	Good	83	32.79	8.47		

** Significant at .01 level.

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