

A Study of Relationship Between Academic Achievement and Study Habits of Coastal and Non-Coastal Secondary School Students

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Abstract

The purpose of the study is to study relationship between academic achievement and study habits of coastal and non-coastal secondary school students. Sample of 1200 secondary school students were selected using random sampling technique, in which 600 students from coastal region and 600 students from non-coastal region of Karnataka state for the purpose of collection of data. From the findings it is concluded that, the academic achievement and study habits of students of coastal and non-coastal secondary schools are dependent on each other.

Key words

Study Habits, Academic Achievement.

Introduction

The destiny of India is shaped in her classroom (Education commission, 1966). So, there is a dire need for teachers to reflect. Visualize. Plan and accordingly act so that the children of today can become world class citizens. The cognitive growth and academic development of the individual has become a matter of concern for the psychologist, sociologists and educationist, day by day achievement related problems are increasing. There is growing awareness of developing way and approaches for improving children's scholastic achievement.

Karnataka can be broadly divided into 4 divisions, viz. (1) Northern Karnataka, (2) Southern Karnataka, (3) Central Karnataka, and (4) Coastal Karnataka. Coastal Karnataka, which is the focus of the present study comprises of three districts (1) Dakshina Kannada (South Canara), (2) Udupi and (3) Uttara Kananda (North Canara)

The Kanara (also known as Canara, Karavali and Coastal Karnataka) region of Karnataka comprises three coastal districts, namely Dakshina Kannada and Udupi district (South Canara) and Uttara Kannada (North Canara). Kanara forms the southern part of the Konkan coast.

Academic Achievement

Academic Achievement refers to the level of success and of proficiency attained in some specific areas concerning academic work.

Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers, by test scores or by marks by the teachers or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement in the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored there are several factors that influence the academic achievement of an individual like personality intellectual ability mental health and environment etc

Study habits

Study Habits is the tendency of pupil or student to study when the opportunity given. It is the pupils' way is studying that means if the studying is systematic or unsystematic, efficient or inefficient.

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 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.

No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively communicate it to students and while students have a clear view of their abilities, have good study habits and are able to use effective study skills. Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and talking on habits and ideas which make study more pleasant and fruitful. Why does one individual learn more quickly and thoroughly than other? The main reason for inefficiency in learning is ones carelessness and ineffective study habits. According to New Standard Dictionary of Education, study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it. According to Crow & Crow (1992) the effective habits of study include plan/place, a definite time table and taking brief of well organized notes.

Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students can't use effective study skills, until they are not having good habits. One individual learn more quickly and thoroughly than other due to good study habits.

Objectives of the Study

1. To study the relationship between academic achievement and

- study habit scores of students of coastal secondary schools
- To study the relationship between academic achievement and study habit scores of students of non-coastal secondary schools

Hypotheses

- There is no significant relationship between academic achievement and study habit scores of students of coastal secondary schools
- There is no significant relationship between academic achievement and study habit scores of students of non-coastal secondary schools

Methodology

The study adopts normative survey method for investigation

Sample

Sample of 1200 secondary school students were selected using random sampling technique, in which 600 students from coastal region and 600 students from non-coastal region of Karnataka state for the purpose of collection of data.

Tools

- Study Habits Tool - by M. Mukhopadhyaya and D. N.Sanswal
- Academic Achievement Test (constructed by the investigator).

Statistical Techniques: Correlation analysis was applied

Analysis and Interpretation

Hypothesis: There is no significant relationship between academic achievement and study habit scores of students of coastal secondary schools

To achieve this hypothesis, the Karl Pearson’s correlation coefficient technique has been applied and the results are presented in the following table.

Table 1: Results of correlation coefficient between academic achievement and study habit scores of students of coastal secondary schools

Variables	Correlation coefficient between academic achievement scores of students of coastal secondary schools and		
	r-value	t-value	p-value
Study habits	0.8265	35.8966	0.0001*

*p<0.05

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement and study habit scores of students of coastal secondary schools (r=0.8265, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and study habit scores of students of coastal secondary schools are dependent on each other.

Hypothesis: There is no significant relationship between academic achievement and study habit scores of students of non-coastal secondary schools

To achieve this hypothesis, the Karl Pearson’s correlation coefficient technique has been applied and the results are presented in the following table.

Table 2: Results of correlation coefficient between academic achievement and study habit scores of students of non-coastal secondary schools

Variables	Correlation coefficient between academic achievement scores of students of non-coastal secondary schools		
	r-value	t-value	p-value
Study habits	0.6524	21.0520	0.0001*

*p<0.05

The results of the above table clearly indicated that, a positive and significant correlation was observed between academic achievement and study habit scores of students of non-coastal secondary schools (r=0.6524, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and study habit scores of students of non-coastal secondary schools are dependent on each other.

Findings

- The academic achievement and study habit scores of students of coastal secondary schools are dependent on each other.
- The academic achievement and study habit scores of students of non-coastal secondary schools are dependent on each other.

Discussion and Conclusion

In this study, the researcher aimed to Study the Relationship between Academic Achievement and Study habits of Coastal and Non-coastal Secondary School students. From the analysis report, it is concluded that, The academic achievement and study habits of coastal and non-coastal secondary school students are dependent on each other. 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.

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