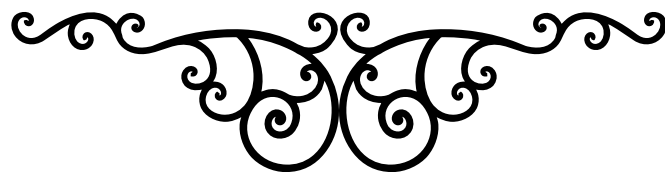


EFFECT OF STUDY HABIT ON ACADEMIC PERFORMANCE OF STUDENTS



Introduction

Study habits are basically learning tendencies that enable students to work privately. Azikiwe (1998) describes the study habit as “the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject”. According to her, “good study habits are good assets to learners because they (habits) assist student to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure”

Good (1998) define the term study habits as: The student's way of study whether systematic, efficient or inefficient etc. Going by this definition it literally means that good study habits produces positive academic performance while inefficient study habit leads to academic failure.

Poor habits of study are one of the important causes of educational backwardness. The potential of any one for full scholastic achievement is hardly ever realized due to many factors. Attempts are made to remove obstacles to higher attainments by improving quality of instruction, instructional material, educational environments, and so on. On the part of student also, attempts are made to improve his motivation, interest and work-habits so that he can

make maximum of his potential.

Habits help the individual to do something with less effort and thought. They are important and play crucial role in shaping the personality of the individual. In the field of education study habits are approaches applied to learning. They are generally critical to success in school. They are considered for acquiring good grades and are useful for learning throughout one's life. There are arrays of study habits, which may tackle the process of organizing and taking in information, retaining information or dealing with assessments. Study habits refer to the activities carried out by learners during the process of improving learning. Study habits are intended to elicit and guide one's cognitive processes. According to Patel (1976) study habits include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits & attitudes, school environments.

Habit is a second nature; it is the routine of a person what he or she does in every condition. It cannot be changed; it may be good or bad. It does not get affected by the change of place or schedule. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a

second-place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. A study habit is; buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and thus becomes self-limiting in life. Study habits about a person tell how much will he learn, earn and how far he wants to go. These all could be decided with the help of one's study habits, throughout life. The importance of study habits in a student's life plays a major role in their academic achievement because without studies no one can be successful. For studying, students should use different techniques because, with these, they can ensure good outcomes, as it is known that every student has different study habits. Some students can study in a crowded place where some would prefer silence. Although it is good to study in a peaceful environment but sometimes students are not able to get this. In this manner, a student should have to adjust themselves to environments like, hostels, some students study in silence but some do not. If they have good study habits, they can easily adjust. Some students do not have the ability to cope up with the non-suitable environment. Due to this, some students lose their positions. Effective study habits help students to achieve good results (Sadia, 2005) to be more active and competent in analytical functioning having less social orientation, thus being less impulsive and socially sensitive.

Material and Method

Aim: Present study is designed to investigate the impact of study habit on academic achievement of school children.

Objective: The objective of the study is to find the influence of study habit on academic achievement and to differentiate between good and poor study.

Hypothesis:

A significant impact of style of study habit would exist on academic achievement of school children. However, subjects belong to good study habit; will exhibit comparatively better academic performance than subject belongs to poor study habit.

Sample: The sample of the study consisted of 400 school going students selected randomly from various schools of Nagpur city. The age of the

subjects was ranges from 14 to 18 yrs. No sex difference was considered.

Tools: The inventory developed and constructed by Palsane and Sharma. It consists of 45 items with three alternatives, Always, Sometime and Never. The reliability coefficient of the inventory is .88 by test retest method. Validity of the inventory was determined on judge's decision.

Procedure of data collection: The subject selected for study were called in a small group, and seated comfortably. Instructions related to inventory and test material were provided to them, and ask them to complete the task.

Variables: Styles of study habit were treated as independent variables, where as academic performance was treated as dependent.

Research Design: Two randomized group design was used.

Statistical Treatment: In the first stage, mean and standard deviation was computed. Secondly, to find the inferences the data was analysed by Student's 't' Test of Significance for independent sample means. Interpretation and discussion was done considering the result of the study.

Result and Discussion

Comparison made between good and poor study habit on academic performance reveals that, individual belongs to good study habit scored comparatively higher mean score (M=376.09, SD=90.46) than that of subject belong to poor study habit (M=251, SD=37.89). A huge and noticeable difference exists between the groups.

Table No. 4.12 Showing Mean, SD and 't' value on academic performance. Study Habit N Mean SD df 't' value

Study habit	N	Mean	SD	df	't' value
Good study habit	82	376.09	90.46		
Poor study habit	218	251	37.89		
				138	11.15**

(t=11.15, df=138, p<.01)

However, to arrive at inference; the data was further examined by 't' test of significance it brought out significant 't' value (t=11.15) at .01 level. It clearly indicates that, subjects differ on academic performance. Subjects belong to good study habit exhibited better academic performance than subject having poor study habit. Thus, from the findings of

the study, it can be inferred that, good study habit bring out significant improvement in academic performance.

Conclusion: A significant positive impact of Good study habit observed on academic performance. Thus, it can be conclude that, good study habit improve academic performance

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