

# Study Habits and Academic Achievement of Adolescent Students with reference to Siwan district, Bihar, India

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**Abstract:** This study was undertaken to study the academic achievement and study habits of male and female college students of district Siwan (Bihar). The total sample comprises school students with age range 13 to 16 years from Siwan district, Bihar. The whole sample consists of total 600 school going adolescents with equal number of boys (n-300) and girls (n300). Both subgroups were made with equal number of adolescents belonging to urban & rural community. To select the sample randomized sampling technique was used in the present study. The efforts were made to select the sample as representative as possible in terms of socio-economic status and family type. Test of Study Habits and Attitudes developed by C. P. Mathur will be applied to measure study habits. Academic Achievement: In absence of availability of any standardized academic performance test, percentage of the marks obtained at the last year grade examination held on prescribed syllabus was considered as academic performance scores as these scores were found to be representative of the student's academic achievement. The average of these percentages for each sample subject was used as measure of the academic achievement were administered for the collection of data. The result of the study highlights that the female college students have high academic achievement as compared to male college students. On the other hand, it has been found that study habits of college female students are slightly higher than the male. The two groups under study do not show any significant difference in their study habits.

**Keywords:** Study habits, Academic achievement, Adolescent students, Gender, Localities

## I. INTRODUCTION

The advent of 21st century witnessed a giant stride of growth and development in almost all walks of human endeavours. Modern sophisticated technological advancement added extra fuel to pace of development. However, in absence proper education system and the blueprint of human resource development no nation could achieve their ultimate destination. Undoubtedly, in this relentless pursuit of progress, prosperity and perfection the most important role has had to be played by the adolescents – the youth of a nation.

G Stanley Hall denoted adolescent as “*Strom and Stress*”. It is customary to regard adolescence as a phase of “status passage” between childhood and adulthood. Contemporary thinking, however, places adolescence as a developmental period during which young people negotiate

important life transitions (Ellis, 2004; Seginer & Somech,2000). These life transitions are characterised by significant relationships challenges that indirectly and directly have an influence on the adolescents’ schooling, social relations, and psychological development.

Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement, individuals are characterized as high achievers, average and low achievers. Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject Busari (2000). It is the level of performance in school subject as exhibited by an individual Iroegbu, O.M (1992). In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. Recently, it can be observed that educational psychologists have begun to address what has historically been regarded as the soft side of individual differences.

On the other side Study Habits is an important aspect in the field of educational psychology and is closely associated with academic achievement. Like any other habits, study habits are also acquired through learning. Some students have better study habits while others have poor study habits, better the study habits better are the academic achievement (Raj and Sreethi, 2000). Study habits are the ways that we study. According to Crow and Crow (1992), the effective habits of study include plan/place, a definite time table and taking brief of well-organized notes. Sorenson (1991) while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be hurried in getting through, instead sustained concentration is necessary. Poor study habits contribute to underachievement (Panchalingappa, 1995; Vanarase, 1970; Srivastava, 1967; Kapoor, 1987; and Sirohi, 2004). The research literature reveals that sex differences have been studied by many researchers in relation to study habits of school going children but the findings are contradictory and inconclusive.

*Objectives*

- The study tends to find out the correlation between academic achievement and study habits.
- The study tends to compare gender difference in terms of academic achievements of adolescent students.
- The study wants to assess the effects of localities upon academic achievement of adolescent students.
- The prime objective of the study is to make assessment of the study habits and to trace out its Impacts upon adolescent student’s academic achievement.

*Hypotheses*

- Students belonging to urban and rural localities are not significantly different in their study habits.
- Male and female adolescents are significantly different in their study habits.
- Male and female adolescent students belonging to urban and rural localities are not significantly different in their study habits.
- There is significant difference in academic achievement of students belonging to urban and rural localities in relation to their gender difference.

II. METHODOLOGY

This study was designed to study academic achievements and study habits of adolescent students. As such, descriptive method of research was employed.

- **Sample:** The total sample comprises school students with age range 13 to 16 years from Siwan district, Bihar. The whole sample consists of total 600 school going adolescents with equal number of boys (n=300) and girls (n=300). Both subgroups were made with equal number of adolescents belonging to urban & rural community. To select the sample randomized sampling technique was used in the present study. The efforts were made to select the sample as representative as possible in terms of socio-economic status and family type.

*Measuring Instruments:*

The following measuring tools will be applied to obtain the data:

- ❖ Test of Study Habits and Attitudes (TSHA) developed by C. P. Mathur was administered to measure study habits.
- ❖ Academic Achievement: In absence of availability of any standardized academic performance test, percentage of the marks obtained in the last grade examination was considered as academic performance score.

*Statistical treatment:* The data collected were subjected to the following statistical treatment: Mean, Standard Deviation, ANOVA.

*Analysis and interpretation of data*

In order to achieve the objectives formulated for the study, the data was statically analysed by employing Analysis of variance (Microsoft Excel).

**Hypothesis -1.** *Students belonging to urban and rural localities are not significantly different in their study habits.*

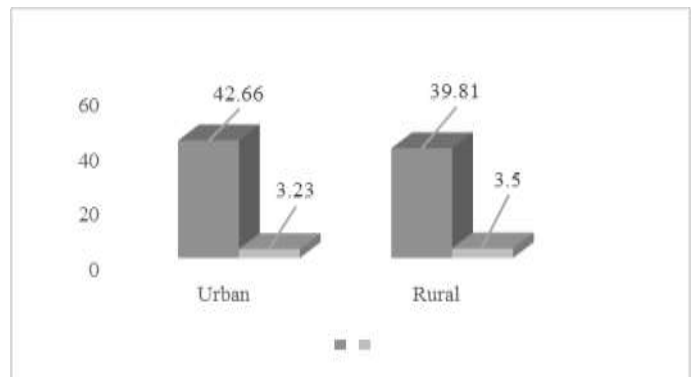
Table – 1. Mean, SD, and F-value for Localities on Study Habit Measure (TSHA)

Locality	Scores on TSHA	F -value
<i>Urban</i>		114.62*
Mean	42.66	
Standard Deviation	3.23	
<i>Rural</i>		
Mean	39.81	
Standard Deviation	3.50	

*Significant at .01 level, \**

Result noted in Table -1 shows the Mean, Standard Deviation and F -value on the measure of study habit and attitude of students belongs to urban and rural locality. The result indicates that adolescents living in urban locality obtained higher score than those living in rural area on their study habit measure (TSHA). Furthermore, a glance of above Table 1 also shows that F-value (114.62) for locality (urban / rural) is significant at the alpha level of 0.01 which revealed that adolescents who belongs to urban area have excellent study habits and positive attitudes towards teachers; school and home environment; education; study habits; mental conflict; concentration; home assignment; self-confidence; and examination as compared to those who belongs to rural localities. Thus, the null hypothesis which states that “*Students belonging to urban and rural localities are not significantly different in their study habits*” is rejected and alternative hypothesis is accepted.

Figure-1: Column Diagram Showing Mean Difference for Locality on Study Habit Measure (TSHA)



*Hypothesis-2): Male and Female school going adolescents are significantly different in their study habits.*

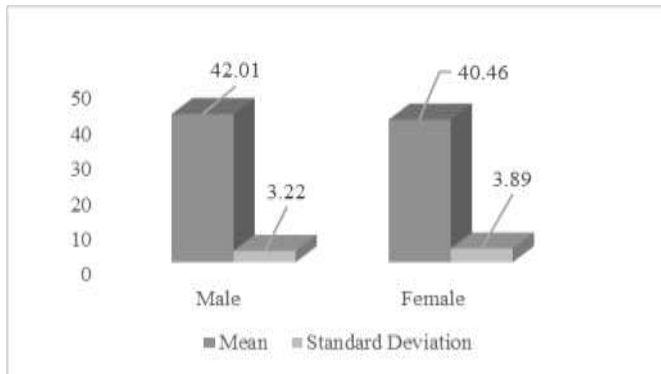
Table-2. Mean, Standard Deviation and for Gender on Study Habit Measures (TSHA)

Gender	Scores on TSHA	F-value
Male Adolescent Students		34.13*
Mean	42.01	
Standard Deviation	3.22	
Female Adolescent Students		
Mean	40.46	
Standard Deviation	3.89	

Significant at 0.01 alpha level

Table -2 present the Mean value and Standard Deviation value on the study habit of boy and girl adolescent students. It can be observed from the table and their respective figure that the Mean score of the boy students is higher than their counterparts on the study habit measures which shows that boys possess better study habit and attitude than girl students. A glance of above table also indicating the F-value (34.13) computed for gender on study habit which was also found significant and hence support the conclusion. Regarding the present finding the obtained result revealed significant difference in study habits in favour of boy students. Hence, the hypothesis that *male and female adolescent students differ significantly in their study habits, is accepted.*

Figure-2: Bar Diagram Showing Mean Difference for Gender on Study Habit Measure (TSHA)



*Hypothesis-3) Male and female students belonging to urban and rural localities are not significantly different in their study habits.*

Table – 3: F-value for interaction effect on Study Habit Measure (TSHA)

Interaction	F-value
Localities x Gender	8.90*

Significant at alpha level 0.01\*

Result of the present study Table- 3 indicates that interaction effect of localities and gender is also found to be significant on study habit of the adolescent students as

displayed by F-value. Various factors like biological, demographic, environmental, cultural as well as personal factors account for adolescents “study habit” individually as well as interactively. Therefore, the obtained result revealed significant interaction between locality and gender in order to determine ones “attitude and study habits. Based on the finding the null hypothesis which states that *male and female adolescents belonging to urban and rural localities are not significantly different in their study habits* is rejected as interaction effect between localities and gender on study habit was found significant.

*Hypothesis 4) There is significant difference in academic achievement of students belonging to urban and rural localities in relation to their gender difference*

Table -4. F value for interactive effect of localities and gender on Academic Achievement

Interaction	F – value
Locality x Gender	31.23*

Significant at 0.01\*

Table- 4 revealed that there is significant difference in academic achievement of male and female students in terms to their locality. Thus, the *hypothesis regarding interactive effect of locality and gender on student’s academic achievement has been proved and accepted.*

Table -5. Mean, Standard Deviation and F-value for Locality on Academic Achievement

Locality	Scores on TSHA	F-value
Urban		278.57*
Mean	45.79	
Standard Deviation	4.14	
Rural		
Mean	41.33	
Standard Deviation	2.93	

\* Significant at .01 level,

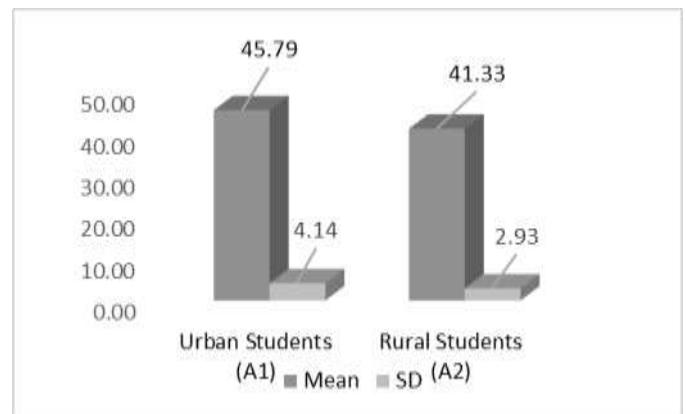


Figure-4. From the perusal of table-5 and respective figure it is evident that the students living in urban and rural areas differ significantly on different

criteria of academic achievement. Further computed F-value (278.57\*) based on mean difference as it was found to be significant. To conclude it can be said that student's groups of urban and rural localities differ significantly in terms of their academic achievement.

Overall, based on present result it can be concluded that *rural and urban students are significantly different in their academic achievement thus the null hypothesis in same reference has been rejected hence alternative hypothesis is accepted.*

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