

Research Paper

Impact of Study Habit on Academic Achievement of Hindu and Muslim School Students of Darbhanga Town

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ABSTRACT

The present study investigated the impact of study habit on academic achievement of tribal school students of Ranchi. The data collected from 120 Hindu and Muslim school students of Darbhanga town. These were selected from stratified random sampling. Tools used Personal Data Questionnaire and study habit Questionnaire by Prof. M. C. Joshi and Dr. Jagdish Pandey. Data were treated by Mean, SD, and t-test. The findings of the study revealed that level of study habits was higher among high achiever than low achiever and school students and also found study habits is higher among girls in compare to boys students. Results revealed that there is significant impact of gender on study habit. High achievers female had significantly more study habit than high achievers male.

Keywords: *Aspiration, Academic achievement, tribal students*

Study habit is a behavior style that is systematically formed by students towards learning and achievement. Study habits are 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 students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure”. The most important requisite for effective study habit is a good system of study. The individual should evolve two fundamental abilities that is regulation of work and the persistence till the end. There are many factors viz. concentration, motivation, keen observation, adjustment in school, reading and note taking ability, networking etc. which influence the proper developments of study habits. So proper study habits, not only help in upgrading the underachievers but also check the wastage of potentialities if competent students. Fielden (2004) states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing.

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one’s cognitive processes during learning. According to Patel (1976) study habits include.

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1. Home environment and planning of work
2. Reading and note taking habits
3. Planning of subjects
4. Habits of concentration
5. Preparation for examination
6. General habits and attitudes
7. School environment

Study habit can be defined as the sum total of all habits, determined purposes and enforced practices that the individual has in order to learn. It is necessary for the students to develop special study habits and skills. It is a well- formed habit that furnishes its own source of motivation. Students who study according to the time table, regularity in preparing and learning lessons, adopting a suitable sitting posture while studying, struggling had to overcome difficulties or in other words by put in their best efforts are like to excel others of equal intelligence only because of their superior study habits. Academic achievement occupies a vital position and plays significant roles in the lives of students. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work. Academic achievement has been considered as an important factor in the educational life of the students. Academic achievement was defined by two terms. Academic pertains to school subjects or to fields of liberal arts or to the sphere of ideas and abstraction, while achievement is denoted by knowledge attained or skills developed by pupils usually in the schools, measured by test scores or by marks assigned by teachers (Chaudhary, 2004).

Study habits are characterized as those methods, for example, summing up, note taking, sketching out or finding material which learners utilize to help themselves in the productive learning of the material at hand. The expression "Study Habit" infers such a pretty much lasting technique for studying. As per Good's word reference of education, "Study propensity is the inclination of understudy to study whenever the open doors are given, the student's method of studying whether precise or unsystematic, proficient or inefficient." Study-habits are the substance of a powerful character. A legitimate study habits empowers a person to procure a decent reap in future. The current society is a serious society, where the rule of battle for presence and endurance for fittest exists. Pen has gotten mightier than blade. Study-propensity is a cycle from which an individual gets legitimate contribution to take care of his craving and to extinguish his push for information. The study habits in this manner are of incredible help to realize the possibilities of the person.

REVIEW OF LITERATURE

In a seminal study conducted by Shejwal in 1980, it was documented that male students exhibited superior study habits compared to their female counterparts. The findings of this research shed light on potential gender disparities in study habits and their implications for academic performance. However, it is essential to note that subsequent studies have yielded varying results and have challenged the notion of a universal gender-based advantage in study habits.

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Agarwal (1983) studied on 200 males and 200 female students of XI high school students of Bihar, India. The results indicated that males had a better study habit, neuroticism, extroversion, favourable parental attitude and a better ideal self than females.

Sen (1992) revealed that there was an overall significant difference between two achievement groups (lower and higher) in Study Habits. Ramachandra Reddy and Nagaraju (2001) explored the fact that no significant impact of gender was found on the study habits of the students and there was no interaction effect of sex and locality on the study habits of the secondary students.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The results revealed that boys were poorer in study habits than girls.

Objectives

- To know the impact of study habit on academic achievement of high and low achievers Hindu and Muslim school students.
- To know the impact of gender on study habit of high and low achievers Hindu and Muslim school students.

Hypotheses

- The Study Habit of high academic achievers will be more as compared to low academic achievers.
- There will be no impact of gender on study habit.

METHODOLOGY

Sampling

The sample was based on 120 Hindu and Muslim school students of Darbhanga town. These are selected from stratified random sampling.

The criterion of sample selection was:

- Class of study (3) : class-6,8 and 10
- Gender (2) : Boys and Girls
- Religion (2) : Hindu and Muslim
- There were $3 \times 2 \times 2 = 12$ strata from each stratum, 10 cases were selected randomly, making a total of 120 cases.

Sample design

CLASS	HINDU		MUSLIM		TOTAL
	BOYS	GIRLS	BOYS	GIRLS	
6	10	10	10	10	40
8	10	10	10	10	40
10	10	10	10	10	40
TOTAL	30	30	30	30	120

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Tools

Tools used in this study were:

Personal Data Questionnaire (PDQ)

The personal data questionnaire elicited sample information about name, education, religion, tribe/ caste, parental education, occupation and family income.

Study Habits Questionnaire (SHQ)

The Study habit questionnaire prepared by Prof. M. C. Joshi and Dr. Jagdish Pandey in 1973. Original Study habit questionnaire consists of 75 statements. In this research only 20 statements of the Questionnaire were selected out of which 10 statements were positive and 10 statements were negative. The scale is 5 point scale. The positive and negative statements were coded as follows:-May be some time, Some times, Many times, Generally and Always. Positive items score as 1-5 and negative item score as 5-1.

The dimensions of study habit were: (i) Study style (SHSS), (ii) Concentration (SHCON), (iii) Examination (SHEX), (iv) Interest (SHINT), (v) Homework (SHHW)

Academic achievement

Academic achievement refers to the marks scored in the final examination – Result of the last examination.

Procedure

Permission of the principal/ head of the school was sought. Data were collected from 6th, 8th & 10th from schools. The questionnaires were distributed and the students were asked to respond to all the statements in one sitting.

RESULTS

The results are presented under:

Impact of study habits on academic achievement of students.

In order to examine the impact of study habit on academic achievement, mean scores and t ratio were computed and presented in Table 1. Bar graph was also plotted on mean score and shown in figure 1.

Table-1. Impact of study habits on academic achievement of students

Sample group	High achiever			Low achiever			t
	N	Mean	SD	N	Mean	SD	
Class-6	15	70.4	7.2	25	73.4	8.8	1.13
Class-8	14	74.9	9.95	26	69.3	8.5	1.75
Class-10	14	72.6	10.4	26	72.7	8.7	0.03
Total	43	72.6	9.18	77	71.8	26	0.2

Above table reveal that:

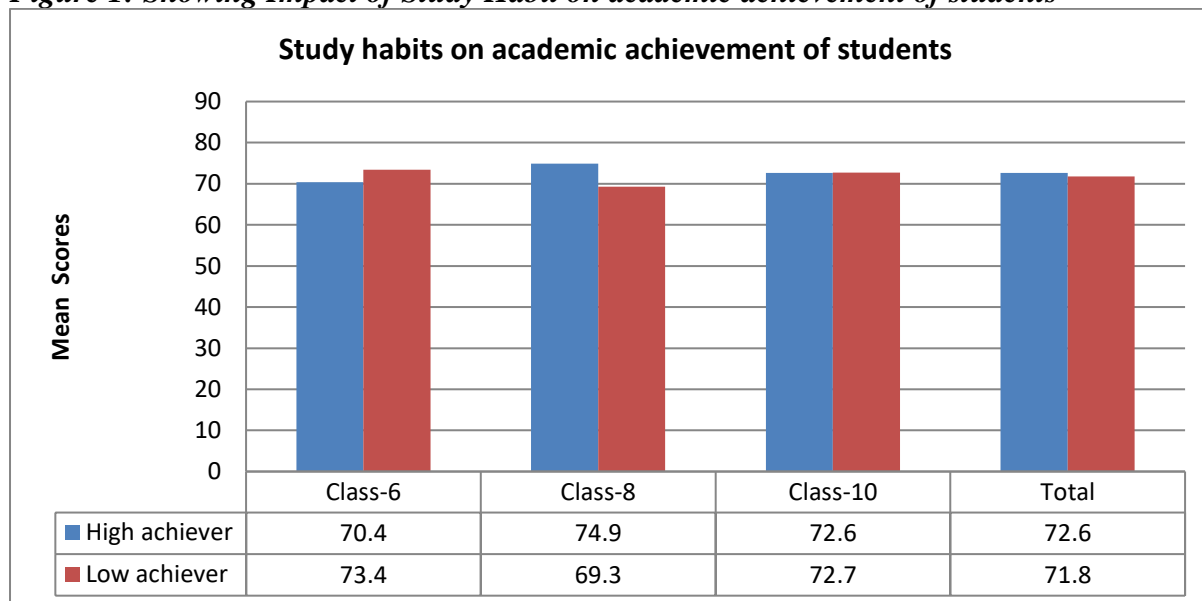
- The mean scores of class-6 high achiever and low achiever students on study habit were 70.4 and 73.4 respectively. The t-ratio was 1.13 which is statistically not significant.
- The mean scores of class-8 high achiever and low achiever students on study habit were 74.9 and 69.3 respectively. The t-ratio was 1.7 which is statistically not significant.

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- The mean scores of class-10 high achiever and low achiever students on study habit were 72.6 and 72.7 respectively. The t-ratio was 0.03 which is statistically not significant.
- The total group mean score of high achiever and low achiever students were 72.6 and 71.8 respectively. The t-ratio was 0.2 which is statistically not significant.

Hence, it can be said that the high achiever and low achiever do not differ significantly on study habit, i.e., there is no impact of study habit on academic achievement.

Figure 1: Showing Impact of Study Habit on academic achievement of students



Graph showed that class 6 low achiever had more study habits. Class 8 high achiever had more study habit. Class 10 high and low achiever both were equal study habit.

Impact of gender on Study habit of high achiever and low achiever

The sample of the present study was stratified on the basis of gender. To examine the impact of gender on study habit, mean score and t ratio were computed and presented in Table 2. Bar graph was also plotted on mean score and shown in figure 2.

Table 2 Impact of gender on Study habit of high achiever and low achiever

	Male			Female			t	Level of significant
	N	Mean	SD	N	Mean	SD		
High Achiever	16	63.37	9.6	27	74.5	10.4	3.4**	P<.01
Low Achiever	44	72.1	8.8	33	71.06	9.05	0.5	NS

**=Significant at .01 level NS=Not Significant

Above table reveal that:

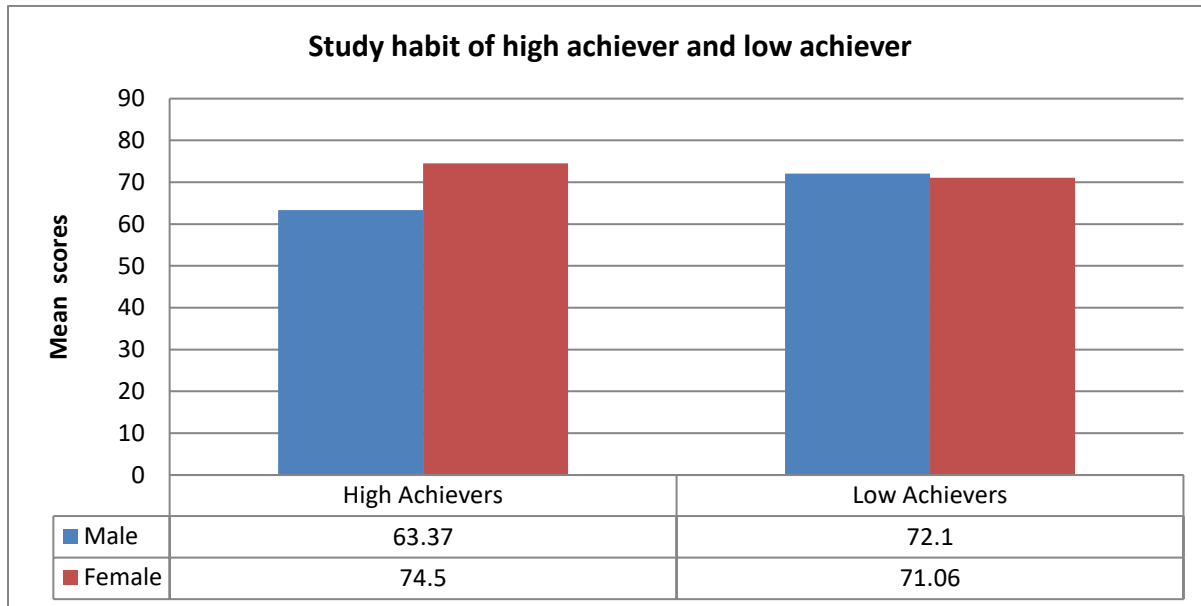
- The data shows that the mean scores of high achiever male students was 63.37 and high achiever female students was 74.5. The difference in mean score between the two groups was 11.13. The t-ratio is 3.4 which is statistically significant. This indicates that the study

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habit of high achiever female is statistically more than high achiever male, female high achievers have significantly more study habit than male high achiever students.

- The mean scores of low achiever male students were 72.1 and low achiever female students were 71.06. The t-ratio was 0.5 which is statistically not significant.

Figure 1: Showing Impact of gender on Study Habit of high achiever and low achiever students.



Graph showed that

- High achiever female have high study habit than high achiever male.
- Low achiever male have high study habit than low achiever female.

MAIN FINDINGS:

The findings of the present study suggest that study habits do not exert a significant influence on academic achievement. However, an examination of the impact of gender on study habits reveals noteworthy results. Specifically, it was observed that female high achievers demonstrate statistically higher levels of study habits in comparison to their male counterparts. These results highlight the importance of considering gender differences when exploring the factors that contribute to effective study habits and academic success. By acknowledging the gender-based variations in study habits, educators and researchers can gain valuable insights into designing targeted interventions and strategies to enhance academic performance for both male and female students. Further investigations are warranted to delve deeper into the underlying mechanisms and contextual factors that may influence the relationship between gender, study habits, and academic achievement.

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Conflict of Interest

The author(s) declared no conflict of interest.

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