

# IMPACT ON STUDY HABITS OF IX CLASS STUDENTS WITH MANAGEMENT AND ACADEMIC ACHIEVEMENT

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## ABSTRACT

The main objective of the present study is to study the influence of management and academic achievement on the study habits of IX class students. The study habits scale was adopted from **Bala Subramanyam, A (2015)**. A sample of 320 IX class students representing all categories of secondary schools in Kurnool District by following the standardized procedures. 't' and 'F' (ANOVA) tests were employed for analysis of the data. There is significant influence of management and academic achievement at 0.01 level of significance on the study habits of IX class students. Private school students have more study habits than the Government school students. Administrators have to provide facilities for government schools. High achievement students have more study habits than the low achievement students. Parents, teachers and the administrators have to provide extra coaching facilities for the low academic achievement students.

**KEYWORDS:** Study habits, Academic achievement, Management.

## INTRODUCTION

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term "Study Habit" implies a sort of more or less permanent method of studying. According to Good's dictionary of education, "Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient". Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual. Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field.

Many educators explore the fact that a number of children have not learnt well in high school and elementary grades. Because of this, children now seem to know less and apply knowledge, despite the availability of the study materials. Likewise, children do not know how to think and study properly and effectively. Only few teachers gave much attention to the improvement of these skills. To this effect,

many children were able to proceed to the higher level of instruction without developing the habit of scheduling their study time. Thus, many talents and potentialities remain underdeveloped due to less attention given to their academic and personal growth.

Children frequently under-achieve because of negative attitudes, poor planning and unawareness of basic approaches to the use of books, note taking, essay writing and revision.

If a book or chapter is read straight through, particularly in a comfortable chair, it is all too easy to let the eyes slip over the lines without taking in anything of what is read. This is because the mind is passive not active. To understand it, active concentrated effort must be made. It is not for nothing that we speak of grasping a subject.

Studying consists of transferring ideas from lectures, books or other recorded forms to one's own mind, digesting them, fitting them into one's own experience and make them one's own.

Study is not simple reading. To gain knowledge is its personal effort. Study is the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Thus, study means (1) application of the mind to a problem or subject (2) a branch of learning and (3) an investigation of particular subject or the published findings of such investigation. According to Armstrong (1956) "study is hard work, no easy substitute is available". Success of the student is measured by his ability to study. According to Encyclopedic Dictionary of Psychology, study is a "Research project that is less formal than a controlled experiment that involves independent and dependent variables".

## REVIEW OF LITERATURE

Meenakshi Bhagat & Pooja Wadhawan (2021) conducted a study on "Impact of Study Habits on Academic Performance of Adolescents". The sample consisted of 100 participants (50 Science streams and 50 Humanities streams) studying in grade XI in a private school in Delhi. The children were 16 to 17 years of age. The data were gathered by getting the Study

Habit Inventory filled by children of Grade XI. Study Habit Inventory (SHI) was used to measure the study habits of students. The focus was on participants' study habits in nine different sub-components of the inventory. To know the academic performance of children, the results of in Grade X Boards were taken. The findings revealed that the Academic

performance had no significant difference between the Science stream and Humanities stream students. Academic performance score was technically a positive correlation related to Study Habit scores in the Science stream but the relationship between the variables was weak. Whereas in the Humanities stream, Academic performance score was moderate positive correlation related to Study Habit scores.

Pakan Singh, Praveen Bobby Binjha (2022) conducted a study on "Relationship between Study Habits and Academic Achievement of Undergraduate Students". The aims of this study the examine the relationship between student's study habits with academic achievement. A correlational study was conducted among undergraduate students. The sample consisting sixty-four undergraduate students, age range between 17-21years randomly from Ravenshaw University, Cuttack, and North Orissa University. Study habits inventory Palsane and Sharma (2003) and academic achievement score were used in the

study. ANOVA and Pearson's Correlation coefficient used to find the association between study habits with academic achievement. The findings of the study 50% of students found an average/moderate study habits while 37.5% were good and 12.5% were considered poor in study habits. There is a positive relationship between study habits and academic achievement. The mean of students' grade point was  $67.12 \pm 9.9$  out of 19 male and the mean of female  $70.1 \pm 9.4$ , overall students grade point was  $69.21(9.63)$ . The score of study habit includes time budgeting (6.9 out of 10), physical condition (4.9 out of 12), reading ability (3.2 out of 16), note taking (4.9 out of 6), learning motivation (5.8 out of 12), memorization (6.25 out of 8), taking the examination (3.8 out of 20) and health (3.56 out of 6) and the total score (39.34 out of 90). The results show a significant relationship between academic achievement and study habits. In conclusion, the study habits of students indicated significant relationship with students' academic achievement.

Meskat Kamal Molla, Dr. Hare Krishna Mandal (2023) conducted a study on "Study habits and Academic Achievement of Secondary School Students". The purpose of this study was to investigate the study habits and academic achievement of secondary school students. The sample of the study comprised of one hundred class VIII students of North 24 Parganas and Hooghly district, West Bengal. To measure the study habits, construct the researcher had employed Govinda and Battina (2020) and the researcher has developed and used Self-made standardized Academic achievement scale with the help of research guide. The collected data were analyzed using statistical tools like mean, standard deviation, t test and Correlation. The findings of the study indicated that significant and positive correlation between study habits and academic achievement of secondary school students.

Swati Joon & Dr. Srikant Bhartiya (2024) conducted a study on "Influence of Study Habits on Academic Achievement in Biology of Senior Secondary Students of Kota (Raj)". The goal of research is to find out how study habits affect biology students' academic performance in senior secondary school. Descriptive surveys had been utilized as a method. Sample of 120 students was taken from Kota's senior secondary schools, 60 of whom were boys and 60 of whom were girls. The SHI (Study Habits Inventory), developed by Sharma and Palsane (1989), was used, and the S.C. Gakhar & Dr. Himadri (2004) test was utilized to collect data on Academic Achievement in Biology. The independent t- test has been utilized to analyze the data, and a significance level of 0.05 was established for each instance. According to research, senior secondary school students' study habits and their academic success in biology are significantly positively correlated. How well students do in school and how far they get in their education are impacted by how they study. Students' study habits have a substantial effect on their academic performance in senior secondary school. Parents are accountable for instilling value of effective study habits in their children or monitoring their progress, while teachers in senior secondary schools are assigned with serving students understand and cultivate these habits.

Kalappa R.V., Dr. Narayanaswamy M. (2025) conducted a study on "Impact of Study Habits on the Achievement in Mathematics of Secondary School Students". This study investigates the impact of study habits on the achievement in mathematics of secondary school students, with a specific focus on the influence of sex and type of school management. The primary objective is to identify the relationship between study habits and students' achievement in mathematics and to test the hypotheses formulated based on these objectives. The Adolescent's Study Habits Scale for Mathematics Learning developed by

the researcher (2024) serves as the main tool for assessing the study habits of students. Achievement in mathematics is measured using the students' previous year mathematics marks. The sample consists of 240 IX class students selected from government, private aided and private unaided schools in Bengaluru Urban District. Data analysis includes descriptive statistics such as mean and standard deviation, along with an independent 't' test and coefficient of correlation. The findings of the study provide knowledge into how study habits influence the mathematical achievement of secondary school students. The results revealed a significant relationship between study habits and achievement in mathematics. There are no significant changes between boys' and girls' mathematics achievement and students from private unaided schools scored better compared to those from private aided and government schools. This could be attributed to better academic environments, resources and support systems in private unaided schools.

**Scope of the Study:** The main intention of the present study is to find the relation of study habits of IX class students with management and academic achievement.

**Objective of the Study:** To study the impact of management and locality on the study habits of IX class students.

### Hypotheses of the study

1. There would be no significant impact of 'management' on the study habits of IX class students.
2. There would be no significant impact of 'academic achievement' on the study habits of IX class students.

### Tools for the Study

1. The study habits scale was adopted from **Bala Subramanyam, A (2015)**. The tool was highly reliable for the investigation. The total items are 45. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely; Always (A.), Often (O), Sometime (ST), Hardly (H) and Never (N) suggested by **Likert (1932)** and the total marks obtained by each student are marked on the right top corner of the sheet.
2. The terminal Examination marks were taken as the indices of the level of academic achievement of the IX class students.
3. Personal data regarding the student – 1. Name, 2. Management, 3. Academic achievement.

### Data Collection

The sample for the investigation consisted of 320 IX class students in Guntur district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private, second stage is locality i.e. rural and urban and third stage gender i.e. boys and girls. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The IX class students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned

IX class students of the schools. The IX class students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The study habits scale and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' and 'F' (ANOVA) tests were employed to test hypotheses.

## RESULTS AND DISCUSSION

### 1. Management

The relationship of study habits of IX class students with their management is studied in the present investigation. On the basis of management, the students are divided into two groups. The Government students form the Group – I and Group – II forms with Private students. The corresponding study habits of IX class students of the two groups were analyzed accordingly. The mean values of study habits of IX class students for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

#### Hypothesis – 1

There would be no significant impact of 'management' on the study habits of IX class students.

The above hypothesis is tested by employing 't' - test. The results are presented in

**Table – 1.**

**Table – 1: Influence of management on the study habits of IX class students**

S. No.	Management	N	Mean	S.D.	't' – Test
1.	Government	160	166.34	13.64	4.833**
2.	Private	160	174.46	16.41	

\*\* Indicates significant at 0.01 level

It is clear from **Table – 1** that the computed value of 't' for the study habits of IX class students is (4.833). It is greater than table value of 't' (2.58) for 1 and 318 df at 0.01 level. Hence **Hypothesis – 1 is rejected** at 0.01 level of significance. It is concluded that the management has significant influence on the study habits of IX class students.

### 2. Academic achievement

The relationship of study habits of IX class students with their academic achievement is studied in the present investigation. On the basis of academic achievement the students are divided into three groups. The academic achievement of students is up to 49% forms with the Group – I, Group – II forms with academic achievement of students is 50% to 59% and Group – III forms with academic achievement of students is above 59%. The corresponding study habits of IX class students of the three groups were

analyzed accordingly. The mean values of study habits of IX class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

## Hypothesis – 2

There would be no significant impact of 'academic achievement' on the study habits of IX class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table – 2**.

**Table – 2: Influence of academic achievement on the study habits of IX class students**

S. No.	Academic achievement	N	Mean	S.D.	'F' – Test
1.	Group – I	146	165.72	17.73	21.034**
2.	Group – II	87	172.08	9.59	
3.	Group – III	87	178.72	13.84	

\*\* Indicates significant at 0.01 level

It is clear from **Table – 2** that the computed value of 'F' for the study habits of IX class students is (21.034). It is greater than table value of 'F' (4.680) for 2 and 317 df at 0.01

level. Hence **Hypothesis – 2 is rejected** at 0.01 level of significance. It is concluded that the academic achievement has significant influence on the study habits of IX class students.

**Findings:** There is significant influence of management and academic achievement at 0.01 level of significance on the study habits of IX class students.

**Conclusions:** In the light of the findings, the following conclusions are drawn. Management and academic achievement have significant influence on the study habits of IX class students.

## EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their study habits of IX class students.

1. Management is the highly influenced in study habits of IX class students. Private school students have more study habits than the Government school students. Administrators have to provide facilities for government schools.
2. Academic achievement is the highly influenced in study habits of IX class students. High achievement students have more study habits than the low achievement students. Parents, teachers and the administrators have to provide extra coaching facilities for the low academic achievement students.
3. Inter library loans, exchange of latest and costly books between college libraries should be made feasible.
4. Children should participate in sports / games, yoga and meditation. These activities make them healthy and keep their minds fresh, which will help for good study habits.

5. It is very essential that teachers should remove the test anxiety (exam – blue) among the children, because, some times a good children may fail in the examination with test anxiety.
6. Teachers can supervise frequently the study habits of the children

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