



Influence Of Study Habits On Academic Achievement In Biology Of Senior Secondary Students Of Kota (Raj.)

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ABSTRACT

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. In a quantitative approach, the subject's numerical data were gathered, analysed, and interpreted by researcher. 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.

INTRODUCTION

The pedagogical concept of achievement can be interpreted in the context of formal education through reports, tests, studies, and ratings that have numerous aspects or variables when assessed in case of context of success of student. National Policy on Education (NPE, 2004), therefore, not only aims at preparing students to lead productive lives but also at bringing them into tertiary education, which can be either in the right study habits or attitudes, or skills. Education has become one of key determinants of the future of a child in a more competitive world. It remains to be one of most significant aims of educational process, and it could be spoken about as one of primary goals that people are supposed to reach within various cultures. Academic achievement is one of significant processes through which teenagers are made to know their talents, abilities, and competencies; therefore, it is very crucial process which regulates their career aspiration. As per Crow and Crow (1969), "academic achievement was defined as the level at which a learner was benefiting through 7 instructions on a particular field of study, i.e., achievement is indicated by the level to which skill or knowledge has been instilled into him".

Academic success was considered as high priority because formal education determines the amount of learning that students have attained in various subjects and classes. Success can be termed as the total marks or grades that a student obtains in a particular subject. The performance of students and between subjects is different, and the causes of the differences may vary among different individuals. Numerous things influence these differences in level of achievements.

Research habits are related with approach employed by the learners, such as summarizing, note-taking, outlining, or locating pertinent material so that the learner can effectively learn the subject matter. The “study habit” implies a relatively permanent and constant way of studying. Good (Dictionary of Education) defines “study habit as the disposition of students to study when he or she has opportunity and represents the way students study, either ordered or disorderly, effective or ineffective.” Dynamic personality development is based on study habits. When one learns to establish proper study habits, he or she is able to realize successful results in the future.

REVIEW OF RELATED LITERATURE:

One of the studies was titled “Academic Performance about Self-Handicapping, Test Anxiety, and research habits of High School Students (Suda, S., and Sujata, K., 2006)”. With the assistance of the habits inventory formulated by Palsane and Sharma (1989), 200 students from a government senior secondary school in Himachal Pradesh served as my sample. The school marks were regarding academic performance. The findings are utilized to represent that there was poor study habits among boys in comparison to girls.

Research by Ali and Faaz (2017) was aimed at revealing the presence of correlation among the study practices or academic achievement of students. Sample size has been 100 and 96 students, which were in senior high schools, 102 males and 93 females in government or private schools, through simple random sampling method. The study habits inventory (Palsane and Sharma) recognized the study habits, and academic success was determined by marks that students had attained in preceding class.

Rajina and Karnan (2018) examined the achievement motivation of students who studied in higher secondary schools in Tiruvallur district in their research. The present research employed a normative survey method and included three hundred higher secondary students from numerous secondary schools in Tiruvallur district, utilizing random selection techniques. Achievement motivation scale developed by Robinson was utilized for collecting data. The results suggest that significant impact concerning gender and type of management. Result also indicated positive relationship in higher secondary students' motivation for achievement.

Tus, J., and colleagues (2020) performed research titled "The Learners' Study Habits and Its Relation to Their Academic Performance." Objective of their research has been to explore. However, there is a connection among students' study practices and academic performance. 126 Grade 11 senior high school students served in study. Results illustrate that students' research habits are generally average. Importantly, study found no significant link among academic performance and study habits.

Gahir, S. and colleagues (2022) conducted study entitled “Relationship between Study Habits and Academic

Achievement of Secondary School Students". The objective has been exploring connection among students' study habits or their academic performance, considering gender differences. They selected 50 boys and 50 girls from 10th grade in Sambalpur district, which falls under the Odisha Board of Secondary Education, employing stratified random sampling from total of 100 middle school students. Results illustrate that having good research habits positively influences the academic results of boys or girls in secondary school.

NEED OF STUDY

The increasing rivalry in the modern world emphasizes its importance of quality of performance as one of key points of personal development. Educational achievements in our society are viewed as one of major determinants of making judgments about development of person, that is an sign of the overall potential and capacity of an individual. Excellence, particularly in academic life and in general in various aspects of life, is believed to be great aspect. One of most fundamental aims of education is development of student and this is fulfilled through offering the student conditions that will best suit them in achievement of the highest levels of academic success. The school achievements become the central component I the realm of education and might be considered one of central factors of self-development. It serves as an indicator of success of the students, performance of teachers, and the relevance of the curriculum and education objectives. The most desired is schooling, as far as academic performance is concerned. It is, however, a complex variable that is susceptible to a lot of factors. One of them is study habits, which happens to be one of major factors that either causes students to succeed or fail in their studies.

STATEMENT OF THE PROBLEM

Subject selected for present research pertains to "Impact of Study Habits on the Academic Performance of Senior Secondary School Students of Kota (Raj.)"

OBJECTIVES OF THE STUDY

1. A Comparative study of study habits among boys or girls of government and private senior secondary schools.
2. A Comparative study of academic achievement in biology of boys or girls of senior secondary school.
3. To find relationship among study habits and achievement in biology of students.

HYPOTHESIS

H01. There is no significant difference in study habits among boys as well as girls of government and private senior secondary schools.

H02. There is no significant difference in academic achievement in biology among boys or girls of government and private senior secondary schools.

H03. There is no significant relationship between academic achievement in biology and study habits of secondary school students.

DELIMITATIONS

1. The sample is limited to 120 students.
2. Study is conducted in an urban area only.
3. The researcher has taken up only 4 schools for study.
4. The study is limited to XI class only senior secondary school students

METHODOLOGY

This research aims to observe how study habits impact senior secondary school biology students' academic performance. A descriptive survey approach was employed. Using a quantitative methodology, the researcher gathered, analysed, and interpreted various types of numerical data obtained from the participants. Sample contained 120 students in senior secondary school. The SHI (Study Habits Inventory), developed by Palsane and Sharma (1989), was used, and the S.C. Gakhar & Dr. Himadri (2004) test has been employed to gather data on Academic Achievement in Biology. By utilizing independent t-test collected data had been analysed, with the significance level set at 0.05 for all cases.

DATA ANALYSIS & INTERPRETATION

Table 1: Number, Mean, Standard Deviation, 't' Value, and significance of study habits scores between senior secondary school boys and girls

Variables	N	Mean	S.D	t-value	Level of Significance
Boys	60	61.23	17.83	0.37	N.S.*
Girls	60	60.10	14.48		

* Not Significant at 0.01 level

The table illustrates that calculated 't'-value of 0.37 is inferior than the table value of (1.658) at 0.05 significance level. As a result, the null hypothesis in this case is accepted. Because secondary school students' study habits do not differ significantly among boys or girls.

Table 2: Number, Mean, Standard Deviation, 't' Value, and Degree of Importance of Academic Performance in Biology Scores for Senior Secondary School Boys and Girls

Variables	N	Mean	S.D	t-value	Level of Significance
Boys	60	26.98	10.58	1.42	N.S.*
Girls	60	29.65	9.98		

*Not Significant at 0.01 level

The above table illustrates that obtained 't'-value 1.42 is less than table value (1.658) at 0.05 level of significance. In this sense, null hypothesis is accepted. Imply that no significant difference in academic performance of boys or girls in senior high school biology.

Table 3: Coefficient of correlation among study habits and Academic Achievement in biology of senior secondary school students

Variable (X)	Variable (Y)	Correlation Coefficient (r)	Level of Significance
Study Habits	Achievement In Biology	0.833	Significant*

*Significant at 0.05 level.

The table above demonstrates that the computed 'r' value is 0.833, signifying a robust positive and statistically significant correlation at the 0.05 level (with the minimum 'r' value being 0.174) among research academic achievement and habits of senior high school pupils. Consequently, the initial hypothesis was dismissed, and new hypothesis was suggested, asserting a significant positive link between students' academic success in biology and their study habits. The result illustrates that while students with bad study habits typically perform worse academically, individuals with good habits typically achieve higher academic success.

CONCLUSION

Research shows that academic achievement, as well as study practices of senior secondary school biology students are significantly positively correlated. A student's academic success is significantly affected by their study methods. Effective study habits significantly impact academic performance. It means that secondary school educators have to help students in understanding and developing excellent study routines, while parents must also acknowledge the significance of good habit of study along with assist their children in cultivating them. Overall, habits of study are crucial for success in academic performance.

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