



Cover Page



EFFECT OF STUDY HABITS OF SECONDARY SCHOOL STUDENTS ON THEIR ACADEMIC ACHIEVEMENT DURING COVID-19 PANDEMIC

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ABSTRACT

The purpose of this investigation is to examine the relationship between Study Habits and Academic Achievement of secondary school students of Bengaluru District, Karnataka in relation to sex, locality and study habits levels. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 240 secondary school students belonging to Bengaluru district was selected by using stratified random sampling technique. Data was collected through Study Habit Inventory (SHI) developed by the Researcher (2022) along with personal proforma. The Academic Achievement was taken by office records of the respective schools. The collected data was analyzed by 'r' test, independent 't' test and 'F' test and the level of significance was fixed at 0.05 and 0.01 confidence level. From the present study, the 't' test results indicate that there was a significant difference in the Academic Achievement of secondary school boys and girls. The secondary school girls' academic achievement is better when compared to boys. The 'r' analysis result shows that there was a significant positive relationship between Study Habits and Academic Achievement of secondary school students. The students who had good study habits had higher achievement in academic and vice versa. and from the 'F' test result shows that there was a significant difference in Academic Achievement of secondary school students having poor, average and good study habit levels. The students having good study habit level had higher academic achievement when compared with students having average and poor study habits levels. Developing effective study habits in adolescents in crucial for their academic achievement and personal growth. By focusing on time management, online learning, motivation, study environment, and self-directed learning, adolescents can cultivate the skills and habits necessary for lifelong learning and success.

Keywords: Secondary School Students, Academic Achievement, Study Habits, Sex, Locality, Levels.

1. INTRODUCTION

Adolescents, typically aged between 12 to 18 years old, are in a stage of significant cognitive, emotional, and social development. As they prepare for adulthood, education plays a crucial role in shaping their future success. Therefore, it is essential to understand their education and study habits to help them succeed. Developing good study habits and strategies is essential for academic success during adolescence. By prioritizing time management, active participation, organization, effective study strategies, avoiding procrastination, seeking help, and using technology, adolescents can achieve their academic goals and prepare for their future.

Study habits refer to the behaviors and strategies that individuals use to learn and retain information. These habits are developed through practice, and they influence how effectively a person can learn and perform academically. The definition of study habits can vary depending on the context. For students, it refers to the methods they use to learn and prepare for exams, while for professionals, it may refer to the strategies they use to learn and apply new skills or knowledge. The importance of study habits cannot be overstated. Effective study habits can significantly improve academic performance, boost confidence, and reduce stress levels.

Study habits refer to the techniques, behaviors, and routines that individuals adopt to acquire knowledge, improve their academic performance, and succeed in their educational endeavors. It involves various activities such as reading, note-taking, memorization, time management, and test-taking strategies.

The academic achievement of secondary school students is largely influenced by their study habits. Study habits are the routines and practices that students adopt in order to effectively learn and comprehend new information. Study habits or reading habits significantly contribute in the development of cognitive and affective capacities of the human beings (Rabia, Mubarak, Tallat, & Nasir, 2017) as it is stated that study habits not only constitute cognitive processes such as, thinking, memory, comprehension but also associated with non-cognitive/affective abilities (Rosenberg, Nelson, & Vivekananthan, 1968).



Cover Page



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Generally, study habits are often classified into two-good study habits, and bad study habits. Good study habits in line with Katelyn (2013) square measure generally mentioned as positive or productive study habits. According to Azikiwe (1998) good study skills are a good asset to learners because good study skills assist students to gain proficiency in areas of specialization and subsequent wonderful presentation while the opposite constitutes restricting learning. Sorenson (1991) stated that good study habits stated that the primary intention of the study must be the understanding. For this requirement, the study should not be in a hurry but the concentration without interruption is mandatory.

Arieta, Gementiza, and Saco (2017) highlighted that study habits play a significant role in students' life. The success or failure of each student depends on their study habits. The study also says that study is an art and requires practice and effort. The success of each student depends on the ability, intelligence, and action of the students. Thus, many effective study habits can help a student to improve. According to the study as cited by Fouche (2017) He described good study habits like doing homework, actively participating in class, managing time, staying focused, and working hard showed a significant positive correlation on their academic performance. Further, students need to develop study habits because these are study strategies that are applied in learning. Without developing study habits, students cannot perform and improve their academic performance (Ebele & Olofu, 2017).

The Covid-19 pandemic has had a significant impact on the education sector in Karnataka, including the academic achievement and study habits of secondary school students. The pandemic has disrupted the traditional classroom learning model and forced students to adapt to online learning and home-based study environments, which has resulted in several challenges.

The closure of schools and the shift to online learning has created a significant gap in academic achievement. Many students, especially those from economically weaker sections and rural areas, did not have access to the necessary technology or internet connectivity, leading to unequal access to online classes and learning resources. Moreover, the prolonged closure of schools has affected the overall academic performance of students, as they have missed out on crucial classroom interactions and personalized attention from teachers.

The pandemic has forced students to re-evaluate and change their study habits. Many students struggled to adapt to online learning, leading to reduced motivation and concentration levels. Additionally, the lack of structure and discipline associated with home-based learning has affected the ability of students to manage their time effectively and maintain a consistent study routine. The shift to online learning has also led to increased screen time and reduced physical activity, which has further affected the mental and physical health of students.

The Covid-19 pandemic had a significant impact on the academic achievement and study habits of secondary school students in Karnataka. It has highlighted the need for innovative solutions to bridge the digital divide and improve access to online learning resources for all students. It has also emphasized the importance of promoting effective study habits and providing students with the necessary tools and resources to succeed in a rapidly changing learning environment.

2. REVIEW OF RELATED LITERATURE

Gahir; Sahu and Sahoo (2022) have examined the relationship between Study Habits and academic achievement of secondary school students. The correlation results revealed that there was a high positive correlation between the study habits and academic achievement of students studying in secondary schools.

Sasi and Anju (2020) have identified the relationship between Study Habits and Academic Achievement of high school pupils. It was concluded that there was a substantial positive correlation between Study Habits and Academic Achievements of high school pupils.

Singh (2019) has examined the study habits of senior secondary school students and the results shows that no significant difference in the study habits between students belonging to urban and rural background. The students belonging to urban background are having higher study habits than students belonging to rural background and no significant difference between boys and girls on the study habits.

Upadhyay and Raino (2017) have examined the academic achievement among senior secondary students in relation to study habits and the findings revealed that no significant difference was found in the academic achievement of secondary secondary boys and girls and also found that there exists significant relationship between academic achievement and study habits of senior secondary school students.

Lawrence (2014) has studied the relationship between study habits and academic achievement of higher secondary school students. The finding shows that there was no significant difference between study habits and academic achievement of higher secondary school students.



Cover Page



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Mudasir (2012) has studied the study habits and academic achievement of higher secondary school students and the results revealed girls have better study habits than the boys, though, the Academic Achievements of girls is better than the boys.

From the above studies it was observed that study habits and academic achievement of students interrelated and positive study habits play a significant role in improving academic achievement of students.

3. NEED AND IMPORTANCE OF THE STUDY

Education and academic achievement are significant for both individuals and society as a whole. Education is a vital aspect of personal development as it helps individuals to acquire knowledge, develop critical thinking, and enhance communication and interpersonal skills. These skills are essential for success in any career path and help individuals to achieve their goals. Moreover, education plays a crucial role in developing active and responsible citizens. It provides individuals with the knowledge and skills needed to participate in democratic processes and contribute to society. Education also promotes tolerance, understanding, and respect for diversity, helping to build more inclusive and cohesive communities. They provide individuals with the necessary skills and knowledge to succeed in their careers and contribute to the overall well-being of society.

The relationship between study habits and academic achievement is significant. Good study habits are essential for academic success, and students who develop effective study habits are more likely to perform better in their academic pursuits. Effective study habits, such as time management, active participation, organization, effective study strategies, avoiding procrastination, seeking help, and using technology, help students retain information better, manage their workload, and perform well in exams. The relationship between study habits and academic achievement is significant. Developing good study habits is essential for academic success and can lead to better academic performance, increased self-motivation, and improved self-confidence. On the other hand, poor study habits can lead to poor academic performance and decreased motivation. Therefore, it is crucial for students to prioritize developing effective study habits to achieve academic excellence.

The Covid-19 pandemic has caused significant disruptions in the education sector worldwide, leading to the closure of schools and universities, and a shift towards online learning. This sudden change has posed significant challenges for students, teachers, and parents, particularly in developing countries with limited access to technology and internet connectivity. The pandemic has also had a profound impact on students' mental health and well-being, with many experiencing stress, anxiety, and social isolation. These factors may have a negative effect on students' academic achievement and study habits. In response to the pandemic, many governments and educational institutions have implemented various measures to mitigate the impact on students' learning, such as providing online classes, distributing learning materials, and offering mental health support.

Overall, the impact of the pandemic on the academic achievement and study habits of secondary school students in Karnataka is likely to be complex and multifaceted. It may vary depending on factors such as students' socio-economic background, access to technology and internet connectivity, and the quality of educational resources and support provided by schools and the government. Hence the present study was taken to know the relationship between academic achievement and study habits of secondary schools students during Covid-19 pandemic.

4. STATEMENT OF THE PROBLEM

The purpose of this investigation is to examine the relationship between Study Habits and Academic Achievement secondary school students during Covid-19 Pandemic with regard to sex, locality and study habit levels. The topic identified for the current investigation is: 'Effect of Study Habits of Secondary School Students on Academic Achievement during Covid-19 Pandemic.'

5. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To find out the significant difference in the Academic Achievement of secondary school students with regard to sex.
2. To find out the significant differences in the Academic Achievement of secondary school students with regard to locality.
3. To find out the significant differences in the Academic Achievement of secondary school students with regard to different levels of study habits.
4. To find out the relationship between Study Habits and Academic Achievement of secondary school students.



Cover Page



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6. RESEARCH HYPOTHESES

The following hypotheses guided the study:

1. There is no significant difference in the Academic Achievement of secondary school boys and girls.
2. There is no significant difference in the Academic Achievement of secondary school students from urban and rural locality.
3. There is no significant difference in the Academic Achievement of secondary school students having poor, average and good study habits levels.
4. There is no significant relationship between Study Habits and Academic Achievement of secondary school students.

7. METHODOLOGY

The purpose of this investigation is to examine the relationship between Study Habits and Academic Achievement of secondary school students of Bengaluru District, Karnataka in relation to sex, locality and study habit levels. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 240 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Study Habit Inventory (SHI) developed by the Researcher (2022) along with personal proforma. The Academic Achievement was taken by office records of the respective schools. The collected data was analyzed utilizing independent ‘t’ test and the level of significance was fixed at 0.05 and 0.01 confidence level.

8. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Shows independent ‘t’ test results related to Academic Achievement of secondary school students with respect to Sex.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Sex	Boys	120	425.583	88.671	2.15	*
	Girls	120	447.616	68.590		

*Significant at 0.05 level (N=240; df=238, 0.05=1.97)

Table-1 shows the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Academic Achievement of secondary school students due to variations in the sex. From the independent ‘t’ test it was shown that, the obtained ‘t’ value (t=2.15) related to Academic Achievement of secondary school boys and girls is higher than the tabulated value (1.97) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that ‘there is a significant difference in the Academic Achievement of secondary school boys and girls’. The Academic Achievement mean scores of girls (M=447.616) is higher than the mean scores of boys (M=425.583). It can be concluded that secondary school girls’ academic achievement is better when compared to boys.

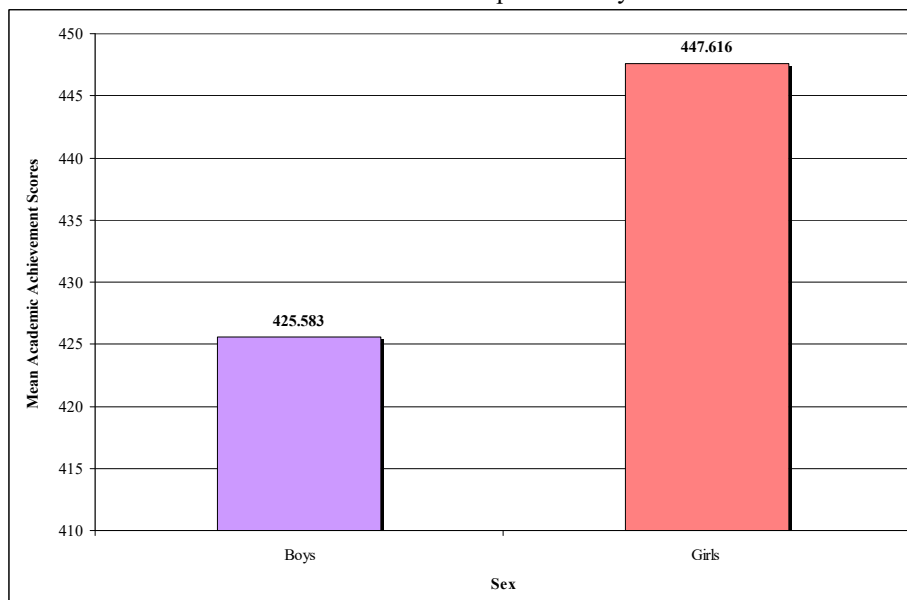


Fig.1: Comparison of mean Academic Achievement scores of secondary school boys and girls.



Cover Page



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Table-2: Shows independent ‘t’ test results related to Academic Achievement of secondary school students with respect to Locality.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Locality	Urban	120	452.466	79.431	3.13	**
	Rural	120	420.733	77.427		

**Significant at 0.01 level (N=240; df=238, 0.01=2.60)

Table-2 shows the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Academic Achievement of secondary school students due to variations in the locality. From the independent ‘t’ test it was shown that the obtained ‘t’ value (t=3.13) related to Academic Achievement of secondary school urban and rural students is higher than the tabulated value (2.60) at 0.01 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the Academic Achievement of secondary school students from urban and rural locality. The Academic Achievement mean scores of urban students (M=452.466) is higher than the mean scores of rural students (M=420.733). It can be concluded that secondary school urban students’ academic achievement is better when compared to rural students.

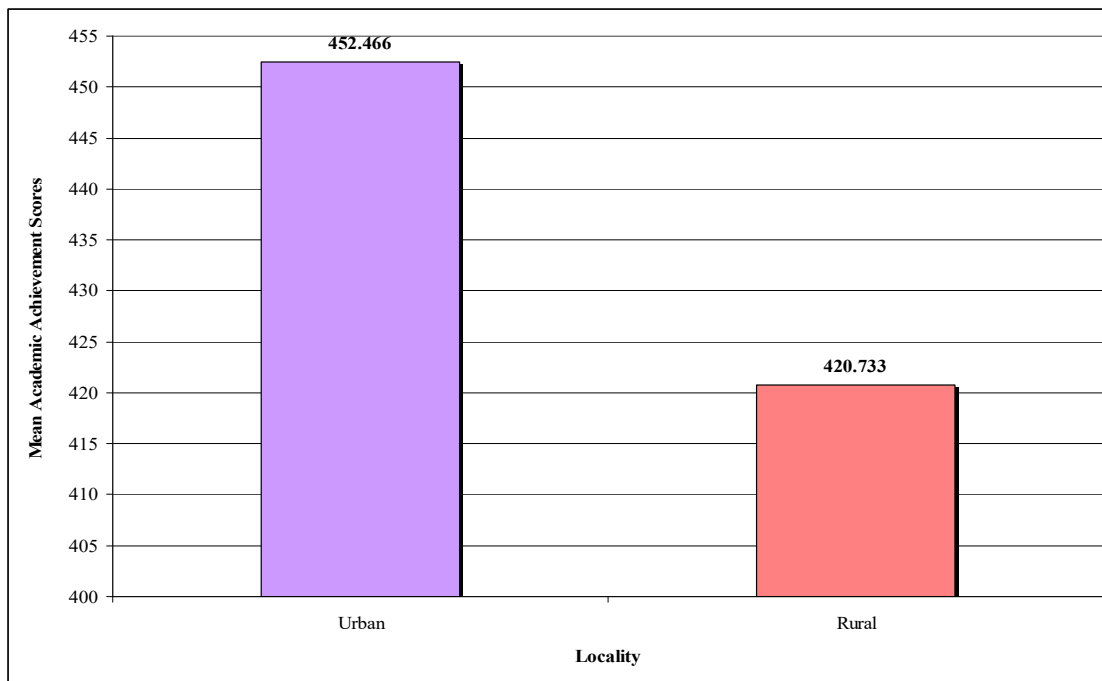


Fig.2: Comparison of mean Academic Achievement scores of secondary school urban and rural students.

Table-3: Shows ANOVA results on Academic Achievement of secondary school students with regard to different levels of study habits.

Study Habits Levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Poor	25	366.000	60.627	Between Group	184859.309	2	92429.655	16.35**
Average	204	441.421	78.223	Within Group	1339782.291	237	5653.090	
Good	11	507.636	30.709	Total	1524641.600	239		

Table value at 0.01(df=2, 237) =4.71

The table-3 shows Academic Achievement of secondary school students with regard to different levels of study habits. The obtained ‘F’ value 16.35 is greater than the table value of 4.71 for df ‘2 and 237’ requested for significance at 0.01 level of significance.



Cover Page



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The results of the study indicated that ‘there exists significant difference in the Academic Achievement of secondary school students having different levels (poor, average and good) of study habits.’ To determine the significant difference in the Academic Achievement of students having different levels of study habits of said paired mean scores, the ‘Scheffe’s post hoc test was applied and the results are presented in Table-3(a).

Table-3(a): Scheffe’s Post Hoc Analysis on Academic Achievement scores of secondary school students having different levels of study habits.

Study Habit Levels			Mean Difference
Poor	Average	Good	
366.000	441.421	-	75.421*
-	441.421	507.636	66.215*
366.000	-	507.636	141.636*

*Significant at 0.05 level.

Table-3(a) shows significant paired mean differences in the Academic Achievement of secondary school students having poor and average; average and good & poor and good study habits levels and the mean differences are 75.421, 66.215 and 141.636 respectively which was greater than the critical difference value at 0.05 level. It concludes that ‘there exist significant differences in the Academic Achievement of secondary school students having poor and average; average and good & poor and good levels.’ The students having good study habit level had higher academic achievement when compared with students having average and poor study habits levels.

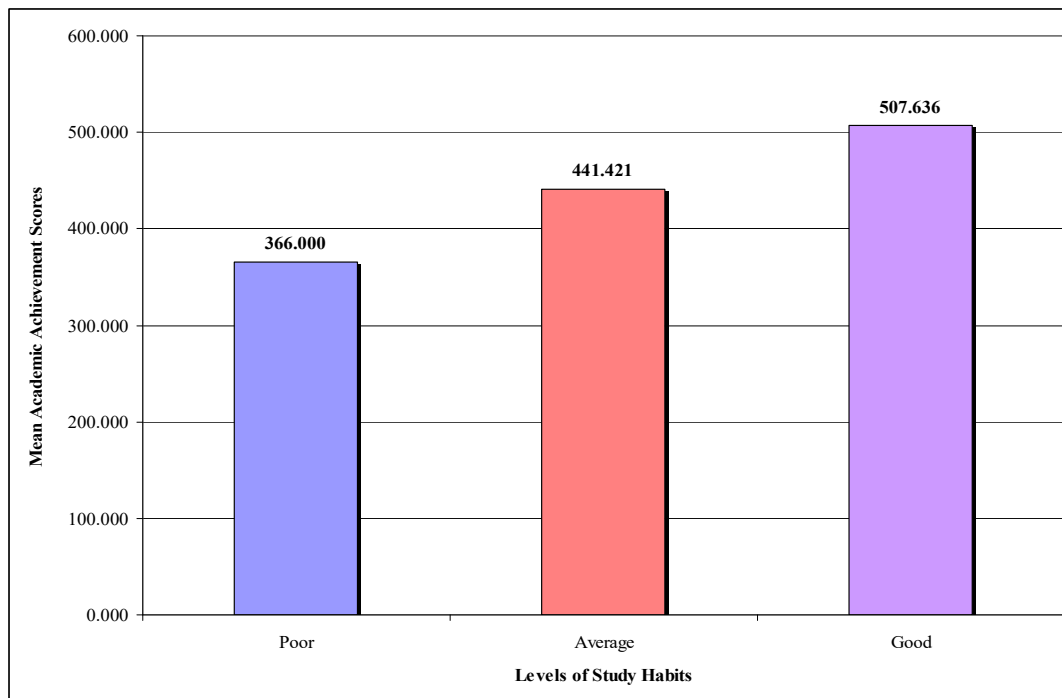


Fig.3: Bar graph shows comparison of Academic Achievement of secondary school students having different levels of study habits.

Table-4: Shows variables, mean, standard deviation, ‘r’ value and level of significance on secondary school students’ Academic Achievement scores and Study Habits.

Variables	Mean	Standard Deviation	Obtained ‘r’ value	Level. of Sig.
Academic Achievement	436.600	79.870		
Study Habits	200.995	17.689	0.353	**

**Significant at 0.01 level (0.181)



Cover Page



Table-4 shows that correlation results between secondary school students' Academic Achievement and Study Habits scores are given. The obtained 'r' value of 0.353 is greater than table value 0.181 at 0.01 level which shows significant positive relationship between Academic Achievement and Study Habits. Hence, the stated null hypothesis is **rejected** and alternative hypothesis has been formulated that 'there is significant positive relationship between secondary school students' Academic Achievement and Study Habits.' It concludes that study habit is positively correlated with academic achievement of secondary school students. The students who had good study habits had higher achievement in academic and vice versa.

9. RESULTS

1. There was a significant difference in the Academic Achievement of secondary school boys and girls.
2. There was a significant difference in the Academic Achievement of secondary school students from urban and rural locality.
3. There was a significant difference in Academic Achievement of secondary school students having poor, average and good study habit levels.
4. There was a significant positive relationship between Study Habits and Academic Achievement of secondary school students.

10. CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the present study, the 't' test results indicate that there was a significant difference in the Academic Achievement of secondary school boys and girls. The secondary school girls' academic achievement is better when compared to boys. Therefore, it is possible that improving study habits may play a role in narrowing the gender gap in academic achievement. Encourage boys to minimize distractions while studying. Students should avoid using social media or watching TV while studying. And also there was a significant difference in the Academic Achievement of secondary school urban and rural students. The secondary school urban students' academic achievement is better when compared to rural students. Encourage rural students to participate actively in class by asking questions, taking notes, and engaging in discussions. Active learning helps students retain information better and improves their understanding of the subject. From the present study, the correlation ('r') result shows that there was a significant positive relationship between Study Habits and Academic Achievement of secondary school students. The students who had good study habits had higher achievement in academic and vice versa The 'F' test result shows that there was a significant difference in Academic Achievement of secondary school students having poor, average and good levels of study habit. The students having good study habit level had higher academic achievement when compared with students having average and poor study habits levels. The similar results concurred with study by Gahir; Sahu and Sahoo (2022) and Sasi and Anju (2020) examined the relationship between Study Habits and academic achievement of secondary school students. The correlation results revealed that there was a high positive correlation between the study habits and academic achievement students studying in secondary schools. Developing effective study habits in adolescents in crucial for their academic achievement and personal growth. By focusing on time management, online learning, motivation, study environment, and self-directed learning, adolescents can cultivate the skills and habits necessary for lifelong learning and success.

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Cover Page



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