

A STUDY OF ACADEMIC ACHIEVEMENT MOTIVATION AND STUDY HABITS OF SECONDARY CLASS STUDENTS

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ABSTRACT

The present study was undertaken to find a relationship between academic achievement motivation and study habits of secondary class students in Delhi and Delhi, NCR. The sample for the study consisted of 400 Secondary class students of 16 public and government schools under Directorate of Education, Delhi. The multi-stage random stratified technique was used in the study. The tools used were AAMT scale of Dr T.R. Sharma (2005), to measure the academic achievement motivation and SHI (Study Habit Inventory) developed by M. Mukopadhyay and D.N. Sansanwal, to measure the study habits. The coefficient of correlation between variables of study habits and academic achievement motivation and t- ratio were computed for the analysis of the data. The findings of the study revealed that there exist partially significant relationship between academic achievement motivation and study habits of the Secondary class students. The academic achievement motivation of boys and girls were also quite different, but there was not much significant difference between the study habits of boys and girls.

Keywords: Academic achievement motivation, SHI (Study Habit Inventory).

INTRODUCTION

Education helps in development of overall personality of the individual in all fields and aspects making young minds intelligent, learned, bold, and courageous and of good character. Education aims at making children capable of becoming responsible, productive and useful members of the society. Knowledge, skill and attitudes are built through learning experiences and opportunities created for learners in school. The aim of education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the nature and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are and the relationship between cause and effect.

Academic Achievement is the prime and perennial responsibility of a school or any other educational institution established by the society to promote wholesome scholastic growth and development of a child. Good (1973) in *Dictionary of Education* has defined 'academic achievement as knowledge attained skills developed in the school subjects, usually designed by test scores or by works assigned by the teacher or both'.

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Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio- economic status, intelligence etc. There are several factors that influence the academic achievement of an individual like his personality, intellectual ability, school adjustment and environment etc.

Study- habits is a combination of two words 'Study' and 'Habits'. When taking it separately, study means, 'Application of the mind to the acquirement of knowledge'. According to *Encyclopedia of Education* (1971) study habit is methods of study. The teachers should present to the class the most effective techniques or methods of work, as proved by experience and experiment, so that the students may make their choice. According to *Good's Dictionary of Education*, "Study habit is the tendency of a pupil of student's way of studying whether systematic or unsystematic, efficient or inefficient etc". Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. Study habit are measured directly through reports, examination, assessment and rating.

Its measurement is done by individual scores on each dimension regarding study i.e. comprehension, concentration, task-orientation, interaction, drilling, supports, recording and total scores can be calculated on the basis of Study Habit Inventory(SHI) developed by Mukhopadhyaya and Sansanwal (2002).

A review of literature highlighted the importance of students' study habits and attitudes in their academic performance. A number of studies have been carried out in the U.S.A. and India to find the relationship between study habits and academic achievement. According to *Menzel*, as cited by *Rana and Kausar* (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying (cited by *Mutsotso S.N. & Abenga E.S.*, 2010). Moreover, a study by *Nagaraju* (2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits. A substantial amount of research has examined the role of students' study habits on academic performance. The study of *Osa-Edoh and Alutu* (2012) which examined the usefulness of imbibing in the students study habit, as a means of enhancing their academic performance, revealed a high correlation between study habits and students' academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon. The study of *Fazal* (2012) identified various study skills used by learners and ascertain which study skill is more related to academic achievement. Results of the study indicate significant relationship of time-management skills, reading and note-taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement. *Singh* (1984), *Schoeive* (1993) & *Blackstone* (1994) surveyed the study habits of secondary school students as related to their academic achievement and found the relationship to be positively significant.

In the quest to improve academic achievement, researchers have studied about the factors, which influence academic achievement. The correlation between these factors and academic achievement has always held interest for researchers of all ages.

OBJECTIVES OF THE STUDY

- (1) To find out the study-habits (comprehension, concentration, task-orientation, study-sets, interaction, drilling, supports, recording, language) of secondary class students;
- (2) To find out the relationship between academic achievement and various dimensions of study-habits;
- (3) To study the difference between the achievement motivation of boys and girls;
- (4) To study the difference between the study habits of boys and girls;

- (5) To study the difference between the achievement motivation of urban students and the rural students; and
- (6) To study the difference between the study habits of urban students and the rural students.

HYPOTHESES

To achieve the above mentioned objectives, the following hypotheses were formulated and tested-

HO1. There exists positive and significant relationship between study-habits (nine dimensions viz. comprehension, concentration, task orientation, study-sets, interaction, drilling, recording, supports, and language) and academic achievement motivation.

HO2. There is no significant difference between boys and girls with respect to their academic achievement motivation.

HO3. There is no significant difference between boys and girls with respect to their study habits

HO4. There is no significant difference between urban students and rural students with respect to their academic achievement motivation.

HO5. There is no significant difference between urban students and rural students with respect to their study habits.

RESEARCH METHODOLOGY

The study attempted the relationship between the scores on Academic Achievement Motivation test and the scores of Study Habit Inventory (SHI) in the context of different variables like sex, and rural and urban backgrounds. The methodological details like samples, tool and procedure of data collection are outlined below.

SAMPLING

In the present study the investigator selected schools of district East and North-East of Delhi and Delhi NCR as the field of investigation. The multi-staged stratified random sampling technique was used in this study. The sample for the study consists of 400 Secondary class students of 16 schools of Delhi and Delhi NCR. Students from both types of schools were categorized on the basis of their sex as well as on the basis of the location of their school i.e. urban and rural. Required number of students from each category was then randomly selected.

TOOLS USED

To measure academic achievement motivation, Dr. T. R. Sharma's AAMT inventory was used as a tool. On the basis of characteristics of the inventory given in the manual, it was considered suitable for the purpose. Reliability and validity of this inventory have been reported satisfactory. This inventory measures the levels of academic motivation. The inventory comprises of 38 statements pertaining to the academic achievement motivation of the students. Scores ranges from 0 to 38. To measure the study habits, Study Habit Inventory (SHI) developed by *M. Mukhopadhyay* and *D. N. Sansanwal* (2002) was used as a tool. This was found appropriate tool for the study. The inventory comprises of 52 items pertaining to line sub-components namely comprehension (12 items), concentration (10 items), task orientation (9 items), study sets (7 items), interaction (3 items), drilling (4 items), supports (4 items), recording (2 items), language (1 item) which characterize the bases of study habits. The items have been drafted in affirmative (34 items) and negative (18 items) forms.

STATISTICAL TECHNIQUES USED

Mean, S.D., Correlation and t-test techniques were used for the analysis of the data.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS:

The following were the findings of the study:

HYPOTHESIS 1

There exists positive and significant relationship between study-habits (nine dimensions viz. comprehension, concentration, task orientation, study-sets, interaction, drilling, recording, supports, and language) and academic achievement

Table 1: Different variables and their values of coefficient of correlation

S.No.	Variables	r-value
1.	Academic Achievement and Comprehension	0.349
2.	Academic Achievement and concentration	0.354
3.	Academic Achievement and task orientations	0.318
4.	Academic Achievement and study-sets	-0.074
5.	Academic Achievement and interaction	0.105
6.	Academic Achievement and drilling	0.076
7.	Academic Achievement and supports	0.189
8.	Academic Achievement and recording	0.243
9.	Academic Achievement and language	0.191

It is indicated by the **Table 1** that out of the nine dimensions of study-habits, four dimensions have positive and highly significant relationship with academic achievement. These dimensions were- comprehensions (Coeff. r of Corr. = 0.349), concentration (Coeff. r of Corr. = 0.354), task-orientation (Coeff. r of Corr.=0.318),and recording, (Coeff. r of Corr.=0.243). Five dimensions indicated that there was no significant relationship with academic achievement. These dimensions were- study-sets (Coeff. r of Corr.=0.074), interaction (Coeff. r of Corr.- 0.105), drilling (Coeff. r of Corr. = 0.076), support (Coeff. r of Corr. = 0.189), language (Coeff. r of Corr. = 0.191). Therefore, Hypotheses 1 that there exists positive and significant relationship between study habits (nine dimensions) and academic achievement; has been partially accepted.

HYPOTHESIS 2

There is no significant difference between boys and girls with respect to their achievement motivation.

Difference in mean, S.D. and t -value is indicated in **Table 2** in respect of achievement motivation of boys and girls.

Table2: Achievement Motivation of Boys and Girls

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t- value
ACHIEVEMENT MOTIVATION	Boys	200	29.91	3.875	.274	2.081
	Girls	200	29.02	4.645	.328	

(Here, $df=398$, Mean difference=0.890, Std. Error difference=0.428)

It was hypothesized that there exists no significant difference between the achievement motivation scores of boys and girls of secondary classes. Observation of **Table 2** reveals that t value is 2.081, which is significant at 0.05 level. It means that the achievement motivation of boys and girls is quite different. Thus hypothesis is rejected.

HYPOTHESIS 3

There is no significant difference between boys and girls with respect to their study habits.

Difference in mean, S.D. and t- value is indicated in **Table 3** in respect of study habits of boys and girls.

Table 3: Study habits of Boys and Girls

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t- value
STUDY HABITS	1 Boys	200	130.16	17.955	1.270	1.853
	2 Girls	200	126.98	16.263	1.150	

(Here, df=398, Mean difference=-3.175, Std. Error difference=1.713)

It was hypothesized that there exists no significant difference between the study habits of boys and girls of secondary classes. Observation of **Table 3** indicates that the t-value is 1.853 which is not significant at 0.05 levels. It means that the study habits of boys and girls are found to be similar. Thus, the hypothesis is accepted.

HYPOTHESIS 4

There is no significant difference between urban students and rural students with respect to their achievement motivation.

Difference in mean, S.D. and t- value is indicated in **Table 4** in respect of achievement motivation of rural and urban students.

TABLE 4: Achievement Motivation of Rural and Urban students

	Area	N	Mean	Std. Deviation	Std. Error Mean	t- value
ACHIEVEMENT MOTIVATION	1 Rural	200	29.40	4.306	0.304	-0.326
	2 Urban	200	29.54	4.294	0.304	

(Here, df=398, Mean difference= -0.140, Std. Error difference=0.430)

It was hypothesized that there exists no significant difference between the achievement motivation scores of urban students and those of rural students. Observation of **Table 4** reveals that the t value is -0.326 which is not significant at 0.05 level. It shows that the location of the school does not affect the achievement motivation of the students. Thus the hypothesis is accepted.

HYPOTHESIS 5

There is no significant difference between urban students and rural students with respect to their study habits.

Difference in mean, S.D. and t- value is indicated in **Table 5** in respect of study habits of rural and urban students.

Table 5: Study habits of Rural and Urban students

	Area	N	Mean	Std. Deviation	Std. Error Mean	t- value
STUDY HABITS	RURAL	200	127.93	18.337	1.297	-0.747
	URBAN	200	129.22	15.964	1.129	

(Here, df=398, Mean difference=-1.285, Std. Error difference=1.719)

It was hypothesized that there exists no significant difference between the study habits scores of urban students and those of rural students. Observation of **Table 5** reveals that the t value is -0.747, which is not significant at 0.05 levels. Thus the hypothesis is accepted.

CONCLUSION

Thus, on the basis of the obtained results it can be concluded that, academic achievement motivation of Secondary class students get partially affected by their study habits. Students who have good comprehension, concentration, task orientation and recording ability have relatively good academic achievement motivation, as they may subsume the new learning with the previous knowledge and orientation and behavior of such students towards accomplishment of the tasks in a pre-decided time frame helps them to get motivated themselves. It is also clear from the findings that the Secondary Class boys have better achievement motivation as compared to that of Secondary Class girls, while their study habits is found to be the same. It is also seen that whether the schools are in urban or rural area, there is not much difference in the achievement motivation and study habits of students. In order to increase the achievement motivation of girls, it will be imperative that girls should be given more motivation, care, freedom of expression and exposure, so that they may desire to set some realistic goal in life, and strive to achieve them. Various training activities ought to be operated by their teachers through behavior and planned interventions.

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