

# A Review on Study Habits of School Going Children in Relation to Their Academic Achievement

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## ABSTRACT

The more than twenty online studies were reviewed to identify the relationship between study habits and academic achievement of school going children. It was found that for the last few years, that there is a significant positive relation between study habits and academic achievement of schoolers. The review of various studies revealed that the academic achievement of boys is significantly higher than the girls. The study also concluded that there is a positive correlation between various factors (such as home environment, self-esteem, socio-economic status, parents educational level, parental involvement, school environment, peer influence, academic motivation, study facility, emotional intelligence) and academic achievement.

**Keywords:** Academic Achievement, School Going Children, Study Habits.

## I. INTRODUCTION

In our society, academic achievement is considered as a key point to judge one's total capabilities. Hence academic achievement attributes a very incumbent place in education as well as learning process. Academic achievement is the knowledge attained or skill developed in the school subjects, usually designed by test scores or by marks assigned by teachers (Carter, 1958). Achievement is influenced by personality, encouragement, knowledge, education and training. There are many other factors which also influence the academic achievement of students like study habits, intelligence, socio-economic status, different aspects of their personality etc. Study habit is one important factor influencing academic achievement of students.

Academic achievement generally refers to the level of proficiency attained in some academic work. It encourages the students to work hard and learn more. It is the status of students learning and refers to knowledge attained and skills developed during their academic work which is assessed by the teachers. The academic achievement of the same student differs from time to time, from one class to another. Academic

achievement is one of the most important aims of education. The success or failure of a student's is measured in terms of academic achievement. According to Kumari Sushma (2001), "academic achievement as the sum total of information gained after completing a course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test". According to Oxford Advanced Learners Dictionary (2010), "achievement is the thing that somebody has done successfully; especially using his/her own efforts and skill".

Study habits means the way of studying, whatever systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. Study habits play a very important role in the life of students. Success or failures of every student depend upon his/her own study habit. Study is an art and as such it requires practice. Some students study more but they fail to achieve more. On the other hand some students study less but they achieve more. Successes of every student definitely

depend upon ability, intelligence and effort of student. Study habit keep the students perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human Endeavour. Good habit will reduce the wastage of energy and time. According to Onubugwe (1990), "study habit is a techniques, a student employs to go about his or her studies which are consistent and have become stereotypes as a result of long application or practice".

## OBJECTIVES

- To review and analyze the published literature on the study habit of school going children.
- To analyze the academic achievement of school going children.
- To study the relationship between study habit and academic achievement of schoolers.
- To identify the factors that influence academic achievement.

## II. METHODS AND MATERIAL

This study included researches conducted in India and abroad, published in various online journals.

## IV. REVIEW OF LITERATURE

**Shobha Joshi and Rekha Srivastava (2009)** investigated "the self esteem and academic achievement of urban and rural adolescents and to examine the gender difference in self esteem and academic achievement. The sample consisted of 400 adolescents (200 rural and 200 urban) from Varansi district. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Result indicated that there was no significant difference with regard to self esteem of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self esteem as compared to girls. Girls were significantly higher on academic achievement as compared to boys".

**Felicity Akpene Akagah (2011)** investigated "the influence of study habit on academic performance of junior high school students. 420 respondent comprising junior high school. The purposive and simple random

sampling technique was used to select student for the study. Finding revealed that despite other dimensions of study habit thus, examination, homework and assignment, reading and note taking, concentration, only time management explain the bulk of the variable that predicts students' study habit".

**M.S Farooq et al (2011)** examined "different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondent were 10<sup>th</sup> grade students (300 male and 300 female). The academic performance was gauged by the result of their 9<sup>th</sup> grade annual examination. Result revealed that socio- economic factor and parents education have a significant effect on students overall academic achievement as well as achievement in the subjects of mathematics and English. The high and average socio-economic level affects the performances more than the lower level. It was found that girls perform better than the male students".

**Valerie J.Shute et al (2011)** determined "the relationship between parental involvement and academic achievement, with special focus on the secondary school (middle and high school) level. Result indicated that there is a association between various parental involvement variables and students academic achievement, with some of the most consistent relationship being reported for (a) parents taking with their child about school (b) parents holding high expectation for students academic achievement and (c) parents employing in authoritative parenting style".

**J.T.B Oluwatimilehin and Jimoh Wale Owoyele (2012)** examined "the relationship between study habits and students' academic achievement in core subject at the junior secondary school level. The descriptive research design of an ex post facto approach was used in the study. A sample of 300 junior secondary school students was drawn using simple random sampling techniques. Finding revealed that of all the study habits subscales, 'teacher consultation' was most influential while the 'time allocation', exercise, concentration, no taking reading and assignment were regarded as less integral to students' academic performance".

**Mohamed Z.G.Al- Agili et al (2012)** determined "the factors that influencing libyan students achievement in mathematics. The total no of the respondent was 201(74 male and 127 female). One hundred and five students were in grade 4-6, eighty one students in grade 7-9 and fifteen students from secondary school. Result showed

that teacher attribution and students attitude towards mathematics were the highest and lowest factors influencing the students achievement, respectively. Moreover, the relationship among teaching practices and teacher attribution was high (0.68). Generally, good correlations were found among these factor in one hand and students achievement in mathematics in the other hand”.

**Muhammad Nadeem Anwar et al (2012)** compared “the difference in creative thinking abilities between students with high and low levels of academic achievement. A total number of 208 secondary school students participated in this study. Two group were formulated i.e. high achievers (n=104) and low achievers (n=104). Result revealed that there was no difference between high achievers and low achievers in term of creative thinking abilities. However, girls and the students belonging to urban areas found better in their creative thinking abilities”.

**Funmilola Bosede Alokun(2013)** investigated “the influence of parents educational background and study facilities on academic performances among secondary school students. The population for this study comprised all public secondary school students in Ondo state. The sample consisted of 240 students from 6 randomly selected schools. Result showed that parental educational background and having study facilities at home have great influence on academic performances”.

**Hafiz Muhammad Waqas Rafiq et al (2013)** explored “the effect of parental involvement in the academic achievement of their children. The research was conducted in Allam Iqbal town, Lahore city. 150 students (boys and girls) of 9<sup>th</sup> class of secondary school (public and private) were taken as respondents. Result showed that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievement of their children”.

**Mandeep Kaur and Puneet Kaur(2013)** examined “the effect of parental education on the achievement, study habit and inferiority of children, 100 children(50 children of high educated parents and 50 children of low educated parents)were taken. The data was subjected to t- test. Finding showed that children of high education parents were high in achievement motivation, high in study habit and low on inferiority

complex as compared to children of low educated parents”.

**Parveen et al (2013)** determined “whether there are significant gender differences in academic performances among high school students of district Pulwama of (J&K). 300 (150 male and 150 female) high school students drawn randomly from 26 institute of district Pulwama of (J &K). Result showed that the boys and girls have not shown any significant difference in academic achievement in general science, Urdu and math. The academic achievement of boys is significantly higher than that of girls’ in general English, social studies. In aggregate the academic achievement of boys is significantly higher than that of girls”.

**Sandeep Kumar and Asha Sohi(2013)** compared “the study habits of male and female students of rural and urban area and their academic achievement by using stratified random sampling method. 100 students were selected from four school of kamal district of Haryana. Result indicated that the sex of students is not likely to have any major effect on study habits and academic achievement of tenth grade students. It also found that there is very high and positive relationship between study habits and academic achievement of tenth grade students”.

**Daniel K. Korir and Felix KipKemboi (2014)** examined “the impact of school environment and peer influence on the student academic performances. Twenty-one public secondary school in Sabatia District of Vihiga country were used in the study. The study subjects were selected using simple random sampling techniques. Data were analyzed using multiple regressions. Result revealed that school environment and peer influence made significant contribution to the students’ academic performance”.

**Luke MolokoMphale and Mavis B. Mhlauli (2014)** investigated “the factors which contribute to the decline in student academic performance in junior secondary school in Botswana since 2010. Questionnaires were used to gather data from two hundred participants. Finding showed that there were several factors that can contribute towards students low academic performances ranging from low staff morale to students unpreparedness for the examinations”.

**Mohd. Abid Siddiqui and Tabassum Fatima (2014)** analyzed “two independent variables i.e. study habits and academic motivation to see its influence on academic achievement. The study was carried out on sample of 278 adolescents studying in class X of Aligarh schools. Result revealed that study habit have emerged as influencing factor in case of total population in male sample but not in case of female sample. As far as the achievement motivation is concerned the variable has influenced the academic achievement in case of total population in female sample but not in case of male sample”.

**Sukhdev Singh Sandhu(2014)** conducted “a study to find the relation of academic achievement of adolescent with emotional intelligence and study habit. The sample comprised of 200 9<sup>th</sup> class adolescent (100 boys and 100 girls) from government secondary school of Ludhiana city. Result of the study showed significant positive relation between academic achievement and emotional intelligence and also between academic achievement and study habit of adolescents”.

**Chhavi Chadha and Usha Dhulia (2015)** studied “the effect of gender and time of TV viewing hours on their study habits of 200 adolescent students. The data was collected through a questionnaire which was developed by Dr C.P Mathur. A sample of 200 adolescents’ students was drawn from different school of Tehri Garhwal (uttrakhand). Result showed that girls adopted better study habits than boys and students whose TV watching hours are less, possess better study habits”.

**Evans Atsiaya Siahi and Julius K.Maiyo (2015)** determined “the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9<sup>th</sup> standard students at Spicer higher secondary school. Result revealed that a positive relationship of 0.66 between study habits and academic achievement. There was a clear finding that the teachers and students seem not to take effort in developing good study habits”.

**Jayanthi J and Srinivasan K (2015)** examined “the effect of home environment on the academic achievement in mathematics of 10<sup>th</sup> standard students. This study was conducted for a sample of 1007 students belongs to two districts of Tamil Nadu. Finding revealed that a positive correlation between the home

environment and academic achievement of the students towards mathematics”.

**Rana Muhammad Asad Khan et al (2015)** examined “the influence and impact of parents educational level on students academic achievement at secondary level of education. 200 students of grade 10<sup>th</sup> were taken as a sample randomly. Students of different public and private high schools of district Rajanpur, south punjab was taken. Oral interview, observation and a questionnaire were used for this study. Finding showed that there is significant positive relationship between parents education level and academic achievement of students”.

**Reeta Arora (2016)** examined “the relationship between academic achievement and study habits of adolescents. a sample of 100 students studying in 9<sup>th</sup> class was randomly selected from senior secondary school of Ludhiana district of Punjab (India). Study habits inventory by Dr. N.S yadav has been used for data collection. Result analyzed that there is a strong positive correlation between academic achievement and study habits of adolescents”.

**Zebun Nisa Khan (2016)** investigated “the impact of socio- economic status as well as sex differences on study habits of class VII students (100) of government colleges of Amroha district. Finding indicated that there is a significant effect of gender on study habits of the subject. The effect of socio- economic status on study habit was found to be insignificant. Interaction effect of sex differences and socio- economic status was also not significant”.

### III. CONCLUSION

There is significant difference between the study habits and academic achievement of school going boys and girls. It also found that very high and positive relationship between study habits and academic achievement of school going children. Poor study habit will result in a poor academic achievement whereas good study habits will result in good academic achievement. It was also found that various factors such as home environment, parental educational level, study facility, peer influence, parent involvement, and socio-economic status have greater influence on academic achievement of school going children.

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