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Role of reading habits for the academic achievement of High School Education

A. V. S. Prasanna, Faculty Member, Department of Education, Vikrama Simhapuri University, Nellore.

Abstract: *In this article the research deal with the analysis and interpretation of the data collected the general process of analysis of research data; statistical method has contributed great deal. Simple statistical calculations find a place in any research study dealing with large (or) small groups of individuals, which complex statistical computation from the basis of many types of research. The present study proves that there is a significant relationship between study habits and academic achievement*

Key words: *study habits, Municipal High Schools, Academic Achievement*

Introduction

Education has become the principal avenue of opportunity for academic achievement and it is the educational system that identifies the most capable young buds and prepares them to blossom in the society .The learner greater resources and their intellectual gifts, superior capacity for learning, reasoning and imagining and to master these facets of intellectual dimensions a child needs to develop and use the capacities effectively through study habit way study habits mean the of studying, whether systematic or unsystematic, efficient or otherwise study can be interpreted as a planned programme of subject mastery.

Objectives

Its chief purposes are. To study the "study habits and academic achievement of high school students with respect to their gender, interest in different subjects & birth order. To study the relationship between the study habits and academic achievement of students of high school students. There will be significant difference between the "study habits and academic achievement high school students with respect to their gender, interest in different subjects & birth order. There will be significant relationship between the study habits and academic achievement of high school Education.

Methodology

Study habits of children to be improved in every Indian school system as they are still following a rigid and set pattern of syllabus and courses prescribed by the Department of School Education in Andhra Pradesh. The scope of the study is limited to a few variables only as specified in the objectives of the investigation. The investigation is also limited only to the Zilla Parishad, Municipal High Schools, Private Aided and Private Recognised schools of Nellore District, under S.V. University area. The study was confined only to the pupils of high school students of four different managements situated 111 Nellore District. The study was limited to a few variables viz. Gender. Different types of management, Area, Interesting subject, profession, games, father occupation,

religion and academic achievement of students of high school children.

Thus from the above discussion it is clear that, the study is limited only to certain variables and they are closely interrelated and moreover they were suited to the problems of the Indian condition. However this requires further research with some more relevant variables so that the problem may be thrashed out in different dimensions for the National benefit.

The analysis of the data of High school students towards their study habits and Academic Achievement attitude of "The Senior Intermediate Students" towards corruption 8th class students towards their study habits and Academic Achievement which a set of few variable viz., Gender, Medium, Locality, Interest in games, Annual income, Interest Subject, Father Occupation, Birth Order, Management was explained in a tabular form below. The t-test and ANOVA test were calculated for the above variables.

The study

The sample in the present study was taken from high school students of Zilla parishad schools, private recognized schools, Govt. high schools students The sample consists of 240, High school children The method of selection was random because the investigator went to the respective teaching classes and picked up the children randomly and administrated the test.

In this article the research deal with the analysis and interpretation of the data collected the general process of analysis of research data; statistical method has contributed great deal. Simple statistical calculations find a place in any research study dealing with large (or) small groups of individuals, which complex statistical computation from the basis of many types of research. Most commonly used method of analyzing data statically are : Calculating measures of central tendency Mean Medium and Mode, Calculating measures of dispersions standard deviation (S.D) Quartile Deviation and Range.

Table-1 showing the significance of difference in the opinions expressed by the students of high school education on their study habits and academic achievement with respect to Gender.

Table: 1 Gender

	Gender	N	Mean	S.D	't' value
Study Habits	Boys	120	101.51	8.709	1.826@
	Girls	120	103.43	7.580	
Academic Achievement	Boys	120	68.03	9.052	1.939@
	Girls	120	70.25	8.658	

Graph

As per the above mentioned table No.1 the mean score of Boys in their study habits was x=101.51 and that of girls was x=103.43. Also the mean score of academic achievement of boys was x=68.03 and that of girls was x=70.25.

Comparing the mean value of boys and girls of high school education, we can say that girls have good study habits and academic achievement than boys.

The't' value obtained for study habits was't'=1.826 and't' value for academic achievement was't'=1.939. From these values, we can say that there will be no significant difference between the study habits and academic achievement with respect to gender. Hence the hypothesis that "there will be significant difference between boys and girls was **rejected**" with respect to study habits and academic achievement.

Table 2 showing the significance of difference in the opinions expressed by the students of high school education on their study habits and academic achievement with respect to medium.

Table No – 2 Medium of Instruction

	Medium	N	Mean	S.D	't' value
Study Habits	Telugu	160	101.21	8.300	3.436**
	English	80	104.99	7.440	
Academic Achievement	Telugu	160	68.64	8.877	1.226@
	English	80	70.14	8.942	

As per the above mentioned table No.2 the mean score of Telugu medium students in their study habits was x=101.21 and that of English medium students was x=104.99. Also the mean score of academic achievement for Telugu medium students was x=68.64 and that of English medium students was x=70.14.

Comparing the mean values of English and Telugu Medium students of high school education, we can say that English medium students have good study habits and academic achievement than Telugu medium students.

The't' value obtained for study habits was't'=3.436 and for academic achievement was ''t=1.226. There will be significant difference between Telugu medium and English medium students in their study habits and there will be no significant difference between Telugu and English medium in their academic achievement. Hence the hypothesis that "there will be significant difference between the students of English and Telugu medium was **accepted**" with respect to study habits and "there will be significant difference between Telugu and English medium students was **rejected**" with respect to academic achievement.

Table-3 showing the significance of difference in the opinions expressed by the students of high school education on their study habits and academic achievement with respect to locality.

Table No – 3 Locality

	Locality	N	Mean	S.D	't' value
Study Habits	Rural	120	102.78	8.437	0.574@
	Urban	120	102.71	7.988	
Academic Achievement	Rural	120	70.47	8.160	2.325*
	Urban	120	67.82	9.447	

As per the above mentioned table No. 3 the mean score of rural students of high school education in their study habits was x=102.78. and that of urban students was x=102.71. Also the mean score of Academic Achievement of rural students was x=70.47 and that of urban was x=67.82.

Comparing the mean values of rural and urban students of of high school education we can say that rural students have good study habits and academic achievement than urban students.

The't' value obtained for study habits was't'= 0.574 and for academic achievement was ''t=2.325. There will be no significant difference between rural and urban students in their study habits and there will be significant difference between rural and urban students in their academic achievement. Hence the hypothesis that "there will be significant difference between the rural and urban students with respect to their study habits is **rejected** and in the case of Academic Achievement the hypothesis is **accepted**".

Table showing the significance of difference in the opinions expressed by the students of high school on their study habits and academic achievement with respect to interests in games.

Table 4 Interest in Games

	Interests	N	Mean	S.D	't' value
Study Habits	Indoor Games	27	104.70	7.472	1.505@
	Outdoor Games	213	102.19	8.265	
Academic Achievement	Indoor games	27	72.59	6.863	2.153*
	Out door games	213	68.70	9.054	

As per the above mentioned table No. 4 the mean score of students who are interested in indoor games, in their study habits was x=104.70 and that of students interested in outdoor games study habits was x =102.19. Also the mean score of academic achievement of students who are interested in indoor games was x=72.59 and that of students interested in out door games was x=68.70.

Comparing the mean value of the students who are interested indoor games and outdoor games of high school students we can say that the students who are interested in indoor games have good study habits and academic achievement than the students interested in outdoor games.

The ''t values obtained for study habits was t=1.505 and for academic achievement was t=2.153. There will be no significant difference between the students who are interested in indoor games and outdoor games with respect to study habits and there will be significant difference between the students who are interested in indoor games and outdoor games with respect to academic achievement.

Hence the hypothesis that "there will be significant difference between students who are interested in indoor games and outdoor games was **rejected**" with respect to study habits and also "there will be significant difference between the students who are interested in indoor games and outdoor games was **accepted**" with respect to academic achievement.

Table-5 showing the significance of difference in the opinions expressed by the students of high school education on their study habits and academic achievement with respect to annual income.

Table No – 5 Annual Income

	Interests	N	Mean	S.D	't' value
Study Habits	25,000 & above	42	105.00	7.112	2.218*
	25,000, & below	198	101.93	8.335	
Academic Achievement	25,000 & above	42	71.33	8.304	1.763@
	25,000, & below	198	68.68	8.982	

As per the above mentioned table No.5 the mean score of students whose parental income as above Rs. 25,000/- was x=105.00 and that of the students whose parental income as below Rs. 25,000/- was x=101.93 with respect to their study habits. Also the mean scores, of Academic achievement of students whose parents income as above Rs. 25,000/- was x=71.33 and that of the students whose parental income as below Rs. 25,000/- was x= 68.68.

The t value obtained for study habits was t=2.218 and for academic achievement was t=1.763. There will be significant difference between the students whose parental income as above and Rs. 25,000/- and below Rs. 25,000/- with respect to study habits and there will be no significant difference between the students whose parental income as above 25,000/- and below 25,000/- with respect to academic achievement. Hence the hypotheses that "There will be significant difference between the students whose parental income as above Rs. 25,000/- and below Rs. 25,000/- was **accepted**" with respect to study habits and "there will be no significant difference between the students whose parental income as above Rs. 25,000/- and below Rs. 25,000/- was **rejected**" with respect to academic achievement.

Table-6 showing the significance of difference in the opinions expressed by the students of high school education on

their study habits and academic achievement with respect to interest in subjects.

Table No: 6 Interest In Subjects

		Sum of squares	Df	Mean square	F
Study habits	Between groups	404.878	2	202.439	3.060*
	Within groups	15680.918	237	66.164	
	Total	16085.796	239		
Academic Achievement	Between Groups	145.853	2	72.927	0.918@
	Within group	18819.330	237	79.406	
	Total	18965.183	239		

As per the above mentioned table No.6 the F-value obtained for study habits was 3.060 and for academic achievement was 0.918. There will be significant difference between the between groups and within groups with respect to their study habits are there will be no significant difference between the between groups and within the groups with respect to their academic achievement. Hence the hypothesis that "there will be significant difference between groups and within groups was accepted" with respect to study habits and "there will be significant difference between the between groups and within groups was rejected" with respect to academic achievement.

From the table No.7 it is clearly evident that there is a significant difference among different subjects i.e., Mathematics, Science and Social studies which refer to the interest of the students in that subject area. Since there is a significant difference found it needs to be further tested among groups.

Table: 7

Interests in Subjects		Study habits
Mathematics	Mean	103.22
	N	51
	S.D	8.510
Science	Mean	103.87
	N	82
	S.D	7.555
Social Studies	Mean	101.05
	N	107
	S.D	8.376
Total	Mean	102.47
	N	240
	S.D	8.204

As per the above mentioned table the mean score of the students, who are interested in mathematics was x=103.22 and for science was x=103.87 and in

social studies was x=101.05 with respect to study habits. Comparing the means of three of the subjects who are interested in science has more study habits than the students who are interested in Mathematics and social studies. Comparing the means of Mathematics and Social studies, the students who are interested in Mathematics shows more study habits than the students who are interested in Social studies. Comparing the means of three subjects the students who are interested in Social studies shows poor study habits.

Table-8 showing the significance of difference in the opinions expressed by the students of high school on their study habits and academic achievement with respect to father occupation.

Table No: 8 Father's Occupation

Study Habits		Sum of squares	Df	Mean of scores	F
	Between Groups	96.452	2	48.226	0.715@
	Within groups	15989.344	237	67.466	
	Total	16085.796	239		
Academic Achievement	Between groups	149.091	2	74.546	0.939@
	Within groups	18816.092	237	79.393	
	Total	18965.183	239		

As per the above mentioned table No .8 the F value obtained for father's occupation with respect to study habits was 0.715 and for academic achievement was 0.939. There is no significant difference between the between groups and within groups. With respect to study habits and academic achievement for father's occupation.

Hence the hypothesis that "there will be significant difference between the between groups and with in groups was rejected" for study habits and academic achievement with respect to father's occupation.

Table-9 showing the significance of difference in the opinions expressed by the students of high school on their study habits and academic achievement with respect to management.

Table No: 9 MANAGEMENT

		Sum of squares	df	Mean of scores	F
Study Habits	Between Groups	1068.058	2	534.029	8.428**
	Within groups	15017.738	237	63.366	
	Total	16085.796	239		
Academic Achievement	Between groups	229.558	2	114.779	1.452@
	Within groups	18735.625	237	79.053	
	Total	18965.183	239		

The 'F' value obtained for study habits was F=8.428 and for Academic Achievement was F=1.452. There will be significant difference between the between groups and within groups in their study habits and there will be no significant difference between the between groups and within groups with respect to academic achievement. Hence the hypothesis that "there will be significant difference between the between groups and with in groups was **accepted"** for study habits and "there will be significant difference between the between groups and within groups was **rejected"** for academic achievement.

Management		Study Habits
Government	Mean	102.60
	N	80
	S.D	8.488
Local Bodies	Mean	99.82
	N	80
	S.D	7.919
Private	Mean	104.99
	N	80
	S.D	7.440
Total	Mean	102.47
	N	240
	S.D	8.204

As per the above mentioned table the mean score of the students who are from Government schools was x=102.60 and for local bodies was x=99.82 and for private schools was x=104.99 with respect to their study habits. Comparing the means the study habits of students who are from private schools have more study habits than Government and local bodies. Comparing the means of Government and local bodies the students who are from Government schools showing good study habits than the students who are from local bodies. Comparing the means of three schools the students who are from local bodies show poor study habits.

Table-10 showing the significance of difference in the opinions expressed by the students of high school on their study habits and academic achievement with respect to birth order.

Table No : 10 BIRTH ORDER

		Sum of squares	Df	Mean of scores	F
Study Habits	Between Groups	39.629	2	19.815	0.293@
	Within groups	16046.167	237	67.705	
	Total	16085.796	239		
Academic Achievement	Between groups	178.574	2	89.287	1.126@
	Within groups	18786.609	237	79.268	
	Total	18965.183	239		

As per the above mentioned table No.10 the F values obtained was F=0.293 for study habits and for academic achievement was F=1.126. There will be no significant difference between the study habits and academic achievement. Hence, the hypothesis that "there will be significant difference between the between groups and within groups was **rejected"** for study habits and their academic achievement.

From the above mentioned table No. 11 the correlation value of the study habits and academic achievement is found to be 0.464 which is significant at 0.01 level. Hence "there will be significant relationship between study habits and academic achievement is established".

Table No -11 Correlation

		Achievement
Study habits	Pearson Correlation	0.464**
	Sig (2. tailed)	0.000
	N	240

Table-12 showing the significance of difference in the opinions expressed by the students of High Schools education on their study habits and academic achievement with respect to Gender.

Table No – 12

	Gender	N	Mean	S.D	't' value
Study Habits	Boys	120	101.51	8.709	1.826@
	Girls	120	103.43	7.580	
Academic Achievement	Boys	120	68.03	9.052	1.939@
	Girls	120	70.25	8.658	

As per the above mentioned table No. 1.12 the mean score of Boys in their study habits was x=101.51 and that of girls was x=103.43. Also the mean score of academic achievement of boys was x=68.03 and that of girls was x=70.25.

Comparing the mean value of boys and girls of high school education, we can say that girls have good study habits and academic achievement than boys.

The't' value obtained for study habits was't'=1.826 and't' value for academic achievement was't'=1.939. From these values, we can say that there will be no significant difference between the study habits and academic achievement with respect to gender. Hence the hypothesis that "there will be significant difference between boys and girls was **rejected**" with respect to study habits and academic achievement.

Table 13 showing the significance of difference in the opinions expressed by the students of High School education on their study habits and academic achievement with respect to interest in subjects.

Table No : 13

		Sum of squares	Df	Mean square	F
Study habits	Between groups	404.878	2	202.439	3.060*
	Within groups	15680.918	237	66.164	
	Total	16085.796	239		
Academic Achievement	Between Groups	145.853	2	72.927	0.918@
	Within group	18819.330	237	79.406	
	Total	18965.183	239		

As per the above mentioned table No. 13 the F-value obtained for study habits was 3.060 and for academic achievement was 0.918. There will be significant difference between the between groups and within groups with respect to their study habits are there will be no significant difference between the between groups and within the groups with respect to their academic achievement. Hence the hypothesis that "there will be significant difference between groups and within groups was accepted" with respect to study habits and "there will be significant difference between the between groups and within groups was rejected" with respect to academic achievement.

Conclusion:

Study habits have great importance on academic achievement**.** It is generally believed that now-a-days students do not devote sufficient time to their studies and seldom have proper studies. Good study habits always lead to better achievement. Good study habits can bring success and satisfaction during the school years. The benefit of the study habits can grow throughout the years. Study habits of children are to be improved in every Indian school system as they are still following a rigid and set pattern of syllabus and courses prescribed by the Department of School Education in Andhra Pradesh. The present study proves that there is a significant relationship between study habits and academic achievement

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