

## Academic Achievements and Study Habits of College Students of District Pulwama

Younis Illahi Bhat<sup>1\*</sup> Dr.Hemant Khandai<sup>2</sup>

1.Research Scholar, Department of Continuing Education & Extension, Barkatullah University Bhopal, M.P, India

2.H.O.D B.Ed, Department of Continuing Education & Extension, Barkatullah University Bhopal, M.P, India

### Abstract

This study was undertaken to study the academic achievement and study habits of male and female college students of district Pulwama (J and k).The sample for the study was 410 including 193 male and 217 female college students .which was further divided into different groups of rural-urban dichotomy. For this purpose descriptive survey method was used. The college students were in the age group of 19 - 21 years. The sample has been selected on the basis of random sampling technique. Palsane and Sharma Study Habits Inventory (PSSHI) and Aggregate marks percentage obtained by the sample subjects in their first and second year examinations were collected from the official records of the colleges. The average of these percentages for each sample subject was used as measure of the academic achievement.were administered for the collection of data. The result of the study highlights that the female college students have high academic achievement as compared to male college students.On the other hand It has been found that study habits of college female students are slightly higher than the male.The two groups under study do not show any significant difference in their study habits.

**Keywords:** Academic achievement and study habits of college students.

### I. INTRODUCTION

Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement, individuals are characterized as high achievers, average and low achievers. Taylor (1964) states that the value the student places upon his own worth effects his academic achievement. Achievement in educational institution may be taken to mean any desirable learning that is observed in the student. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of pupils in the academic subjects. Balasubramaniam (1992), while reviewing studies on correlates of achievement has observed "Achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late, total quality management of achievement have increasingly gained the attention of researchers in education."

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject Busari (2000). It is the level of performance in school subject as exhibited by an individual Ireoegbu (1992). In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. Recently, it can be observed that educational psychologists have begun to address what has historically been regarded as the soft side of individual differences. This includes mood, feelings and emotions in relation to academic achievement - a way in which students function and perform in accordance with the anticipated tasks at hand. However, achievement can be said to be the outcome of instruction. Osokoya (1998) also stated that achievement is the end product of a learning experience. Attaining a high level of academic performance is what every parent or guardian as well as teacher wishes for their children, wards and students. Schools and teachers are generally graded qualitatively by achievement based on the performance of their students.

In educational institutions, success is measured by academic performance or how well a student meets standards set by the educational institution. As a carrier, competition grows ever fiercer in the working world, the importance of students doing well in schools has caught the attention of parents, legislations and government education departments alike. Although education is not the only road to success in the working world, much effort is made to identify, evaluate track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more carrier choice and job security. Schools though invested in same reason are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. The state and central department of education are charged with improving schools, and so devised methods of measuring success in order to create plans for improvement.

Academic achievement is of paramount importance. It has been indicated that a good number of variables such as personality characteristics of the learners, the organizational climate of the school, curriculum planning, teaching-learning set up, variables arising out of home influence achievement in different degrees. Each of them is actually a cluster of variables which individually or on interaction with other have their influence on achievement. In short, we can say that both nature and nurture play a combine role in making an achieving individual.

A habit is just a behavior that is repeated until it is automatic. A habit is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one`s life. It is simply done, no reservations, no excuses, no exceptions. Study habits are the ways that we study. The habits that we have formed during our schools years. Study habits can be ‘good’ which means they work and help us to make good grades – or “bad” which just means they don`t work and don`t help us make good grades. Good study habits include being organized, keeping good notes and reading textbook, listening in class, and working every day. Bad study habits include skipping class, not doing work, watching too much TV or playing video games instead of studying, and losing work. Without good study habits, a students cannot succeed. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate that information in written and/or oral form.

To study is to buy out the time and dedicate self to the application and the task of study is to become engrossed in a process of learning, practice, enlightenment education of one`s self. Therefore the study habits can be derived from the above as buying out a dedicated scheduled and uninterrupted time to apply one`s self to the task of leaning. Without it, one does not grow and becomes self-limiting in life. We only go as far in life as our study habits (learning/education) will take us how far do we want to go, how much do we want to earn, how manual is the labour we choose we decide by our study habits throughout life.

### Objectives

1. To study academic achievement and study habits of college students
2. To compare male and female college students on academic achievement.
3. To compare rural and urban college students on academic achievement.
4. To make an assessment of the study habits of college students

### Hypotheses

1. Male and female college students differ significantly on academic achievement.
2. Rural and urban college students differ significantly on academic achievement.
3. College male and female students do not differ significantly in their study habits

## II. Method and procedure

This study was designed to study academic achievements and study habits of college students . As such, descriptive method of research was employed.

### SAMPLE:

The sample for this study was collected from 4 degree colleges of district pulwama, J&K . The sample consisted of 410 students of which 193 male and 217 female college students were selected from district Pulwama. The sample has been selected on the basis of random sampling technique..

### Tools used:

The following tool was employed for the purpose of collecting data from the selected subjects:

1. To measure the academic achievement, aggregate marks obtained by the subjects in Ist year and 2nd year classes were taken as their academic achievement.
2. Palsane and Sharma`s study habits inventory (PSSHI) was administered on the sample subjects to measure their study habits.

### Statistical treatment:

The data collected was subjected to the following statistical treatment:

Mean,S.D,t-test.

### Analysis and interpretation of data

In order to achieve the objectives formulated for the study, the data was stastically analyzed by employing t-test.

**Table No.1** :Mean Comparison of Male and Female College Students on Academic Achievement

Variables	N	Mean	S.D	t-value	Level ofSignificance
Male	193	57.96	4.28	5.40	Significant at 0.01
Female	217	60.23	4.17		

Table No. 1 shows the mean comparison of male and female college students on academic

achievement. It is evident from the table that on academic achievement (t.value 5.40>0.01), the two groups viz. male and female college students differ significantly. The table further reveals that female college students have better academic achievement than male college students. Therefore, hypothesis No. 7 which reads as “Male and Female College students differ significantly on academic achievement”, stands accepted.

**Table No. 2:** Mean Comparison of Rural and Urban College Students on Academic Achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Rural	197	59.07	4.31	2.65	Significant at 0.01
Urban	213	60.16	4.21		

Table No. 2. depicts the mean comparison of rural and urban college students on academic achievement. It is evident from the table that on academic achievement (t.value 2.65>0.01), the two groups viz. rural and urban college students differ significantly. The table further reveals that urban college students have better academic achievement than rural college students. Therefore, hypothesis No. 8 which reads as “Rural and Urban College students differ significantly on academic achievement”, stands accepted.

**Table NO.3:** Showing the percentage of respondents falling on each level of study habits (N=410)

Levels	Male	Female
Excelent	75 (75%)	72 (68%)
V.Good	12 (12%)	18 (18%)
Average	6 (6%)	5 (5%)
Unsatisfactory	4 (4%)	3 (7%)
Very unsatisfactory	3 (3%)	2 (2%)

The above figure shows the percentage of respondents falling on each level of study habits. A perusal of the table shows that out of 410 college male students 75% have excellent study habits, 12% have very good study habits, 6% have average study habits, 4% have unsatisfactory study habits and 3% have very unsatisfactory study habits while as seeing the percentage of college female students 72% have excellent study habits, 18% have very good study habits, 5% have average study habits, 3% have unsatisfactory study habits and 2% have very unsatisfactory in their study habits.

As mentioned above the comparison of the two groups on their study habits has revealed that there exists no significant difference in the mean score of college male and female groups on study habits,.

**Table 4:** Showing the mean comparison of college male and female students on study habits.

GROUP	MEAN	S.D	t-VALUE	Level of Significance
MALE	66.96	7.01	0.643	Not Significant
FEMALE	67.61	7.41		

A perusal of the above table shows that college male students have secured a mean score of 66.96 with S.D of 7.01 whereas the college female students have secured a mean score of 67.61 with S.D of 7.41. This means that College female students are slightly higher than the male. The two groups under study do not show any significant difference in their study habits, stands accepted.

### III. Conclusion

In this study,

1. Female college students in comparison to male college students have been found to have better academic achievement.
2. Urban college students have high academic achievement as compared to rural college students.
3. It was found that 73.5% college students have excellent study habits, 15% having very good study habits, 5.5% were having average, 3.5% were having unsatisfactory study habits and a very small proportion of students 2.5% were having very unsatisfactory study habits
4. The study has revealed that 75% of college male students have excellent study habits, 12% have very good study habits, 6% have average, 4% have unsatisfactory and 3% have very unsatisfactory in their study habits, whereas 72% of college female students have excellent study habits, 18% have very good, 5% have average, 3% have satisfactory and 2% have very unsatisfactory in their study habits.
5. It has been found that there exists no significant difference in the study habits of college male and female students. Though the mean difference slightly favoured female gifted students but the difference failed to arrive as any level of confidence.

### IV. Suggestions / Educational implications

1. The present study may be replicated on a large sample. Sample size may be increased with the inclusion of other variables.
2. Since academic progress is closely related to study habits, therefore it is imperative that a battery of

- tests for the measurement of study habits be used to throw light on all the allied aspects of study habits.
3. In the present study, only academic achievements and study habits variables were worked out, in addition to these variables other variables in coordination with creativity can be worked out to trace out the interactional effects of various variables on creativity like, intelligence, I-Q, Mental health etc.
  4. Information about the study habits of the adolescents will help the teachers in understanding the weaknesses and strengths of the adolescents that hamper their progress in their studies.
  5. This study gives us information about the academic achievement of adolescent boys and girls and states that study habits can influence a person's academic achievement.
  6. The teachers should also conduct weekly, monthly reading tests, oral tests and written tests by making a fair assessment of the students that could be of great value in the evaluation of study habits and academic achievement.
  7. By gaining a better understanding of adolescents study habits, it is possible that teaching strategies, methods, and techniques that can be used to assist in the development of critical thinking and other important skills can be identified and improved.

#### References:

- Agarwal, A. (2002)**, Study of relationship of academic achievement of boys and girls with intelligence, socio-economic status, size of the family and birth order of the child. *Indian Journal of Educational Research* Vol.21. pp. 75-76.
- Agarwal, Rashmi and Amita. (2000)**, Televiewing pattern of adolescents and its Impact on their study Habits. *Indian Educational Review*, Vol. 36 (2), 48-61.
- Akhani, Pana Rathi (1999)**, Academic achievement, study Habits and Loneliness of Josore children of employed and unemployed Mothers. *Indian educational abstracts* Vol.1
- Aluja Fabregat, Anton and Blanch, Angel. (2004)**, Socialized Personality, Scholastic Aptitudes, Study Habits, and Academic Achievement. *European Journal of Psychological Assessment*. 20(3), PP. 157-165. In: *Psychological Abstracts*, 91(11), 2004, P. 4225, Sr. No. 33152.
- Balasubramanium, S.P (1992)**, Correlates of achievement (fifth survey of research in education, vol 2) New Delhi: NCERT.
- Best, J.W. and Kahn, J.V. (1996)**, "Research in Education" Prentice Hall of India, New Delhi.
- Bhargava. R (2006)**, Behaviour Psychology, ABD Publishers, Jaipur, India.
- Bolanle A. Ola, Olufemi Morakinyo (2010)**, Study habits among Nigerian secondary school students with brain fag syndrome, *academic journal*, Vol. 2, p 6
- Bosewell, C. and Cannon. S (2009)**, Introduction to nursing research: incorporating evidence-based practice second edition. UK: Jones and Bartlett learning.
- Brown. William F., Holtzman, Wayne H.** *journal of educational psychology*, Vol.46(2) 75-84.
- Brown, Duane: Trusty, Jerry (2005)**, School Counselors, Comprehensive school counseling programs, and Academic Achievement. *Journal of professional school counseling*, vol.1.
- Busari, A.O (2000)**, Stress inoculation training and self statements monitoring techniques in the reduction of test anxiety among adolescent underachievers in Ibadan metropolis, Nigeria. Unpublished Ph.D. thesis, University of Ibadan.
- Butcher, H. J. (1968)**, *Human Intelligence-Nature and Assessment*, London: Methuen.
- Chapin, F.S (1942)**, Preliminary standardization of a social impact scale. *American Sociological Review*, 7, 214-225.
- Cottrell, R. R. and Mckenzie, J.F (2011)** *Health Promotion and Education Research Methods: Second Edition*. UK: Jones and Bartlett learning.
- Cronbach, L.J. and Gleser, G.C. (1954)**. Review of „The Study of Behaviour“ *Psychometrika*, 19,329-333.
- Crown, Anne. K (2013)** An empirical analysis of three intelligences. *Canadian Journal of Behavioural Science*, Vol 45(2), pp. 105-114.
- Deb, Madhu and Grewal, Hirdai Pal. (1990)**, Relationship between Study Habits and Academic achievement of undergraduate home science final year students. *Indian Educational Review*, Vol 25 (3) 71 74.
- De Berard, Spielmans. G, Julka. L. D (2004)** Predictors of academic achievement and retention among college freshmen, A longitudinal study; *College Student Journal*.
- De Bruyn, Eddy H. (2005)** Role strain, Engagement and Academic Achievement in early adolescent. *Journal of educational studies*, Vol. 31 No. 1 pp. 15-27
- Dharma, Surya (1994)** factors that influence student academic in Pennsylvania Public Schools, University of Pittsburgh, pp. 215 Doll, E.A (1935) A genetic scale of social maturity. *American Journal of Orthopsychiatry*, 5, pp. 180-88
- Edwards, A.L. (1957)**. *Manual of Personal Preference Schedule*, New York: The Dryden Press, INC.
- Grewal Paul (1990)**, Relationship between study habits and Academic Achievement *Indian Education review*.

- In M. B. Buch (Ed.) fifth survey of education Research New Delhi: NCERT.
- Hamid, R. (2010)** Mental health and academic achievement of Ladhaki and Kashmiri adolescent girls. Unpublished M.Phil dissertation. Kashmir University, Hazratbal.
- Hari Krishnan, M (1992)** A Study of academic achievement of the students of the higher secondary stage in retention to academic motivation and socio-economic status, Mphil dissertation, Education, Annamalai University, Vol second, Fifth survey pp.1878.
- Iroegbu, O.M (1992)** The impact of family background factors on academic achievement. Journal of Technical education, vol 1, pp. 187-92.
- Jackson, N. Neil, A. and Bevan, R. (1973).** An Evaluation of forced choice and „true false“ item formats in personality assessment. Journal of Personality Researches, 7(1), 21-30.
- Jain, Shikha and Mishra, Pushpa (1998)** Impact of socialization on Academic Achievement. Study of adolescents, Indian Journal of Psychometric and Education, vol. 29 (1), pp. 39-42.
- Jamuar, K.K., (1974)** Study habits and some background factors. Psy. Stu., 16: pp.14-17.
- Jones, K. and Day J.D. (1997)** Discrimination of two aspects of cognitive-Social Intelligence from Academic Intelligence. Journal of Educational Psychology, 89 (3), pp. 486-497.
- Khan, Z, Khan, N.A, Haider, Z. (2011)** A Study on Social Intelligence of the students of physical education. International Journal of Sports Sciences and Physical education. (IJSSPE) Vol-II, Issue-I.
- Kohli, T. K. (1975)** Characteristic Behavioural and Environmental correlates of Academic Achievement of over and Under Achievers at different levels of intelligence. Punjab University, unpublished Ph.D. Thesis pp. 48.
- Krishnan, S.S (1993)** Relationship between self-concept and academic achievement of college students. Cited in M.B. Buch Fifth survey of educational research, New Delhi: NCERT.
- Lajwanti (2011)** Effect of internet surfing on the study habits of higher secondary students. journal of psycholinguistic association of india, Vol.41, No.1, 2011
- Larose, Simon; Bernier, Annie, Tarabulsy, George, M. (2005),** Attachment state of mind, learning dispositions and academic performance during the college transition. Developmental Psychology, Vol 41, pp. 281-289.
- Maikhuri, R.A, Pande, S.K (1997)** Self-Concept of adolescents in relation to their academic achievement. Cited in M.B. Buch fifth survey of educational research, New Delhi; NCERT.
- Mainstream Science on Intelligence (1994)** An editorial statement published in the Wall Street Journal; Wikipedia, the free encyclopedia.
- Marcus Credel & Nathan R. Kuncel (2008),**
- Margaret A. Anderson (1985),**
- Marlowe, H.A (1986)** Social Intelligence: Evidence for multidimensionality and construct independence. Journal of Educational Psychology, 78 (1), pp. 52 -58.
- Meijs, N, Antonius. H. N. Cillessen, Ron. H. J. Scholte, Segers. E, Spijkerman. R (2008)** Social Intelligence and Academic Achievement as predictors of adolescent popularity; Journal of Youth and Adolescence, Department of Psychology, University of Connecticut, Storrs/USA.
- Mills, C.J & Parker (2006),**
- Misra (1986)** A critical study of the socio-economic status on academic achievement of higher secondary students in rural and urban areas of Kanpur. Ph.D Thesis, Education. University of Kanpur.
- Mitzel, E. Harold (1982),** Encyclopedia of Educational Research. Fifth Edition, New York: A Division of Macmillan Publishers.
- Muhammad Sarwar, Muhammad Bashir et al. (2009),**
- Nafialiankim Caroline (1988),** An investigation in to the attitude and study Habits related to achievement in Mathematics of class IX students in Shillong. In M.B. Buch (Ed) Fifth survey of Educational Research New Delhi: NCERT.
- Nazir, A (2013) Social Intelligence and Academic Achievement of College Students – A Study of District Srinagar,** Unpublished M.Phil dissertation. Kashmir University, Hazratbal.
- Nuthana (2007)** Gender analysis of academic achievement among high school students. PG dissertation, University of Agricultural Sciences, Dharwad. Department of Human Development, College of Rural Home Science.
- Osokoya, M.M (1998)** some determinant of secondary school students academic achievement in chemistry in Oyo state. Unpublished Ph.D Thesis, University of Ibadan, Ibadan, Nigeria.
- Patel, M.R. (1996),** Study habits of pupils and its Impact upon their Academic Achievement. The progress of Education, Vol. LXXI (4), 74-76.
- Qadir, F. (2010)** Study of scientific temper and academic achievement of rural and urban adolescent girls. Unpublished M.Phil dissertation. Kashmir University, Hazratbal.
- Ramachandran, R (1990)** A Study on the relationship between academic performance and other psychological

- variables- reasoning, anxiety and adjustment. Cited in M.B. Buch Fifth survey of educational research Vol II, New Delhi: NCERT.
- Ramaswamy, R. (1990)** Study habits and academic achievement, *Experimental education*. Vol 18 Issue (10): pp. 255-260.
- Reis G., M. Hahn and D. Barkowski. (1984)** The Development of Achievement related level of Aspiration and Self-evaluation in Primary school. *Psychologies in Erziehung and Unterricht*, 31(3) pp. 188-196.
- Rohde, T.E, Thompson, L.A. (2007)** Predicting academic achievement with cognitive ability. vol:35, Issue: 1 Publisher: Elsevier Science pp. 83-92.
- Roy, S. (2008)** A Comparative study of factors affecting academic achievement of school going adolescent boys and girls. Third International Conference on Interdisciplinary Social Sciences. Monash University Center, Proto, Tuscany, Italy.
- Safaya, R. and Shaida, B.D. (1963)** Principles and techniques of education, Dhapat Rai and Sons Com, New Delhi.
- Sembiyan, R, Visvanathan, G and Dr P. C. Naga Subramani. (2011).** A Study on the attitude towards regionalism of college students in relation to Social Intelligence. *Indian Streams Research Journal (ISRJ)* Vol-I, Issue-IX.
- Sharma. A (1989)** A Comparative study of values, intelligence, and academic achievement, Abstracts of Research studies conducted by teacher education institutions in India, Volume 3., D.R. Goel, R. C. Madhavi.
- Sharma, Savita Kumari (2003),** Effect of study habits and self concept on Wastage and Stagnation among Scheduled Caste Students of Primary Classes. *Research Journal of Philosophy and Social Science*, 2003 (1&2). 73-78.