THE ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABITS AND ACADEMIC ACHIEVEMENT MOTIVATION.

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ABSTRACT

Several factors affect secondary student's educational advancement, of which psychological factors play a significant role. Among psychological factors, academic achievement motivation and study habits are the most important factors. Present research has been conducted to study- "A study of academic achievement in relation to study habits and academic achievement motivation". The main objectives of the study were to study the relationship between academic achievement motivation and academic achievement of higher secondary students of – (i) CBSE, (ii) ISC Board and (iii) UP Board. To study the relationship between study habits and academic achievement of higher secondary students of – (i) CBSE, (ii) ISC Board and (iii) UP Board. To study the difference in academic achievement between higher secondary students of- (i) CBSE and ISC Board, (ii) CBSE and UP Board and (iii) ISC Board and UP Board. 4- To study the difference in academic achievement of boys and girls at secondary level of (i) CBSE, (ii) ISC Board and (iii) UP Board. To study the difference in academic achievement motivation between higher secondary students of - (i) CBSE and ISC Board, (ii) CBSE and UP Board and (iii) ISC Board and UP Board. To study the difference in academic achievement motivation of boys and girls at secondary level of (i) CBSE, (ii)ISC Board and (iii) UP Board. To study the difference in study habits between higher secondary students of- (i) CBSE and ISC Board, (ii) CBSE and UP Board and (iii) ISC Board and UP Board. To study the difference in study habits of boys and girls at secondary level of (i) CBSE, (ii)ISC Board and (iii) UP Board. Descriptive survey method was employed in the study. The study was conducted on 540 students (270 boys 270 girls) of class 12th by employing stratified random sampling technique from 15 Secondary

Schools of Kanpur city affiliated with CBSE board, ISC board and UP Board. The tools used for collecting data were- (i) Study habits Inventory developed by M. Mukhopadhyay and D. N. Sansanwal, (ii) Academic achievement motivation test developed by T. R. Sharma, and (iii) Percentage of marks obtained by the students in class XIth annual exams were used as the measure of academic achievement of the students. Data were analysed with the help of Pearson correlation, 3x2 ANOVA and 't' test, etc.

INTRODUCTION

Education is the process through which a person can elevate himself from poverty, misery, and also from the darkness of ignorance. He can develop and refine all aspects of his personality: his intellectual level, his emotional sanity, as well as his conduct towards the society; and thus he would emerge as more responsible, dynamic, resourceful, and become an enterprising citizen. This development not only benefits his character but in the long run contributes to his society, culture, nature, and the civilization of mankind — of which he is, of course, an inseparable part. According to Prof. Drever1 – "Education is a process in which and by which knowledge, character and behavior of the young are shaped and molded" (p. 6). Education is the strong medium of acquiring skills, knowledge, and learning; thereafter helping and encouraging other people to choose what they prefer to learn. Education develops the character of an individual, and it does make him sharp, bold, and presentable. By education only the ideals and values, both material and spiritual, are transferred from one generation to the other and so on. It is the way of preservation as well as purification, and eventually achieving good things for the civilization entire. It is no secret education brings positive attitude to life — which is essential in solving situations and problems in one's life. Life is full of struggles, with adequate education and training it pacifies, as then it's easy to the right way out, and success is simply attainable. Beside these, good education makes our way of talking impressive, adds up shine to the reputation we possess; keeps us away from sins and crime, and delight us, and hence our name does spread far and wide. And in due course, it leads to a graceful life and enhances both tangible and intangible ability of a human being.

THE RESEARCH METHOD

Research has been defined as the creation of new knowledge along with the use of existing knowledge in a new as well as creative way, in an attempt to generate novel concepts, methodologies, in addition to understanding. According to J. H. McGrath and D. E. Watson1 : Research is a process which has utility to an extent that class of inquiry employed as the research

activity which is capable of adding knowledge of stimulating progress and helping society and man relate more efficiently and effectively to the problems that society and man perpetuate and create. Research is the process of collecting, analyzing, and interpreting information in order to answer questions. Research methodology is the specific procedure or technique employed to identify, select, process, and analyze information regarding a topic. Research methodology is the specific procedure or technique employed to identify, select, process, and analyze information regarding a topic. Research methods assist us to reach a solution to a problem. The study of research methodology allow us the necessary training for selecting methods, materials, scientific tools, and training techniques relevant for the problem selected.

TYPES OF RESEARCH

Every research involves the elements of observation, description, and analysis of each possibility under a given condition. Even though research may be classified from many points of views, practically every study falls under one or on the combination of these three types. Maulay (1964) classified research methods into the following three basic methods for research

- Historical Method
- Experimental Method
- iii. Descriptive Method

Historical Method

Historical research studies the meaning of past events in an attempt to interpret the facts and explain the cause of events, and their effect in the present events.2 Thus in this research 'the past' is investigated by going through the records and facts, and are generalized as well as interpreted for the present and future use.

Experimental Method

Experimental research is a scientific approach to research, where one or more independent variables are manipulated and applied to one or more dependent variables to measures their effect on the latter.

Descriptive Method

Descriptive research comprise survey and fact finding enquiries of either kinds. The major purpose of descriptive research in the description of state of affairs as it exists at present. Descriptive research is a type of research that describes a population, situation, or phenomenon

that is being studied. It focuses on answering the how, what, when, and where questions If a research problem, rather than the why.4 Present study is a descriptive survey method. Here the researcher has observed the facts, collected data, and then analyses statistically. This type of research is based on survey method. This method provides logical, analytical and definite solution to a definite problem. "Survey studies are conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them"5 (p. 106). Descriptive survey method consists of information about population, sample, sampling techniques, description of tools, administration of tools, and statistical techniques used for data analysis. In the present study survey is conducted on the secondary school students of Kanpur city affiliated with CBSE, ISC Board and UP Board.

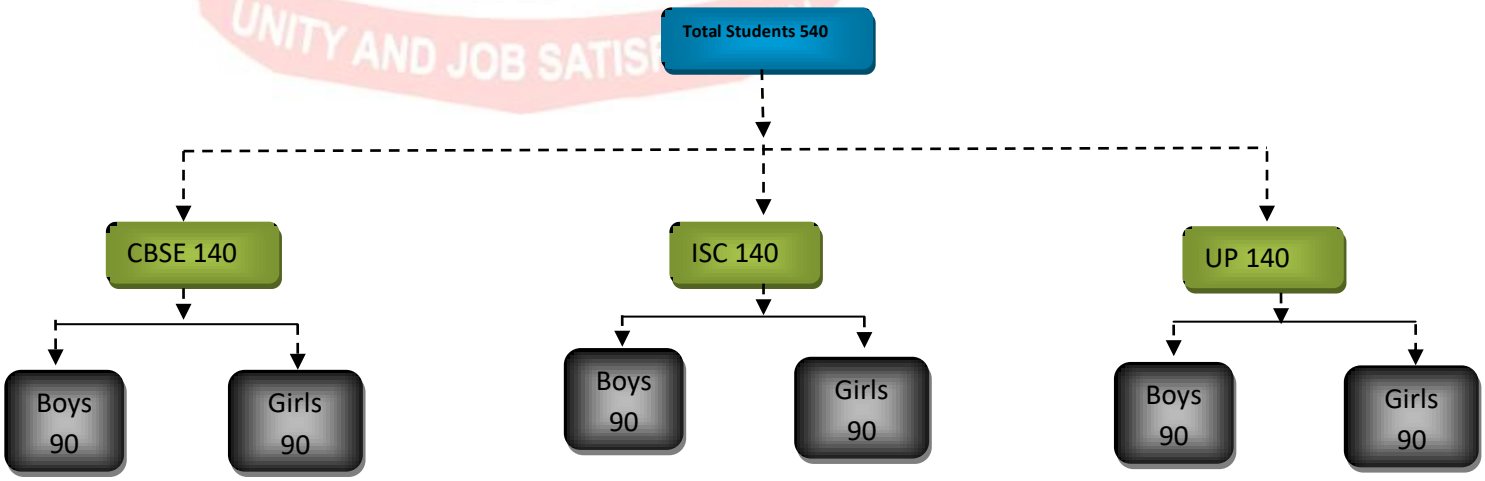
Population

Population implies the entire group of people upon which researcher wishes to generalize the study findings The population of the present study comprise of students (both boys and girls) of class XIIth of Kanpur city studying in English medium schools affiliated to CBSE, ISC Board and UP Board.

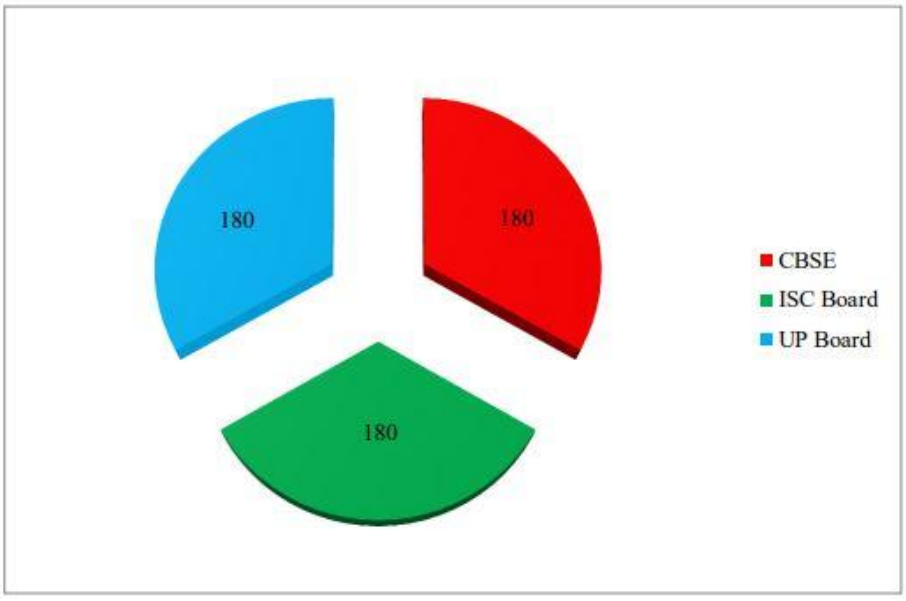
Sample and Sampling

A sample is a small proportion of the population that is selected for observation and analysis. On the basis of characteristics of the sample, inferences can be made about the characteristics of population in general. Sample of the study consists of 540 students of 15 secondary schools affiliated to CBSE, ISC Board.

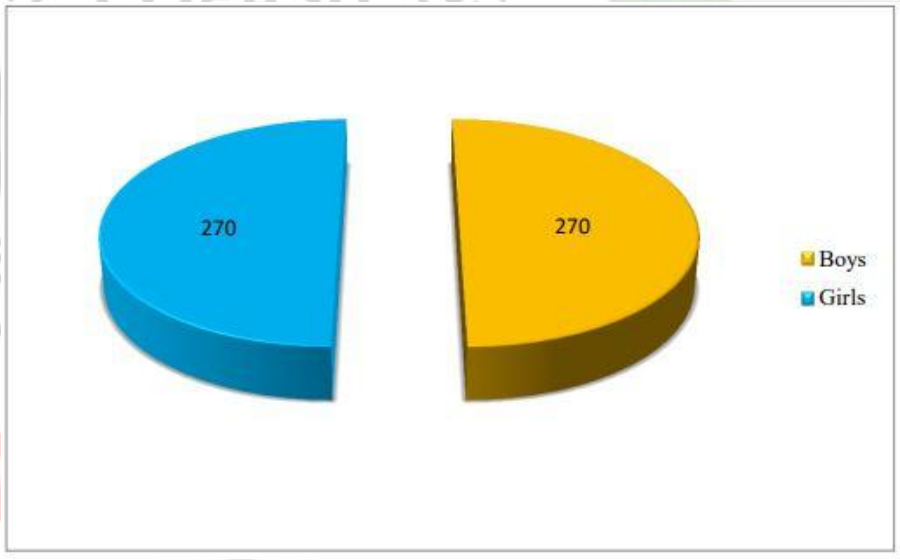
Distribution of Sample



Board wise equal distribution of Sample



Gender wise equal distribution of Sample



Sampling is a process used in statistical analysis in which predefined numbers are taken from a large population. The sampling method is generally divided into two broad categories:

i. Non probability sampling

ii. Probability sampling

Non probability sampling

The non-probability sampling technique is that in which samples are selected based on the subjective judgment of the researcher rather than random selection. Generally there are four types of non probability sampling. These are – Purposive or Judgments Sampling, where sample is selected based on the characteristics of the population and the purpose of the study. Quota Sampling, in which data are collected from a homogeneous group. It involves a two-step process, where two variables can be used to filter information from the population. Convenience or Accidental sampling, in which the selected population is easily accessible to the researcher; the available subjects are entered into the study without any randomization. Snowball sampling is used to identify potential subjects in studies where subjects are hard to locate.

Probability sampling

Probability sampling or random sampling is based on the fact that every member of a population has an equal chance of being selected. Generally there are four types of probability sampling. These are – Simple Random Sampling, in which the researcher randomly selects a subset of participants from a population. Data is then collected from as large a percentage as possible of this random subset. Systematic sampling, in which sample from a larger population are selected according to a random starting point but with a fixed, periodic interval. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size. Cluster sampling, here researchers divide a population into smaller groups known as clusters. They then randomly select among these clusters to form a sample. It is often used to study large populations, particularly those that are widely geographically dispersed. Multistage Sampling, divides the population into groups (or clusters) for conducting research. It is a complex form of cluster sampling. During this sampling method, significant clusters of the selected people are split into sub-groups at various stages to make it simpler for primary data collection. Stratified Random Sampling, first divides the population into smaller groups or strata, based on shared characteristics then researcher randomly selects the sample from each strata. Sampling of the study has been done in two stages. Firstly sampling of the schools and secondly sampling of the students from these selected schools. For the sample of schools, the list of all English medium

schools affiliated to CBSE, ISC Board, and UP Board of Kanpur city has been prepared separately (see Appendices IA, IB and IC). From these separate lists, five schools from each of the boards have been selected by random sampling method. This type of sample is the best representative of the population whose characteristics are unknown. Thus a total of 15 schools were selected from these three examination boards. For the selection of students, stratified random sampling technique has been used. The researcher approached the principal of the school and after explaining the purpose of the study sought permission. Equal number of students from the three streams i. e. Arts, Commerce and Science have been selected by random sampling method. Under random sampling, the lottery method of selection is used. Thus 12 students (6 boys and 6 girls) from each stream have been selected. Thus a total of 36 students have been selected from a school. This process is repeated in 14 other schools as well. A detailed description of the sample is described in the Table.

School wise distribution of the total Sample

SN	Examination Boards	Name of Schools	Student		Total
1.	CBSE	Solid Foundation	18	18	36
2.	CBSE	KDMA International School	18	18	36
3.	CBSE	GSS	18	18	36
4.	CBSE	YCA	18	18	36
5.	CBSE	YBBS	18	18	36
6.	ISC BOARD	Public School, Y-Block	18	18	36
7.	ISC BOARD	Mother Teresa Mission Higher Secondary School, K-Block, Kidwai	18	18	36
8.	ISC BOARD	Dr. Brij Kishori Dubey Memorial School.	18	18	36
9.	ISC BOARD	Virendra Swaroop Education Centre.	18	18	36
10.	ISC BOARD	Kanpur Public Inter College, Kakadeo	18	18	36
11.	UP BOARD	B.N.S.D. Siksha Niketan, Benajhabar	18	18	36
12.	UP BOARD	Salam Swaroop Education Centre,	18	18	36
13.	UP BOARD	Rural International School	18	18	36

14.	UP BOARD	Qalam School Technology	18	18	36
15.	UP BOARD	Jakada School Sciences	18	18	36

Variable

Variable, as the name implies, is, something which varies. In other words, variables are the characteristics or conditions that are alterable, controlled or observed by the experimenter. Variables can be classified as

i. Dependent Variable

ii. Independent Variable

Dependent Variable Dependent variable is defined as one about which the researcher makes prediction. In the present study Academic Achievement is the dependent variable.

Independent Variable Independent variable is defined as one which could be maneuvered, measured, and related by the researcher for the purpose of producing observable changes in the dependent variable. Independent variable divided into two parts:

Psychological Variable In the present study Habits, and Academic Achievement Motivations are the independent variables.

Demographic and Educational Variables (Sub-Variables) a- Examination Boards (CBSE, ISC Board and UP Board) b- Gender (Boys and Girls)

Research Design of the Study

Research design is the overall plan, structure plus strategy employed to integrate different components of a study in logical manner. It's the blueprint for the collection, measurement, and analysis of the data. Factorial design is a form of true experimental design where multiple factors (Independent variables) are manipulated. 3x2 factorial design is used for the present study. Table showed the 3x2 factorial designs.

3x2 Factorial Designs

Boards A	Gender B		Total
	Boys $_{B1}$	Girls $_{B2}$	
CBSE $_{A1}$	90	90	80
ISC Board $_{A2}$	90	90	80
UP Board $_{A3}$	90	90	80
Total	270	270	540

Where;

A1 – Students of CBSE

A2 – Students of ISC Board

A3 – Students of UP Board

B1 – Boys

B2 – Girls

A1B1 – Boys of CBSE Schools A1B2 – Girls of CBSE Schools A2B1 – Boys of ISC Board Schools A2B2 – Girls of ISC Board Schools A3B1 – Boys of UP Board Schools A3B2 – Girls of UP Board Schools.

Tools used for Data collection

Research tools are administered on the sample subjects — for collecting evidence or data. Most of the educational research will lead to the gathering of data via some standardized tests and self-constructed research tools. The researcher is supposed to select from the available tools that may provide data he/she need for testing the hypotheses. It does also provide objective data for interpretation of results. Major data gathering tools are classified into following categories: Psychological Tests –

i. Inquiry Forms

ii. ii. Observation

iii. iii. Interview

iv. iv. Sociometric Techniques

Inquiry Forms are set of data gathering research tools used for collecting information about certain phenomena under investigation such as questionnaire, schedule, rating scale, etc. Questionnaire Most of the data in research is collected through questionnaires. It is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. Questionnaires are commonly used to gather information from a large audience, in the form of a survey. Two questionnaires-

Study Habit Inventory (SHI) and Academic Achievement Motivation Test (AAMT) are used in the study. These are described as follows.

Study Habit Inventory (SHI)

Study habit is important for higher academic achievement of the students, so much it is important for their fruitful use of leisure time. The later aspect is also important for adults who are now in the job, particularly for the teachers. Thus 'study habit' as a habit is generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals, and by cumulative and interactive effects in the society. While one can and usually does presume a delta point in the life of an individual whereby the study habits get fixed by certain age, possibly such patterns get fixed only in over behaviours like study sets, drilling etc. The covert behaviors, like concentration, comprehension, task orientation changes with each important change in the life stages. Thus, the assessment of study habits of school students college students, teachers and working adults need to be different. This instrument was designed to measure the study habits of students at the post secondary level. In the present Study Habit Inventory was used to measure the study habit of higher secondary school students. SHI is designed to measure study habits of students at higher secondary level. This scale has been constructed by M. Mukhopadhyay and D.N. Sansanwal. Study Habit Inventory developed on five point scale (Always Frequently, Sometimes, Rarely and Never). Study Habit Inventory has 70 items of nine dimensions. These nine dimensions represent nine different kinds of study behaviours. These are:

Comprehension – There are certain specific behaviours with respect to a student's study behaviour which are geared to better comprehension. For example, before reading a lesson intensively the student may try to catch on what the lesson is about. By so doing, he may actually try to establish a mental set for studying a particular content. Similarly, he may try to relate the materials learned in one subject with those learned in another, so that he may subsume the new learning with the previous knowledge.

Concentration – Concentration is a very important predictor of effective study habits. Some students are capable of concentrating easily and for long whereas, some others take time to concentrate, but once they concentrate, they can continue for long, while still some others find it difficult to concentrate at all. Some may read only when they are in a mood to do so. Others may require stimulations through tea, coffee, smoking etc. for concentration.

Task Orientation – If a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. For example, some students study different subjects according to the fixed routine – daily, weekly or monthly. Certain students fix the time target for completing certain academic tasks. Students' orientations and behaviours towards accomplishment of the tasks in a predicated time frame is task orientation.

Study Sets – By study sets we mean the physical and situational characteristics which a student adopts for study, For example, some students read only in the night, some students learn more when they read lying on the bed, whereas some others may as well sleep if they read lying on the bed.

Interaction – Although both teaching and learning in our colleges have remained monoaction and almost the private affair of the particular teachers or students respectively, there is enough evidence to conclude that interaction of a student with his teachers or parents or his friends contributes positively towards better learning. Thus, interaction is a significant component of study habit. For example, when a student does not understand while studying, he may go to some of his friends for a discussion. Amongst the postgraduate students in certain universities, a common practice is to form small groups of three or four students who study together.

Drilling

Drilling means practicing a particular learning again and again, while drilling is a common practice at school level, it is a very important component of good study habits amongst students of science and technology. Since drilling is almost essential in case of learning of Mathematics, Chemistry, Engineering, Drawing etc. These students may revise the topics and tasks already learned more than once.

Supports – Study in any particular discipline gets a sound back-up from a broader study base. A student's habit of studying different types of books, other than textbooks, or newspaper and magazines may be helpful in the learning of his subjects.

Recording – At higher levels any good teacher hardly teaches on the basis of a single book. For good performance of the students, it is also necessary to read a number of books; recording in the form of text, class notes or preparing one's own study notes are, hence, very important factors. Some students prepare their own notes on the basis of class lectures which form the basis for their own independent study. Many students depend only on the class notes dictated by the teacher.

Language – Language capability is an important predictor of effective study habits. For example, where the medium of instruction is English, it is important to see with what facility and ease does a student read books in English. This affects his concentration, comprehension and duration of study. Weight age and Number of Items These nine sub-components of study habits were identified and subsequently validated by several experts. It was also found necessary to assign differential.

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KNOWLEDGE FOR SERVICE
2025