



A STUDY ON STUDY HABITS, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS



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ABSTRACT

The study dealt with the influences of Study Habits, Achievement Motivation on Academic Achievement. The study belongs to normative survey method with the random sample of 842 high school students of Thajavur District, Tamilnadu, India. Study Habits, Achievement Motivation are considered to be independent variable and Academic Achievement is considered to be dependent variable. Regression analysis was used as statistical technique. The results indicated that the Study Habits, Achievement Motivation influences the Academic Achievement significantly.

KEYWORDS: Study Habits, Achievement Motivation, Regression, Normative Survey

1.1 BEGINNING

Generally, the quality of an individual is essential to face an interview and get the job from the competitive world. The entire personal progress of the individual is jugged with their quality. In any educational level, the quality is marked with their performance of examination that is academic achievement. The students are to be focused in high status when they attain high achievement in their examination. But in real, it is not possible to attain high achievement. Because they are some inherent factors are disturbing/motivating achievement. Identifying and fostering the individual factor, teacher factor and social factors may succeed the good or high academic achievement. Robinson (2000) identified that they are many factors plays a role in achieving high academic achievement like good teacher, good study environment, course of the study, parents cooperation and high quality books. Mostly, academic achievement highly depends on the individual factors with compare to other factors and it is essential because it determines the status of the students. On the other hand, those factors may influence the academic achievement of the students significantly.

But it is not possible to identify and analyze all factors as combined in a single study and it could be complex. For attaining high achievement, those factors in which the positive factors should be fostered. Because all factors cannot make positive influences and sometimes it makes low influences or it makes negative influences on academic achievement. So the investigator of this research paper interested to find the influences of certain selected factors of study habits, achievement motivation on academic achievement.

1.2 OPERATIONAL DEFINITIONS OF THE STUDY

Operational definition is a definition which must be defined by the researcher that the variable how it has been going to measure or to be operated in the research. The following are the operational definitions of the variables.

1.2.1 Study Habits:-

It is defined as the individual's systematic and efficient activities to improve learning activity.

1.2.2 Achievement Motivation:-

It is generally defined as a habitual desire to achieve goals through one's individual effort and it refers to a person's efforts to master a task, achieve excellence, overcome obstacles, perform better than others and take pride in exercising talent.

1.2.3 Academic Achievement:-

It may be defined as the academic performance of the students in their school subjects.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

Nowadays, the academic achievement is focused as a main thing because it has been preferred to show the individual effectiveness, school status and fulfill the parents' desires. The low achievement occurs by undetermined participation of the factors. The individual factors like interest, attitude, aptitude, study habits, achievement motivation, parents' encouragement, teachers support, anxiety and so on may positively/negatively influence the achievement. Most of the parents prefer their child to get high achievement in all subjects and it makes an easy way to get any group to study in future. In this case, there are many factors that are positively/negatively influencing achievement of the students and they are listed before. Even though, a lot of factors positively/negatively influencing the achievement, all factors cannot be analyzed in a single study. Nonetheless, the students may differ in their academic achievement based on these factors. But all factor cannot make an equal positive/negative influences, it may be varied. Identifying the exact factors much positively/negatively influencing the achievement is essential because the teacher and the parents may stress or attentive on it to the students. For this back drop, the investigator restricted with the factors like study habits, achievement motivation for finding its positive/negative influences on academic achievement.

1.4 RESEARCH QUESTION OF THE STUDY

Research question is defined as "a question about what the researcher going to investigate or to find or to analyze or to verify or to discover". This is most important because it is the real starting point of the research and enriches the hypothesis through objectives. The following is the quantitative research question of the study.

- Is there any significant influences in Academic Achievement with respect to independent variables such as,
 - ❖ Study Habits, and
 - ❖ Achievement Motivation

1.5 OBJECTIVE OF THE STUDY

All process has been done for some purposes and it can be divided with discrete works. The forecasting of the work is called as objectives. No researcher cannot do research without objectives. For attaining the goal, the following objective has been formulated by the investigator.

- To find out the significant influences if any in Academic Achievement with respect to independent variables such as,
 - ❖ Study Habits, and
 - ❖ Achievement Motivation

1.6 HYPOTHESES OF THE STUDY

Hypothesis is a tentative and scientific assumption of the study and it could be tested as essential in the research. According to Mohan (2014), "Hypothesis is a tentative prediction or explanation of the relationship between two or more". Based on the objectives, the following hypothesis has been formulated for investigation.

- There is a significant influences if any in Academic Achievement with respect to independent variables such as,
 - ❖ Study Habits, and
 - ❖ Achievement Motivation

1.7 METHODOLOGY OF THE STUDY

Methodology is broad term which includes systematic procedures to conduct research. According to New Webster dictionary of English language, the methodology is described as "The science of method or arrangement" (Singh, 2006). It is type of inquiry with reference to the research. "Research methodology is a way to systematically solve the research problem"(Basavayya & Venkataiah, 2015). They are many components are in research methodology. The research design is one of it and it explained below.

1.7.1 Research Design:-

It is important component of research methodology. Research design is the blue print of the research. According to the Basavayya and Venkataiah (2015), "The researcher will have to state the conceptual structure within which research would be conducted". Based on the objectives and purpose of the research, the investigator has used survey research design for the study. The following elements are included in the survey research design and they are described below.

1.7.1.1 Variables:-

A concept which occupies more quantitative or qualitative values in different occasion is called as variable. In 2014, Kothari defined variable as "A concept which can take on different quantitative values is called a variable".

The investigator of the study has used two kinds of variables and they are given below.

Independent variable: The characteristic which does not change with others and it is manipulated by the researcher is called as independent variable. According to Singh (2006), “It is that factor which is measured, manipulated or selected by the experimenter to determine its relationship to observed phenomena”. The independent variables of the study are,

- Study Habits, and
- Achievement Motivation

Dependent variable: A characteristic which changes with others and it is a observe phenomena is called as dependent variable. “It is a factor which is observed or measured to determine the effect of the independent variable” (Sing, 2008). The dependent variable of the study is

- Academic Achievement

1.7.1.2 Samples:-

A part or a unit of the large population is called as samples. According to Best and Kahn (2006) defined the sample “A sample is a small portion of the population that is selected for observation and analysis”. The sample comprised of 842 high school students of Thanjavur District, Tamilnadu, India were randomly selected for the study.

1.7.1.3 Method:-

Method has procedures to collect data and it includes techniques. “Method is a style of conducting a research work which is determined by the nature of the problem” (Singh, 2006). Normative Survey Method is more

suitable for collecting data at a time. According to Sabu (2012), “when an observation is made outside the laboratories in real life situation by adopting the survey technique, the method is termed as the normative survey or field survey method”. Normative survey must be cross-sectional as well as descriptive. Thus, the investigator of the study has used normative survey method for collecting data.

1.7.1.4 Tools:-

Tools are very essential because no one can measure the variable without instruments in social sciences. The instruments like questionnaire, rating scales and schedules are also called as tools. The following tools were used by the investigator.

- Study Habits Inventory by Mukhopadhyay and Sansanwal (Revised version 2005) and it was revalidated by the investigator.
- Achievement Motivation Scale by Misra and Srinivastava
- Academic Achievement – Students Annual Marks

1.7.1.5 Statistics:-

The regression analysis was used as statistical technique for finding the positive/negative influences between the variables.

1.8 Testing of Hypothesis:-

Hypothesis Testing is non omittable activity of the research because the testing gives up the result of the research. For testing the hypothesis of the research, the investigator used regression statistics.

Table 1.1 Regression Analyses of Predictor Variables and Dependent Variable

ANOVA						
Predictor Variables		Sum of Squares	Df	Mean Square	F	Sig.
Study Habits and Achievement Motivation	Regression	357201.683	2	178600.842	11.21	0.000
	Residual	13361923.784	839	15926.012		
	Total	13719125.467	841	-		
a. Dependent Variable: Academic Achievement						
b. Predictors: (Constant), Study Habits and Achievement Motivation						

From the table 1.1, the p value of the model is 0.000 which indicate that the dependent variable is statistically significant with predictor variables at 1% level.

Table 1.2 Regression Model Analyses

Predictor Variables	Un-standardized Coefficients		Standardized Coefficients	t-Value	Sig.
	Beta Value	Standard Error	Beta Value		
(Constant)	49.716	7.856	-	6.328	.000
Study Habits	5.763	2.187	0.702	2.635	.000
Achievement Motivation	21.026	4.325	1.701	4.862	.000
a. Dependent Variable: Academic Achievement					
b. Predictors: (Constant), Study Habits and Achievement Motivation					

From the table 1.2, the regression equation model with un-standardized beta value is

$$Y = 5.763X_1 + 21.026X_2 + 49.716$$

Where,

Y - Dependent Variable Such as Academic Achievement

X - Predictor Variables such as Study Habits for X_1 , and Achievement Motivation for X_2 .

FINDINGS OF THE STUDY

Findings are explored from the analysis of hypothesis and which are the exact results of the research.

The followings is the finding of the study,

- There exists a significant influences in academic achievement with respect to the independent variables such as,
 - ❖ Study Habits, and
 - ❖ Achievement Motivation.

CONCLUSION

Conclusion clearly provides the possible rationale for the findings. Reference with the finding, the investigator of the study concluded that the independent variable such as Study Habits, Achievement Motivation are positively influences the dependent variable like Academic Achievement. It means that the one unit of change in academic achievement is due to 5.763 unit change of study habits and 21.026 unit change of achievement motivation.

It shows that the amount of units is differs in independent variables of influencing the dependent variable. It can be clearly concluded that academic achievement is highly influenced by achievement motivation with compare to study habits.

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