



Study Habits And Achievement Motivation Among High School Students

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ABSTRACT

The study habits of learner mean the ability to schedule his time, the plan of study, the habit of concentration. Majority of the students do not know how to utilize their time properly. They may fall in a sense of urgency to attend to study. They may get confused of some questions. They are, where to study? When to study? And what is the purpose of study? etc., this is because of lack of proper study habits among the students.

Study habits have such a great importance with educational improvement and achievement. Achievement motivation is a strong ingredient of human behavior. The proportion of this in an individual decides the nature and intensity of his/her acts. In general the achievement motive has been described by Heckhausen (1967) as “the striving to increase or keep as high as possible, one’s capability in all activities in which a standard excellence is thought to apply and where the execution of such activities can be, therefore, either success or failure.” Hence the researcher the selected this topic for the study.

Introduction

The study habits of learner means the ability to schedule his time. The habit of concentration, note-taking, mental review, over learning, the judicious application of whole and part method, massed and distributed learning and so on. Study is application of the mind to book (or) similar material for the purpose of learning what is not known. Habit is the tendency (or) capacity resulting from frequent repetition. Study habits are simply a set of tools that can be used to help to increase the amount of information learned and prolong the length of time of the remembrance of the information. Good study habits can bring success and satisfaction during the school years and they bring the same rewards in the working world. One of the most important gifts that the parents can give their children is to help in learning to study effectively. The benefits of good study habits can grow throughout the years. Shahapur and Venkataiah (1995) identified the following components in study habits: reading, writing, note-taking, memorizing, discussion, observation and practice.

Achievement motivation is a system of goal direction, which is closely associated to competence, higher standard of excellence, hope of success, aggressiveness, dominance, perseverance and fear of failure. Achievement motivation is a learned disposition to strive to attain success in achievement situation and take pride in

accomplishing successful performance. The presence of achievement motive in a person reflects his wish to do well.

According to the Encyclopedia Dictionary of Psychology, achievement motivation is defined as “The motivation to accomplish valued goals and to avoid failure. The concept became important as motivation theory became less dominated by physiological drives”. According to the Concise Dictionary of Education, “Achievement motivation is in theory, a psychological need and energetic drive that prompts an individual to strive for and work toward mastering his or her environment by the successful accomplishment of a goal or goals, accompanied by a sense of satisfaction and self-worth also called achievement need.

It is observed that the mode of education system has changed with time. In history it is observed that in the gurukula system the teacher and the taught live together and the knowledge is gained day in and day out. The dissemination of knowledge was done through discourse and discussion. There was formal, informal and non formal education clubbed together. But the arena of education had a boundary then. Now there is an explosion of knowledge, whatever is learned through a teacher has to be applied by the pupil in his own way according to the circumstances. Hence in the education system scope is given for direct learning and for applicative learning. Hence it is evident that the dissemination of gaining and acquiring knowledge is the duty of both the teacher and student. A teacher lights the knowledge in the student. The student has to acquire wisdom through proper study habits and achievement motivation. Achievement motivation and study habits are two important factors of learning. Unless high achievement motivation is there one will not think about proper study habits. Similarly proper study habits with proper understanding shall lead to good achievement indirectly the achievement motivation.

Hence, it is necessary to investigate into its nature and also to know whether it is related to factors like sex, management of the school, locality. Thus, an attempt is made to study the effect of these variables on the study habits and achievement motivation of the students in particular the high school students. It is a general opinion that the achievement motivation and study habits are better among the students studying in urban school than rural schools, private than government. The difference in achievement motivation and study habits is also expected among boys and girls. In order to verify the truth it was decided to take up the present study.

Objectives

- To know the general level of study habits and achievement motivation among high school students.
- To identify the difference in the study habits and achievement motivation among high school boys and girls

Sample selected for the Study:

The sample for the present study was drawn using stratified random sampling technique from both Government and Private management schools located in and around Puttur

town. A sample of 200 pupils of both genders was drawn. Out of 200 pupils 100 belonged to Rural and 100 belonged to Urban. Out of 100 rural 50 were from Government high school students and 50 were from Private high school students. Out of 50 government pupils 25 were Boys and 25 were Girls. The same number of boys and girls from private school were drawn from rural locality. The same procedure was applied to urban high schools also.

Tools used for the Study:

The tools used for the study were:

- i. Study habits inventory developed and standardized by the previous investigators.
- ii. Deo-Mohan Achievement motivation scale by Pratibha Deo and Asha Mohan

Hypothesis -1

“There would be significant difference between boys and girls of high school students with regard to their study habits and achievement motivation”.

The above hypothesis is tested by employing t-test and the results are as shown in table-1

Table-1 - Sex wise means, S.Ds and ‘t’ values for their study habits and achievement motivation.

S.No.	Variable	Groups	N	Mean	S.D	‘t’ value
1	Study habits	Boys	100	159.7	13.15	2.49*
		Girls	100	164.1	11.84	
2	Achievement Motivation	Boys	100	136.9	20.82	2.56*
		Girls	100	143.9	17.71	

* Significant at 0.05 level.

With reference to the study habits of the students, it is clear from the above table that the calculated ‘t’ value 2.49 is greater than the table value 1.97 for 198df at 0.05 level, that means it is significant at 0.05 level. Hence, the hypothesis is accepted. It is concluded that there is a significant difference between high school boys and girls with regard to their study habits. Based on the mean scores, girls have more study habits (164.1) than boys (159.7).

The findings confirm the results of Dr.Digumarthi Baskara Rao, A.Soma Surya Prakasa Rao, Dr.Gaddi Bhuvanewara Lakshmi’s (2004), S.Sutherland, Dr.A.Vasanthi’s (2011) studies.

Similarly, for the level of achievement motivation of the students it is clear from the above table that the calculated ‘t’ value 2.56 is greater than the table value 1.97 for 198df at 0.05 level, that means it is significant at 0.05 level. Hence, the hypothesis is accepted. It is concluded that there is a significant difference between high school boys and girls with regard to their achievement motivation.

The findings confirm the results of Kiran Bala Varma and Neelam Upadhyay's (2006), S.N.Pandey, MD.Faiz Ahmad's (2007) studies. And also contradicts the results of Dr.S.Krishna Murthy's(2000), Gangte and Niengtinkin's (2001) studies.

From the above table it is also observed that the girls had comparatively better study habits (164.1) and high level of achievement motivation (143.9) than that of the boys (159.7), (136.9) respectively.

Hypothesis-2

"There would be no relationship between the study habits and achievement motivation of the high school students".

The above hypothesis is tested by employing 'Assumed Mean Method of Correlation' and the results are shown in table.2.

Table -2- Means, S.Ds and r value of study habits and achievement motivation for the total sample (N=200) of high school students.

S.No.	Variable	N	Mean	SD	r-value
1	Study Habits	200	161.9	12.70	0.474
2	Achievement Motivation	200	140.4	19.64	

From the above table it is clear that the calculated value of correlation between study habits and achievement motivation is 0.474, it indicates that there is a marked positive correlation between these two variables. Hence, the null hypothesis is rejected. It is concluded that there is a marked positive correlation between study habits and achievement motivation of high school students.

Conclusion:

Based on the above findings the following specific conclusions are drawn on the whole, sample of high school students have better study habits and high level of achievement motivation. Gender has significant effect on study habits and achievement motivation of high school students, where students of high school girls have shown superiority over boys. The whole sample depicts a marked positive correlation between study habits and achievement motivation of high school students.

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