

## EDUCATIONAL ACHIEVEMENT AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS

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### **Abstract**

*In this paper research try to focus on secondary school students educational achievement and study habits. Researcher used two standardized tools for data collection. Researcher administrated these test on the sample of 300 students which was selected by multistage sampling techniques. Researcher computed t-test for data analysis and draw research findings.*

**Keywords:** Educational Achievement, Study Habits, Gender, School Type

Academic Achievement is of paramount important, particularly in the present socio-economic and cultural contexts. Obviously, in the school great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than ascriptive or quality. Thus, the school tends to emphasize achievement which facilitates, among other things, the process of role allocation for the social system. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement, again, primarily in terms of achievement. The student at school is trained to accept the hierarchy based on achievement. This helps him to be related form the family status in certain ways. His personal status is inevitably a direct function of the position he achieves, mainly in the formal classroom setting. Acceptance of the system of hierarchy in terms of achievement helps also to integrate the school system in so far as there obtains congruence between the values of a family and those of society. A considerable number of students from school go to colleges and institutions of higher learning. It is very important to ensure that such students acquire the requisite competence so as to benefit most out of higher education. Setting the stage for the achievement of the youth is thus a fundamental obligation of the educational system at the school stage.

### **Objectives of the Study**

To study the effect of Gender on educational achievement of School students. To study the effect of student's caste on educational achievement of School students. To study the effect of area on the educational achievements of School students. To study the effect of type of school on the educational achievements of School students.

### **Research Design**

Survey Method of the Research was used for preset study. In the present study the population consists of students of Ahmedabad district in granted and non-granted schools. In the present study the multistage sampling will be used because it being more comprehensive and representative of the population, under this method, the random selection is made of std- XI students. Thus, 300 Students of granted and non-granted school from Ahmedabad district will be selected by Multistage sampling Method. In this study researcher used standardized test prepared by R S Patel in the form of questionnaire. The researcher applied the Educational Achievement scale

prepared by Dr R S Patel with the reliability as per the split half method is 0.70 and as per Rational Equivalence method it is 0.70 and validity on the basis of Cliff Indices in N.R.T program is 0.68 and this tool is standardized on the school students over 14 years of age. Study habit inventory developed by Dr.R.S.Patel.

**Data Analysis**

Ho<sub>1</sub> There will be no significant difference between the mean scores of Educational Achievements of students with respect to their gender in relation to their study habits.

**Table 1 - T-test of educational achievement of boys and girls of grade XI in relation to their study habits**

GENDER	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
Girls	72	33.79	7.41	0.938	NS
Boys	53	35.02	7.16		

From the table 1, it is evident that t-value which is calculated i.e.  $t_{cal}=0.938$  is less than  $t_{0.01}=2.58$  which indicate that  $t_{cal}$  is not significant at 0.01 level of significance. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievements of grade XI students with respect to their gender in relation to their study habits* will not be rejected at 0.01 level. It further indicates that the boys and girls of grade XI having high educational achievement do not differ significantly in their study habits at 0.01 level.

Ho<sub>2</sub> There will be no significant difference between the mean scores of Educational Achievements of students with respect to their general and reserved caste in relation to their study habits.

**Table 2 - T-test of educational achievement of general and reserved caste students of grade XI in relation to their study habits**

Caste	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
General	70	31.11	6.85	0.11	NS
Reserved	70	31.26	8.68		

From the table 4.2, it is evident that t-value which is calculated i.e.  $t_{cal}=0.11$  is less than  $t_{0.01}=2.58$  which indicate that  $t_{cal}$  is not significant at 0.01 level of significance. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievement of grade XI with respect to their general and reserved case in relation to their study habits* will not be rejected at 0.01 level. It further indicates that the reserved and general students of grade XI having educational achievement do not differ significantly in their study habits at 0.01 level.

Ho<sub>3</sub> There will be no significant difference between the mean scores of Educational Achievements of students with respect to rural and urban area in relation to their study habits.

**Table 3 - T-test of educational achievement of grade XI students residing in urban and rural areas in relation to their study habits**

AREA	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
Urban	81	37.58	6.12	8.59**	S**
Rural	44	28.30	5.64		

Where, \*\* = significant at 0.01 level

From the table -3, it is evident that t-value which is calculated i.e.  $t_{cal}=8.59$  is more than  $t_{0.05}=1.96$  and  $t_{0.01}=2.58$  at 0.05 and 0.01 level of significance respectively. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievement of grade XI students with respect to urban and rural areas in relation to their study*

*habits* will be rejected at 0.01 level. It further indicates that the students of grade XI residing in urban and rural areas having high educational achievement differ significantly in their study habits at 0.01 level.

Ho<sub>4</sub> There will be no significant difference between the mean scores of Educational Achievements of students with respect to granted and non granted schools in relation to their study habits.

**Table 4 - T-test of educational achievement of grade XI students of granted and non-granted schools in relation to their study habits**

SCHOOL	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
Granted	68	33.41	6.90	1.31	NS
Non-Granted	57	35.39	7.68		

From the table -4, it is evident that t-value which is calculated i.e.  $t_{cal}=1.31$  is less than  $t_{0.01}=2.58$  which indicate that  $t_{cal}$  is not significant at 0.01 level of significance. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievement of grade XI students of granted and non-granted schools in relation to their study habits* will not be rejected at 0.01 level. It further indicates that the students of grade XI of granted and non-granted schools having high educational achievement do not differ significantly in relation to their study habits at 0.01 level.

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