Study Habits and Personality of Secondary School Students in Relation to their Academic Achievements: An Analytical study based on class X of the secondary schools situated in Haryana state

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Abstract
Academic achievement is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations, objectives, symbols and ideas. The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding. It is the competence of students shown in school subjects for which they have taken instruction. Study habits mean the habits that an individual might have formed with respect to his learning activities. Study Habits in this study has been taken as the total scores secured by the students on various dimensions of Study habit inventory. The test scores or grades assigned to the students on the basis of their performance in the achievement test determine the status of pupils in the classroom. This paper premeditated the factors affecting the academic performance of students and found that main factors are self-concept, achievement motivation, anti-Indian discrimination, culture conflict, and family instability. The present study makes a humble attempt to trace the impact of study habits and personality on the academic achievement of secondary school students. The present study is therefore, justified on the grounds that it is the first plan of its kind, designed to explore the relationship of two independent factors viz., study Habits and personality to academic achievement which might significantly contribute to the prediction of the academic achievement of the secondary stage.

Keywords: Academic Achievement, Study Habits, Personality Development, Students, Performance
1 Introduction

Forecasting performance of the school students is a problem of obvious importance in education. Educationists, researchers and guidance workers always look for an instrument useful in predicting academic achievement, such an instrument is helpful in identifying the students who, if provided with necessary guidance, can be developed to the maximum heights. The success of any educational program is dependent on how well the teacher is able to deliver his thoughts and concepts and how well child is able to receive it. Today, it is well known fact that education is not only cramming up and acquiring bookish knowledge but refers to the development of the learner as a whole. So the primary responsibility of the teachers is to determine the student’s progress in each area. The important of scholastic and academic achievement has raised severed questions for education researches. What factors prompts achievement in student? How far do the different factors contribute toward academic achievement etc.? The achievement of a child depends indeed on his conceptual learning and understanding in class. It further depends indeed on his conceptual learning and understanding in class. It further depends on numerous factors like child interest and motivation in the subject that they study, the devices and methods adopted by teacher in class, family set up and situational study habits of variables. The world is becoming more and more competitive, and the quality of performance has become the key factor for school and personal program. Parents wish that their children climb the ladder of performance as high as possible. This desire for a high level of achievement shapes their attitude towards the educational system. In the present system, the concept of providing education is changed from only enhancing the achievement in subjects to harmonious development of learner, now parents want that their kids get admission in that school which has facilities like smart classrooms, smart boards, computer based learning and hi-tech language laboratories. It is pointed that academic achievement is the unique responsibility of educational institution established by the society to promote the development of learners. The development of the learners is possible only if proper individual attention is given to them for enhancing the knowledge attained or skills developed in school subjects usually reflected by test scores or marks assigned by the teachers or by both.

The present study will be useful for educators in general and teachers in particular because the knowledge of the relationship of these factors understudy will enable the educators and teachers to plan their educational programme keeping in view these factors. The present study will provide an insight to the parents to deal effectively with their children so that they will be able to develop an understanding of the importance of study habits and personality. This understanding will also assist the teachers to create a more affectionate, harmonious, warm and democratic emotional atmosphere in inculcating good study habits at school. And also proper training and guidance may be given to the children accordingly. Moreover, on the basis of the findings of the study, teachers may help the students to modify their behaviour with regard to personality factors and study habits.

Educational administrators, curriculum planners, counsellors and guidance workers may also be benefitted by the results of this study. The information yielded by this work may be of great practical use for the purpose of training programme of teachers and guidance personnel’s. Findings of the study may be utilized at the time of admission of the students in various academic and professional courses of study. Researchers may also discover in it new challenges or new domains for
further exploration. The present study is thus envisaged to serve a multidimensional cause in the vast field of education.

**2 Background to the study**

Darlene (1997) conducted an investigation based upon an one-dimensional, global model of academic self-concept and nineteen years of public school teaching experience, the purpose of this study was to determine the relationship among the constructs of academic self-concept, academic achievement, persistence, self-attribution, study habits, and perceived school environment. Sobti (1998) Conducted study on the effect of studies habits on the academic achievement of post-graduate students. She studied on the students of commerce department and management department of Kurukshetra University. She found that in all departments the students have good study habits perform better in their annual examination. Radha (1998) studied academic achievement and certain selected variables with the objective to build a discriminate function model for academic achievement in high school by taking creativity, medium of instruction, religion, socio economic status, sex and type of school as an independent variable and found that the difference between academic achievement of boys and girls was marginal and not statistically significant. Anton and Angel (2004) analyzed the relationships among Cattellian personality factors, scholastic aptitudes, study habits, and academic achievement. The study clearly indicates that the study habit have significant effect on the academic achievement of post-graduate level student of Kurukshetra University. Shah (1999) conducted a study of relationship among intelligence, self-concept and academic achievement of pupil of 10th of semi urban rural area of Sihoretaluka (M.P). It was found that the scholastic aptitudes were the most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although the students with higher scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits. The relationship between personality and academic achievement seems to be mediated by study habits. Moreover, females obtained higher academic achievement scores than males. Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of scheduled caste students by taking students of senior secondary stage and found that general intelligence of male scheduled caste students were better than the female scheduled caste students; general intelligence of rural male scheduled caste students were better than the urban male scheduled caste students. These differences could be explained by the fact that females showed a more socialized personality pattern and better study habits. Franklin (2006) conducted a study on study habits of undergraduate education students. The purpose of this study was to describe the study habits of undergraduate students who were enrolled in the initial phase of a teacher education programme at a large urban university. Ganguly (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher’s training, teacher’s classroom behaviour and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students. Yang(2006) conducted a study on “An exploration of self-concept, parents education and student attitudes towards school, study habits and achievement of junior high
The purpose of the present study was to examine the relationship between self-concept, parent education, parent and student attitudes towards school, study habits and student achievement in a group of junior high students.

**3 Objective of the study**

Following are the objectives of the present investigation:
1. To study the study habits of secondary school students.
2. To ascertain the personality dimensions of secondary school students.
3. To find out the level of academic achievements of secondary school students.
4. To study the relationship between study habits and academic achievements of secondary school students.
5. To study the relationship between personality and academic achievements of secondary school students.

**4 Hypotheses of the Study**

After going through the review of related literature following null hypotheses were drawn:
1. There exists no significant relationship between study habits and academic achievements of secondary school students.
2. There exists no significant relationship between personality and academic achievements of secondary school students.
3. There exists no significant relationship between study habits and personality of secondary school students.
4. There exists no significant interrelationship among study habits, personality with academic achievements of secondary school students.
5. There exists no significant difference between high and low academic achievement and study habits of secondary school students.
6. There exists no significant difference between high and low academic achievement and activity–passivity personality of secondary school students.
7. There exists no significant difference between high and low academic achievement and enthusiastic–non-enthusiastic personality of secondary school students.
8. There exists no significant difference between high and low academic achievement and assertive–submissive personality of secondary school students.

**5 Analysis and Interpretation of Data**

Analyses of data means categorizing of data to obtain answer to research questions. The purpose of analyses is to interpret data so that the relation of the research problem can be studied. Thus, an analysis of data means studying the tabulated materials in order to determine inherent facts of meaning by breaking its complex factors into new arrangement for the purpose of interpretation. The investigator under the present study, collected raw data, classified and tabulated it for further statistical treatment. After the selection of suitable tools to gather the information about the selected variables of the target group i.e. secondary school students, the subsequent task was the collection of data. For this purpose, the investigator personally visited the secondary schools (private and
government) situated in district Kurukshetra of Haryana state and explained the purpose of her visit to the principal of each school. Due permission was taken from the concerned authority to administer the selected tool on the subjects, which were selected using simple random sampling, to get the desired information. Scoring was done as per the directions given in the manuals of the tools. For the analysis and interpretation of the data, the investigator used following statistical techniques:

5.1 Statistical Techniques Used

The investigator employed appropriate statistical techniques. The raw data of the subjects on the three variables were subjected to following statistical techniques:

1. Mean and Standard Deviation (S.D.);
2. Pearson’s product-moment coefficient of correlation ‘r’;
3. Coefficient of Multiple correlation ‘R’;
4. t-test for significance of difference between mean scores.

The data were based on a sample of 200 students studying in class X of the secondary schools situated in Haryana state. The data collected here analysed through different descriptive and inferential statistical techniques. The means and standard deviations were computed to study the general nature of the dependent variable i.e. academic achievements total scores and independent variables i.e. study habits and personality total scores by the use of descriptive statistics. In order to find out the relationship between variables i.e. study habits, personality and academic achievements co-efficient of correlation “r” was computed. Co-efficient of multiple correlations ‘R’ was calculated to study the interrelationship between variables. t-test was used to see the significance of difference between mean scores of low and high academic achievements on study habits, personality dimensions. The analysis and interpretation of the data has been presented in the following sections.

5.2 Analysis and Interpretation Based On Descriptive Statistics

This section deals with the analysis and interpretation based on total scores of study habits, personality and academic achievements of secondary school students descriptive statistics computed. The detail has been pretended below in table 5.1

Table 5.1: Descriptive statistics of study habits, personality and academic achievements (total scores) of secondary school students

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>Variance</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habits</td>
<td>200</td>
<td>58.51</td>
<td>59.00</td>
<td>50.00</td>
<td>7.85</td>
<td>61.73</td>
<td>-0.067</td>
<td>-0.434</td>
</tr>
<tr>
<td>Personality</td>
<td>200</td>
<td>64.12</td>
<td>64.00</td>
<td>64.00</td>
<td>14.57</td>
<td>212.42</td>
<td>0.182</td>
<td>-0.634</td>
</tr>
<tr>
<td>Academic achievements</td>
<td>200</td>
<td>66.42</td>
<td>65.00</td>
<td>60.00</td>
<td>10.42</td>
<td>108.68</td>
<td>0.575</td>
<td>0.185</td>
</tr>
</tbody>
</table>
In the above table 5.1, the values of mean, median and mode on study habits of secondary school students are 58.51 and 59.00 and 50.00 respectively. The value of standard deviation comes out to be 7.85 which represented the scattered scores from the mean position. The value of skewness i.e. -0.067 which shows that distribution is negatively skewed which means that distribution of the scores are symmetrical. The value of kurtosis was found to be -0.434 (Ku>0.263) which is platykurtic in nature. Table 4.1 also depicts that the values of mean, median and mode on personality total scores of secondary school students are 64.12, 64 and 64 respectively. The value of standard deviation comes out to be 14.57, which represented the less scattered scores from the mean position. The value of skewness i.e. 0.182 shows that distribution is positively skewed which means that distribution of the scores are symmetrical. The value of kurtosis was found to be 0.634(Ku>0.263) which is platykurtic in nature. Further, table 5.1, reveals that the values of mean, median and mode on organizational commitment total score of academic achievements total of secondary school students are 66.42, 65 and 60. The values of standard deviation 10.42 represented that the scores are scattered from the mean position. The value of skewness i.e. 0.575 shows that distribution is positively skewed which means that distribution of the scores are symmetrical. The value of kurtosis was found to be 0.185 which is less than 0.263, hence leptokurtic in nature.

Figure-5.1: Line Graph Showing The Mean, Median, Mode, Variance, Skewness And Kurtosis Scores Of Study Habits, Personality And Academic Achievements Of Secondary School Students

5.3 Analysis and Interpretation Based on Coefficient of correlation and Coefficient of multiple correlations

This section deals with the analysis and interpretation based on the data to find out the relationship and inter-relationship between study habits, personality and academic achievements of secondary school students. For this purpose, the data were collected from two hundred students study habits, personality and academic achievements of secondary school students were analysed through product moment co-efficient of co-relation ‘r’ and co-efficient of multiple co-relation ‘R’. The details of the same have been presented in table 4.2 to 4.5.

Table-5.2 : Co-efficient of correlation between study habits and academic achievements of secondary school students
Table 5.2 shows that the calculated “r” value is 0.523 between study habits and academic achievements of secondary school students are significant at 0.01 level of significance. This shows that there exist significant relationship between the study habits and academic achievements of secondary school students. Further, the study habits of secondary school students and academic achievements are found to be related. Hence, the Null hypothesis No. 1 which is stated earlier that there will be no significant relationship between study habits and academic achievements of secondary school students is not retained.

Table 5.3: Co-Efficient Of Correlation Between Personality And Academic Achievements Of Secondary School Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>df</th>
<th>Co-efficient of correlation “r”</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>198</td>
<td>-0.125**</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Academic achievements</td>
<td>198</td>
<td>0.125**</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 depicts that the calculated “r” value is 0.125 between personality and academic achievements of secondary school students is not significant at 0.05 level of significance. This shows that there exist no significant relationship between the personality and academic achievements of secondary school students. Further, the personality of secondary school students is not related with academic achievements. Hence, the Null hypothesis No. 2 which is stated earlier that there will be no significant relationship between personality and academic achievements of secondary school students is retained.

Table 5.4: Co-efficient of correlation between study habits and personality of secondary school students

<table>
<thead>
<tr>
<th>Variables</th>
<th>df</th>
<th>Co-efficient of correlation “r”</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habits</td>
<td>198</td>
<td>-0.068**</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.4 depicts that the calculated “r” value is 0.068 between study habits and personality of secondary school students is not significant at 0.05 level of significance. This shows that there exist no significant relationship between the study habits and personality of secondary school students. Further, the study habits of secondary school students and personality are not related. Hence, the Null hypothesis No. 3 which is stated earlier that there will be no significant relationship between study habits and personality of secondary school students is retained.

5.4 Analysis and Interpretation Based On T-Test

This section deals with the analysis and interpretation based on the data pertaining to find out the significance of difference between mean scores of study habits and personality of secondary school students having high and low academic achievements. For this purpose, the data were collected from two hundred secondary school students were analysed through t-test. The details of the same have been presented in below tables.

Table 5.5: Significance of difference between mean high and low academic achievements scores of secondary school students on their study habits

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>S. Ed.</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High academic achievements</td>
<td>96</td>
<td>62.33</td>
<td>7.69</td>
<td>0.98</td>
<td>7.46*</td>
<td>P&gt;0.01</td>
</tr>
<tr>
<td>Low academic achievements</td>
<td>104</td>
<td>54.98</td>
<td>6.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at df/198 at 0.01 level of significance=2.60

Table 5.5 depicts that the high and low academic achievers secondary school students study habits mean scores are 62.33 and 54.98 with S.D. 7.69 and 6.21 respectively. The calculated t-value comes out to be 7.46 is significant at 0.01 level of significance. It means that the high and low academic achievers secondary school students differ significantly on their study habits. Hence, the Null hypothesis 5 which is stated earlier that the there exists no significant difference between high and low academic achievement and study habits of secondary school students is not retained. Difference between mean and S.D. scores of high and low academic achievers secondary school students on their study habits shown below in figure 5.2. It looks from the table 5.6 shows that the high and low academic achieves secondary school students activity–passivity personality mean scores are 13.33 and 13.09 with S.D.’s 3.00 and 2.77 respectively. The calculated t-value comes out to be 0.58 which is not significant at 0.05 level of significance. It means that the high and low academic achievers secondary school students did not differ significantly on their mean activity–passivity personality. Hence, the Null hypothesis which is stated earlier that there exists no significant difference between high and low academic achievement and activity–passivity personality of secondary school students is retained. Difference between mean and S.D. scores of high and low academic achievers secondary school student’s scores on their activity–passivity personality shown in figure.
Figure 5.2: Showing comparison of mean and s.d. values of high and low academic achievements scores of secondary school students on their study habits

Table 5.6: Significance of Difference between Mean High And Low Academic Achievements and Activity–Passivity Personality of Secondary School Students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>S. Ed.</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High academic achievements</td>
<td>96</td>
<td>13.33</td>
<td>3.00</td>
<td>0.41</td>
<td>0.58**</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Low academic achievements</td>
<td>104</td>
<td>13.09</td>
<td>2.77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.7: Significance of difference between mean high and low academic achievements and depressive–non-depressive personality of secondary school students

Figure 5.3: Showing Comparison Of Mean And S.D. Values Of High And Low Academic Achievements Scores Of Secondary School Students On Their Activity–Passivity Personality
It looks from the table 5.6 shows that the high and low academic achievers scores of secondary school students depressive–non-depressive personality mean scores are 8.25 and 9.86 with S.D.’s 4.24 and 4.42 respectively. The calculated t-value comes out to be 2.63 is significant at 0.01 level of significance. It means that the high and low academic achievers secondary school students differ significantly on their depressive–non-depressive personality. Hence, the Null hypothesis which is stated earlier that there exists no significant difference between high and low academic achievement and depressive–non-depressive personality of secondary school students is not retained. Difference between mean and S.D. scores of high and low academic achievers secondary school students on their depressive–non-depressive personality shown in figure-5.4.
Table-5.8: Significance of difference between mean high and low academic achievements and overall personality of secondary school students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>S. Ed.</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High academic achievements</td>
<td>96</td>
<td>60.21</td>
<td>13.70</td>
<td>1.99</td>
<td>3.87</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Low academic achievements</td>
<td>104</td>
<td>67.73</td>
<td>14.51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at df/198 at 0.01 level of significance=2.60

It looks from the table 4.13 shows that the high and low academic achievers secondary school students on their personality mean scores are 60.21 and 67.73 with S.D.’s 13.70 and 14.51 respectively. The calculated t-value comes out to be 3.87 is significant at 0.01 level of significance. It means that the high and low academic achievers secondary school students differ significantly on their personality. Hence, the Null hypothesis which is stated earlier that there exists no significant difference between high and low academic achievement and personality of secondary school students is not retained. Difference between mean and S.D. scores of high and low academic achievements scores of secondary school students on their personality shown in figure-5.5.

Figure-5.5: Showing comparison of mean and S.D. values of high and low academic achievements scores of secondary school students on their overall personality

6 Delimitations of the study

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The term ‘delimitation’ means eliminating certain aspects of the problem that are not included in the study. So, keeping time and resources in mind the present study has been delimited to-

1. The study is delimited to the students studying in secondary school levels only.
2. The sample is study will constitute 200 students from Haryana.
3. The study is delimited to study of three variables i.e. study habits, personality and academic achievements.

7 Main Findings

- Most of the secondary school students were having good and average study habits. Most of the secondary school students have stable personality traits. Secondary school students are found to be having high academic achievements were forty eight percent on the other hand fifty two percent secondary school students as having low academic achievements. There exist significant relationship between the study habits and academic achievements of secondary school students. Further, the study habits of secondary school students and academic achievements are found to be related.

- There exist no significant relationship between the personality and academic achievements of secondary school students. Further, the personality of secondary school students is not related with academic achievements. There exist no significant relationship between the study habits and personality of secondary school students. Further, the study habits of secondary school students and personality are not related. There exist no significant interrelationship among study habits, personality and academic achievements. Further, the study habits, personality and academic achievements of secondary school students have been found to be interrelated.

- High and low academic achievers secondary school students differ significantly on their study habits. High and low academic achievers secondary school students did not differ significantly on their mean activity–passivity personality. High and low academic achievers secondary school students did not differ significantly on their enthusiastic–non-enthusiastic personality.

- High and low academic achievers secondary school students differ significantly on their assertive–submissive personality. High and low academic achievers secondary school students differ significantly on their depressive–non-depressive personality. The academic achievers secondary school students did not differ significantly on their emotional instability–emotional stability personality. High and low academic achievers secondary school students differ significantly on their personality.

- The results of the present investigation reaffirmed the importance of the three variables viz. Study habits and Personality in the determination of Academic achievement. In this light the present study has certain implications of major importance. This study may be of immense use for the prediction of Academic achievement of pupils. This study provides an important contribution for HRD (Human Resource Development).

8 Conclusion

In the present study we found that there is a significant relationship between the study habits and academic achievements, whereas there is no significant relationship between personality and
academic achievement and study habits and personality of secondary school students. There is a significant interrelationship between study habits, personality and academic achievements of secondary school students. The above discussion envisages that the study habits have significant effect on the academic achievements of the students. It means more the students devote their time in study in a systematic manner; more will be their achievement in the examination. The findings of the present research will be applicable for future research endeavour to develop theoretical foundation and to support the findings in the area concerned.

9 Suggestions for Further Researches

Any research work cannot say the final words of a problem because it is very difficult for a researcher to touch all the aspects of a problem. So the suggestions for further research in this direction cannot be kept out of place here. Following suggestions can be considered for further research investigation:

1. A comparative study between private and public sectors can also be planned for future research.
2. A comprehensive study of different psychological variables like role stress, psychological well-being, work-motivation, emotional intelligence, job-attitude and self-esteem etc. can also be undertaken for future research.
3. In order to enhance the generalizability of research, it can be carried out with much larger sample.
4. The study can be transformed into a cross-cultural study.
5. A similar study can be carried out upon the students of different educational levels, different age groups, different educational streams and different levels of socio-economic status.

10 References


