RELATIONSHIP BETWEEN STUDY HABITS AND ACHIEVEMENT IN SCIENCE SUBJECT OF CLASS IX STUDENTS IN RI BHOI DISTRICT OF MEGHALAYA

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ABSTRACT

Education is a process which determines the standard of life and civilization of human society. It helps to apply knowledge for bringing desirable changes in human life and society as well. It helps to acquire knowledge and to realize the values of life and works continuously for the development of individual and society. It produces individuals who devote themselves for the advancement of the society in the field of science and technology. It helps the individuals to be explorative and innovative through the process of construction of knowledge by proper utilizing of the natural resources. The teaching and learning process in the classroom prepare the students to acquire knowledge of vital importance of science and technology in the modern world. Science, as one of the subject of study takes its place side by side with other subjects as essential elements of one's education. The impact of the prescribed syllabus of science subject can be observed in term of the achievement of the students. The achievement in science subject does not mean to judge the attainment of learning of the students in terms of their level of performance but also to know how far the students are able to connect themselves with the discoveries and inventions. The secondary school students have to prepare themselves to attain good academic position and to select a right subject for their career. It is obvious that the value of achievement in science subject among the students is of great important at the secondary stage because it serves the purpose to select course for their career in future based on science. The achievement in science subject serves the purpose to select  course for their career in future based on science. In the schools, the students are made to be serious in the study of science subjects. No doubt, students are expected by the school to attain high achievement in science subject. The fact cannot be denied that students face an intense pressure to study hard in order to achieve high academic performance in science subject.

INTRODUCTION:

Education plays a very important role in the process of change of human civilization. It helps to acquire knowledge and to realize the values of life and works continuously for the development of individual and society. It determines the standard of life, society, culture and civilization of human society (Sarma, 2012). It helps to apply knowledge for bringing desirable changes in life and society as well. It produces individuals who devote themselves for the advancement of the society in the field of science and technology. It helps the individuals to be explorative and innovative through the process of construction of knowledge by proper utilizing of the natural resources. The teaching and learning process in the classroom prepare the students to acquire knowledge of vital importance of science and technology in the modern world. Science, as one of the subject of study takes its place side by side with other subjects as essential elements of one's education. The impact of the prescribed syllabus of science subject can be observed in term of the achievement of the students. The achievement in science subject does not mean to judge the attainment of learning of the students in terms of their level of performance but also to know how far the students are able to connect themselves with the discoveries and inventions. The secondary school students have to prepare themselves to attain good academic position and to select a right subject for their career. It is obvious that the value of achievement in science subject among the students is of great important at the secondary stage because it serves the purpose to select course for their career in future based on science. In the schools, the students are made to be serious in the study of science subjects. No doubt, students are expected by the school to attain high achievement in science subject. The fact cannot be denied that students face an intense pressure to study hard in order to achieve high academic performance in science subject.

The students are also expected not only to learn the subject of science in the classroom, but they must have proper study habits which will help them to gain a satisfactory achievement in this subject. In the field of education, study habits play a strong exercise on the achievement in science subject of the students. Abid Hussain Ch. (2006) views that quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. They are home environment, Reading and note taking, Planning and arranging better learning situation. It also involves adopting time management, self discipline, concentration, methods of memorization, organization and effort. Good (1973) defined study habits as: “The student’s way of study whether systematic, efficient or inefficient etc”. Patel(1975) identifies seven dimensions of study habits. They are home environment, Reading and note taking, Planning of subjects, Habits of concentration, Preparation for Examination, Habits and attitudes and School Environment. It is natural that the procrastination behaviour among the students can lead them to improper study habits which further leads to lower academic achievement. Study habits is also considered as the correlating variable that influence scholastic performance. Knowing about study habits, it is felt to investigate how this variable influence the teaching and learning process in the field of science subject. There is also a sincere requirement to understand the role of study habits in the achievement of science subject. It is also imperative that this variable is required to be nurtured in a right direction for enhancing science education among the students. While considering that study habits as the factor which help the students to be able to learn the subject of science, there is also a requirement to how this factor can be enhanced among the secondary school students for better achievement in science subject. The present study aims with an attempt to throw light on the relationship of study habits with achievement in science subject.

KEYWORDS: Relationship, Study Habits, Achievement, Science Subject, Class IX students, Ri Bhoi District.

ABSTRACT

Education is a process which determines the standard of life and civilization of human society. It helps to apply knowledge for bringing desirable changes in human life and society as well. It helps to acquire knowledge and to realize the values of life and works continuously for the development of individual and society. It produces individuals who devote themselves for the advancement of the society in the field of science and technology. It helps the individuals to be explorative and innovative through the process of construction of knowledge by proper utilizing of the natural resources. The teaching and learning process in the classroom prepare the students to acquire knowledge of vital importance of science and technology in the modern world. Science, as one of the subject of study takes its place side by side with other subjects as essential elements of one's education. The students are also expected not only to learn the subject of science in the classroom, but they must have proper study habits which will help them to gain a satisfactory achievement in this subject. In the field of education, study habits exercise a strong impact on the achievement of the students. The learning of science subject in schools demands to a great extent on the quality of study habits of the students. Many students do have positive attitude towards science subject, but they do not practice good study habits. In the present study, one of the objective is to study the relationship between study habits and achievement of science subject. It is also felt to investigate how this variable influence the teaching and learning process in the classroom. The study of this sort would help the teachers, parents, educators and students to form good study habits. It is natural that the procrastination behaviour among the students is of great important at the secondary stage because it serves the purpose to select course for their career in future based on science. In the schools, the students are made to be serious in the study of science subjects. No doubt, students are expected by the school to attain high achievement in science subject. The fact cannot be denied that students face an intense pressure to study hard in order to achieve high academic performance in science subject.

NEED AND JUSTIFICATION OF THE STUDY:

Today, the problem of many students performing poorly in test and examination is the lack of study habits. For an excellent performance, there is need for the students to form good study habits. It is natural that the procrastination behaviour among the students can lead them to improper study habits which further leads to lower academic achievement. Study habits is also considered as the correlating variable that influence scholastic performance. Knowing about study habits, it is felt to investigate how this variable influence the teaching and learning process in the field of science subject. There is also a sincere requirement to understand the role of study habits in the achievement of science subject. It is also imperative that this variable is required to be nurtured in a right direction for enhancing science education among the students. While considering that study habits as the factor which help the students to able to learn the subject of science, there is also a requirement as to how this factor can be enhanced among the secondary school students for better achievement in science subject. The present study aims with an attempt to throw light on the relationship of study habits with achievement in science subject.

In view of the above mentioned points and the need to understand the role of study habits on achievement in science subject, the investigator felt the need to undertake this study. The study of this sort would help the teachers, parents, educators and students to form good study habits. It is natural that the procrastination behaviour among the students can lead them to improper study habits which further leads to lower academic achievement. Study habits is also considered as the correlating variable that influence scholastic performance. Knowing about study habits, it is felt to investigate how this variable influence the teaching and learning process in the field of science subject. There is also a sincere requirement to understand the role of study habits in the achievement of science subject. It is also imperative that this variable is required to be nurtured in a right direction for enhancing science education among the students. While considering that study habits as the factor which help the students to able to learn the subject of science, there is also a requirement as to how this factor can be enhanced among the secondary school students for better achievement in science subject. The present study aims with an attempt to throw light on the relationship of study habits with achievement in science subject.

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Key Words: Education, Relationship, Study Habits, Achievement, Science Subject, Class IX students, Ri Bhoi District.
cationalist, academicians and psychologists in creating a learning situations which can lead to better achievement in science subject. It is therefore, felt worthwhile to investigate the study habits in relation to achievement in science subject among Secondary students of Ri Bhoi District. It is hopeful that the findings of the study may open a new horizon to make the secondary school teachers and learners to think and act in terms of achievement in science subject.

OBJECTIVE OF THE STUDY:
To study the relationship between study habits and achievement in science subject of Class IX Students in Ri Bhoi District of Meghalaya

HYPOTHESES OF THE STUDY:
There is no significant relationship between study habits dimensions viz. home environment, reading and note taking, planning of subjects, habits and concentration preparation for examination, habits and attitudes, school environment and achievement in science subject of class IX students.

Sample of the study:
The sample comprised of 800 class IX students selected from different schools in Ri Bhoi District of Meghalaya. The selected sample included 400 male and 400 female students. Out of 800 students, 484 students were selected from the schools of rural areas and 316 students from the schools of urban areas. Again, the selected sample included 92 students from Government schools, 354 students from Government Aided Schools and the remaining 354 from private schools.

Tools used:
The tools used in the study were:
a) Study Habits Inventory developed by Dr. B.V. Patel (1975)
b) Achievement Test in Science Subject

Statistical Techniques Used:
The obtained data were analysed by employing appropriate statistical technique. r’-technique was employed to determine the relationship between study habits and achievement in science subject.

RESULT AND DISCUSSION:
In the present study, analysis of the collected data gathered through Study Habits Inventory and achievement test was carried out by applying suitable statistical technique. The results were carefully and meaningfully interpreted. The following Table shows the coefficient of correlation between study habits and achievement in science subject.

### Coefficient of Correlation between Study Habits and Achievement in Science Subject

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>Computed ‘r’ Value</th>
<th>Table ‘r’ Value</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Environment</td>
<td></td>
<td></td>
<td>797</td>
<td>0.537</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Note Taking</td>
<td>33.02</td>
<td>3.20</td>
<td>797</td>
<td>0.696</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning of Subjects</td>
<td>20.55</td>
<td>3.12</td>
<td>797</td>
<td>0.683</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habits of Concentration</td>
<td>12.23</td>
<td>3.82</td>
<td>797</td>
<td>0.692</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Examination</td>
<td>19.86</td>
<td>3.53</td>
<td>797</td>
<td>0.999</td>
<td>0.088</td>
<td>.05</td>
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<td>Achievement</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habits and Attitudes</td>
<td>25.27</td>
<td>4.02</td>
<td>797</td>
<td>0.686</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Environment</td>
<td>17.49</td>
<td>3.22</td>
<td>797</td>
<td>0.697</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Habits Overall</td>
<td>151.40</td>
<td>17.04</td>
<td>797</td>
<td>0.702</td>
<td>0.088</td>
<td>.05</td>
</tr>
<tr>
<td>Achievement</td>
<td>34.71</td>
<td>10.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above Table, it is evident that:

a) For the relationship between study habits with regards to home environment and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.537) being greater than 0.088 indicates that there is a significant relationship between home environment and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between home environment and achievement in science subject is not accepted.

b) For the relationship between study habits with regards to reading and note taking and achievement in science subject, the obtained value of ‘r’ (0.692) being greater than 0.088 indicates that there is a significant relationship between reading and note taking and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between reading and note taking and achievement in science subject is not accepted.

c) For the relationship between study habits with regards to planning of subjects, and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.683) being greater than 0.088 indicates that there is a significant relationship between planning of subject and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between planning of subject and achievement in science subject is not accepted.

d) For the relationship between study habits with regards to habits of concentration and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.692) being greater than 0.088 indicates that there is a significant relationship between habits of concentration and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between habits of concentration and achievement in science subject is not accepted.

e) For the relationship between study habits with regards to habits of concentration and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.692) being greater than 0.088 indicates that there is a significant relationship between habits of concentration and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between habits of concentration and achievement in science subject is not accepted.

f) For the relationship between study habits with regards to habits and attitudes and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.686) being greater than 0.088 indicates that there is a significant relationship between habits and attitudes and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between habits and attitudes and achievement in science subject is not accepted.

g) For the relationship between study habits with regards to school environment and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.702) being greater than 0.088 indicates that there is a significant relationship between school environment and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between school environment and achievement in science subject is not accepted.

h) For the relationship between total score of all the dimensions of study habits and achievement in science subject, the tabulated value of ‘r’ for df=797 is 0.088 at 0.05 level. The obtained value of ‘r’ (0.702) being greater than 0.088 indicates that there is a significant relationship between total score of all the dimensions of study habits and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between total score of all the dimensions of study habits and achievement in science subject is not accepted.

With regards to the study habits and achievement in science subject among the Class IX students in Ri Bhoi District, it was found that there is a positive (r = 0.702) significant relationship between study habits and achievement in science subject. The finding of the present study is in line with the findings of Riaz, Kiran and Malik (2002), Premalakshmi (2012), Crede and Kuncel (2008), Dkhar (2012), Eboh and Alutu (2013), Andal and Shiva Kumar (2014), Chamundeswari, S, Sridevi, V. and Kumari, A (2014), Siahia and Matyo (2015), Ebele Uju, F and Olofu Paul. A (2017) where positive and significant relationship was found between study habits and achievement in science subject.

IMPLICATIONS:
The following implications can be derived on the basis of the present study:

a) The study has pointed out the relationship between study habits and achievement in science subject among the Class IX students. This implies that those students who have better study habits achieve more than those students who have less study habits.

b) The present study will also be useful to teachers to identify and improve the achievement of the student in science subject with low study habits, by motivating them so as to enhance their achievement in science subject.

RECOMMENDATIONS:
Some recommendations can be made on the basis of the implications to enhance the study habits of the students so as to improve their achievement in science subject. These are:

i) Student should be encouraged to use library books, magazine and newspaper for examination and achievement in science subject.
ii) Guidance and counselling with regards to study habits should be made an integral part in the teaching learning process so that the students may become aware of importance of regular study habits.

iii) Teachers can help students to frame time table for studying at home and motivate them to study according to the time table.

iv) Parents should monitor daily to ensure that their children take serious in their study habits.

v) Parents–teacher meeting should be regularly held to elicit feedback about the study behaviour of the students.

CONCLUSION:

Thus, there is a positive relationship between study habits and achievement in science subject among class IX students in Ri Bhoi District of Meghalaya. It is hoped that the findings of the present study are educative, meaningful and interesting. The investigator will feel happy if the present study is considered useful in any way, by the students, teachers, researchers and other persons who are interested in the field of science education, study habits and learning achievement and for carrying further research in the same field.

REFERENCES:


