

Study Habits and Academic Achievement of High School Students in Mizoram

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Abstract: Education is “all-round development” and the drawing out of the best of one’s faculties, it is also a lifelong process and we are all partakers of it whether we realize it or not. But many times, in life, it becomes necessary that we assess education in its more literal form and meaning other than its all encompassing, generic interpretation. Sometimes we have to practically measure the level of one’s education, i.e., his/her level of achievement so that measures can be taken to give a more meaningful and solution-oriented education so as to avoid wastage of resources- both human and material ones. The present study is thus such an attempt to find out the study habits of high school students as well as the academic achievements of these high school students in Mizoram. This study also analyses if there are significant differences in the study habits and academic achievements of high school students based on their gender and locale. It also analyses whether significant relationship exists between the two variables study habits and academic achievements of these high school students. Finding reveals that majority of the high school students have moderate study habits and average academic achievements. Finding also reveals that males have significantly better academic achievements compared to females and that urban students have significantly higher academic achievements compared to rural students. The present study also found that there is a significant positive relationship between the two variables study habit and academic achievement.

Key words: Study habits, Academic achievements, High School students.

I. Introduction

Habits, whether good or bad, greatly determine who we are. Our habits either make or give us reputations of being a ‘good person, kind person, opinionated person, and hard-working, lazy’ etc and so on and so forth. Not surprisingly, our habits in the context of learning or studies, in short, our study habits also often greatly determine whether one achieves academically or not. There is no question as to the implications of what a good gene or a naturally sharp mind has upon one’s overall development or in particular his/her academic achievement. There are many instances where it has been observed that a naturally endowed person has failed to achieve much. On the other hand, there are also many cases of individuals who have not been known to possess much intellectually, yet have persevered and proven themselves to be great achievers. It may therefore be safe to assume that, all other things being equal, it is habits that have the final bearing on a person’s level of achievement.

Habits, both good and bad, once formed are often very hard to break. Likewise, new habits often take time to form, and requires a deliberate resolve on the part of the person involved. Educationally, it therefore makes perfect sense to analyze one's study habits and assess their relationship to one's academic achievements.

II. Rationale of the study

It is often the assumption of many that bright students always do well in their studies. And this has been the case many times in history. However, many teachers worldwide would probably stand testimony that students they have labeled as "bright/above average" have not always outperformed their "lesser bright/average" counterparts. This is no fault in judgments on the part of these teachers. Many of these 'bright' students have been the disappointment of their respective teachers by virtue of underperforming or underachieving in their studies. Co-incidentally, many 'average' students have also become pleasant delights of their teachers, and herein lies the ingredient that demarcates the teacher-labelled 'bright/above average' or "average" students. It is a student's study habits and its relational impact on his/her academic achievement that repeatedly categorizes a student as 'good/above average/high achieving' 'average' or 'bad/below average/low achieving'.

The present study is thus an attempt to find out the study habits and academic achievements of high school students in Mizoram, and to reveal if there are any significant differences in the study habits and academic achievements of high school students based on their gender and locale. The present study also attempts to find out whether there exist any significant relationship between the study habits and academic achievements of High School students of Mizoram,

Objective:

1. To find out the study habits of high school students in Mizoram
2. To find out the academic achievements of high school students in Mizoram
3. To compare the study habits of high school students in Mizoram with reference to their gender
4. To compare the academic achievement of high school students in Mizoram with reference to their gender
5. To compare the study habits of high school students in Mizoram with reference to their locale
6. To compare the academic achievements of high school students in Mizoram with reference to their locale
7. To find out the relationship between study habits and academic achievements of high school students in Mizoram.

Hypotheses:

1. There is no significant difference in the study habits of high school students in Mizoram with reference to their gender and locale
2. There is no significant difference in the academic achievement of high school students in Mizoram with reference to their gender and locale
3. There is no relationship between study habits and academic achievements of high school students in Mizoram

Research methods:

The present study employs the descriptive survey method as the research paper tries to find out the study habits and academic achievement of high school students in Mizoram and compare them

with reference to their gender and locale. This paper also tries to find out if there are any significant relationship between study habits and academic achievements

Population and sample:

The population in the present study consists of all Government and non-Government Secondary School Students of Mizoram. For the present study, the sample selected consisted of 948 high school students from all the eight districts of Mizoram. The samples were selected following Cluster Random Sampling technique

Tools used:

1. For finding out the study habits of the students, “Study Habits Inventory” constructed by M.N.Palsane and Anuradha Sharma (2005) was used.
2. In order to find the academic achievement of the sampled students, the investigator utilized the High School Leaving Certificate (HSLC) examination result 2018 published by the Mizoram Board of Secondary Education. The total marks obtained by each sampled students in the Board examination was collected and this was taken as the academic achievement of the students.

Analysis of the data:

The data collected through *Study habit inventory* was scored. The marks obtained in the HSLC examination were also taken. The mean score of the students in study habit inventory was 48.49 and the standard deviation was 7.847. The mean score of the student’s achievement was 253.02 and the standard deviation was 61.910. In order to classify the students with respect to their study habit, those who scored one standard deviation below the mean were categorized as having poor study habit, and those students who scored one standard deviation above the mean were categorized as having good study habit. In order to classify the students with respect to their achievement, those who scored one standard deviation below the mean were categorized as having poor achievement, and those students who scored one standard deviation above the mean were categorized as having good achievements.

III. Findings

The findings of the study are presented in accordance with the objectives as follows:

Objective no. 1: To find out the study habits of high school students in Mizoram

The number and percentage of the students with reference to their study habits is presented in table No 1

Table no 1

Percentage of high school students with reference to their study habits

Respondents	Good study habits	Moderate study habits	Poor study habits
All samples (N=948)	139 (14.66%)	698 (73.63%)	111 (11.71%)

Table no. 1 shows that majority (73.63) of the students have moderate study habits. While 14.66% of students have good study habits, 11.71% of all the students have poor study habits

Objective no. 2: To find out the academic achievements of high school students in Mizoram

The number and percentage of the students with reference to their academic achievement is presented in table No 2

Table no 2
Percentage of high school students with reference to their achievement

Respondents	Good achievement	Average achievement	Poor achievement
All samples (N=948)	158 (16.67%)	632 (66.67%)	158 (16.67%)

The above table no 2 shows that while majority (66.67%) of students have average achievements, there were equal percentage of students having both good achievements and poor achievements.

Objective no. 3: To compare the study habits of high school students in Mizoram with reference to their gender

In order to compare the study habits of male and female students, the mean and standard deviation of the scores of male and female were calculated. The mean differences of these two groups were tested by applying ‘t’ test and the details are presented in the following table no 3

Table 3
Comparison in the study habits of high school students with reference to gender

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Male	482	48.40	8.172	.153	.509	.301	NS
Female	466	48.55	7.503				

Not significant

Table 3 reveals that the calculated ‘t’ value of .301 is lower than the criterion ‘t’ value at both .01 and .05 level. Therefore, it can be concluded that there is no significant difference in the study habits between the male and female high school students. Hence the hypothesis that there is no significant difference in the study habits of high school students in Mizoram with reference to their gender is accepted.

Objective no. 4: To compare the academic achievements of high school students in Mizoram with reference to their gender

To compare the academic achievements of male and female students, the mean and standard deviation of the scores of male and female were calculated. The mean differences of these two groups were tested by applying ‘t’ test and the details are presented in the following table no 4

Table 4
Comparison in the academic achievement of high school students with reference to gender

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Male	482	257.37	61.387	8.842	4.015	2.202	*
Female	466	248.52	62.193				

*Significant at .05 level

As indicated in the above table, the calculated ‘t’ value of 2.202 is greater than the criterion ‘t’ value at .05 level of confidence, therefore, it can be concluded that there is a significant difference between the male and female students in their academic achievement. Therefore, the null hypothesis remains rejected, since the two groups differed significantly at .05 level of confidence. A comparison of their mean score shows that this difference is in favour of the male students, as their mean score is higher than their female counterparts. The result indicates that male students had better academic achievement than the female students.

Objective no. 5: To compare the study habits of high school students in Mizoram with reference to their locale

To compare the study habits of rural and urban students, the mean and standard deviation of the scores of rural and urban students were calculated. The mean differences of these two groups were tested by applying ‘t’ test and the details are presented in the following table no 5

Table 5

Comparison in the study habits of high school students with reference to their locale

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Urban	551	48.67	7.777	.482	.518	.930	NS
Rural	397	48.19	7.944				

Not significant

Table no. 5 reveals that the calculated ‘t’ value of .930 is lower than the criterion ‘t’ value, therefore it can be concluded that there is no significant difference between urban and rural students in their study habits. Therefore, the stated null hypothesis for this comparison is accepted.

Objective no. 6: To compare the academic achievements of high school students in Mizoram with reference to their locale.

To compare the academic achievements of rural and urban students, the mean and standard deviation of the scores of rural and urban students were calculated. The mean differences of these two groups were tested by applying ‘t’ test and the details are presented in the following table no 5

Table 5

Comparison in academic achievement of high school students with reference to their locale

Groups	Number	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Urban	551	272.19	61.295	45.789	3.699	12.377	**
Rural	397	226.41	52.212				

** Significant at .01 level

As depicted in table no. 5, the calculated ‘t’ value of 12.377 is greater than the criterion ‘t’ value at .01 level of confidence, therefore, it can be concluded that there is a significant difference between the urban and rural students in their academic achievement. Therefore, the null hypothesis for this comparison is rejected. A comparison of their mean score shows that this difference is in favour of the urban students, as their mean score is higher than their rural counterparts. The result indicates that urban students had better academic achievement than the rural students.

Objective no. 7: To find out the relationship between study habits and academic achievements of high school students in Mizoram.

In order to find out the relation between study habits and academic achievements of high school students in Mizoram, the coefficient of correlation between the scores obtained from study habit inventory and the scores obtained by the students in HSLC examination was determined. For this, Pearson product Moment Correlation Method was employed. The details of the findings are presented in the following table – 6

Table 6

Correlation coefficient between study habits and academic achievements among high school students in Mizoram N=948

	Study habits	Academic achievements
Study habits	1	.238**
Academic achievements	.238**	1

** . Correlation is significant at the 0.01 level

From the above table - 6, it is revealed that there is a positive correlation between study habits and academic achievements since a significant positive correlation $r = .238$ is established. This relationship is significant at 0.01 level. It means the better study habit a student has, the better is his/her academic achievements and vice versa.

Suggestions for improving the study habits and academic achievements of high school students in Mizoram:

The Mizo society is a close-knit society which did not have the traditional schooling system, but rather practiced the system of Zawlbuk. This Zawlbuk system glorifies the spirit of self-sacrifice and social service. And although this Zawlbuk system has been done away with for a long while, its spirit and essence is still felt across many areas. For example, extroversion seems to be preferred to introversion, as the former relates more to social service. In the spirit of social service and as a feeling of belongingness to groups, the majority of the Mizos engage themselves as members and Office Bearers in many NGOs and social organizations from a very young age. Youngsters and elders alike are members of at least one or another group. Therefore, the suggestions for improving the study habits and academic achievements of high school students in Mizoram will also be made keeping in mind the above context.

1. Students should be made aware that having a job is more important and fulfilling in the long run than engaging themselves in different social groups.
2. Parents and families should supervise their wards at home than to engage themselves in different social groups.
3. Good reading habits should be developed from a very young age.
4. High school students should be taught the value of books and should be encouraged to visit libraries and read in libraries alone often.
5. High school students may be assigned library classes/periods wherein they can learn about the availability and usage of legit and credible online literature.
6. Teachers may promote and elevate understanding through self learning among high school students.

7. Teachers must take measures to create awareness about the pitfalls of rote learning among their students
8. Proper and consistent workable study periods at home may be chalked out.
9. Students may be encouraged to periodically assess their own levels of learning.
10. Students may be assisted to develop the habit of collecting additional and supplementary reading materials relating to their subject matter through the use of their phones and the internet.
11. Guidance and counseling should be made a compulsory part of the curriculum at high school level.

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