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RELATIONSHIP OF STUDY HABITS AND MOTIVATION AMONG CLASS XITH STD STUDENTS

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Abstract

Study habits are habitual ways of exercising and practicing the ability for learning. Motivation is typically defined as the force that accounts for the arousal, selection, direction, and continuation of behaviour. In this paper an attempt has been made to understand the relationship between study habits and motivation among the XIth std students. The population of the study is XIth std students from Tiruchirappalli Educational District. The sample collected only four schools from Tiruchirappalli Educational District. There are 200 students (100 Boys and 100 Girls) of XIth std students studying in Tamil Nadu State Board schools was taken for sample. Random sampling was adapted for this study. Research is done through survey method. Following tools used for this study: i) Study- Habits inventory- Dr. B.V. Patel ii) Achievement Motivation Test- Rao. Hypotheses of the study: A) There exists no significant difference in study habits of boys and girls of XIth std students. B) There exists no significant difference in the level of motivation of boys and girls of XIth std students. C) There exists no significant relationship between study habits and motivation of XIth std students. Result reveal that mean score of study habits of boys is 150.29 and girls is 151.08. The obtained 't' value 320 is less than the table value at both level (0.05 and 0.01). It shows that no significant difference exists on the variable of study habits. So, the hypothesis I is accepted. The mean score of motivation of boys is 40.92 and girls is 42.09. The obtained 't' value is (1.572) less than table value at both levels 0.05 and 0.01. It shows that no significant difference exist on the variable of motivation. So, the II hypothesis is accepted and the correlation between study habits and motivation is .224 it is significant at level 0.01. So study habits and motivation have a significant relationship. Therefore, hypothesis III is rejected.

Keywords: *Study habits, Motivation and Educational implications*

Introduction

Study habits are habitual ways of exercising and practicing the ability for learning. Motivation is typically defined as the force that accounts for the arousal, selection, direction, and continuation of behaviour. Study habit is an individual behaviour in relation to studying the combination of study method and skill. Study habits are those habitual actions through which the students learn his subject matter. Even though there are various study habits for the learner to follow, here in this study the investigator means the habits of Reading, Note-making, understanding ability, online learning, offline learning, memorizing, discussion and etc. Achievement motivation is a social psychology term that describes when individuals

are driven, inspired or stimulated by successes or accomplishments. In the workplace, achievement motivation leads some people to be high performers who desire success and fear of failure. Achievement in Mathematics refers the outcome of Mathematical concepts. As these two variables are closely connected, the researcher is interested to studying the present study as “Relationship of Study Habits and Motivation among class XIth Std Students in Tiruchirappalli”.

Need and Significance of the Present Study

Good study habits are very important for students. Often, the parents and teachers are at a loss to understand the reason for the discrepancy between the ability of their children and their actual accomplishment. At least part of the contribution to the condition is likely to come from poor study habits since study habits are the sum total of all the habits, determined purposes, and enforced practices that the individual used. In order to learn it is necessary for students to develop special study habits and skills. A well-formed habit furnishes its own source of motivation. Good study habits are related with a number of areas, home environment and planning reading and note taking, planning of subjects, concentration, and preparation of examination. This study is justified because it will help teachers, parents and students to know the relationship of study habits and motivation. It also would serve as an assessment of students' Study Habits, Motivation and their relationship which will provide areas of concern in curriculum development.

Review of Literature

Jpepa, (2022) in The Influence of Study Motivation, Study Habits, And Confidence on Learning Outcomes in Classroom Tax Administration Subjects Xi Accounting for Smk Negeri 22 And 51 Jakarta used quantitative approach with a survey method. The affordable population for this study were all class XI SMKN 22 and 51 Jakarta, totaling 144 students. The sampling technique used proportional stratified random sampling so that the sample obtained was 108 students. The instrument used to obtain data on the variable X1 (Learning Motivation), Variable X2 (Study Habits), and Variable X3 (Self Confidence) were measured using a Likert scale using a questionnaire that had been tested for validity and reliability. Multiple regression equation model = $76.321 + 0.060X_1 + 0.046X_2 + 0.078X_3$. Normality and linearity tests show that the data are normally distributed and have a linear relationship. The results of the T test indicate that learning motivation, study habits, and self- confidence had a positive influence on learning outcomes. Then, the results of the F test show that learning motivation, study habits, and self-confidence have a significant effect on learning outcomes simultaneously. The results of this study indicate that learning motivation, study habits, and self- confidence have a contribution of 36.2% to learning outcomes.

Ernest-Ehibudu & Oporum (2019) in Relationship Between Achievement Motivation, Study Habit And Educational Career Of Secondary School Students In Rivers State, Nigeria framed four research questions and four corresponding null hypotheses for this study. Correlational research design was adopted for the study. The population for the study consists of 18,240 SSII students in all senior public secondary schools in Rivers State. A sample of 1,200 SSII students was drawn through multistage sampling procedure using cluster and simple random sampling techniques. Three instruments titled “Achievement Motivation Scale” (AMS), “Study Habit Scale” (SHS) and Educational Career Scale” (ECS) were used for data collection. The data collected were analyzed using Pearson Product Moment Correlation for the research questions while probability values were used to test their corresponding hypotheses at 0.05 alpha level of significance. It was found that there is significant positive high relationship between achievement motivation, concentration during study, time management, and organization of study task and educational career of secondary school students in Rivers State independently taken. It was recommended among

others that; parents and guardians should always provide enough study materials such as textbooks and computers that will enhance the study habit of their children/wards positively.

Rai (2013) in Attitude Towards Mathematics and Study Habits in Relation to the Achievement in Mathematics studied 15 Secondary and 12 Senior Secondary Schools were randomly selected from East and South districts respectively. The samples of 820 students studying in Class X in schools were randomly selected from South districts of Sikkim. The following tools were used for this study. a) Attitude towards Mathematics Scale constructed by Dr. S. C. Gakhar and Rajani. 1 (Appendix 1) b) Study Habit Inventory for Secondary School Students (VI to XII i.e., 12 to 18 years) constructed by B. V. Patel. 2 (Appendix 2). This test is used to measure the mathematical attitude of students studying at 10 + 1 level. This test contained eight components with 46 statements in total. The study reveals that there a significant relationship between study habits and achievement in mathematics. It indicates that better the study habits higher will be the achievement in mathematics and poorer the study habits lower will be the achievement in mathematics and attitude towards mathematics with respect to reasoning between high and low achievers. This difference is in favour of high achievers which show that high achievers have more favourable attitude towards mathematics with respect to reasoning in mathematics as compared to low achievers.

Statement of the Problem

“Relationship of study habits and motivation among class XIth std students in Tiruchirappalli”.

Operational Definition

i) Higher Secondary level: In this study, higher secondary level refers to Eleventh standard students studying in Tamil Nadu State Board.

ii) Study Habit: In this study, Study habit refers to a natural tendency of engaging oneself in the task of learning so as to acquire knowledge about a given subject. It refers to the skills and strategies used by the students while studying. In this study it refers to the school and home environment for study, general habits of planning and preparing for the study of a subject.

iii) Motivation: In this study, Motivation refers to the process whereby goal directed activities are initiated and sustained.

Objectives

1. To find out whether XIth std boys and girls differ in their study habits.
2. To find out whether XIth std boys and girls differ in their level of motivation.
3. To find out the relationship between study habits and motivation of XIth std students.

Hypotheses

1. There exists no significant difference in study habits of boys and girls of XIth std students.
2. There exists no significant difference in the level of motivation of boys and girls of XIth std students.
3. There exists no significant relationship between study habits and motivation of XIth std students.

Research Design: Research is done through survey method. The study was carried out to see the level of motivation and its relationship with study habits. The field of investigation was the school students studying in XIth, schools affiliated to Tamil Nadu State Board.

Population and Sample: A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population selected for this study is XIth std students

studying in state board schools in Tiruchirappalli Educational District . Random sampling was done to select the sample. A sample of 200 students (100 Boys and 100 Girls) of XI class studying in Tamil Nadu State Board schools was taken.

Delimitation of the Study

Limitations are the boundaries of the study and this study too has its own merits and demerits, limitations, and drawbacks. The following are the delimitation of the present study:

- ❖ The study is limited to only state board schools those who follow union system of school education.
- ❖ The present study is conducted only four schools the regions belonging to Tiruchirapalli Educational District.

Showing school wise and sex wise break of the sample

Name of the School	Class	No. of Boys	No. of Girls	Total
L.F.Manapparai Higher Secondary School Girls	XI th		50	50
Government Higher Secondary School, Manapparai Boys	XI th	50	-	50
Government Higher Secondary School, Arasunilapalayam	XI th	-	50	50
Government Higher Secondary School, Karungulam	XI th	50	-	50
Total		100	100	100

Research Tools

The aim of this study is to find out Relationship of Study Habits and Motivation.

- ❖ Study Habits inventory developed and standardized by Dr. B.V. Patel.
- ❖ Achievement Motivation Test developed and standardized by Rao.

Data Analysis

The collected data analyzed with the following statistical techniques.

- ❖ Descriptive analysis (mean, median, standard deviation)
- ❖ Differential analysis - “t” test
- ❖ Correlation analysis

Analysis

1. There exists no significant difference in study habits of boys and girls of class XIth std students. To verify hypothesis I mean score, S.D. of boys and girls of XIth std students were calculated. To test the significant difference between mean scores of study habits of boys and girls of XIth std students ‘t’ value was calculated.

Showing Mean, S.D. D.F. and 't' value for mean scores of study habits of boys and girls of XIth std students

Category	N	M	S.D.	't' value	Inference
Boys	100	150.29	17.723	0.320	No significant difference at 0.05 and 0.01 levels
Girls	100	151.08	17.216		

A look at table shows that the mean score of study habits of boys is 150.29 and girls in 151.08. The obtained 't' value .320 is less than the table value at both levels (0.05 and 0.01). It shows that no significant difference exists on the variable of study habits. So, the hypothesis 1 is accepted.

2. There exists no significant difference in the level of motivation of boys and girls of XIth std students. To verify hypothesis 2 mean scores, S.D. of motivation among boys and girls students were calculated. To test the significance of difference between mean score of motivation among boys and girls and 't' value were calculated.

Showing the mean, S.D. df and 't' value for mean scores on variable of motivation of boys and girls of XIth std students

Category	N	M	S.D.	't' value	Inference
Boys	100	40.92	5.173	1.572	No significant difference at 0.05 and 0.01 levels
Girls	100	42.09	5.351		

A look at table shows that the mean score of motivation of boys is 40.92 and girls in 42.09. The obtained 't' value is (1.572) less then table value at both levels 0.05 and 0.01. It shows that no significant difference exist on the variable of motivation. So, the hypothesis 2 is accepted.

3. There exists no significant relationship between study habits and motivation of XIth std students. To verify hypothesis 3 raw scores obtained on study habits and motivation were entered. Then, Pearson's product moment co-efficient of correlation was calculated to find out the nature of relationship between study habits and motivation.

Showing the correlation of study habits and motivation

Variable	N	Coefficient Correlation	Inferences
Study habits	200	.224	Significant at .01 level
Motivation	200		

****Correlation is significant on the test 0.01 level (2-tailed)**

Table shows the correlation between study habits and motivation is .224 it is significant at level 0.01. So, study habits and motivation have a significant relationship. Therefore, hypothesis 3 is rejected.

Conclusions and Findings: The present chapter is concerned with main findings, educational implications and suggestions for further study. The main findings of the present study are reported below:

- ❖ There exists no significant difference in the level of study habits of boys and girls of class XIth std students.
- ❖ There exists no significant difference in motivation of boys and girls of XIth std students.
- ❖ There exists positive relationship between the study habits and motivation of class XIth std students.

The educational implications of the study are that the parents and teacher can help in the development of motivation level, by creating a conducive environment for the development of motivation level among the adolescents. This will help in the improvement in study habits of the students. So the motivation programs should be organised for adolescent students. This program will be beneficial and helpful to adolescent student in improving their motivation level and also improving in study habits. It helps them to continue their study with positive motivation, behaviour, furthermore positive study habits. By having good study habits students should be motivated to learn.

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