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"Secondary Students' Learning Outcomes As A Result Of Studying Habits"

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Abstract: *The target audience of this study is secondary school students, and its goal is to determine whether and how study habits affect their performance in the classroom. Rather of relying on pure chance, a descriptive survey style technique was used. The researcher uses a variety of statistical tools to gather, analyse, and interpret numerical data from the participants in a quantitative study. We used data from 180 high school students as our sample. Student performance in the classroom was compiled from administrative files, and their study habits were determined using the Study Habits Inventory (SHI) (1975) created by Dr. B.V. Patenl (1975). In all instances, the significance threshold was set at 0.05, and the data was evaluated using an independent 't' test. Students' study habits were shown to have a positive and statistically significant relationship with their academic success in secondary school. Middle and high school students' study habits had a substantial impact on their final grades. This means that secondary school instructors should help students see the importance of excellent study habits and work to cultivate such habits in themselves, while parents should learn to recognise the value of such habits and keep an eye on their children as they acquire them. Academic success is significantly influenced by one's study routine.*
Keywords: Students, Secondary Education, Study Habits, and Academic Success.

INTRODUCTION

Educators use the word "achievement" when talking about the end result of a student's efforts in a standardised setting, when the outcome might be affected by a wide range of circumstances. Poor academic performance is an indication of social disintegration, as described by Chauhan (2003). Okegbile (2003) and the National Policy on Education (NPE, 2004) made similar points, noting that strong study skills, attitudes, or techniques are accessible via preparation for useful life and eligibility for higher education.

In today's fast-paced, competitive world, a child's Children's futures are increasingly being seen through the lens of their academic performance. Traditionally, Studies have been perceived as a tool to a goal: the attainment of a high GPA. It's a big deal that everyone from every culture is expected to do this. Adolescents' expectations for the future, including their interests and skills, are strongly influenced by their academic performance (Lent et al, 2000). Adolescents' dreams for their future careers and their academic performance tend to go hand in hand (Abu-Hilal, 2000). In their definition of academic success, "academic performance is indicated by the amount to which skill or information has been taught to him."

Since the quality of a student's formal education determines his or her mastery of a certain topic across all courses, academic success has been a major factor. A student's achievement in a given topic may be measured by adding together all of their grade point averages for that subject. Students and subjects have different levels of success. This variation may also be attributed to a wide range of individual factors. This disparity in performance may be attributed to a number of causes.

The term "study habit" is used to describe a student's approach to completing the work of studying, which may include the use of numerous study-related strategies and methods, as well as the efficient management of study time. Students' grades may be affected by their study habits, whether they are systematic or not. In the words of M.T.V. Nagaraju (2004), "study habit acts as the vehicle of learning and bad study habit produces worry in the learner."

Learning strategies, often known as study habits, include activities including summarising, taking notes, planning, and finding relevant resources to aid in the retention of new information. The phrase "Study Habit" suggests an approach to learning that will stick with you for the long haul. Good's dictionary of education defines "study habit" as "the pupil's style of studying," including how systematically or unsystematically, effectively or ineffectively, the student studies when given the opportunity to do so. Self-motivation and study habits are the foundation of a successful life. Consistent study habits provide the groundwork for future success.

Students with good study habits routinely review and prepare for class by allocating sufficient time to do so. Like brushing their teeth after every meal, getting a daily bath, and other routines, it becomes ingrained in the student's lifestyle. A well-practiced student would not be able to go to bed at night or to class in the morning without first studying. A well-prepared student may outperform their peers in class in terms of intelligence and confidence. If a student doesn't study regularly, they won't be prepared to perform well on in-class recitation, daily quizzes, or school demonstrations.

Verma (2016) looked at a research that correlated high school students' study habits with their grades. Study habits were compared between male and female students and determined to be insignificant or acceptable. The average test results of male and female students do not vary considerably from one another. The academic performance of male and female pupils is almost equal. The average study habits ratings of male and female students do not vary considerably from one another. Either the link between diligence in studying and academic success is established or refuted. According to research given by Singh and Mahipal (2015), Students' academic success in high school is strongly influenced by their study habits as elementary school students. A study of how students' study habits affect their grades was conducted by Siahi and Maiyo (2015). This descriptive correlation research used a survey approach. The findings suggested that the students' study habits need serious consideration in order to get better outcomes. The results show that both educators and students aren't making an effort to foster healthy study routines. The researchers behind the current study were inspired to do so by the aforementioned body of work.

STUDY NECESSITY

The world is getting more competitive, making high-quality work the most important aspect in advancing one's career. Academic success is often regarded as an important indicator of a person's overall development in our culture since it serves as a proxy for their potential and abilities. Academic achievement has long been held up as a benchmark, but success in any field is valued. The goal of education should be to help children grow into well-rounded, successful adults, and one way to do this is by creating an environment in which they may thrive and excel academically. Academic success is often regarded as the best motivator for personal development and advancement in the realm of education. Student performance, teacher exertion, and the curriculum's and school's overall relevance are all measured by academic success. It's the best possible consequence of going to school. Academic success, in reality, is a factor with a wide range of complexities. Students' academic achievement in schools is linked to a variety of things. Students' study habits are a crucial contributor to their overall school performance.

DESCRIPTION OF THE PROBLEM

This study's focus is on how students' study habits affect their performance in school.

REASON FOR THE STUDY

The research's goal is to determine how students' study habits affect their grades in school.
The study aims to:

1. To gauge how well pupils in high school are doing in school.
2. To get insight into the study patterns of high school pupils.
3. To identify the factors that contribute to the success or failure of secondary school pupils in their studies.

HYPOTHESES

For this study, we propose the following hypotheses:

- Students' study habits and grades in high school are not significantly related.
- Poor study habits and average study habits do not significantly vary in terms of secondary school pupils' academic performance.
- Third, mediocre and excellent study habits make no discernible difference in academic performance among

secondary school students.

- Poor and excellent study habits among secondary school pupils do not significantly vary in terms of academic performance.

METHODOLOGY

The target audience of this study is secondary school students, and its goal is to determine whether and how study habits affect their performance in the classroom. Rather of relying on pure chance, a descriptive survey style technique was used. The researcher uses a variety of statistical tools to gather, analyse, and interpret numerical data from the participants in a quantitative study. We used data from 180 high school students as our sample. In all instances, the significance threshold was set at 0.05, and the data was evaluated using an independent 't' test.

DATA ANALYSIS AND INTERPRETATION

Table 1: The table below displays the number of students surveyed and the correlation coefficient ('r') between their Academic Achievement and Study Habits scores.

Variables	N	Df (N-2)	'r' value
Academic Achievement and Study Habits	180	178	0.292*

* Significant at 0.05 level.

Study habits do seem to correlate with academic success, as seen in table 1. A favourable and statistically significant correlation between Academic Achievement and Study Habits among secondary school students was found, with a calculated 'r' value of 0.292 ('r' critical value of 0.128). In light of these findings, we reject the null hypothesis that "there is a positive significant correlation between Academic Achievement and Study Habits of secondary school students" and instead suggest a new null hypothesis. Students who established productive study routines also demonstrated improvement in their academic performance.

Table-2: Sum, Mode, Median, Range, t-Value, and P-Value of Students with Poor and Moderate Study Habits on Tests of Academic Achievement in High School.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Study Habits	Poor	18	53.908	7.644	8.40	*
	Average	157	72.124	15.061		

*Significant at 0.05 level

Table 2 displays a comparison of the mean and standard deviation of academic success scores between students with bad study habits and those with average study habits among secondary school students. Table 4.2 shows that at the 0.05 level of significance, the derived 't' value of 8.40 is bigger than the table value of 1.97 (df=173). Consequently, the alternative hypothesis that "there is a substantial difference in Academic Achievement of secondary school pupils with bad and average study habits" is accepted. Students who maintain moderate study habits get higher average grades (72.124) than those who do not (53.908). Students with standard study habits are assumed to do better academically.

Table-3: Academic Achievement scores of average and excellent pupils in secondary school, together with their numbers, means, standard deviations, t-values, and significance levels.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Study Habits	Average	157	72.124	15.061	1.74	NS
	Good	5	80.744	10.708		

NS-Not Significant

The table below shows the average and standard deviation of academic success scores for students in secondary school who have average and excellent study habits, respectively. Table-3 suggests that the obtained t-value of 1.74 is less than the expected t-value of 1.97 (df=160) at the 0.05 level of significance. The conclusion that "there is no substantial difference in Academic Achievement of average and excellent study habits of secondary school pupils" is thus accepted.
Table-4: Statistics on the number, mean, standard deviation, t-value, and significance level of the students' Academic Achievement tests, broken down by those with bad and excellent study habits.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Study Habits	Poor	18	53.908	7.644	5.24	*
	Good	5	80.744	10.708		

*Significant at 0.05 level

Table 4 shows the average and standard deviation of students' grades in high school based on whether or not they have excellent study habits. The calculated t-value of 5.24 is bigger than the table value of 2.08 (df=21) at the 0.05 level of significance, as shown in table-4. Therefore, "there is no substantial difference in Academic Achievement of secondary school pupils with bad and excellent study habits" is accepted as a competing hypothesis. Students with excellent study habits had a higher mean score (80.744) than those with bad study habits (53.908). Inferring that kids with excellent study habits also have high academic accomplishment is reasonable.

RESULTS

1) Research has shown that the study habits of high school pupils are strongly connected with their academic success.
2) The academic performance of secondary school pupils with bad study habits was significantly worse than that of those with average study habits.
3) High school pupils with average study habits performed no differently from those with strong study habits on standardised tests.
4. Secondary school pupils' academic performance varied significantly depending on whether they had bad or excellent study habits.

FAMILY OF THOUGHTS AND EDUCATIONAL RELEVANCE

The study habits of secondary school students were shown to have a positive and statistically significant relationship with their academic achievement. Study habits are the single most essential element in a student's academic performance in secondary school. Middle and high school students' study habits had a substantial impact on their final grades. This means that secondary school instructors should help students see the importance of excellent study habits and work to cultivate such habits in themselves, while parents should learn to recognise the value of such habits and keep an eye on their children as they acquire them. Academic success is significantly influenced by one's study routine.

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