

ACADEMIC ACHIEVEMENT OF COMMERCE STUDENTS IN RELATION TO THEIR STUDY HABITS

ABSTRACT

Higher Secondary is a stage of transition in a student's life, both academically and psychologically. Globalization is sweeping the doors with opportunities for Commerce students at the higher Secondary level. Everyone looks for, academic proficiency to combat the challenging and competitive business world. In order to succeed in this world, systematic study habits are indispensable. Hence the investigation is mainly focused on comparing the higher Secondary students' achievement in Commerce and their study habits. For the present study, the investigators randomly selected 500 higher Secondary school students from ten schools in Cuddalore district. After framing necessary objectives and hypotheses, appropriate analysis was carried out for the collected data. From the analysis it was found that higher Secondary school students have high achievement and average study habits. There is significant relationship between achievement in Commerce and the study habits of higher Secondary school students.

INTRODUCTION

Learning is like lighting of a fire, the sparks are the outcomes which require a series of planned and systematized organization of various components. It is a complex process. It is the outcome of interaction in a situation, acquires a new mode of behaviour which tends to persist and affect the general behaviour pattern. Learning affects the key areas of behaviour of pupils in all domains differently based on the strength of learning. In this context formation of good study methods and habits prompt the learners in their achievement.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To assess the achievement in Commerce and the study habits of higher Secondary school students.
2. To find out whether there is any significant relationship between achievement in Commerce and the study habits of higher Secondary school students.
3. To find out whether there is any significant difference between boys and girls with respect to their achievement in Commerce.

4. To find out whether there is any significant difference between rural and urban higher Secondary school students with respect to their achievement in Commerce.
5. To find out whether there is any significant difference between Government and private higher Secondary school students with respect to their achievement in Commerce.
6. To find out whether there is any significant difference between boys and girls with respect to their study habits.
7. To find out whether there is any significant difference between rural and urban higher Secondary school students with respect to their study habits.
8. To find out whether there is any significant difference between Government and private higher Secondary school students with respect to their study habits.

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HYPOTHESES OF THE STUDY

The following are the hypotheses of the study.

Higher Secondary school students have average achievement.

Higher Secondary school students have poor study habits.

There is no significant relationship between achievement in Commerce and study habits of higher Secondary school students.

There is no significant difference between boys and girls with respect to their achievement in Commerce.

There is no significant difference between rural and urban higher Secondary school students with respect to their achievement in Commerce.

There is no significant difference between Government and private higher Secondary school students with respect to their achievement in Commerce.

There is no significant difference between boys and girls with respect to their study habits.

There is no significant difference between rural and urban higher Secondary school students with respect to their study habits.

There is no significant difference between Government and private higher Secondary school students with respect to their study habits.

SAMPLE OF THE STUDY

The investigator selected a sample of 500 higher secondary school students from Cuddalore district. The sample was selected by applying the simple random technique.

TOOLS USED

The following tools are used in the present study.

Marks from School Records

The investigator have also collected the quarterly marks obtained by the students from the office registers and verified with the entries made in the bio-data sheet.

The total marks were converted into percentages. Anyone who gets marks less than 50 is considered to be having low achievement, the one who gets a mark 50-60 is considered to be having average achievement and the one who gets 60 marks and above is considered to be having high achievement.

ii) Study Habits Inventory

The study habits inventory is constructed and standardized by Mukhopadhyay, M. and Sansanwal, D. N. (1983). This inventory contains 52 items. Each item is provided with five alternative responses i.e. always, frequently, sometimes, rarely and never. The responses of the students were recorded in the inventory itself. Instruction was printed on the inventory itself but the investigators gave oral instructions to the students at the time of administration. Maximum score for the inventory is 208.

DATA COLLECTION

The tools were administered to a sample of 500 higher Secondary school students from Cuddalore district. The scoring of the scale was done according to the instructions given in the manual.

ANALYSIS AND INTERPRETATION

Descriptive Analysis

TABLE 1
MEANS AND STANDARD DEVIATIONS OF ACHIEVEMENT IN COMMERCE AND STUDY HABITS OF HIGHER SECONDARY SCHOOL STUDENTS

Variables	N	Mean	S.D.
Achievement in Commerce	500	70.75	10.11
Study habits	500	138.97	28.36

The mean value of Commerce achievement and study habits of the entire group are found to be 70.75 and 138.97 respectively and S.D. value of the same found to be 10.11 and 28.36 respectively. The mean Commerce achievement scores indicate that higher Secondary school

students have high achievement in Commerce and the study habits scores indicate average study habits.

CORRELATION ANALYSIS

The correlation between achievement in Commerce and study habits of higher Secondary students has been calculated.

TABLE 2
CORRELATION BETWEEN
ACHIEVEMENT IN COMMERCE AND
STUDY HABITS OF HIGHER SECONDARY
SCHOOL STUDENTS

Variables	'r' value	Significance at 0.01 level
Achievement in Commerce	0.35	significant
Study habits		

The coefficient of correlation is found to be 0.35 and it is significant at 0.01 level. Hence, it is concluded that there is a significant relationship between study habits and achievement in Commerce of higher Secondary students in Cuddalore district.

Differential Analysis

TABLE 3
SIGNIFICANT DIFFERENCE BETWEEN
ACHIEVEMENT IN COMMERCE OF HIGHER
SECONDARY SCHOOL STUDENTS

Variables	N	Mean	S.D	't' Value	Significance at 0.05 Level
Boys	310	70.68	9.9	0.19	Not Significant
Girls	190	70.86	10.48		
Rural	330	70.32	10.14	1.32	Not Significant
Urban	170	71.59	10.03		
Government	170	68.41	9.53	3.74	Significant
Private	330	71.94	10.2		

The 't' value has been calculated to find out significant difference between the mean achievement in Commerce scores of boys and girls, rural and urban

students and Government and private school students. The corresponding 't' values are found to be 0.19, 1.32 and 3.74 respectively. From Table 3 that there is no significant difference between boys and girls, rural and urban students with respect to their Commerce achievement. Significant difference is found between Government and private school students with respect to their Commerce achievement.

Table 4
SIGNIFICANT DIFFERENCE BETWEEN
STUDY HABITS OF HIGHER SECONDARY
SCHOOL STUDENTS

Variables	N	Mean	S.D	't' Value	Significance at 0.05
Boys	310	136.41	28.69	2.62	Significant
Girls	190	143.17	27.37		
Rural	330	137.66	28.82	1.45	Not Significant
Urban	170	141.55	27.34		
Government	170	124.86	29.8	7.99	Significant
Private	330	146.17	24.71		

The 't' value has been calculated to find out significant difference between the mean study habits scores of boys and girls, rural and urban students and Government and private school students. The corresponding 't' values are found to be 2.62, 1.45 and 7.99 respectively. From Table 4 it is found that there is significant difference between boys and girls, Government and private school students with respect to their study habits. No significant difference is found between rural and urban school students with respect to study habits.

FINDINGS OF THE STUDY

- Higher Secondary school students of Cuddalore district have high achievement (M=138.97) in Commerce. Higher Secondary school students of Cuddalore district have average study habits (M=138.97).
- There is a significant relationship between achievement in Commerce and study habits of Higher Secondary school students of Cuddalore district. (r=0.35)

There is no significant difference between boys and girls ($t=0.19$) rural and urban students ($t=1.32$) with respect to their achievement in Commerce. Significant difference is found between Government and private school students ($t=3.74$) with respect to their Commerce achievement of Cuddalore district.

There is no significant difference between rural and urban students ($t=1.45$) with respect to their study habits. Significant difference is found between boys and girls ($t=2.62$), Government and private school students ($t=7.99$) with respect to their study habits.

DISCUSSION

The present investigation shows that there is no significant difference in the achievement in Commerce with respect to their gender. Thus it is assumed that gender is an influential factor of achievement in Commerce. Similar result is found in Sampath-1996. It is evident from the results that there is significant relationship between achievement and study habits. This is supported from various other study results Chopra-1982, and Brockiados-2005.

CONCLUSION

The results of the study have revealed that higher secondary school students have high achievement in Commerce and average study habits. It is because of the nature of content in Commerce which is a work oriented practice oriented subject with lesser importance to memorization and also involving working out of problems which will fetch cent percentage of marks for the right answers.

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TEACHING

Then said a teacher, "speak to us of Teaching".

And he said :

"No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of you own mind".

Kahlil Gibran (1976),

The prophet.