

Studying the role of habits and achievement motivation in improving students' academic performance

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Abstract

The purpose of the research was to study the relation of achievement motivation and study habits to academic performance in high school student in Hyderabad. A sample of 400 students consisting of boys and girls were selected from 7th and 8th grade. The tools used in the present study to collect data were study habits inventory by M. N. Palsane (1989) and achievement motivation scale by Deo.mohan (1992). The data were collected in small groups. Later the data were analyzed by using mean score, standard deviation, Pearson's correlation and regression. The result indicated that there was significant positive relationship of achievement motivation and study habits to academic performance. The result also showed the extent of contribution of achievement motivation and study habits to academic performance. Therefore it can be concluded that achievement motivation and study habits have proved to be effective on academic performance of students and helped them for better performance and academic achievement.

Keywords: study habits, achievement motivation, academic performance

Introduction

Academic performance generally refers to how well a student is accomplishing his or her task and studies, but there are quite a number of factors that determine the level and quality of students' academic performance included grades, attendance, standardized test, extracurricular activities, Behavior, Individual differences in academic performance have been linked to difference in intelligence and personality. (Von Stumm, Sophie Hell, Benedikt, Chamorro premuzic, Tomas 2011). Sometimes the student maybe spending a lot of time in studying but they may not be successful in attaining desired effects or good results. This may be due to the poor development of study skills. In a society which places emphasis on academic work proper, inculcation of good study habits and learning skills increases academic performance in schools.

Many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behavior of an individual related to studies. In the process of learning, learner's habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners.

The pattern of behavior adopted by students in the pursuit of their studies is termed on study habits. Study habits reveal students personality and functioning. Learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning. Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and

as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. (Nuthanap, 2007).

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One of the important factors influencing academic achievement is motivation. Achievement motivation has been defined as the reason why a student achieves (McCollum, 2005), the motivation behind accomplishment (Vallance, 2004), and a product of the interaction between student characteristics and instructional practices (Okolo & Bahr, 1995).

Ugodulunwa (1997) wrote that, "Achievement motivation propels a person to desire success and to make a commensurate effort to achieve the same" (p. 523). Familiarity with the necessary steps to success, and the willingness to take them, is the primary characteristic of achievement motivation. High levels of achievement motivation are associated with striving for excellence and success without consideration of a particular reward (Coleman, 1993).

Achievement motivation and academic achievement are two important indicators of students school success and healthy development (Calfee & Berliner, 1996; Darling, Cumsille, & Martinez, 2007; Donnellan, 2002; Dweck & Elliott, 1983; Eccles, 1991, 2004; Maehr & Meyer, 1997). For decades, educators and psychologists have been investigating factors that contribute to students adaptive motivation and academic achievement. Numerous studies have found that psychological characteristics, family variables, school resources and social milieu significantly influence achievement motivation and academic performance.

Motivation was found to be the best predictor of student achievement in the two studies that investigated factors influencing student achievement and effects of the factors on students' achievement in learning the Japanese language through the medium of satellite television (Oxford, Park-Oh, Ito, & Sumrall, 1993; 1993).

In the study on predicting student success with the Learning and Study Strategies Inventory (LASSI), Hendrickson (1997) found that motivation and attitude were the best predictors of student grade point average.

In general, the focus in this study relates to achievement motivation and study habits, and its goals in improving academic performance. The use of proper study habits and achievement motivation help students to perform well in academic work. The methods to develop proper study habits have been clearly outlined here. Another important factor that influences performance is the motivation of student. The factors that help to enhance motivation have been discussed and theories pertaining to motivation and achievement motivation have been clearly stated. The level of motivation of students can be known through their achievement in schools. As achievement motivation is a pattern of planning of action and feelings to achieve excellence. The main contributors of this concept are McClelland (1961) and Atkinson (1964). The techniques of inducing achievement motivation in students have also been explained in this study.

Definitions of motivation

Young (1936) has defined motivation in his book entitled 'Motivation and Emotion' in the following manner:

The concept of motivation is exceedingly broad; in fact, psychologists have attempted to narrow it, singling out one aspect or another of the complex process of determination. The two most

important aspects are the energetic aspect, regulation and direction. The study of motivation may broadly be defined as determinants – all determinants of human and animal activity”. Motivation has also been defined by hedonists in terms of imaginative responses. The authors use the word motive to design learned anticipations (expectations of rewards) or punishment. An individual has fear motive or an anxiety motive if and when he is exposed to cues that have previously been followed by punishment. Motivation has been defined by Dececco (1971) as referring to those factors which tend to increase or decrease the virus in an individual. It determines the level of activity in him. It imitates and directs the activity.

Motivation refers (1) to the existence of an organized phase sequence, (2) to its direction or content and (3) to its persistence in a given direction.

Achievement Motivation

Achievement Motivation defined, the drive to achieve is present to some degree in all individuals and is defined by Waxman and Huang (1997) as a need to strive towards standards of performance encountered in a wide range of situations especially in the school environment. Student motivation is an important aspect of learning and effective instruction. When students are motivated to perform competently on academic tasks they will learn in accordance with their abilities. Students’ learning is maximized when their achievement motivation is enhanced.

Regarding achievement motivation, it has long been regarded as one learns to understand student’s interest, engagement and persistence in learning activities which in turn determines student learning and school success (Gilman & Huebner 2006). To almost any educational psychologist, it is one of those things that has been and probably always will be at the heart of teaching and learning (Maehr & Meyer 1997). However adolescent’s strong motivation for learning in school diminishes by the early years of adolescence, and poor motivation becomes one of the chief predictors for teenager’s low achievement in secondary school (Krause, Boucher & Duchesse 2003). Thus it is valuable to study adolescent’s achievement motivation especially the factors that can affect it.

Concept of Study Habits

Many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behavior of an individual related to studies. In the process of learning, learner’s habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners.

The pattern of behavior adopted by students in the pursuit of their studies is termed on study habits. Study habits reveal students personality and functioning . Learner’s learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning. Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. (Nuthanap, 2007).

Study can be interpreted as a planned program of subject matter mastery. It is essential to learning and fundamental to school life. Its chief purposes are: i). to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas.ii) .to perfect skills iii) to develop attitudes. Study usually is associated with regarding to the solutions of problems arising in daily life activities.

Study habits refer to the activities carried out by student during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. According to Patel (1976) study habits include:

- Home environment and planning of work
- Reading and note taking habits
- Planning of subjects
- Habits of concentration
- Preparation for examination
- General habits and attitudes
- School environment

Learners, whether they are children in the third grade, pupils in the high schools or college students, often give evidence of ineffectual study habits. To a few students success in study comes not by training, in how to study but rather by the development of study procedures that they may have discovered by accident and that seem to serve their purpose. Since study usually is connected with a gaining of ideas from the printed page, the learners need actually is that of attempting to grasp the thoughts of a writer.

It is usually assumed that failure in academics is due to lack of ability and failure is still one of the greatest tragedies in the lives of college or school students. It is true that there are factors other than poor study habit that account for their failure, but lack of training in study takes its toll. Butterweck's (1957) investigation of the problems connected with study, reports that freshmen students do not succeed in their study activates largely because they lack a purpose; read in small units, or fail to take proper notes, to summaries or to recall or to answer questions dealing with the reading material. Students, either in high school or on college, who succeed especial well usually study alone and follow a study technique that has been worked out by them and that incorporates desirable procedures. The successful student learns how to alternate work with rest, so that fatigue does not interfere with his successful achievement. He has learned to read rapidly to take notes, to attend carefully to classroom discussions and in other ways to master the subject matter. He has discovered what for him good study habits are.

Methodology

The Sample

A sample of 400 students selected randomly from high schools in the twin cities. The sample consisted of 200 girl and 200 boy students from 8th and 7th classes. The sample belonged to middle socioeconomic background. The distribution of student's school wise and gender wise are presented in table 1.

Measurement

Achievement motivation scale

Achievement motivation scale was constructed by Deo- Mohan (1992). This questionnaire is of the self-rating typed and has 50 items. The Re-test method was applied to obtain the reliability and it was found .92, the following factors were accepted as the bases to prepare the item in the scale:

Academic factors

Consist of ,academic motivation, need achievement , academic challenge , achievement anxiety important of grade of marks, meaning fullness of daily school task, relevance of school to students future goals, attitude towards teacher , warmth or interpersonal relations, college concern and implementation of educational objectives.

Table1. Demographic of sample

| Gender | Class | | Age |
|--------|-------|------|-------|
| | VII | VIII | |
| Boys | 100 | 100 | 12-14 |
| Girls | 100 | 100 | 12-13 |
| Total | 200 | 200 | |

Factor of general field of interest

Competition in curricular and co-curricular activities consist of , sports and athletic .fine arts and dramatics ,reading and writing, debates and oration ,domestic craft for girls like cooking embroidery and experimentation or any art creation.

Social interest

Consist of organizing and participating in social activities. Arranging exhibitions, social function etc. to sum up, items for the scale were based on: academic factors, factors of general interest and factors of social interest.

Administering and scoring of the achievement motivation scale

This questionnaire is of the self-rating typed and can be administered in a group with 5 points to rate –Always, Frequently, Sometimes, Rarely and Never. There is no time limit. The scoring is numerical weight age from (4 to 0) for positive items and the reverse of it for the negative items .the total score is the summation of all the positive and negative item scores. The minimum score obtained can be 0 and the maximum is 200.Higher the score, higher is the achievement motivation.

Study- habits inventory

The study - habit inventory was constructed by professor .M.N.Pal sane (1989).The eight subs – components of the study habits were identified and subsequently validated by experts .the reliability of the inventory was worked out by using the split –half method and was 0.91 and has a high validity with other similar inventory. Study habit inventory has 45 items and the items belonging to various components. The eight components of the study habits that have been measured by this inventory are given below as per the manual:

Budgeting Time

It is very important to plan the budget of study time, time schedule to adjust the study periods and other activities according to the needs of the individual. The best way to budgeting the time is to keep the record of all activities throughout the day for one week. The analysis of this diary will help in budgeting the time. By budgeting time students can optimize their success in study as well as their extracurricular activities.

Physical conditions for study

For study physical condition play an important part in study habits. The place for study should be calm and quiet. It should be clean and there should be proper illumination and ventilation. Furniture should be comfortable. There should be sufficient light. One should use diffused light. Study table should be clean and contain only and all the necessary things e.g. papers, pen, book, pencil, etc.

Reading ability

Reading is the basic skill in any kind of study. Reading ability includes various factors as good vocabulary speed of reading, comprehension, independent selection of appropriate material for reading and location information. One should be able to read at least 300 words per minute in his mother tongue, 75 to 100 words in any foreign language. One must try to build up a good vocabulary by remembering the precise meaning of the words. Speed of reading is also an important

factor. Silent reading is always faster than loud reading, it's necessary to adjust the material requires more time than usual one. An individual should try to remember the ideas the has grasped while reading and should be able to summaries the main ideas.

Note taking

Taking notes in the classroom is an important learning activity. Taking notes from book also helps a great deal in study. There are different ways of taking notes. One may copy everything from text book. One may take down only important paragraphs or one may take down the heading and sub headings and important key pares to make an outline. Paraphrasing in one's own words and summarizing is supposed to the best way of making one's notes. It is a good practice to combine class notes and notes from books to make a final note. With the help of regular practice note-taking can become a habit.

Factors in learning motivation

A part from ability to learn, desire to learn is an important consideration. If one genuinely interested in learning he may learn quickly and retain it for long time. There is individual difference in capacity to learn. Everybody can improve with extra efforts. Spirit of competition and cooperation helps learning.

Memory

Improving memory means learning better. Distributing learning periods is preferable to continuous or massed learning. The better we learn the longer we retain. Over learning helps in remembering for a long period.

Taking examination

Most of our examinations are of essay type where a few questions are given and students are required to write long answers. If is good to prepare an outline and arrange the ideas properly, following a logical pattern of presentation use of simple language is advisable .separate ideas should be discussed in paragraphs. Heading and sub heading should be properly placed. Important words and phrases may be underlined.

Health

Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

Administrating and scoring of study habits inventory

The inventory can be administered to individual as well as groups of 25 to 50. The subjects should be seated comfortably and as far as possible should not have a chance to talk to other students or glance at their answers. By explaining the purpose of the test the supervisor should try to set full cooperation from the students .the inventory is self-administering. All the instruction is printed on the front page of the inventory. The supervisor should read these out to the students and explain to them whatever is necessary. The test administrator should see this personally .Although there is no time limit, the subject should complete the entire inventory within 20 to 25 minutes. If the subject has any difficulty in understanding the meaning of statements, administrator may be consulted. All items are rated on a 3 point scale (always or mostly, sometimes, rarely or never). Scoring is numerical weight age from (2 to 0) for positive item and the reverse of it for the negative items. The total score is the summation of all the positive and negative item scores. The maximum obtainable score is 90. And for sub component is the summation of all items scores included in that particular sub component. Higher the score higher is the study habits.

Academic performance assessment

Academic performance of the student was the total marks gained by students in their final examination which is actually the total of earlier exams average marks and the final exam marks.

Research Design of the study

Research design as defined by Kerlinger (1995) is the plan and structure of investigation so conceived as to obtain answer to research questions. The Ex-Post Facto research design was followed for conducting the study. Robinson (1976) defined ex post facto research design as any systematic empirical enquiry into which the independent variables has been directly manipulated because they had already occurred or they are inherently nonmanipulable. Keeping this in view, the adaptability of the proposed design with respect to the type of study, variables under consideration, size of respondents and phenomenon to be studied, the ex post facto was selected as an appropriate research design.

Data collection and procedure

Pilot Study

In this study, the pilot study has been done on 30 high school students from 7th and 8th grade consisting of 15 boys and 15 girls. All questionnaire were administered for them. The main aim of this pilot study testing was to test, if any unforeseen problem, clarity of the language hesitation to take part in the study, with the completion of the pilot study.

Procedure

The tools to be used for the main data collection were made ready after the pilot testing. Then the investigator sought the permission of the principal /head of the school and all questionnaires were administered in the class in the presence of one of school teacher, every questionnaire was administered in different day and data was collected from, 7th and 8th grade standard school, consisting of boys and girls. With the permission of the authority, the selected candidates were gathered in a room. The students were given a clear idea about the research and their consent was taken. First the background information was taken. Once the students were seated comfortably then the booklet and answer sheet for the study habits were distributed. The instruction given for the study habit inventory was as follows: here” a series of statements pertaining to different aspects of study habits. Each statement refers to some kind of habit or the other; you might have developed these habits to a certain degree. In terms of occurrence, you can indicate your position simply by ticking a cross(x) in any one of the cells against each statement. Please remember that it is necessary to respond to all the items and if you do not understand any item please ask me. Your score will be kept confidential”. The completed answer sheets were collected. Next day the second booklet and answer sheet for questionnaire of achievement motivation were distributed. The instruction given for achievement motivation scale was as follows:

“Here a series of statements pertaining to different aspects of achievement motivation and also the activities you do at school. You have to read each statement and tick the appropriate cells against each statement. Please remember that it is necessary to respond to all the items and if you do not understand any item please ask me. All your scores will be kept confidential.” You have to read each statement and tick the appropriate cells against each statement. Please remember that it is necessary to respond to all the items and if you do not understand any item please ask me. All your scores will be kept confidential”. At the end of these sessions the daily completed answer sheet were collected.

Statistical Analysis

In this study, quantitative data from the questionnaires were analyzed by using Statistical Package for the Social Sciences (spss). The preliminary analysis was done by computing Mean, standard deviation. Later Pearson’s correlation coefficient was calculated to indicate the existing relationship between achievement motivation and study habits to academic performance and to determine which variable has contributed more to academic performance

Result and discussion

Table 2 presents mean, standard deviation and standard error of mean for overall study habits and its dimensions.

Table 2. Mean, Standard deviation, Standard error of study habits for total sample.

| Variables | N | Mean | Std. Deviation | Std. Error of mean |
|----------------------|-----|-------|----------------|--------------------|
| Budgeting time | 400 | 8.25 | 1.43 | .072 |
| Physical condition | 400 | 8.98 | 1.66 | .083 |
| Reading ability | 400 | 11.24 | 2.24 | .11 |
| Note taking | 400 | 4.49 | 1.40 | .070 |
| Learning motivation | 400 | 9.42 | 1.72 | .086 |
| Memory | 400 | 5.76 | 1.64 | .082 |
| Taking examination | 400 | 14.27 | 2.49 | .12 |
| Health | 400 | 4.09 | 1.20 | .060 |
| Overall study habits | 400 | 66.67 | 8.24 | .41 |

The table indicate overall average performance of the sample on the different dimensions of study habits. The overall study habits of the sample students was definitely higher (Mean=66.67), but very slight better results were observed for dimensions of budgeting time (Mean=8.25), reading ability (Mean=11.24), learning motivation (Mean=9.42), taking examination (Mean=14.27). For other dimensions of study habits, physical condition (Mean=8.98), note taking (Mean=4.49), health (Mean=4.09) the performance was average. For the dimension of memory the average of present sample was behind the average score. (Mean=5.67).

Relationship of overall study habits to academic performance

Table 3: Relationship of overall study habits to academic performance.

| Variable | Academic performance | |
|----------------------|----------------------|--------|
| Overall study habits | r | .749** |
| | Sig | .000 |
| | N | 400 |

**correlation is significant at 0.01 levels (2-tailed).

Table 3 shows that overall study habits has significantly high positive correlation with academic performance, so better study habits lead to better academic performance.

Table 4 presents relationship of all the dimension of study habits to academic performance, the table shows significantly high positive correlation of various dimension of study habits with academic performance. All dimension have significant relationship to academic performance which was significant beyond .01 level. On the dimension of budgeting time ($r=.511$), physical condition ($r=.515$), reading ability ($r=.549$), note taking ($r=.400$), learning motivation ($r=.474$), memory ($r=.433$), taking examination ($r=.420$), health ($r=.240$). It is clearly indicate that the student who are better respectively at reading ability, physical condition, budgeting time, learning motivation, memory, taking examination, note taking and health is better in his/her academic performance.

From table (3&4) it is revealed that dimension of study habits, budgeting time, physical condition, reading ability, Note taking, learning motivation, memory, taking examination, health and overall study habits had significant relationship with academic performance. The results were in conformity with, Mehta, P., Malhotra, D. And Jerath, J.M., (1989-90) in their study on studied the

psychological correlates of academic performance at school level. They found a positive and significant correlation between study habits and academic performance. Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement; she found significant and positive correlation between study habits and academic achievement. Ramaswamy (1990) studied the relationship between study habits and academic achievement he found significant relationship between the study habits and academic performance variables. Mehta and Malhotra (1993) found study habits and study attitudes were the important predictors of academic achievement. Chukwugi, Ossai, (2011) found that study habit was a significant predictor of examination behavior, and also Study habits have been linked with academic performance in several studies such as Read & Hagen (1996), Elliot, McGregor & Gable (1999), Meter (2001), Kagu (2003) and Ossai (2004). In these studies it was found that good study habits contribute to high academic performance while poor study habits lead to poor academic performance.

Table 4. Relationship of dimension of study habits to academic performance. N=400

| Variables | | Academic performance |
|---------------------|-----|----------------------|
| Budgeting time | r | .511** |
| | sig | .000 |
| Physical condition | r | .515** |
| | sig | .000 |
| Reading ability | r | .549** |
| | sig | .000 |
| Note taking | r | .400** |
| | sig | .000 |
| Learning motivation | r | .474** |
| | sig | .000 |
| Memory | r | .433** |
| | sig | .000(continued) |
| Taking examination | r | .420** |
| | sig | .000 |
| Health | r | .240** |
| | sig | .000 |

**correlation is significant at .01 levels (2-tailed).

Table 5 presents mean, standard deviation, standard error of the achievement motivation.

Table 5 Mean, standard deviation, standard error, of achievement motivation for total sample

| Variables | N | Mean | Std.deviation | Std.Error of mean |
|------------------------|-----|--------|---------------|-------------------|
| Achievement motivation | 400 | 147.11 | 19.37 | .96 |

Table 6 Relationship between achievement motivation and academic performance.

| variable | | Academic performance |
|------------------------|-----|----------------------|
| Achievement motivation | r | .765** |
| | Sig | .000 |
| | N | 400 |

**Correlation is significant at 0.01 levels (2-tailed).

Table 6 shows achievement motivation has significantly high positive correlation with achievement motivation at 0.01 levels. ($r = .765$, $p < .01$) which indicate the students with better achievement motivation have given better academic performance.

From table 6 it is revealed that achievement motivation had significant relationship with academic performance. The results were in conformity with (Connell & Wellborn, 1991), the fundamental academic motivation results increased student's preoccupation in activities related to learning. Hendrickson (1997) found that motivation and attitude were the best predictors of student grade point average. (Biehler & Snowman, 1986), believe that motivation is a necessary ingredient for learning. (Fontana, 1981) believe that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn. The findings by Mahyuddin, Elias & Noordin (2009) showed achievement motivation was significantly and positively correlated with academic achievement. Lirias (2009) reported that achievement motivation was significantly and positively related to mathematics and language achievement. Diseth A, Kobbeltvedt T (2010) found in his studies significant correlation between achievement motives, achievement goals, learning strategies and academic achievement. Wan Rafaei and Abdul Rahman (1973) found in their studies significant correlation between achievement motivation and academic performance.

Conclusions

It can be concluded from this study that study habits and 8 dimension of study habits consisting of budgeting time, physical condition, reading ability, not taking, learning motivation, memory, taking examination and health and achievement motivation have had significant relationship on academic performance and student with good study habits and high achievement motivation had better academic performance.

Therefore it can be concluded that achievement motivation and study habits to be effective in academic performance of students and helped them for better performance and academic achievement.

Implication

Study habits influence the academic performance of the students. So introduction of creative work, various mental problems solving games and exercises should be considered on a larger scale and enforced with a spirit of competition which improves the study habits.

Achievement motivation influence the academic performance of the students, thus school should make provisions for good training program for enhancing achievement motivation. Individual counseling can serve as an effective intervention to improve their achievement motivation and personality.

Some teacher reform is also implied. While teaching in the traditional way has been somewhat successful, it is important that teachers are knowledgeable about the importance of each student's culture, motivation, learning strategies, study habits in the classroom and aware of the variety of strategies that they can use to teach and model for students as related to achievement motivation and skills.

Recommendation

It is recommended that future research in an effort to support the qualitative findings of the study conduct follow-up studies on a broader scale as regards to sample size, diversity of participants included in the study, and the number of schools included in the population study of more participants and/or more schools would almost certainly yield greater insight and perhaps an even closer convergence with the findings of this research.

Future study should have greater consideration in assessing the socio cultural factors influencing achievement motivation, study habits and academic performance.

3. The investigative study focused exclusively on high school's students thus; there is a need for future study to be directed toward elementary schools.

Future research needs to ask the question as to whether or not the role of parents, caregivers as socializes of achievement on study habits, achievement motivation and academic performance.

It would be interesting to make comparison, study habits, achievement motivation and academic performance between urban and rural student.

Recommended that school counseling as an intervention be included as a variable in further research on the study habits, achievement motivation and academic performance.

Needs to ask the role of school environments, socioeconomic status, students' race, ethnicity, curriculum, parent involvement on academic performance.

Scope/Delimitation of the Study

This study centers on relation of achievement motivation and study habits to academic performance of high school's students in Hyderabad city but due to time and other factors it will be limited to only four schools .

Limitation

1. The limitations of this research are that other factors were not taken into consideration that may effect on school's academic performance, these factors are school environments, students' race, ethnicity, curriculum, parent involvement.

2. The scope was limited in that this researcher only studies relation of achievement motivation, time management and study habits to academic performance among 7th and 8th grad.

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