

A Study of the Relationship Between Study Habits and Mathematics Achievement Among Middle School Students

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Abstract

The purpose of this study is to investigate the relationship between study habits including study environment, time management, concentration, note-taking and doing homework, test preparation and examination, and mathematics achievement among middle school students. Quantitative methodology was used to investigate the students' study habits and their mathematics achievement. The design adopted in this study was a descriptive research design. Four townships were randomly selected from four strata in Yangon City Development Area. One high school and one middle school from each stratum were selected by using stratified random sampling technique. The population in this study consisted of (436) Grade Eight students. Two instruments: a study habits questionnaire and a mathematics achievement test were employed. The students' study habits questionnaire was based upon study habits inventory developed by C. Gilbert Wrenn. The students' study habits questionnaire was involved (40) items. This questionnaire on five-point Likert-scale was developed; never, rarely, sometimes, often, and always. The mathematics achievement test for students was involved thirty multiple-choice items with four options. Pearson product-moment correlation was used to find the strength and degree of the correlation between students' study habits and students' mathematics achievement test. The results revealed that the overall students' study habits were moderately correlated with their mathematics achievement ($r = .626$). This indicated that if students have good study habits, they get good results in their mathematics achievement.

Key words: study habit, mathematics achievement, achievement test