



Effect of Study Routine in Relation to Achievement in ICT, among GCE. A/L Students of Gampaha District, Sri Lanka

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Education is the process by which people acquire knowledge, skills, Routines, values and attitudes. Education involves both the teaching and learning, sometimes people learn by teaching themselves, in which psychology plays a vital role in education to helping the students in process of learning. Tyler (1964) defines school achievement scores as the best predictive of future success of the students. An achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. In the present society, education is widely understood as an important factor for scientific, economic development and growth of a nation. The important of achievement in educational institution is a matter of great social concern.

Chaplin (1961) in the dictionary of psychology defined educational achievement as specified level of attainment or proficiency in academic work as evaluated by teachers by standardized tests or by combination of both. The term "Routine" used in a number of ways. It is used by some writers to cover all of the organized responses of an organism. With advances in comparative psychology, a strict limitation in the use of the term 'Routine' has been brought about. 'Routine is used to refer only to these motor acquisitions which have been acquired by an organism during its lifetime.

The present study designed to find out the achievement in ICT, and study Routine of GCE. A/L Students of Gampaha District, Sri Lanka, and the relationship between the same. Thus, the problem is entitled as "Achievement in ICT in relation to Study Routine". The following are the objectives of the study, to find out whether there is any significant difference among GCE. A/L Students of Gampaha District, Sri Lanka, between their achievement in ICT, and their study Routines based on their gender, medium, ICT of school, locale of institution, type of school and to find out whether there is any significant relationship between GCE. A/L Students of Gampaha District, Sri Lanka' achievement in ICT and their study Routine. The following hypotheses formulated for the study; There is no significant difference among GCE. A/L Students of Gampaha District, Sri Lanka' achievement in ICT, and their study Routines based on their gender, medium, ICT of school, locale of institution, type of school and There is no significant relationship between achievement in ICT and study Routine of GCE. A/L Students of Gampaha District, Sri Lanka.



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Normative survey method used, and a sample of 801 GCE. A/L Students from the schools situated in Gampaha District, Sri Lanka drawn by using random sampling technique for the study. Achievement Test in ICT and Study Routine Inventory, was used as tools for data collection. Both the tools have satisfactory indices of reliability and validity. Mean, T-test, F-test and Pearson's product moment correlation was used for statistical analysis. There is no significant GCE. A/L Students of Gampaha District, achievement in ICT except based on their school management and school type. There is significant difference among GCE. A/L Students Study Routines except based on their locale of school. There is significant positive high degree correlation between students' achievement in ICT and their study Routine.

In conclusion, this study indicated that the achievements in ICT and GCE. A/L Students of Gampaha District, Sri Lank correlated significantly with each other. Therefore, it is very clear that good study Routine is the key factor for the academic achievement of students.

Keywords: Achievement, ICT, Study Routine, Students