



STUDY HABIT AND ITS EFFECT ON ACADEMIC ACHIEVEMENT OF TRIBAL AND NON-TRIBAL STUDENTS AT SECONDARY LEVEL

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Abstract

The aim of the present study was to examine the effects of study habits on academic achievement of tribal and non-tribal students at secondary level. To comply with the study 500 students were selected by random sampling technique from different tribal and non-tribal secondary schools of Panchmahal district of Gujarat state. The total strength of the sample was distributed over 250 tribal and 250 non-tribal students of secondary level. Study Habit Questionnaire, constructed and standardized by Patel (2004), was used to analyze the generated data. Apart of descriptive statistics like Measures of Central Tendency, ANOVA and Pearson Correlation were used for verification of hypothesis. An analysis of the data obtained from current study shows that, the study habit is a significant impact on an academic achievements of tribal and non tribal students at secondary level.

Key words: Study Habits, Academic Achievement, Education

A student's progress or failure in classroom depends upon several factors like interest in the subject, motivation to learn, study facilities, students own study habits and so on. One of the major causes of the problem is poor study habit of students. One of the objectives of teaching is to improve the study habits and skills. Elliot & Wendling (1966), 75% of students who are academic underachievers have poor study habits and examination techniques. Nneji (2002) states that study habits are learning tendencies that enable students to work privately. Field (2004) states that, good study habits helps the students in critical reflection in skills, outcomes such as selecting, analyzing and synthesizing. Alike many other countries of the world, India has a major chunk of tribal population who continuously suffer from different types of deprivation. These deprivations tell upon their health and education. It is common experience that the children belonging to non-tribal community by and large perform better than tribal community children. So, the tribal students fail to continue their study habit due to economic condition and lack of conducive atmosphere. Adolescence is the most important period of human life. So, adolescence needs guidance in the development of healthy social relations and for this purpose, school is the most appropriate place where various activities can be organized to foster self confidence among students.

The efficient and effective way of learning depends upon the study habits of the students. Study habits are important. They influence the academic achievement of students. Numbers of studies on study habits have been conducted in India to ascertain the relationship between achievement and study habit. Anameze (2002) carried out a research on study skills of secondary school students in Anambra State. He observed that respondents possessed only about half of the amount of skills required for effective study habits. Several studies (Akinboye, 1980, Adetola 1988, & Oinda 2000) have established that student's academic performance is highly influenced by their study habits. Aluede and Onolemhemen (2001) studied the effect of study habit counseling on the academic performance of secondary schools students in English language. The 108 senior secondary school class and two students of lumen chirst secondary school, Uromi, Edo State and Nigeria was targeted. The

multi stage stratified sampling method was used. The study habit inventory (Bakare, 1977) was taken. The findings of the study were counseling students on good study habits can bring about improvement in the students academic performance. Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The total sample of the study comprised of 120 children of IX and X grade drawn purposively from private schools of Hyderabad. Milan's intelligence scale for Indian children, study habit inventory, multi dimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

Anameze (2000) noted that since education is regarded as an agent of national development factors that promote academic performance such as effective study habits should be encouraged among students. According to him, his promotion of effective study habits among students should be profound interest to all stakeholders in the field of education. Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and stud habits of high school students (N=200) from government senior secondary school of Himachala Pradesh. The scale used was self-handicapping questionnaire (Sujata, 2003) and test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (School marks were considered). The results revealed that boys were poorer in study habits than girls. According to the how-to-study.Com (2009), students who are very successful in their desired carrier have good study habits. It is stated in the website that students apply these habits to all of their classes. The website also suggests that the students to do too much study at a time, you will be tired and your study will not be very effective. Space the work you have to do over shorter periods of time. Taking short breaks will restore your mental energy.

Study Habits : Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and



guide one's cognitive processes during learning.

Good study habits are defined according to Manhattan College Counseling (MCCC), "Establishing routine times to study for each class, having a place to study, studying during the daytime, rather than night time, scheduling breaks every hours of study, making use of study resources on campus, working in groups, studying the hardest subject first, and being good to yourself."

Concept of Academic Achievement: Academic achievement means, accomplishment in proficiency of performances of the students in various subjects of the curriculum. It is the activity which is accomplished especially superior's ability, special efforts and great value.

Crow and Crow (1969) "Academic achievement is the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation opportunities, education and training.

Good writes "Academic achievement means accomplished or proficiency in a given skill or body knowledge."

Concept of Tribal : According to Mujumdar (1958), a tribe can be defined as " a community which has a name, endogamous in nature, lives in common territory, has a common traditional culture with an unwritten language, is structurally and culturally distinctive, relatively homogeneous, largely self-governing, with no specialization of functions, pervasively self-sufficient, and has a shared consciousness of ethnic identity and of belonging together."

Constitutional Provision : Article 46 states shall promote with special care the educational and economic interest of the weaker sections of the people and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation.

Secondary Education: Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitutes the secondary stage, whereas classes IX and X are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 where as it is 16-18 for higher secondary classes. The rigor of the secondary and higher stages enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

In fact, the study habit is a very important characteristic of all human beings who are being educated. The study habit is important for higher academic achievement of students and it is as much as important for their fruitful use of leisure time. It has very long reaching effects deep into the life of individuals to be cumulative and inter active in the society.

Objectives of the Study

The objectives of the study were as follows:

To study the effect of community (Tribal and Non-tribal) on academic achievement at secondary level.

To ascertain the effect of sex (Boys and Girls) on academic achievement at secondary level belonging to tribal and non-tribal community.

To ascertain the effect of levels of study habit on academic achievement of the tribal and non-tribal students at secondary level.

To study the interaction effect of community (Tribal and Non-tribal) and sex on academic achievement at secondary level.

To study the interaction effect of community and levels of study habit on academic achievement of tribal and non-tribal students.

To study the interaction effect of sex and levels of study habit on academic achievement of tribal and non-tribal students at secondary level.

To study the interaction effect of community, gender and study habit on academic achievement of tribal and non-tribal students at secondary level.

Hypothesis

In the present study following directional hypotheses were formulated keeping in view the nature of the topic and its objectives:

Community (Tribal and Non-tribal) has significant effect on academic achievement at secondary level.

Sex has significant independent effect on academic achievement of tribal and non-tribal secondary school children.

Study habit has significant independent effect on academic achievement of tribal and non-tribal students at secondary school children.

The interaction effect between community (Tribal and Non-tribal) and sex (Boys and Girls) has significant effect on academic achievement at secondary school children.

The interaction effect between community and study habit has significant effect on academic achievement at secondary school children.

The interaction effect between sex and study habit has significant effect on academic achievement at secondary school children.

The interaction effect of community, gender and study habit has significantly effect on academic achievement at secondary school children.

Methodology Procedure

Design of Study - In order to achieve the objectives of the study, random sampling method and interview method were used. Apart of descriptive statistics like measures of Central Tendency and ANOVA were used for verification of hypotheses.

Sample - To comply with the study 500 students were selected from different tribal and non-tribal secondary schools of Panchmahal district of Gujarat. The total strength of the sample was distributed into 250 tribal (boys & girls) and 250 Non-tribal (boys & girls) students at Secondary level.



Variables - The variables of the study are as under :

Gender: Boys and Girls; Community : Tribal and Non-Tribal; Study Habits : High, Medium and Low

Tools - The following instruments were used for collection of data:

Study habits questionnaire developed by Dr. R. S. Patel

Academic Achievement-Examination Records

Table 1 - Mean and Standard Deviation in achievement with respect to Community, Sex and Study Habit

ACHIEVEMENT					
Community	Sex	Study Habit	N	MEAN	S.D.
Non-Tribal	Boys	Low	19	191.74	118.582
		Medium	104	276.96	112.228
		High	02	297	149.907
		Total	125	264.33	116.804
	Girls	Low	17	228.47	99.189
		Medium	105	252.57	111.589
		High	03	223.67	67.575
		Total	125	248.60	108.953
	Total	Low	36	209.08	109.887
		Medium	209	264.71	112.306
		High	05	253	97.542
		Total	250	256.46	112.995
Tribal	Boys	Low	16	197	72.501
		Medium	104	188.37	58.961
		High	05	214.20	81.171
		Total	125	190.50	61.384
	Girls	Low	10	134.90	82.874
		Medium	107	140.64	61.405
		High	08	138	88.34
		Total	125	140.01	64.537
	Total	Low	26	173.12	81.09
		Medium	211	164.16	64.657
		High	13	167.31	90.76
		Total	250	165.26	67.754
Total	Boys	Low	35	194.14	98.846
		Medium	208	232.66	99.844
		High	07	237.86	98.844
		Total	250	227.42	100.192
	Girls	Low	27	193.81	102.724
		Medium	212	196.08	105.73
		High	11	161.36	89.315
		Total	250	194.30	104.621
	Total	Low	62	194	99.717
		Medium	420	214.20	104.354
		High	18	191.11	98.047
		Total	500	210.86	103.661

Table 2 - Summary of the analysis of variance in respect to community, Sex and study habit in relation to achievement

Source of Variation	Sum of Squares (SS)	df	Mean sum of Squares (MSS)	F-Value	
Community	1039862.41	1	1039862.408	126.425**	.000
Sex	137050.568	1	137050.568	16.662	.000
Study Habit	49459.466	2	24729.733	3.007**	0.50
Community × Sex	39977.545	1	39977.545	4.860*	.028
Community × Study Habit	25685.568	2	25685.568	2.801	.565
Sex × Study Habit	16815.549	2	8407.775	1.022	.361
Community × Sex × Study Habit	207509.644	2	207509.644	1.555	.372
Error	4013860.75	488	8225.1224		
Corrected Total	5362106.20	499			

*Significant at 0.05 Level ** Significant at 0.01 Level

Analysis and Interpretation

From table-2 it is observed that the “F” Value of 126.425 with df 1/488 is significant at 0.01 level of significant difference in the academic achievement of tribal and Non-tribal students studying at secondary level. However from the table-1 it is further confirmed that the students from non-verbal community, (M=256.46) are exhibiting better academic performance than their counter parts (M=165.26) the tribal children. This situation might have occurred due to better facilities available to Non-tribal students either at home or at school.

From table-2 it is observed that “F” value of 16.662 with df 1/488 is significant at 0.01 level. It indicates that there exists significant difference in the academic achievement of boys and girls at secondary level. However from table-1 it is further confirmed that the boys, (M=227.42) are exhibiting better academic performance than their counterparts (M=194.30) girls. From the mean table-1 it is further confirmed that the Non-tribal boys (M=264.33), are exhibiting better academic performance than their counterparts (M=248.60) Non-Tribal Girls. From table-1 it is further confirmed that the tribal boys (M=190.50), are exhibiting better academic performance than the tribal girls (M=140.01).

From table-2 it is observed that the “F” Value of 3.007 with df 2/488 is significant at 0.05 level of significance. This indicates that there exists significant difference in the academic achievement of the secondary school students at different levels of study habit. However from table-1 it is further confirmed that the different levels of study habit have significant effect on academic achievement of secondary school children. The non- tribal students having low study habits (M=173.12). The Non –Tribal students having average study habits (M=264.71) are exhibiting better academic performance than their counterparts (M=164.16) tribal students. Again non-tribal students having high study habit (M=253.00), are exhibiting better academic performance than their counterparts (M=167.31) the tribal students.

From table-2 it is observed that the “F” value of 4.860 with df 1/488 is significant at 0.05 level of significance. This indicates that there exists significant interaction effect of community and sex on academic achievement of secondary school children. However from table-1 it is further observed that the mean value of Non-tribal boys is 264.33 and the mean value of tribal boys is 190.50 which imply that the non-tribal boys are superior in achievement than the tribal boys. Further it is observed that the mean score of the non-tribal girls (248.60) is higher than the mean score of the tribal girls (140.01) which implies that the Non-Tribal girls are having better achievement than the tribal girls.

From table-2 it is observed that the “F” value of 2.801 with



df 2/488 is not significant. This indicates that there exists no significant interaction effect of community and levels of study habits on academic achievement of secondary school children. However table-1 depicts that mean score of the Non-tribal students having low study habit is 209.08 and tribal students having low study habit is 173.12. Though there was no significant difference in the “F” ratio, but the mean score implies that the Non-tribal students having low study habit is superior in achievement than the tribal students having low study habit. The mean scores of the Non-Tribal students having medium study habit is 264.71 and tribal students having medium study habit is 164.16. This implies that the non-tribal students having medium study habit are superior in achievement than the tribal children having medium study habit. It is also evident from the same table that the mean score of the Non-tribal students having high study habit are higher (M=253.00) than the mean score of the tribal students having high study habit (M=167.31). Thorough there was no significant difference in the “F” ratio, but the mean score implies that the non-tribal students having high study habit are superior in academic achievement than the tribal students having high study habit.

From table-2 it is observed that the “F” value of 1.022 with df 2/488 is not significant. This indicates that there exists no significant interaction effect of sex and different levels of study habits on academic achievement of students studying at secondary level. From table-1, it is further observed that there does not exists much difference in the achievement mean scores of the boys having low study habit (M=194.14) and the girls are having low study habit (M=193.81). It implies that there does not exist difference in the achievement of the students having low study habit. Further the boys having medium study habit (M=232.66) are better than the girls having medium study habit (M=196.08). It implies that the boys having medium study habit are exhibiting better academic performance than girls. Again the boys having high study habit (M=237.86) are better than the girls having high study habit (M=161.36). It implies that the boys having high study habit are exhibiting better academic performance than the girls. Although there was no significant interaction effect of sex and study habit, but at the medium and high study habit level the difference is visible.

From table-2 it is observed that the “F” Value of 1.555 with df 2/488 is not significant. This indicates that there exists no significant interaction effect of community sex and levels of study habits on academic achievement of students studying at secondary level. From table-1 it is evident that the average performance of the tribal boys having low study habit (M=197.00) are superior to their counterparts (the Non-Tribal boys) having mean of 191.74. It implies that

the tribal boys having low study habits are exhibiting better academic performance than the Non-tribal boys having low study habit. The mean score of the non-tribal boys having medium study habit (M=276.96) is superior in achievement than their counterparts (the tribal boys) having the mean of 188.37. It implies that non-tribal boys having average study habits are exhibiting better performance than the tribal boys having average study habit.

Further mean score of the non-tribal boys having high study habit (297.00) is superior in achievement than their counterparts (the tribal boys) having the mean of 214.20. it implies that non-tribal boys having high study habit are exhibiting better academic performance than the tribal boys having high study habit. From table-1 it is evidence that the mean score of the non-tribal girls having low study habit (M=228.47) are superior in academic achievement than their counterparts (the tribal girls) having the mean of 138.00. It implies that non-tribal girls having high study habit are exhibiting better academic performance than the tribal girls having high study habit. Although the interaction effect of community, sex and study habit was not significant, but the average performance of the students of non-tribal community at different levels of study habits are better than the tribal students except the tribal boys at low study habit level.

Findings of the Study:

Significant mean difference is found between non-tribal students having low study habit and tribal students having low study habit in academic achievement. Here the non-tribal students having low study habit have better academic performance than the tribal students having low study habit.

Significant mean difference is found between non-tribal students of average study habit and tribal students having average study habit in their academic achievement. Here the non-tribal students having average study habit have better academic performance than the tribal counterparts.

Significant mean difference is found between non-tribal students having high study habit and tribal student having high study habit in academic performance. Here the non-tribal students having high study habit has better academic performance than the tribal students.

For the ANOVA result, it has been found that there is significant difference in the academic achievement among secondary school students, having different levels of study habit.

In the light of this directional hypotheses “levels of study has significant effect on academic achievement of tribal and non-tribal secondary school children” is accepted.

Significant mean difference is found between non-tribal boys. Here the non-tribal boys have better academic performance than the tribal boys.

Significant mean difference is found between non-tribal girls. Here the non-tribal girls have better academic performance than the tribal girls.

For ANOVA result it has been found that there is interaction effect of community and sex on academic achievement of secondary school children.

In the light of this directional hypothesis “the interaction effect between community (tribal and non-tribal) and sex (boys and girls) has significant effect on academic achievement at secondary school children” is accepted.

Significant mean difference is found between non-tribal students having low study habit and tribal students having low study habit. Here the non-tribal students having low study habit have better academic performance than the tribal students having average study habits.

Significant mean difference is found between non-tribal students having high study habit and tribal students having high study habit. Here the non-tribal students having high study habits have better academic performance than the tribal students.

However for the ANOVA result it has been found that there is no significant interaction effect of community and levels of study habit on academic achievement of secondary school children.

In the light of this directional hypothesis “the interaction effect between community and levels of study habit has significant effect on academic achievement at secondary school children” is accepted.

Significant mean difference is not found between the boys having low study habit and girls having low study habit. Here the boys having low study habit have no difference in the academic performance than the girls having low study habits.

Significant mean difference is found between the boys having average study habit and girls having average study habit. Here the boys having average study habit have better academic performance than the girls having average study habits.

Significant mean difference is found between non-tribal boys having high study habit and tribal boys having high study habit. Here Non-Tribal students having high study habit have better academic performance than the tribal boys having high study habit.

Significant mean difference is found between non-tribal girls having low study habit and tribal girls having low study habit. Here the non-tribal girls having low study habit have better academic performance than the tribal girls having low study habit.

Significance mean difference is found between non-tribal girls having medium study habit and tribal girls having medium study habit. Here the non tribal girls having medium study habit have better academic performance than the tribal girls having medium study habit.

Significant mean difference is found between non-tribal girls having high study habit and the tribal girls having study habit. Here the non-tribal girls having high study habit have better academic performance than the tribal girls having high study habit.

For the ANOVA result, it has been found that there is no significant interaction effect of community, sex and levels of study habit on academic achievement of students studying at secondary level.

In the light of this directional hypothesis “the interaction effect of community, gender and study habit has significant effect on academic achievement of secondary school children” is accepted.

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