

STUDY HABIT OF ELEMENTARY SCHOOL TRIBAL STUDENTS IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT

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Abstract

This study intended to examine the study habit of elementary school tribal students in relation to their academic achievement in different schools of Odisha. The sample of the study selected through simple random sampling technique. The sample comprised of 120 elementary school tribal students. The result of the study revealed that there exist a significant positive relationship between study habit and scholastic achievement elementary school tribal students. Further, the all the dimensions of study habit is also positively correlated with the scholastic achievement of elementary school tribal students.

Key words: Study habit, Elementary school, Tribal students and Scholastic Achievement

Introduction

Teacher plays a significant role in drawing the best potentialities from the students to nourish a good study habit. Proper study habit of students enhances exploration of knowledge. Some students read newspaper for getting more and more information and some read only prescribed books for preparation of examination. Study habit of students is quite differing from students to students (Parua and Archana, 2011).

There was a direct and significant relationship between study habits and academic achievement (Jafari, Aghaei and Khatony, 2019). Further, Parua and Archana, (2011) found that there was positive correlation between study habits and academic achievement. The same result revealed by Siah and Maiyo (2012) that a positive relationship of 0.66 between study habits and academic achievement. Poor academic performance of tribal students especially in external examinations may be due to ineffective teaching methodology and lack infrastructure, fund and resources in the schools. However, these might not be the main reasons why students perform poorly in examinations. It is clear from all indications that most elementary school students have poor study habit which might lead to poor academic performance (Mittal, 2009). As true as this might sound, it is yet to gather adequate research evidence to prove that it is a key factor on why students fail. However, scholastic achievement of students depends upon a number of factors like study habits, residential background and stream choose by the students.

OBJECTIVES OF THE STUDY

The objective of the study is to find the significant relationship between study habit and scholastic achievement among elementary school tribal students.

HYPOTHESES OF THE STUDY:

The hypothesis of the study framed in this way:

There exists a significant positive relationship between study habit and scholastic achievement of elementary school tribal students.

Method

The present research work was a descriptive survey type of research. The sample consisted of a total of 120 elementary school tribal students from three district named Mayurbhanj district of Odisha

Tools

Study habit inventory by Patel (2000) was used in the study. The questionnaire has 45 items which are distributed among seven dimensions of study habits. The reliability of the test was worked out by split half method used Spearman Brown Formula. The product moment correlation was found to be .88 which was of high magnitude ensuring the reliability of the test. The split half reliability of the test as established by the authors was .89 and through Kuder Richardson's formula it was .87. The study habit scale bears a high content validity as held by the authors. Scoring The study habit scale contains five possible responses to each question. 1 = always, 2= Often 3= Some times, 4= seldom, 5= Never. The items were scored as per the scoring key.

Analysis and interpretation

TABLE-1

Co-efficient Of correlation between Study Habit and scholastic achievement of elementary school tribal students

Variables	N	df	Coefficient of Correlation	Level of significance
Study habit	120	118	0.58	.01
Scholastic achievement				

Table value of 198 df at .05 level =.138, at .01 level=.181

It is revealed from the Table 1 the coefficient of correlation between study habit and scholastic achievement of elementary school tribal students is .58 which is significant at .01 level of significance. It suggested that there is significant positive relationship between study habit and scholastic achievement of elementary school tribal students. That means study habit of elementary school tribal students did reveal significant positive relationship with their scholastic achievement. Thus the hypothesis that 'there exists a significant positive relationship between study habit and scholastic achievement of elementary school tribal students' is retained.

TABLE-2

Coefficient of correlation between study habit (dimension wise) and scholastic achievement of elementary school tribal students

Sr. No	Dimension of study habit	r with scholastic achievement
1	Home Environment and Planning	0.51**
2	Reading and Note taking	0.55**
3	Planning of subjects	0.53**

4	Habit of Concentration	0.59**
5	Preparation for Examinations	0.61**
6	Habits and Attitudes	0.62**
7	School or College Environment	0.52**

Table value of 298 df at .05 level =.138, at .01 level= .181

* Significant at .05 level ** significant at .01 level

It is revealed from the Table-2 the coefficient of correlation between study habit dimension i.e. Home Environment & Planning and scholastic achievement of elementary school tribal students is .51 which is significant at .01 level of significance. It suggested that there is significant positive relationship between Home Environment and planning dimension of study habit and scholastic achievement of elementary school tribal students. That means learning environment and academic planning of elementary school tribal students did reveal significant positive relationship with their scholastic achievement.

Again, Table 4.2 depicts that the coefficient of correlation between study habit dimension i.e. Reading and Note taking and scholastic achievement of elementary school tribal students is .55 which is significant at .01 level of significance. It suggested that there is significant positive relationship between reading habit and scholastic achievement of elementary school tribal students. It indicates that reading habit students did reveal significant positive relationship with their scholastic achievement.

Further, Table 2 the coefficient of correlation between study habit dimension i.e. planning of subjects and scholastic achievement of elementary school tribal students is .53 which is significant at .01 level of significance. It suggested that there is significant positive relationship between Planning of subjects dimension of study habit and scholastic achievement of elementary school tribal students. That means subject planning study habit did reveal significant positive relationship with their scholastic achievement.

Again, Table 2 the coefficient of correlation between study habit dimension i.e. Habit of Concentration and scholastic achievement of elementary school tribal students is .59 which is significant at .01 level of significance. It suggested that there is significant positive relationship between concentration of students and scholastic achievement of elementary school tribal students. That means more concentration more academic achievement.

Furthermore, It is observed from the same Table 2 the coefficient of correlation between study habit dimension i.e. Preparation for Examination and scholastic achievement of Elementary school tribal students is .61 which is significant at .01 level of significance. It suggested that there is significant positive relationship between preparation for examination dimension of study habit and scholastic achievement of elementary school tribal students. That means the way of preparing for examination is helpful for better academic achievement.

It is revealed from the same table 4.2 the coefficient of correlation between study habit dimension i.e. Habits and Attitudes and scholastic achievement of elementary school tribal students is .62 which is significant at .01 level of significance. It suggested that there is significant positive relationship between Habits and Attitudes dimension of study habit and scholastic achievement of elementary school tribal students. That means good habit and attitude and better academic achievement.

The same denoted that the coefficient of correlation between study habit dimension i.e. School or College Environment and scholastic achievement of elementary school tribal students is .52 which is significant at .01 level of significance. It suggested that there is significant positive relationship between School or College Environment dimension of study

habit and scholastic achievement of elementary school tribal students. That means involvement of staff for conducive environment for learning of elementary school tribal students did reveal significant positive relationship with their scholastic achievement.

Thus the hypothesis (Hy-1) that there exists a significant positive relationship between study habit (Dimension wise) and scholastic achievement of elementary school tribal students' is retained.

Discussion

The purpose of this study was to determine the relationship between study habit and academic achievement of elementary school tribal students. Result of the study shows that there is a significant positive relationship between study habit and scholastic achievement of elementary school tribal students. It indicates that senior secondary girls students were more academically achieved those had good study habit. This result was supported by the findings of Parua & Archana (2011).

The findings of this study are consistent with the study by Mittal (2009) that found that those senior secondary students had good study habit, they were more academically achieved. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

These results are meaningful because students should develop good study habit to perform well in academic pursuits. It is suggested that parents should get appropriate guidance and counseling about dealing with secondary school students to develop a good study habits for the educational developments of their kids. Healthy and sympathetic teacher student's relationship should be made to upgrade the level of academic self esteem of students. Self- study should be encouraged and emphasized. The teachers should ask the students to keep the record of their progress towards their set goals. The teachers should make an effort to develop a conducive social climate in the class so that every student should feel that he/she belongs to a group.

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