



STUDY HABIT OF SECONDARY SCHOOL TRIBAL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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Abstract

This study intended to examine the study habit of secondary school tribal students in relation to their academic achievement in different schools of Mayurbhanj district of Odisha. The sample of the study selected through simple random sampling technique. The sample comprised of 102 secondary school tribal students. The results of the study reveal that there exists a significant positive relation between study habit and academic achievement of secondary school tribal students.

Key Words: *Study Habit, Residential Background, Stream And Academic Achievement.*

Introduction

Academic performance is a skill that students obtain from school, college, and university through the time spent in the classroom, the lab, or the library (Khuyrshid et al, 2012). Enhancement of academic performance leads national development and delivery of efficient human resources for the country. It seems that study habit is the most important predictors of academic achievement of students (Parua, 2018) The Education Commission (1964-66), School or College Environment the view that "Guidance and Counseling services" should be made available at school levels, particularly remedial help to backward children and underachievers to maintain a good study habit to achieve academically among students.

Research study carried by Issa et al (2012) stated that every day reading activates subsequently increases the academic performance among students. Generally, there is a good link between study habit and academic performance among students. Further, a study undertook by (Singh 2011) that boys and girls had differed significantly on study habit and academic achievement. Again, a study conducted by Bhan and Gupta, (2010) academic achievement and study habit among schedule caste and non- schedule caste group and found that sex has no significant impact on academic achievement and study habit among students.

Due to the increasing number of poor academic performance of secondary school students especially in external examinations, many educationists tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks. However, these might not be the main reasons why students perform poorly in examinations. It is clear from all indications that most secondary school students have poor study habit which might lead to poor academic performance. 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.

A nation can't develop without healthy and strong people and that is why contribution of education has been acknowledged. This is done through imparting proper education to youngster especially to tribal students. Students participate in various academic and non-academic program bring laurels not only to themselves but also to their organization where they were attached. However, academic achievement of students depends upon a number of factors like study habits,, demographic variables like residential background and stream choose by the students. Serious scanning of the researches conducted in these area students.

Objectives of the Study: To study the significant relationship between study habit and academic achievement among secondary school tribal students.

Hypotheses of the Study: There exists a significant positive relationship between study habit and academic achievement of secondary school tribal students.



Method; The present research work was a descriptive survey type of research. The sample consisted of a total of 102 secondary school tribal students from 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 mentioned above.

Analysis and Interpretation

Table-1 Co-Efficient of Correlation between Study Habit and Academic Achievement of Senior Secondary Tribal students

Variables	N	Df	Coefficient of Correlation	Level of significance
Study habit	102	100	0.61	.01
Academic achievement				

Table value of 100 df at .05 level =.138, at .01 level=.181

It is revealed from the Table 1 the coefficient of correlation between study habit and academic achievement of secondary tribal students is .61 which is significant at .01 level of significance. It suggested that there is significant positive relationship between study habit and academic achievement of senior secondary tribal students. That means study habit of secondary tribal students did reveal significant positive relationship with their academic achievement. Thus the hypothesis (Hy-1) that ‘there exists a significant positive relationship between study habit and academic achievement of secondary school tribal students’ is retained.

TABLE-2: Coefficient of Correlation between Study Habit (Dimension Wise) and Academic Achievement of Secondary School Tribal Students

Sr. No	Dimension of Study Habit	R With Academic Achievement
1	Home Environment and Planning	0.51**
2	Reading and Note taking	0.55**
3	Planning of subjectss habits	0.52**
4	Habit of Concentration	0.59**
5	Preparation for Examinations	0.58**
6	Habits and Attitudes	0.57**
7	School or College Environment	0.53**

Table value of 100 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 and Planning and academic achievement of secondary 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 academic achievement of secondary school tribal students. That means introduction of innovative ideas for the development in the institution of secondary school tribal students did reveal significant positive relationship with their academic achievement.

Again, Table-2 depicts that the coefficient of correlation between study habit dimension i.e. Reading and Note taking and academic achievement of secondary school tribal students is .55 which is significant at .01 level of significance. It suggested that there is significant positive relationship between office -manager dimension of



study habit and academic achievement of secondary school tribal students. It indicates that maintaining up to date knowledge of rules and regulations and process of administration of secondary school tribal students did reveal significant positive relationship with their academic achievement.

Further, Table- 2 the coefficient of correlation between study habit dimension i.e. Planning of subjects and academic achievement of Senior secondary tribal students is .52 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 academic achievement of secondary school tribal students. That means maintaining resources effectively which available to them did reveal significant positive relationship with their 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 academic achievement of Secondary school tribal students is 0.59 which is significant at .01 level of significance. It suggested that there is significant positive relationship between supervisor of the instructional programme dimension of study habit and academic achievement of Senior secondary tribal students. That means smooth running and good directness through continuous monitoring and timely corrective actions of Senior secondary tribal students did reveal significant positive relationship with their academic achievement.

It is revealed from the same table-2 the coefficient of correlation between study habit dimension i.e. Habits and Attitudes and academic achievement of secondary tribal students is 0.57 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 academic achievement of secondary tribal students. That means involvement of Senior secondary tribal students on co-curricular activities did reveal significant positive relationship with their academic achievement.

The same denoted that the coefficient of correlation between study habit dimension i.e. School or College Environment and academic achievement of Senior secondary tribal students is 0.53 which is significant at .01 level of significance. It suggested that there is significant positive relationship between School or College Environment and motivator dimension of study habit and academic achievement of secondary school tribal students. That means involvement of staff for fullest development of secondary school tribal students did reveal significant positive relationship with their academic achievement.

Thus the hypothesis (Hy-1) that there exists a significant positive relationship between study habit (Dimension wise) and academic achievement of Senior secondary tribal students' with respect to School or College Environment and motivator is retained.

Discussion and conclusion

The purpose of this study was to determine the relationship between study habit and academic achievement among secondary school tribal students. the findings of the study revealed that there exts a significant positive relationship between study habit and academic achievement among tribal students. The findings of this study are consistent with the study by Issa et al (2012), Singh (2011), Bhan and Gupta (2010) and Parua (2018) as they found that study habit of students is positively related with academic achievement of students.

These results provided encouraging evidence that secondary school students belong tribal community they have no such good study habit environment, hence they lag behind in their academic achievement. In present time, education has to prepare tribal students to achieve academically well by mainting good study habit. The parents and teachers should encourage the tribal students to maintain a good study habit to achieve good in academic aspects.



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