

Influence of Socio Economic Status on Study Habits of Adarsha Vidyalaya Students of Odisha

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ABSTRACT

The socioeconomic status of a child is usually determined by parental educational level, parental occupational status and income level. It affects the overall functioning of humans, including mental and physical health. On the other hand study habits play an important role in the achievement of the students at all levels of education. But it has been seen from earlier study that study habits of students is influence by socioeconomic status to a great extent. The main objectives of the topic are to find out the mean difference of study habits among class-VIII students of Adarsha Vidyalaya belong to high, average and poor socio economic status. A sample size of 500 Class-VIII Students from 10 Adarsha Vidyalayas of Bargarh, Bolangir and Sambalpur districts of Odisha were selected and taken up for the study. Purposive and Simple random sampling method has been used by the researcher for selecting the samples. Socio-Economic Status Scale developed by Dr.R.L.Bharadwaj and Test of Study Habits and Attitudes developed by Dr.C.P.Mathur was used for the study. It has been found that, there is low positive relationship between socio economic status and study habits, no mean difference of study habits is found among students belongs to high, average and poor categories of socio economic status of class-VIII students of Adarsha Vidyalaya.

1. Introduction

Education is a large ocean, through which the overall developments of human being is possible. The aim of school education is generally to prepare a child for his future and the potential to live life successfully. Education is an integrated growth of body, mind and soul. But education is usually emphasized as much more important in higher socio economic households, both within the family and within the local community. In poorer areas, where food, shelter and safety are priority, education can take a backseat. The socioeconomic status of a child is usually determined by parental educational level, parental occupational status and income level (Jeynes 2002). Socio-economic status may include aspects of quality of life as well as opportunities and privileges within society. It affects the overall functioning of humans, including our mental and physical health. On the other hand study habits play an important role in the achievement of the students at all levels of education. Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Study habits are generic rather than specific in terms of its importance. It has very long reaching effect deep into the life of individuals and by cumulative and interactive effects in the society. Good study habits are essential ingredients for excellent academic performances for every student. But it has been seen from earlier study that study habits of students is influence by socioeconomic status to a great extent. It is understood that low socioeconomic status negatively and depressingly affects students' academic activity like study habits, because due to low socio economic status, a student does not access to important resources for study and generates additional stress and tension at home (Eamon, 2005; Jeynes, 2002). So society

benefits from increased focus on socio-economic inequities, and efforts to reduce significant socio-economic status differences. Thus this study tries to give focus on the socio-economic status and study habits of students of adarsha vidyalaya.

2. Significance of the study

Harry Maddox (1963) said that success in academic study depends not only on ability and hard work but also on effective method of study. Srivastava (1967) points out that for good academic success, good study habits and attitudes are important. For study to be effective, Freeman and Mors (1993) have observed that it should be regular, intense and should cover long periods. The habits of studying must be a sustainable one, for that matter students must see the need to develop good study habits. Study habits are important as they influence the academic performance of students, so parents and teachers must help in improving the study habits of students. But most of the researchers and experts believed that, families where the parents are privileged educationally, socially and economically, promote a higher level of achievement in their offspring. They also give higher levels of psychological support for their children through enriched atmosphere that promote and encourage the development of study habits skills required for academic success. The low socio economic status influence the study habits of students because due to low socio economic status their needs and demands remain unfulfilled and that is why they do not show better academic performance. The current paper was designed to explore the influence of parental socio economic status on the study habits of class-VIII students of adarsha vidyalaya.

3. Statement of the problem

The problem for the present study is stated as follows:

Influence of Socio Economic Status on Study Habits of Adarsha Vidyalaya Students of Odisha.

4. Operational definition

Socio Economic Status – Socio-Economic status refers to the social and economic position of an individual or his family in respect of a specific society. It is determined by one's educational, financial, residential, professional, social and others conditions. Socio economic status is a combined unit of a family demography, family education, occupation and income level which help to determine the academic progress of a child. Socio economic status is more commonly used to depict an economic difference in society as a whole.

Study Habits - Study habits defined as the regular tendency and practice that one depicts during the process of gaining information through learning. In simple terms study habits are the habits when one study. When a student devotes him time to his studies and regularly follows it, it could be called as good study habit which results in progress in the field of education. These habits may vary from individual to individual. These are some activities done by the learner in a consistent way for academic success. Some of the activities are, study schedule, note taking procedure, time budgeting, test taking, logical break in the study etc. It also develops the personality and it essential for building his future.

Adarsha Vidyalaya – Adarsha Vidyalaya is a co-ed school established at the Block Headquarter with a purpose to provides free quality education in English to the students especially from semi-urban and rural areas from across the state of odisha. The Adarsha Vidyalaya aims to promote the rural talents by inculcating the 21st century learning skills through a holistic and integral approach for their physical and aesthetic development apart from academic fineness. The Adarsha Vidyalaya will play a key role in spreading modern education in remote parts in the state, while integrating the students of small towns and villages with mainstream education.

5. Objectives of the study

1. To study the relationship between socio economic status and study habits of class-VIII students of Adarsha Vidyalaya.
2. To study the mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to high and average socio economic status.
3. To study the mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to high and low socio economic status.
4. To study the mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to average and low socio economic status.

5. To study the interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya.

6. Hypotheses of the study:-

1. There will be no significant relationship between socio economic status and study habits of class-VIII students of Adarsha Vidyalaya.
2. There is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.
3. There is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.
4. There is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status.
5. There is no interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya.

7. Sampling

In order to collect the data for the present study 10 Adarsha Vidyalayas of Bargarh, Bolangir and Sambalpur districts of Odisha were selected through purposive sampling techniques. Out of 10 Adarsha Vidyalayas, 500 Class-VIII Students have taken randomly as the subjects of the present investigation from the selected Schools of Bargarh, Bolangir and Sambalpur districts of Odisha. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

8. Tools used

The researcher has used the

1. Socio-Economic Status Scale developed by Dr.R.L.Bharadwaj.
2. Test of Study Habits and Attitudes developed by Dr.C.P.Mathur.

9. Statistical techniques used

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Product moment correlation, Mean, Standard Deviation, t- test, one way ANOVA was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

10. Findings

HO-1 There will be no significant relationship between socio economic status and study habits of class-VIII students of Adarsha Vidyalaya.

Table-1
Correlation between socio economic status and study habits.

Category.	N	Mean	$\sum x^2$ and $\sum y^2$	$\sum xy$	r- Value	df	Significance Level	interpretation
Socio-economic status	500	569.198	9484393.4	47937.73	0.08	998	0.05=0.062	HO -1 Rejected
Study habits	500	33.932	35239.688				0.01=0.081	

Interpretation:-

The coefficient of correlation between socio economic status and study habits was found to be 0.08 which is more than the table value with df-998 both at .05 level i.e. 0.062 and less than .01 level i.e. 0.081. The magnitude of ' r ' indicates that there is significant low positive relationship between socio economic status and study habits of class-VIII students of Adarsha Vidyalaya.

Result:-

It has been found that, there is significant low positive relationship between socio economic status and study habits of class-VIII students of Adarsha Vidyalaya.

HO-2 There is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.

Table-2

Study habits among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.

Category.	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	interpretation
High	115	35.4	8.38	0.91	2.13	380	0.05=1.97	HO -2 Accepted at .01 level.
Average	267	33.46	7.79				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e.2.13 is more than the table value with df - 380 at .05 level i.e.1.97 and less than .01 level i.e. 2.59.It means class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status do not differ significantly in their study habits at .01 level.

Result

It has been found that, there is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to High and Average socio economic status.

HO-3 There is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.

Table-3

Study habits among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.

Category.	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	interpretation
High	115	35.4	8.38	1.19	1.25	231	0.05=1.97	HO -3 Accepted
Low	118	33.91	9.78				0.01=2.60	

Interpretation

The above table shows that, the obtained 't' value i.e.1.25 is less than the table value with df - 231 at .05 level i.e.1.97 and .01 level i.e. 2.60.It means class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status do not differ significantly in their study habits.

Result

It has been found that, there is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to High and Low socio economic status.

HO-4 There is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status.

Table-4

Study habits among class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status.

Category.	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	interpretation
Average	267	33.46	7.79	1.01	0.44	383	0.05=1.97	HO -4 Accepted
Low	118	33.91	9.78				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e.0.44 is less than the table value with df - 383 at .05 level i.e.1.97 and .01 level i.e. 2.59.It means class-VIII students of Adarsha Vidyalaya belong to Average and Low socio economic status do not differ significantly in their study habits.

Result

It has been found that, there is no significant mean differences of study habits among class-VIII students of

Adarsha Vidyalaya belong to Average and Low socio economic status.

HO-5 There is no interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya.

Table-4.5
High, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya.
Summary of ANOVA

Sources of Variation	df	SS	MS	F	Significance
Between	(k-1) 3-1=2	477.83	238.915	3.38	Insig. At .01 level
Within	(N-K) 500-3=497	35041.92	70.5		

df=2/497

.05=3.01

.01=4.65

Interpretation:-

The above table shows that, the obtained 'f' value for the interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya was found to be 3.38 which is more than the table value with df-2/497 at .05 level i.e. 3.01 but less than at .01 level i.e. 4.65. This indicates that class-VIII students of Adarsha Vidyalaya belong to high, average and low socio economic status do not differ significantly in their study habits. Hence the Hypotheses No-5, There is no interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya is accepted.

Result:-

It has been found that, there is no interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya.

11. Conclusion

The finding of the study shows that, there is a low positive relationship between socio economic status and study habits of class-VIII students of Adarsha Vidyalaya. It has been found that, there is no significant mean differences of study habits among class-VIII students of Adarsha Vidyalaya belong to high, average and low socio economic status. It has been found that, there is no interactional effect of high, average and low socio economic status on study habits among class-VIII students of Adarsha Vidyalaya. It means levels of socio economic status can not influence the study habits of class-VIII students of Adarsha Vidyalaya. As a conclusion school management and government of Odisha provide healthy academic environment, more learning facilities which enhance good study habits among students. This initiation will be a great boon and boost for students for maintaining good study habits and improving their academic achievement. This study would help parents, principals, teachers, school management, school administrators and students to be sensitive to the factors that enhance good study habits and reduce the influence of socio economic status.

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