

Study Habit of Tribal Students in Relation to their Academic 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 102 elementary school tribal students. The result of the study revealed that there is exit a significant positive relation between study habit and academic achievement of elementary school tribal students.

1. Introduction

Teacher has a significant role to nourish a good study habit among students. Students must have good study habit to explore new knowledge. Bu the different students have different type of study habit. Some students read newspaper to get more and more information while other engage in textbook. So the achievement of the students depends upon the study habit of the child (Mittal, 2009). School students need intensive study with good habit to get maximum scores in the examinations. In the study of Stella and Purusotham (1993), it is found secondary school students were underachievers academically due to poor study habit.

Due to the increasing number of poor academic performance of elementary 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 elementary school students have poor study habit which might lead to poor academic performance. There is a positive correlation between study habit and academic achievement among elementary school tribal students (Parua, 2018). 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.

2. Objectives of the study

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

3. Hypotheses of the study

The hypothesis of the study framed in this way:

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

Method

The present research work was a descriptive survey type of research. The sample consisted of a total of 102 elementary

tribal students from two district named Mayurbhanj and Keonjhar 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 Kunder 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.

4. Analysis and interpretation

TABLE-1
Co-Efficient Of Correlation Between Study Habit And Academic Achievement Of elementary school Tribal students

Variables	N	Df	Coefficient of Correlation	Level of significance
Study habit	102	100	0.67	.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 elementary school tribal students is .67 which is significant at .01 level of significance. It suggested that there is significant positive relationship between study habit and academic achievement of elementary tribal students. That means study habit of elementary 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 and academic achievement of elementary school tribal students' is retained.

TABLE-2
Coefficient of correlation between study habit (dimension wise) and academic achievement of elementary school tribal students

Sr. No	Dimension of study habit	r with academic achievement
1	Home Environment and Planning	0.57**
2	Reading and Note taking	0.59**
3	Planning of subjects habits	0.54**
4	Habit of Concentration	0.61**
5	Preparation for Examinations	0.62**
6	Habits and Attitudes	0.63**
7	School or College Environment	0.58**

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 elementary school tribal students is .57 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 elementary school tribal students. That means introduction of innovative ideas for the development in the institution of elementary 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 elementary tribal students is .59 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 elementary tribal students. It indicates that maintaining up to date knowledge of rules and regulations and process of administration of elementary 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 elementary school tribal students is .54 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 elementary 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 Elementary school tribal students is .61 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 elementary school tribal students. That means smooth running and good directness through continuous

monitoring and timely corrective actions of Elementary 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 Elementary 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 academic achievement of elementary school tribal students. That means involvement of elementary school 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 Elementary tribal students is .63 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 Elementary tribal students. That means involvement of staff for fullest development of Elementary tribal students did reveal significant positive relationship with their academic achievement.

Thus the hypothesis-1 that 'there exists a significant positive relationship between study habit and academic achievement of elementary school tribal students' with respect all the dimensions is retained.

5. Discussion and conclusion

The purpose of this study was to determine the relationship between study habit and academic achievement among elementary school tribal students. Result of the study shows that students those who had good study habit, they only achieved academically high. There was a close positive relationship between study habit and academic achievement among tribal students. The findings of this study are consistent with the study by Parua (2018) that there is a significant positive relationship between study habit and academic achievement among elementary school students.

These results provided encouraging evidence that elementary school tribal students have low academic background on family, so they need proper guidance and counselling about their study. The findings of this study are consistent with the study by Sahoo (2015) reported that there is a significant positive relationship between study habit and academic achievement among tribal senior secondary girls students.

In present time, education has to prepare tribal students not only academically but also socially, emotionally and in cognitive aspects to enable them to face the ever-changing world confidently. So the curriculum should be prepared in such a way that students will involve directly in the all areas of education.

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