

STUDY HABITS AND ACADEMIC ACHIEVEMENT OF AD WELFARE SCHOOL STUDENTS IN DINDIGUL DISTRICT

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ABSTRACT

Learning depends on many factors like intelligence, aptitude, personality, motivation, socio-economic status, individual difference and personal factors like study at home; planning for work, the devotion of time for different subject etc among these factors the study habits plays an important role. The major objectives of the study were i) To find out whether there is a significant difference in mean scores of study habits with respect to gender, type of family, residency, and community. ii) To find out the extent of the relationship between study habits and academic achievement of students with respect to gender, type of family, residency, and community. The investigator selected as sample of 240 students of standard IX in Government AD welfare school in Dindigul district. The tool has 45 statements with five alternatives. The major findings of the study were i) Community of the students do not influence their study habits. ii) A relationship between study habits and achievement of girls was moderate.

KEYWORDS: Study Habits, Academic Achievement and AD Welfare School

INTRODUCTION

Education and literacy involve the mastering of four skills—the first two skills come naturally by birth unless one is physically impaired. The other two skills in reading and writing have to be acquired. For this everyone has to put in a certain amount of effort of these two skills, reading is vital one. Reading is the gateway to knowledge and wisdom. It is one of the most effective means of systematic development of language and the personality of a person. It provides access to the ideas of others cutting across time-space and language reading was once valued merely as a means of receiving a message but today reading research has defined the act of reading itself as a multilevel mental process which contributes grateful to the development of intellect. “Reading activity shapes the abstracting of the left hemisphere of the brain and besides develops the words relating to specific images. The last process is total absent when viewing pictures on the television screen as a result, a reader develops a more intellectual personality that the one who lives at the mercy of the visual perceptions without taking the troubles of coaching them in words, that is the level of obstruction”. The development and the growth of reading habit need certain perquisites can be divided broadly into categories namely. 1. Ability to read, 2. Facility to read and 3. Sustenance to read. Hence reading is the most important skills that are essential for the development of mankind.

NEED FOR THE STUDY

Learning is the modification of behavior through experiences. These are many factors that promote learning. They are intelligence, aptitude, personality, motivation, socio-economic status, individual difference and personal factors like study at home; planning for work, the devotion of time for different subject etc among these factors the study habits plays an important role. In this modern world due to the invention of communication Media like T.V, radio etc., the study time of the students is decreasing day by day. Since proper devotion of time of study and development of proper study habits influence academic achievement, the investigator wants to analyze the study habits of AD welfare school students.

OBJECTIVE OF THE STUDY

- To find out the level of study habits of high school students.
- To find out whether there is a significant difference in mean scores of study habits with respect to gender, type of family, residency, and community.
- To find out the extent of the relationship between study habits and academic achievement of students with respect to gender, type of family, residency, and community.

HYPOTHESES OF THE STUDY

- The level of study habits in high school is high.
- There is no significant difference in study habits between the boys and girls students.
- There is no significant difference in study habits between the study habits of nuclear and joint family students.
- There is no significant difference in study habits between the study habits of hostel and day scholar students.
- There is no significant difference in study habits between the study habits of SC and Non-SC students.
- A relationship between study habits and academic achievement of students with respect to gender, type of family, residency, and community were moderate level.

Sampling Design

240 students of standard IX of Government AD Welfare School were selected as sample of the present study by using simple random sampling technique in Dindigul district.

Tools

Study habit scale constructed by an investigator. It has 45 statements with five alternates like always, often, sometimes, rarely and never. The reliability of the scale was calculated by test--retest method as 0.87

Statistical Techniques Employed

The investigator used t-test and correlation coefficient for analyzing collected data.

Data Analysis

Table 1: Study Habits

Variable	Group	Mean	S.D.	T Value	Level of Significance
Gender	Girls	118.80	13.43	3.38	0.05
	Boys	106.20	13.65		
Type of Family	Nuclear	119.60	5.39	2.17	0.05
	Joint	105.40	5.63		
Residency	Hostel	116.92	3.84	2.10	0.05
	Day scholar	108.08	3.97		
Community	SC	113.25	3.62	0.86	NS
	Non-SC	111.75	3.43		

The table 1 reveals that there is a significant with respect to gender, types of family and residency in study habits at 0.05 levels of significance and there is no significant difference between the SC and Non-SC students in their study habits. Girls, nuclear family students, and hostel students have a higher score than their counterpart in study habits. The community of the students does not influence their study habits.

Table 2: Correlation between the Study Habits and Academic Achievement

Sex	Number	Difference	r-Value	Level of Significance
Boys	160	158	0.20	0.05
Girls	80	78	0.69	NS
Nuclear	150	148	0.23	0.05
Joint	90	88	0.25	NS
Hostel	118	116	0.24	0.05
Day Scholar	122	120	0.28	0.05
SC	142	140	0.46	0.05
Non-SC	98	27	0.22	NS

The table 2 reveals that the correlation between the study habits and academic achievement was negligible level with respect to boys, nuclear and joint family students, hostellers, day scholars and non-SC students and a moderate relationship between study habit and achievement of girls and low level of relationship of SC students.

FINDINGS OF THE STUDY

- There is a significant with respect to gender, types of family and residency in study habits at 0.05 levels of significance and there is no significant difference between the SC and Non-SC students in their study habits. Girls, nuclear family students, and hostel students have a higher score than their counterpart in study habits. A community of the students does not influence their study habits.
- Correlation between the study habits and academic achievement was negligible level with respect to boys, nuclear and joint family students, hostellers, day scholars and non-SC students and a moderate relationship between study habit and achievement of girls and low level of relationship of SC students.

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