

## Study Habits and Attitude of General Category and Scheduled Caste Students In Relation To Their Academic Achievement

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### Abstract

*The present age is an age of science, technology and information explosion. In the digital age, things and knowledge are changing rapidly. Nowadays there are various opportunities as well as challenges to students, teachers and parents also. In current competitive times parents have very high aspiration and set high goals for their children. To get high achievement in both academic and non academic fields, the hidden potentialities of students must be identified and developed. But to achieve success in academics, effective study habits are mandatory which can mar or excel performance of students' in curricular transactions. The present study will help to find out the relation between study habits and attitude with academic achievement among general and scheduled caste students so that their achievement can be improved.*

**Keywords:** Study habits, attitude, academic achievement, caste

### Introduction

According to Swami Vivekanand "Education is the manifestation of human's behavior." According to Prof. Drever "Education is the process in which and by which knowledge, character and behavior of the young are shaped and molded". According to Dr. Radhakrishnan "Education, to be complete must be humane; it must include not only the intellect but also the refinement of the least and the discipline of the spirit."

The present age is an age of science, technology and information explosion. In the digital age, things and knowledge are changing rapidly. Nowadays there are various opportunities as well as challenges to students, teachers and parents also. In current competitive times parents have very high aspiration and set high goals for their children. To get high achievement in both academic and non academic fields, the hidden potentialities of students must be identified and developed. But to achieve success in academics, effective study habits are mandatory which can mar or excel performance of students' in curricular transactions.

Many pupils are able to develop efficient study habits without receiving any formal training. However, these satisfactory habits may result from the use of several unsuccessful trials before satisfactory study procedures are discovered. NNEJI (2002) defined study habits as learning tendencies that enable students work better. Study habits and Attitude towards studies have long reaching effect on the academic achievement of student. These help a student not only to achieve better but also to use his leisure time fruitfully. To accomplish high academic achievement good and healthy study habits and attitude have to be developed.

In present time student himself alongwith teachers and parents are facing low academic achievement inspite of more attention and awareness towards education. Academic achievement has always been crucial area and main centre of educational research. Despite many statements about the aim of education, academic achievement is the one of the most important goals of education. The success or failure of student is measured in term of academic achievement. Academic achievement is the amount of knowledge and other dominants attained and skills developed by the students in different subjects during study, which is assessed by educational institutions with help of various evaluation tools. Academic achievement is a wider concepts and outcome of those all efforts made by students during their studies. It includes students study habits and attitude towards study.

### Need of the study

It is observed and concluded by many researchers that study habits and Attitude are closely related to each other. Some of the researchers have already tried to find out the relationship between study habits and attitude with achievement. Verma , Saroj and Raj (1999) concluded that the achievement was significantly and positively related to the study habits of the students. Fielde (2004) stated that good study habits help the students in critical reflection. in skills outcomes such as selecting, analyzing, critiquing and synthesizing. Liu (2005) indicated that study habits were said to be improving because of the advent and wide use of the internet, hypertext and multimedia resources which greatly affects the study habits. Karim and Hassan (2006) reported that the exponential growth of digital information, changes the way student perceive studying and with printed materials that are to be use in facilitating study. Graven (2008) found relationship between an individual's amount of caffeine consumption during his/her study session and the individual's study habits showed that the main effect of drinking caffeine on exam preparation was not significant. Thus investigator observed that some studies deny the relationship of study habits and achievement while some studies concluded that there were significant relationship between study habits and attitude with achievement. The present study will help to find out the relation between study habits and attitude with academic achievement among general and scheduled caste students so that their achievement can be improved.

### Objectives

1. To find out whether there is any significant difference in study habits and attitude between general category and scheduled castes students.
2. To study the significant difference between the academic achievement of general category and scheduled castes students.
3. To study the significant difference of study habits and attitude with academic achievement between general category and scheduled castes males students.
4. To study the significant difference of study habits and attitude with academic achievement between general category and scheduled castes female students.

5. To study the significant difference of study habits and attitude between general category and scheduled castes male students.
6. To study the significant difference of academic achievement between general category and scheduled castes male students.
7. To compare study habits and attitude between male and female students.
8. To compare the academic achievement between male and female students.
9. To study the significant difference of study habits and attitude between general category and scheduled castes students.
10. To study the significant difference of academic achievement between general category and scheduled castes students.
11. To study the significant difference of study habits and attitude between general category and scheduled castes students
12. To study the significant difference of academic achievement between general category and scheduled castes students

### Hypotheses

1. There will be no significant difference of Study Habits and Attitude between General Category and Scheduled Castes Students.
2. There will be no significant difference of Academic Achievement between General Category and Scheduled Castes Students.
3. There will be no significant difference of Study Habits and Attitude with Academic achievement between General Category and Scheduled Castes male Students.
4. There will be no significant difference of Study Habits and Attitude with Academic Achievement between General Category and Scheduled Castes Female Students.
5. There will be no significant difference of Study Habits and Attitude between General Category and Scheduled Castes male Students.
6. There will be no significant difference of Academic Achievement between General Category and Scheduled Castes Male Students.
7. There will be no significant difference of Study Habits and Attitude between male and female students.
8. There will be no significant difference of Academic achievement between Male and Female Students.
9. There will be no significant difference of Study Habits and Attitude between General Category and Scheduled Castes Student.
10. There will be no significant difference of Academic Achievement between General Category and Scheduled Castes Students.
11. There will be no significant difference of Study Habits and Attitude between General Category and Scheduled Castes Students.
12. There will be no significant difference of Academic Achievement between General Category and Scheduled Castes Students.

### Design

Methodology is an essential in systematic research. Methodology is a science of orderliness. It is a technique adopted for an orderly arrangement of facts and principles. The success of any study depends largely on the suitability of method, tools and techniques used for the data. Survey is a procedure in which data is systematically collected from a population through a test of questionnaire. Investigator selected survey method to collect the data.

### Population

In this research the population consisted of all students studying in 10<sup>th</sup> class students in Karauli District Rajasthan, India.

### Sample

The investigator used simple random sampling technique for selecting the sample consists of 100 student of 10<sup>th</sup> class from Secondary schools from Karauli District, Rajasthan, India.

### Tool

In the present investigation, in order to measure the study habits and study habits and Attitude among students of 10<sup>th</sup> class, the investigators used standardized test 'Test of study habits and Attitudes' prepared by Dr. C.P. Mathur. This test includes 9 dimensions in 60 items which are related to study habits, mental conflict, concentration, home work self confidence, examination, attitudes towards teacher, school family and study. Validity of test is +0.63 and reliability is +0.89. For academic achievement of students of 10<sup>th</sup> class their marks were collected of (9<sup>th</sup> class) from office record.

### Statistical Techniques

Mean, SD and t-value were used as statistical technique to accomplish the objectives of the study.

**Table I Study habits and attitude with academic achievement of students**

Variable	Group	No. of Students	Mean	SD	t-value	Level of Significance
Study Habits and Attitude Students	General Category	50	40.54	11.83	1.12	Not Significant
	Scheduled Castes	50	32.96	9.66		

Academic Achievement	General Category	50	637.56	88.91	.85	Not Significant
	Scheduled Castes	50	621.82	96.88		

Table I indicates that there were 100 Students of General Category and Schedule Castes (n=100) with df 98 (n-2). Calculated value of co-efficient of co-relation of Study habits and attitude was 1.12. Table value for r at 0.05 level was 1.98 and at 0.01 level was 2.63. As calculated value 1.12 was less than table value therefore co-relation was insignificant at 0.05 level. So Hypothesis 1 "There will be no significant difference of Study Habits and Attitude between General Category and Scheduled Castes Students" is accepted.

Table I also indicates that there were 100 Students of General Category and Schedule Castes (n=100) with df 98 (n-2). The calculated value of co-efficient of co-relation of Academic achievement was 0.85 Table value for r at 0.05 level was 1.98 and at 0.01 level was 2.63. As calculated value 0.85 was less than table value therefore co-relation was insignificant at 0.05 level. So Hypothesis 2 "There will be no significant difference of Academic Achievement between General Category and Scheduled Castes Students" stands accepted as reported by Dey (2001) and Klein (2001) but contrary to conclusions indicated by Dekha (1985).

Table II Study Habits and Attitude With Academic Achievement of Male and Female Students

Variable	Group	N	Mean	SD	t-value	Level of Significance
Study Habits and Attitude and Academic Achievement of Males	General Category	25	37	11.86	1.32	Not Significant
	Scheduled Castes	25	41.20	10.61		
Study Habits and Attitude and Academic Achievement of Females	General Category	25	80.55	80.55	2.16	0.5 Significant
	Scheduled Castes	25	105.68	105.68		

Table II indicated that there were 50 Students of General Category and Schedule Castes (n=100) with df 48(n-2). Calculated t-value of Study habits was 1.32. Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68. The calculated value 1.32 was less than table value therefore difference was not significant. So Hypothesis 3 "There will be no significant difference of Study Habits and Attitude with Academic achievement between General Category and Scheduled Castes male Students" is accepted. Table II also indicated that there were 50 Female Students of General Category and Schedule Castes (n=50) with df 48(n-2). Calculated t-value of Study Habits and Attitude with Academic achievement was 2.16. Table value for r at

Table VI Study Habits and Attitude with Academic Achievement of General Category Students

Variable	Group	No. of Students	Mean	SD	t-value	Level of Significance
Study Habits and Attitude	General Category	50	44.08	10.91	2.20	Significant at 0.05
	Scheduled Castes	50	37.00	11.86		
Academic Achievement	General Category	50	628.36	88.96	-0.73	Not Significant
	Scheduled Castes	50	646.76	80.55		

Table VI indicated that there were 100 Students of General Category ( $n=100$ ) with  $df$  98 ( $n-2$ ). Calculated  $t$ -value Study habits was 2.20. Table value for  $t$  at 0.05 level was 1.98 and at 0.01 level was 2.63. As calculated value 2.20 was greater than table value therefore difference was significant at 0.05 level and Hypothesis 11 "There will be no significant difference of Study Habits and Attitude between General Category Students" stands rejected. Table VI also indicated that there were 100 Students of General Category ( $n=100$ ) with  $df$  98( $n-2$ ). Calculated  $t$ -value of Academic achievement was -0.73. Table value for  $t$  at 0.05 level was 1.98 and at 0.01 level was 2.63. As calculated value 0.85 was less than table value therefore difference was insignificant. So Hypothesis 12 "There will be no significant difference of Academic Achievement between Male and female Students of General Category Students" is accepted (Verma, 1992).

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