

Research Paper

Study Habit of Elementary School Tribal Students in Relation to their Scholastic Achievement

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Abstract

This study intended to examine the study habit of elementary school tribal students in relation to their scholastic 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 reveals that there is exist significant positive relation between study habit and scholastic achievement of elementary school tribal students.

Introduction

Study habit has one of the significant contributions in students' scholastic achievement in students in general and students with tribal in specific. The student's belonging to this psychological alienated group is deprived from education due to their parental uninvolved in education and the students those are enrolled in school has not so good study habits to achieve better scholastic achievement. Scholastic achievement of students is one of the main factors used to evaluate the quality of education (Parua, 2018). Scholastic achievement is a complex process that is influenced by several psychological factors like study habits (Parua and Sharma, 2011). Study habit constitutes behaviour and skills that can increase motivation and learning among students (Hashemian and Hashemian, 2014). But the study habits are different from students to students and students have different scholastic achievement. Research has revealed that study habits affects academic performance (Kyauta, et al. 2017). So it is better to find out the relationship between study habit and scholastic achievement of students.

Objectives of the Study

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

Hypotheses of the study

There exists a significant positive relationship between study habit and scholastic 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 school tribal students of Mayurbhanj Odisha. 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 scholastic achievement of elementary school tribal students

Variables	N	Df	Coefficient of Correlation	Level of significance
Study habit	102	100	0.63	.01
Scholastic 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 scholastic achievement of elementary school tribal students is .63 which is significant at .01 level of significance. It suggested that there is significant positive relationship between study habit and scholastic achievement of elementary school tribal students. That means study habit of elementary school tribal students did reveal significant positive relationship with their scholastic achievement. Thus the hypothesis (Hy-1) that 'there exists a significant positive relationship between study habit and scholastic achievement of elementary tribal students' is retained.

Table-2

Coefficient of correlation between study habit (dimension wise) and scholastic achievement of tribal students

Sr. No	Dimension of study habit	r with scholastic achievement
1	Home Enviornment and Planning	0.53**
2	Reading and Note taking	0.56**
3	Planning of subjectss habits	0.51**
4	Habit of Concentration	0.60**
5	Preparation for Examinations	0.59**
6	Habits and Attitudes	0.58**
7	School or College Environment	0.49**

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 Enviornment and Planning and scholastic achievement of elementary tribal students is .53 which is significant at .01 level of significance. It suggested that there is significant positive relationship between Home Enviornment and Planning dimension of study habit and scholastic achievement of elementary 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 scholastic achievement.

Again, Table- 2 depicts that the coefficient of correlation between study habit dimension i.e. Reading and Note taking and scholastic achievement of elementary tribal students is .56

which is significant at .01 level of significance. It suggested that there is significant positive relationship between office -manager dimension of study habit and scholastic achievement of elementary tribal students. It indicates that maintaining up to date knowledge of rules and regulations and process of administration of elementary tribal students did reveal significant positive relationship with their scholastic achievement.

Furhter, Table-2 the coefficient of correlation between study habit dimension i.e. Planning of subjects habits and scholastic achievement of Elementary school tribal students is .51 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 scholastic achievement of Elementary school tribal students. That means maintaining resources effectively which available to them did reveal significant positive relationship with their scholastic achievement.

Furhter, Table-2 the coefficient of correlation between study habit dimension i.e. 'habit concentration' of subjects habits and scholastic achievement of Elementary school tribal students is .60 which is significant at .01 level of significance. It suggested that there is significant positive relationship between habit concentration dimension of study habit and scholastic achievement of Elementary school tribal students. That means concentration of habit of students did reveal significant positive relationship with their scholastic achievement.

Furthermore, It is observed from the same Table 2 the coefficient of correlation between study habit dimension i.e. Preparation for Examination and scholastic achievement of Elementary tribal students is .59 which is significant at .01 level of significance. It suggested that there is significant positive relationship between Preparation of examination dimension of study habit and scholastic achievement of Elementary school tribal students. That means smooth running and good directness through continuous monitoring and timely corrective actions of elementary school tribal students did reveal significant positive relationship with their scholastic achievement.

It is revealed from the same table 4.2 the coefficient of correlation between study habit dimension i.e. Habits and Attitudes and scholastic achievement of Elementary school tribal students is .58 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 scholastic 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 scholastic achievement.

The same denoted that the coefficient of correlation between study habit dimension i.e. School or College Environment and scholastic achievement of Elementary school tribal students is .49 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 scholastic achievement of Elementary school tribal students. That means involvement of staff for fullest development of Elementary school tribal students did reveal significant positive relationship with their scholastic achievement.

Thus the hypothesis (Hy-1) that there exists a significant positive relationship between study habit and scholastic achievement of elementary school tribal students' with respect to all the dimension is retained.

Discussion and Conclusion

The findings of the study reveals that there was a significant relationship between study habits and scholastic achievement of elementary school tribal students. This result is supported by (Parua, 2018,) as this is one of the important factor of scholastic achievement of students. Considering this facts, it is suggested that study habit should be assessed at the entry level of the school education and it should corrected and taught to the students at the right time to develop good study habit among tribal students. It is also recommended that similar studies may be conducted on other with different field. .

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