

**RESEARCH PAPER****Study the Effect of Study Habit of Upper Primary Level on Achievements****Sundaram Rao, Parvinder Hanspal and Sanjeet Kumar Tiwari**

MATS School of Education, MATS University, Raipur, (C.G.)

Email: sanjeetstiware@gmail.comReceived: 2nd July 2017, Revised: 26th August 2017, Accepted: 3rd September 2017**ABSTRACT**

Education is that conductive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects– Physical, Mental, Emotional and Social. With this type of all-round development he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character who uses all his capacities to develop his own self, his society and his nation to the highest extent by contributing his best to national honor, national glory, national culture and civilization of the nation of which she/he is a part, as integral part. Education is the most important invention of mankind. It is education which differentiates man from a mere 'two legged animal' in to human. It is only through education that we will be able to develop feeling of love, respect, unity, cooperation, dedication and sacrifice developing various social cultural, moral, spiritual, intellectual values to prepare good citizens and there by shaping the future of the nation.

Key words: Study Habit, Upper Primary Level Students and Achievements.

INTRODUCTION

The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the existing social conditions. The concept of education is still in the process of evolution and their process will never come to an end, changing times will always demand a revision of prevailing education ideas.

By education society reproduce one self, passing on its main characteristics to the next generation. The process is complicated, being influenced by philosophical, political, economical and social forces acting on the mechanism. The result is that each generation is different than that from which it sprang, yet preserves a family likeness that, in the short terms, is unmistakable in this sense. It is the education that keeps society alive. In democratic country like India there is an equal status to all its citizens.

In the areas globalization and technological revolution, education is considered as a first, step for every human activity. It played a vital role in the development of human capital and linked with an individual well being and opportunity or better living. It ensures the acquisition of knowledge and skill & that enable individual to increase their productivity and improve their quality of life. The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of education beside other factors depends upon study habits of the learners. Quality of education is reflected through academic achievement which is a function of study habits of the students.

STUDY HABIT

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, study habits have been considered to be constituted of nine different kind of study behaviour. These are; comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording and language. Good study habits include, class participation, study time, use of textbook and recitation.

Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course study is an art and as such it requires practice. Some students study more but they fail to achieve more. Success of each student definitely depends

upon ability; intelligence and effort of students. No doubt regular study habit brings the own rewards in the sense of achievement of success.

UPPER PRIMARY LEVEL STUDENTS

Amid All the confusion over the implementation of the right to education (RTE) Act the state education department has announced that VI to VIII will be upper primary. The present research work operations the operational meaning of the term upper primary level as to VI - VIII of students.

ACHIEVEMENTS

Achievement is a progress that a learner makes in learning, often measured by either standardized or teacher made test (Educator's encyclopaedia). Therefore, academic achievement is knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test. It is exposition of his/her present level of performance. Academic achievement here means total mark obtained by student in 10th class examination was considered as score Academic Achievement for present investigation.

OBJECTIVES

1. To study the difference between study habits on the basis of Gender.
2. To study the difference between study habits on the basis of Locale.
3. To study the effect of Study Habits and its dimensions, Gender and Locale on level of achievement of Upper Primary Students.

HYPOTHESES

- H_{01.0}** There will be no significant difference on study habits between male and female students of the Upper Primary.
- H_{02.0}** There will be no significant difference on study habits between Urban and Rural students of the Upper Primary.
- H_{03.0}** There will be no significance effect of study habits on level of achievement, gender and locale of the Upper Primary Students.

RESEARCH METHOD

The present research is survey, where the independent variable is study habit while the Dependent variable is Academic Achievement.

SAMPLING:

A sample is a portion of people drawn from a large population. It is a process of obtaining information about entire population by examining only part of it. The researcher quite often selects only a few items from the population, that few items which represent the population is termed as sample.

In the present study the researcher has chosen the method of "Random Sampling" for Research. Random Sampling is a method of sampling in which each individual of population has equal chance of probability of selection of individual for constituting a sample.

Sample Distribution Table:

Sample (Rural and Urban)	No. of students		
	Boys	Girls	Total
	477	477	954

Tols: The following tools are selected for the study-

1. Study Habits of upper primary by Dr. C.P. Mathur
2. General Academic Achievement Test by Dr. A. Sengupta & Prof. A. K. Singh

HYPOTHESES TESTING

1. $H_{01.0}$ There will be no significant difference on study habits between male and female students of the Upper Primary:

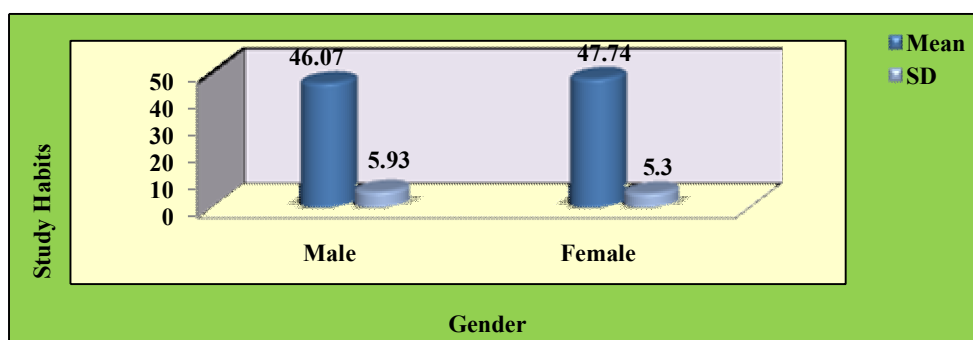
The above proposed hypothesis is tested by a study habits scale on the sample consisted of male and female upper primary students. After treatment of the scores obtained on study habits by statistical analysis the mean's, SD's and t - value are obtained which are presented in table 1.

Table 1: The mean, SD and t value of study habits of male and female upper primary students

Gender	Study Habits			't' - value
	N	Mean	Standard Deviation	
Male	477	46.07	5.93	4.709
Female	477	47.74	5.30	

df = 952, $P > 0.01$, hypothesis is rejected

Graph 1: Graph showing the mean, SD of study habits of male and female upper primary students



It is inferred from the above table that the mean score of female upper primary students scored higher mean score than their counterpart male student (Female 47.74, SD = 5.30 Male 46.07, SD = 5.93). This table also shows that their 't' value is 4.709, at 0.01 level of significance with df = 952 which is higher than the table value. Thus, proposed hypothesis $H_{0d4.0}$ There will be no significant difference on study habits between male and female students of the Upper Primary **is rejected**.

2. $H_{02.0}$ There will be no significant difference on study habits between Urban and Rural students of the Upper Primary:

The above proposed hypothesis is tested by a study habits scale on the sample consisted of urban and rural upper primary students. After treatment of the scores obtained on study habits by statistical analysis the mean's, SD's and t- value are obtained which are presented in ttable 2.

Table 2: The mean, SD and t value of study habits of urban and rural upper primary students

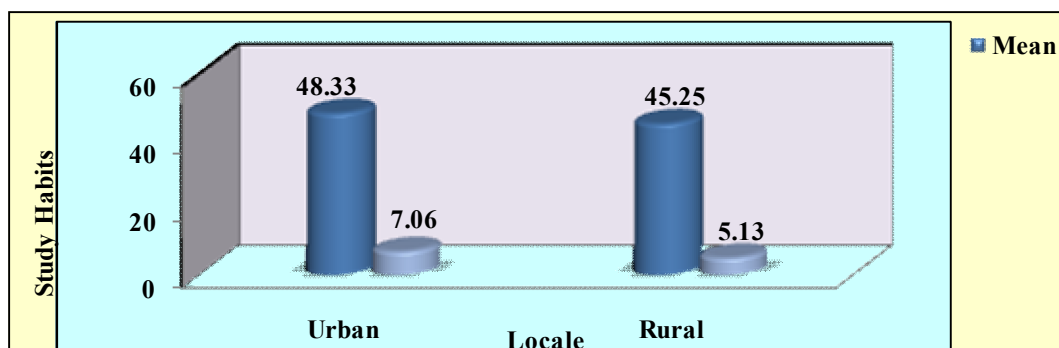
Locale	Study Habits			't' - value
	N	Mean	Standard Deviation	
Urban	477	48.33	7.06	3.807
Rural	477	45.25	5.13	

df = 952, $P > 0.01$, hypothesis is rejected

It is inferred from the above table that the mean score of urban upper primary students scored higher mean score than their counterpart rural student (Urban M = 48.33, SD = 7.06; Rural M = 45.25, SD = 5.13). This table also shows that their 't' value is 3.807, at 0.01 level of significance with df = 952 which is higher than the table value. Thus, proposed hypothesis $H_{0d5.0}$ There will be no

significant difference on study habits between Urban and Rural students of the Upper Primary is rejected.

Graph 2: Graph showing the mean, SD of study habits of Urban and Rural upper primary students



3. H_{03.0} There will be no significance effect of study habits on level of achievement, gender and locale of the Upper Primary Students:

ANOVA was performed after examining the ANOVA assumption i.e. homogeneity of variance and normality. All the statistics related to this parameter confirmed that the taken sample was normally distributed and their variances were homogenous.

To study the effect of study habits on level of achievement of student two groups, i.e. high and low study habits were formed on the basis of mean value. To know the effect of gender and locale, these two groups were further divided into subgroup on the basis of gender and locale. Hence (2x2x2) 8 group were formed. For the further analysis, level of achievement scores were taken into consideration to find out the main and interactional effect of independent variables three way ANOVA (Gender 2 x Locale 2 x Study Habits 2) was computed by using SPSS 16.0. To find out main and interaction effect of Study Habits, Gender and Locale on Level of Achievement of Upper Primary School Students, the summary of ANOVA is given in table.

Table 3: Summary of ANOVA for effect of Gender, Locale and Study Habits on Level of Achievement

Source	Type Sum of Squares	df	Mean Squares	F
Study Habits	126.373	1	126.373	0.367 ^{NS}
Gender	394.529	1	394.529	1.146 ^{NS}
Locale	1425.155	1	1425.052	4.137 ^{**}
Study Habit x Gender	338.708	1	338.708	0.983 ^{NS}
Study Habit x Locale	256.604	1	256.604	0.745 ^{NS}
Gender x Locale	1025.753	1	1025.753	2.978 ^{NS}
Study Habits x Gender x Locale	722.214	1	722.214	2.097 ^{NS}
Error	215248.795	625	344.398	
Total	3627376.00	632		

S* = 0.01 level of significant, S = 0.05 level of significant, NS = Not Significant**

MAIN EFFECT OF STUDY HABITS

It is clear from the table 3 that the obtained value of F for study habits is 0.367. The table value of F at 0.05 level of significance is 3.85 (df = 1, 625). Since the obtained value is smaller than the table value at 0.05 level of significance. It could be concluded that study habits has not significant effect upon level of achievement.

MAIN EFFECT OF GENDER

It is clear from table 3 that the F value for Gender is 1.146. The table Value of F at 0.05 level of significance (df = 1,625) is 3.85. Since, the obtained F value, is smaller than the table value, it is not

significant. Hence it can be concluded that the Gender of upper primary school students has not significant effect on level of achievement

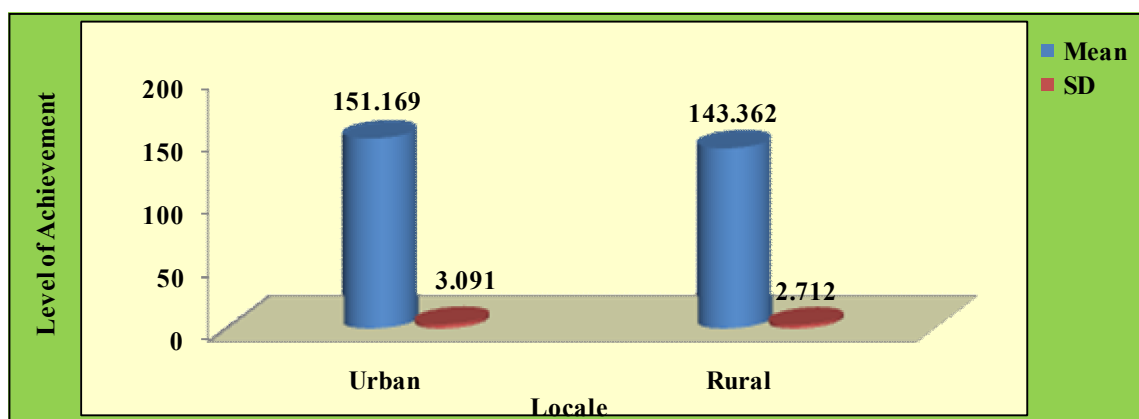
MAIN EFFECT OF LOCALE

On observing the table 3 obtained F value for Locale is 4.137 (Table Value = 3.85). As the obtained F value, is greater than the table value, it is significant at 0.05 level of significance. It can be concluded that locale has significant effect on level of achievement. Thus, proposed hypothesis is rejected. It can be clearly seen in table no. 4 and graph no. 3

Table 4: Mean Score of achievement motivation of students on the basis of Caste

Locale	N	Mean	SD
Urban	369	151.169	3.091
Rural	392	143.362	2.712

Graph 3: Graph showing the Mean Score of level of achievement of students on the basis of Locale



The Graph no 3 indicates that Urban students have higher level of achievement (151.169) whereas, Rural students have lower level of achievement (143.362). It shows that urban students have higher achievement than the rural students and level of achievement is significantly differed.

FIRST ORDER INTERACTIONAL EFFECT:

Study Habits x Gender:

It is evident from table no. 3 that F value for Study Habits x Gender is 0.983 which is smaller than the table value of 3.85 at 0.05 level of significance (df = 1, 625). It means that the effect of interaction of Study Habits x Gender on level of achievement is not noticeable.

Study Habits x Locale:

The F value for Study Habits x Locale is found to be 0.745. This value is less than the table value of 3.85 at 0.05 level of significance (df = 1, 625). It implies that there is not significant interactional effect of Study Habits and Locale on achievement.

Gender x Locale:

It is evident from the table 3 that the F value for Gender x Locale is found to be 2.978. This value is less than the table value of 3.85 at 0.05 level of significance (df = 1, 625). Thus, Gender and Locale has no significant effect on level of achievement.

SECOND ORDER INTERACTIONAL EFFECT:

Second order interaction effect (Study Habits x Gender x Locale) is not significant because obtained value of F is 2.097 which is less than table value (table value = 3.85), (df = 1, 625) at 0.05 level of significance. It can be concluded that this interaction is not significant.

CONCLUSION

On the basis of findings researcher concluded that there will be no significant difference on study habits between male and female and Urban and Rural students of the Upper Primary level. Research concluded that study habits have not significant effect upon level of achievement. Hence it can be concluded that the Gender of upper primary school students has not significant effect on level of achievement. Urban students have higher level of achievement (151.169) whereas, Rural students have lower level of achievement (143.362). It shows that urban students have higher achievement than the rural students and level of achievement is significantly differed.

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