



**A Correlational Study on Academic Achievement and Study Habits of Students of Odisha
Adarsha Vidyalaya**

Kalpalata Raj¹ & Prof.(Dr.) Manoj Kumar Pradhan²

1. Research Scholar, Maharaja Sriram Chandra Bhanjdeo University, Baripada, Odisha, kalapalataraj@gmail.com
2. Principal, Govt. B.Ed. Training College, Kalinga, Kandhamal, Odisha, manojte99@gmail.com

Abstract: *The students having good study habits perform better in academic field than the students with the poor study habits. The researcher has conducted a fresh study on academic achievement and its correlation to study habits of students of newly established CBSE pattern school (OAV-Odisha Adarsha Vidyalaya) from standard 6th to 12th by Government of Odisha. The study entitled as “A Correlational Study on Academic Achievement and Study Habits of Students of Odisha Adarsha Vidyalaya”. Descriptive Survey method was employed for the study. The data was collected from 179 students of standard VIII of four Odisha Adarsha Vidyalayas of Keonjhar district of Odisha who were present on that day were selected as the sample. A manual for Study Habit Scale which includes the dimensions like use of e-resource, mobile, internet was constructed by Dimpal Rani and Dr. M.L. Jaidka 2005 was employed for data collection on study habits and from school examination result record, the average of two summative test scores was taken for collection of data for academic achievement. The boys and girls, tribal and non-tribal students have similar level of academic achievement and study habits. There was a positive and substantial or moderate or marked-correlation of ($r = 0.60$) was found in academic achievement in relation to study habits. It is recommended that the techno-sound study habits are to be adopted by the students for creating twenty first century learners for global citizenship.*

Keywords: *Academic Achievement (AA), Study Habits (SH), Odisha Adarsha Vidyalaya (OAV).*

Introduction:

World became global village, only because of excellence of Education in the field of Science & Technology. In this knowledge explosion era one has to build good study habits so that one become knowledgeable, and techno-sound learned personality. The personality of an individual is built basing on the accumulation of good habits. The education which enlightens one's mind, accordingly the individual sets up own habits; likewise, Study Habits keeps its vital role in the in shaping the future (in the academic excellence) of the individual. “Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient” (Goods dictionary of education, 1973). The term study habit implies a sort of more or less permanent method of studying. The individual habits of study employed permanently by the students after the school hour (Azikive 1998) Sorenson (1991) stated about the study habits that studying with concentration and the intention of understanding without being hurried in getting through the text. True education manifests the good habits within he individual. The good habit of study determines the academic achievement and career actualisation of an individual. It is quite relative and useful to develop good study habits for better performance in educational field (Verma, 1996;

Verma & Kumar, 1999; Satpathy & Singhal, 2000; Vyas, 2002). Despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement (Ramamurti (1993); Bagun and Phukan (2001). Yadav, Ansari and Sarvant (2000) proposed academic achievement was significantly related to plan of study, method of study, concentration, preparation for examination and perfection of subject. Rana and Kausar (2011) found a similar level of academic performances between White British students and Pakistani British students but White British students were quite better than the Pakistani British students in study habits. Jha and Bhutia (2012) concluded achievement in mathematics and study habits are positively related. Owoyele (2013) found that students' academic performances were less integral to all the study habits, subscales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking reading and assignments. The students studying in private schools had better study habits than the students studying in government schools (Naggappa & Venkataiah, 1995; Sanjeev, 2003). But Chaudhary & Lily (1991) sorted out that government and private school students had similar level of study habits. Rajendran et al. (2009) had done an in-depth study on the nature of the family, namely, joint and nuclear, did not have any influence on the study habits of students, with respect to home environment, reading, note taking, planning, concentration and general study habits of students with respect to preparation for examination and school environment. Prema (2007) has conducted the study to find out of secondary students from different management schools. Their study found a positive relation between Study Habits and Academic Achievement. Girls were better not only in Academic Achievement but also in Study Habits. The better study habits were found within the secondary students of management of Government aided schools than the students studying in Government, Private schools. Vanita (2011) studied that the higher secondary school students have less favourable study habits than the secondary school students and their study habits and academic achievement were positively correlated.

Rationale of the study:

It is evident from above studies that various indicators of study habits, achievement and variables related to the present study have been discussed. Students are adopting use of computer, mobile, internet as their self-learning study habits. So, this study included the newly established school (OAV-Odisha Adarsha Vidyalaya) in the state of Odisha and the use of these gadgets for learning more effectively. No previous studies had included the study on Odisha Adarsha Vidyalaya and the study habits pertaining to effective uses of mobile, internet facility and social sites (E-learning Study Habits) etc. Therefore, the researcher has conducted the research on "A Correlational Study on Academic Achievement and Study Habits of students of Odisha Adarsha Vidyalaya."

Objectives:

The following objectives were taken for the study:

1. To find out the difference in the academic achievement of students of OAV with respect to gender.
2. To find out the difference in the academic achievement of tribal and non-tribal students of OAV.
3. To find out the difference in the study habits of students of OAV with respect to gender.
4. To find out the difference in the study habits of tribal and non-tribal students of OAV.
5. To find out the relationship between the academic achievement and study habits of students of OAV.

Hypotheses:

The following hypotheses were taken for the study:

H₀₁. There is no significant difference in the academic achievement of the students of OAV with respect to gender.

H₀₂. There is no significant difference in the academic achievement of tribal and non-tribal students of OAV.

H₀₃. There is no significant difference in the study habits of students of OAV with respect to gender.

H₀₄. There is no significant difference in the study habits of the tribal and non-tribal students of OAV.

H₀₅. There is no significant relationship between the academic achievement and study habits of students of OAV.

Delimitations of the study

The study is delimited to standard VIII students only.

- The study included only the students of Odisha Adarsha Vidyalaya (OAV).
- The study had covered only one district (Keonjhar) in the state of Odisha.
- The study was limited on Academic Achievement and Study Habits only.

Method of Investigation:

Descriptive survey method was used for the present study.

Population of the study:

The students who were studying in the standard VIII of Odisha Adarsha Vidyalaya in the state of Odisha were selected as the population for the present study.

Sample selected:

The study was conducted on a sample of 179 students (71 Boys and 108 Girls) from four Odisha Adarsha Vidyalaya of Mayurbhanj district in the state of Odisha. The schools were selected randomly and the students who were present on the day of data collection were selected as the sample.

Tools used for the study:

The research tools used for the present study were as follows:

i. Academic Achievement:

The average score of two summative tests (one was the annual examination of the previous year for the session 2017-2018 and another was the half yearly examination of the session (2018-2019) was taken from the school record as the Academic Achievement score.

ii. Study Habit Scale:

A standardized tool (Study Habit Scale) constructed by Dimpal Rani and Dr. M.L. Jaidka (2005) was used for data collection of study habit. The tool was consisted of 46 items in all distributed in seven dimensions like (concentration, comprehension, planning, use of e-resources (T.V., Computer, mobile phone, internet, social sites (f-book, WhatsApp etc.), interaction, Study sets, Drilling etc.

Analysis and Interpretation of the data:

The collected data were analysed through data analysis tool of Microsoft Excel 2007 and interpreted by applying Statistics like Mean, SD and t-test and correlation of coefficient.

The results of the analysis of data collected were compiled and presented in the table below.

Table-1: Mean scores of AA and SHof different sample categories of students of OAV

Sl. No.	Sample Categories	No.of Students	Mean (AA)% Level &Grade	Mean (SH)&% Level &Grade
1	BOYS	71	67.07 Above Average(C)	128.25/69.83 Above Average(C)
2	GIRLS	108	67.22 Above Average(C)	129.31/70.28 Above Average(C)
3	TRIBAL	36	64.64 Average(D)	126.83/68.92 Above Average(C)
4	NON-TRIBAL	143	67.80 Above Average(C)	129.41/70.33 Above Average(C)

*AA-Academic Achievement; *SH-Study Habits

It is evident from the above table (Table-1) is that the mean scores of academic achievement of students of OAV of boys are 67.07; girls are 67.22; tribal are 64.64; non-tribal are 67.80. The mean scores of academic achievements of students of different samples of students of OAV are above 64% which is an above average performance. Table-1 also shows the mean scores of study habits of students OAV of Boys are 128.25; Girls are 129.31; tribal are 126.83 and non-tribal are 129.41. The mean scores of study habits of students of OAV are 126 which is above 68% implies students of OAV have above average Study Habits.

Table-2: Significance of mean difference between boys and girls of OAV in respect of their academic achievement.

Group	N	Mean	S.D.	t	Level of significance
Boys	71	67.07	11.75	0.08	NS at 0.05 level
Girls	108	67.22	11.27		

*NS = Not Significant

The **Table -2** shows the significance of mean difference between boys and girls of OAV in respect of their Academic Achievement, where the boys and girls have the mean academic scores of 67.07 and 67.22 respectively, their SDs are 11.75 and 11.27, and t value of 0.08 is less than the tabulated t-value (1.97) which is not significant at 0.05 level. Therefore the null hypothesis (H_{01}) stating "there is no significant difference in the academic achievement of the students of OAV with respect to gender" is accepted. The boys and girls have same levels of Academic Achievement.

Table-3: Significance of mean difference between Tribal and Non-Tribal Students of OAV in respect of their Academic Achievement.

Group	N	Mean	S.D.	t	Level of significance
Tribal	36	64.64	14.84	1.19	NS at 0.05 level
Non-Tribal	143	67.80	10.36		

*NS = Not Significant

From the **Table -3**, It is found that the significance of mean difference between tribal and non-tribal students of OAV in respect of their academic achievement, where the tribal and non-Tribal students have the mean academic scores of 64.64 and 67.80, their SDs are 14.84 and 10.36 respectively, and t value is of 1.19 which is less than the t-table value of (1.97) which is Not-significant at 0.05 level. Therefore, the second null hypothesis (H_{02}) stating "there is no significant difference in the academic achievement of tribal and non-tribal students of OAV" is accepted. The tribal and non-tribal students have same levels of academic achievement. Non-tribal students are better in academic achievement than the tribal students of OAV as their mean Academic Achievement score is more than Tribal students of OAV.

Table -4: Significance of mean difference between Boys and Girls of OAV in respect of their Study Habits.

Group	N	Mean (SH)	S.D.	t	Level of significance
Boys	71	128.25	17.20	0.009	NS at 0.05 level
Girls	108	129.31	16.67		

*NS = Not Significant

From the **Table -4**, It is found that the significance of mean difference between Boys and Girls of OAV in respect of their Study Habits, are of 128.25 and 129.31, their SDs are 17.20 and 16.67 respectively, and t value of 0.009 which is less than the tabulated value (1.97) which is not significant at 0.05 level. Therefore, the third null hypothesis (H_{03}) stating "there is no significant difference in the Study Habits of the Boys and Girls of OAV is accepted at 0.05 level. Therefore, Boys and Girls of OAV have same levels in their Study Habits.

Table -5: Significance of mean difference between Tribal and Non-tribal students of OAV in respect of their Study Habits.

Group	N	Mean	S.D.	t	Level of significance
Tribal	36	126.83	18.12	0.78	NS at 0.05 level
Non-Tribal	143	129.41	16.53		

*NS = Significant

From the **Table -5**, found that the significance of mean difference between Tribal and Non-Tribal students of OAV in respect of their Study Habits, are of 126.83 and 129.41, their SDs are 18.12 and 16.53 respectively and t value of 0.78 which is less than the tabulated t-table value (1.97) which is Not significant at 0.05 level. Therefore, the fourth null hypothesis (H_{04}), stating "there is no significant difference in the Study Habits of the Tribal and Non-Tribal students of OAV is accepted. The Tribal and Non-tribal students of OAV have similar levels in their Study Habits. Non-tribal students have more mean Study Habit score than the Tribal students. Therefore, Non-Tribal students have better Study Habits than Tribal Students.

Table-6: Analysis of correlation between academic achievement and study habits of students of OAV.

Coefficient of correlation in between	'r'
Academic achievement and Study Habits	0.60

From the **Table-6**, found that correlation Coefficient value between academic achievement and study habits is 0.60. Therefore, the fifth hypothesis (H_{05}) stating “there is no significant relationship between the academic achievement and Study Habits of students of OAV” is rejected. The ‘r’ value 0.60 is in between ($+1 > r > 0$) and between 0.41 to 0.70, it is interpreted as positive but Substantial or Moderate or Marked Correlation between Academic Achievement and Study Habits.

Results and discussion:

The students of OAV have above average level of Academic Achievement and of Study Habit. It might be due to the correlation of Study Habits which is reflected in their Academic Achievement. Boys and Girls have similar levels of Academic Achievement because of their similar pattern of Study Habits. Tribal & Non-Tribal students have similar levels of Academic Achievement. Boys and Girls have same levels in their Study habits. Tribal and Non-Tribal students have similar levels in their Study Habits. There is a positive but Substantial or Moderate or Marked Correlation between Academic Achievement and Study Habits of students of OAV (Table-6). The present Study Habit shows the similar result with the findings of previous studies (Crede and Kuncel, 2008; Nuthana and Yenagi, 2009; Awang and Sinnadurai, 2011; Khurshid *et al.*, 2012; Osa-Edo and Alutu, 2012; Nonis and Hudson, 2010), which reported significant correlation between Study Habits and Academic Achievement.

Educational Implications:

The good E-learning Study Habits including the use of modern gadgets and internet are to be inculcated in students at the early adolescence stage to compete with the era of knowledge explosion which will be continued in the future for shaping academic performance and life skill of students.

The present study will be of great educational significance to the students, teachers, student teachers, parents, counsellors, course writers, head of the schools *etc.* for making school environment congenial for grant of good study habits.

Conclusion:

Education is prime importance for the individual. Therefore, the inculcation of good E-learning Study Habits is very essential for retention of the Learning Outcomes which leads to best academic achievement and career actualization. Good study habits will facilitate the retention of learning outcomes within the learners. The above goal can be achieved with the integration of the E-learning study habits in addition to the other study habits to facilitate 21st century learning skills.

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