



GENERAL CLASSROOM ACHIEVEMENT OF SCHOOL STUDENTS IN RELATION TO THEIR STUDY HABITS

(Dr. ParminderKaur, Assistant Professor, Guru Nanak College of Education, Gopalpur)

Abstract

General classroom achievement is an important concern of the total education process. The era of competition marks students more anxious and the eagerness of whether they can pass exams or perform well in academic activities. In the present time more and more importance is given to the performance of student in their academic and related activities. World of technological innovations in all educational in situations are trying to improve their quality in terms of academic output and general classroom achievement. The present study is related to assess the general classroom achievement of 6th&7th class students in relation to their study habits on the basis of gender and location of school. The result revealed that there is significant difference in general classroom achievement and study habits of boys and girls. Students study in rural and urban schools significantly differ in general classroom achievement and study habits. Analysis showed positive relationship between general classroom achievement and study habits of school students.

INTRODUCTION

Today we are living in the world of science and technology which with the explosion of knowledge during the last few decades is fast approaching towards a technocratic age. Hence, each individual needs to prepare himself to live effectively and contribute meaningful with time. How to achieve this? The answer lies in attaining academic excellence. As a consequence, schools have a greater responsibility than ever before to help the students for better achievement as well as for appropriate behaviour patterns which may be beneficial for the society. Thus, better classroom achievement is one of the unique requirements for school pupils. In other words, the classroom achievement of school pupils deserves special care and attention. In educational institutions success is measured by academic performance or how well a student meet standard set out by local government and the institution itself. As career competition grows ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislature and government education departments alike. Parents care about their child's academic performance because they believe good academic results will provide more career choices.

It is rightly said by the Kothari Commission that the destiny of India is shaped in her classroom. So, there is a need for teachers to reflect, visualize, plan and accordingly act. Classroom achievement is of paramount importance particularly in present context, obviously in school great emphasis is placed on achievement right from the beginning of the formal education. No one would deny the importance of academic achievement in child's life. The success and failure of a student when measured in term of academic achievement it helps both the teacher and students where they stand.

General classroom achievement refers to the performance in class and in examination. Achievement in school subjects is wholly learnt by conscious efforts. Generally achievements depend upon the sustained training and interest during childhood and adolescence. General achievement has been defined as success in the areas like – History, Geography, Civics, Mathematics, Science, English etc. These entire subjects constitute the core subject in the general school achievement. General classroom achievement is an important concern of the total education process. The era of competition marks students more anxious and the eagerness of whether they can pass exams or perform well in academic activities. In the present time more and more importance is given to the performance of student in their academic and related activities. World of technological innovations in all educational in situations are trying to improve their quality in terms of academic output and general classroom achievement. As the institutions are on the way to improve their quality naturally more emphasis is given to the quality of performance or to the academic output. General classroom achievement is a major determining factor of student's future life.

Smith & Hudgins (1964-65) said that achievement is to do ones best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. Tracey & Sedlacek (1985) In the first article, NCQ is related to student success through predictive ability for GPA (controlling for SAT) and persistence. Make an argument that academic success is more than just an academic ability.

Study habits are the behaviors used when preparing for tests or learning academic material. A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits. Study habits are the ways that you study - the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work.

It means you are not distracted by anything; you have a certain place to go where it is quiet everyday where you study and do homework. Basically it means that you are doing the best you can to get the grades you want. It means you are not distracted by anything; you have a certain place to go where it is quiet everyday where you study and do homework. The manner with which you consistently use to study for school or college or even for next day lesson plans if you're a teacher.

Study Habit of every student is one of the most important factors that affect his or her understanding regarding a certain subject. It means, if a student possesses poor study habits, she has a greater chance of getting failing grades, if compare to a students who has a good study habit. But "habit" as it was defined from the Introduction to Psychology, means "a learned, or fixed way of behaving to satisfy a given motive". By this definition alone, we can say that the person involves is the one making or forming his own habit. Maybe, habits can be affected by outside interference like his environment, his attitude toward his comparisons, his teachers and the books and reading materials around him, even the place where he study and other factors which influence the concentration of a students to effectively understand his lessons, and to pass his mind to discipline himself and form to himself the proper study habits which he knows he recall. Crede and Kuncel (2008) define study habits as routines, including, but not restricted to, frequency of studying session, review of material, self – testing , rehearsal of learned material, and studying in a conducive environment. Ozsoy, Memis and Tamur (2009) stated that "study habits" is the amount and kinds of study routines which the student used during a regular period of study occurred in conducive environment. In the literature, study skills are usually defined as students' ability to manage time and other resources to complete an academic task successfully. The students approach to learning is highly individualistic with wide variations of technique observable. The learner's Dictionary has defined study as a "Mental effort to obtain knowledge". "Study habit means a fixed routine behaviour imbibed by an individual to learn". (Yadav, Ansari, Savant, 2000, p 914) According to the Goods Dictionary of Education, "Study habit is the tendency of pupils to study when the opportunities are given, the pupil's way of study in whether systematic or unsystematic, efficient or inefficient."

Review of related literature

Deborah and Brian (2006) conducted a study which highlighted the relationship between study habits and exam performance of II year medical students. The study also discussed how students used study habit in preparing for exams and whether students who used other study habits performed well as students who created their own. Study habits of the students were more similar. Majority of students used study habit as a memory aid or for review, but students who performed in the top third of the class were less likely to use them at all. Pre-existing differences related to Academic Achievement and Study Habits were found when students at the top, middle and bottom of exam performance were compared. Prema (2007) selected a sample of 450 higher secondary students from different managements to find out the relationship between study habits and academic achievement. The study highlights the gender difference in academic achievement favoring girls for better study habits. It also revealed that there is a significant difference in study habits of students studying in government, government-aided and private schools favoring government-aided schools. The study also found that there is a positive relation between study habit and achievement motivation. Kumari and Chamundeswari(2015) investigated the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method is used to select a sample of 457 students at the secondary level. Achievement Motivation Scale (Beena, 1986) is used to measure students' achievement by motivation, Study Habits Inventory (GopalRao, 1974) to test the students study habits and Academic Achievement Test to assess students' achievements. The results of the statistical analyses show a significant correlation between achievement motivation, study habits and performance of students. A significant difference is found between students in different categories of schools and gender pertaining to achievement motivation, study habits and academic achievement. Jafari H, Aghaei A, KhatonyA (2019) conducted study to see the relationship between study habits in students of medical sciences in Kermanshah-Iran. This cross-sectional study was carried out on 380 medical sciences students at Kermanshah University of Medical Sciences. The samples were randomly assigned to the study. The Palsane and Sharma study Habit Inventory was the tool used for data collection. Data were analyzed by descriptive and inferential statistics. The mean of students' grade point average was 15.73 ± 1.5 out of 20 and the mean of total status of study habits was 45.70 ± 11.36 out of 90. The status of study habits in 81.3% of the students was at moderate level. There was a direct and significant relationship between study habits and academic achievement. Dr. Pankaj Singh and Jasgeet Kaur (2020) did comparative analysis of study habits and academic performance. Study was conducted to explore the connection between study habits and academic performance of secondary school students across various schools in the city of Ludhiana. A predictive study was run to understand the contextual importance of the variables of study habits and academic performance. For the purpose of this study a sample of 120 students (60 males and 60 females) were each chosen randomly from the schools. The age range of students was 13-16 years (mean age = 14.55 years for males and 14.15 years for females). The data was analysed using correlation and t-test. Results revealed a negative correlation between study habits and academic performance ($r = -0.32$), whereas, through t-test it was confirmed that there is a significant difference between study habits and academic performance ($p < .05$), although no significant gender differences were observed between the two variables. EkberTomul, EmineOnder, ErdalTaslidere(2022) conducted study to see the relative effect of student, family and school-related factors on math achievement by location of the school. This study aims to examine the relative effects of student, family and school-related characteristics on 4th grade students' math achievement according to location of the school in Turkey. The data of 6435 students studying at 260 primary schools were analyzed using TIMSS-2015 database. The dependent variable of the study was students' math scores and 19 factors constituting the student, family and school-related characteristics were the independent variables. The location of the school was classified as urban, suburban, medium-size city and village. The data was analyzed via single level multiple linear regression. The results revealed that the entire models explained the largest amount of variance (52%) in the schools located in the villages and the least amount of variance (44%) in those located in the urban area. Although all of the student, family and school-related characteristic sets were found to be significantly related with the achievement, the student-related characteristics explained the largest amount of variance in achievement. Students' confidence in math contributed almost the highest amount of variance, and the early numeracy tasks, absenteeism in school, parents' highest education level, parents' highest occupation level, and early numeric activities before school explained small amounts of variance in students' math achievement in the schools of all locations.

Need of the Study

In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In additions to that from the students' side there must be some important steps, which form the basis for their academic achievement. Students, needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same things, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students. Our educational institutions should take into account basic human difference in their studying, thinking etc. to seek better means of individualized instruction for more effective studying (Arul Lawrence, 2013). After reviewing the previous studies, it is realized that general classroom achievement has great influence on academic achievement of the students. It must be considered as stepping stones for better results of the students. Here the investigator thought that students' academic achievement and their excellence in studies depends mainly on their study habits, which is very much influential in their learning process. Hence, the investigator has tried to explore the relationship between study habits and general classroom achievement of the students of VI and VII class.

Objectives of the study

1. To study the general classroom achievement of students studying in rural and urban schools.
2. To study the study habits of students studying in rural and urban schools.
3. To study the general class achievement of school students on the basis of gender.
4. To study the study habits of school students on the basis of gender.
5. To study the relationship of general classroom achievement and study habits of school students.

HYPOTHESES

1. There is no significant difference in general classroom achievement of students studying in rural and urban schools.
2. There is no significant difference in study habits of students studying in rural and urban schools.
3. There is no significant difference in general classroom achievement of school students on the basis of gender.
4. There is no significant difference in study habits of school students on the basis of gender
5. There is significant relationship in general classroom achievement and study habits of school students.

SAMPLE OF THE STUDY

The present study targeted 160 school students studying in class (6th, 7th) out of them 80 students were from urban schools and 80 were from rural schools and again divided in 40 boys and 40 girls students.

TOOLS USED

1. Study Habits Inventory by Mukuopadhyay and D.N Sansanwal.
2. General Classroom Achievement test for VI & VII Dr. A.K. Singh and Dr. (Mrs.) A.Sen Gupta.

STATISTICAL TECHNIQUES

Mean, medium, Mode, S. D, Correlation and t- test was used for present study.

Analysis and interpretation

Hypothesis 1: There is no significant difference in general classroom achievement of students studying in rural and urban school.

The analysis showed that the mean score of students studying in rural schools in general classroom achievement was 45.43 ± 111.31 , while it was 62.37 ± 10.26 in case of students studying in urban schools. The mean score of general classroom achievement of students studying in urban schools was higher by 16.94, which was found to be significant as indicated by the t-value of 9.21 ($p < 0.05$). Hence, hypothesis that there is no significant difference between class room achievement of students studying in rural and urban schools was rejected.

Hypothesis 2: There is no significant difference in study habits of students studying in rural and urban schools.

The analysis showed that the mean score of study habits of students studying in rural schools was 229.60 ± 31.13 , while it was 305.90 ± 30.98 in case of students studying in urban schools. The mean score of study habits of students studying in urban schools was higher by 76.30, which was found to be significant as indicated by the t-value of 15.54 ($p < 0.05$). Hence, hypothesis 2 that there is no significant difference between study habits of students studying in rural and urban schools was rejected.

Hypothesis 3: There is no significant difference in classroom achievement of school students on the basis of gender.

The analysis showed that the mean score of general classroom achievement of boys was 47.74 ± 12.26 , while it was 60.06 ± 10.21 in case of girls. The mean score of general class room achievement of girls was higher by 12.32, which was found to be significant as indicated by the t-value of 6.91 ($p < 0.05$). Hence, hypothesis 3 there is no significant difference between general classroom achievement of boys and girls students was rejected.

Hypothesis 4: There is no significant difference in study habits of school students on the basis of gender.

The analysis showed that the mean score of study habits of boys was 233.80 ± 30.09 , while it was 302.4 ± 29.95 in case of girls. The mean score of study habits of girls students was higher by 68.60, which was found to be significant as indicated by the t-value of 14.45 ($p < 0.05$). Therefore, the study habits score of girls students was significantly higher than that of boys. Hence, hypothesis 4 that there is no significant difference between study habits of boys and girls was rejected.

Relationship between general class room achievement and Study habits among Students

The relationship between class room achievement and study habits among students was evaluated through the application of Karl Pearson's Coefficient of Correlation i.e. r-value. The coefficient of correlation i.e. r-value worked at 0.584, which was found positive. This revealed that there is significantly positive relationship between general class room achievement and study habits among students. Hence, hypothesis 5 that there is significant relationship between general classroom achievement and study habits of students was accepted.

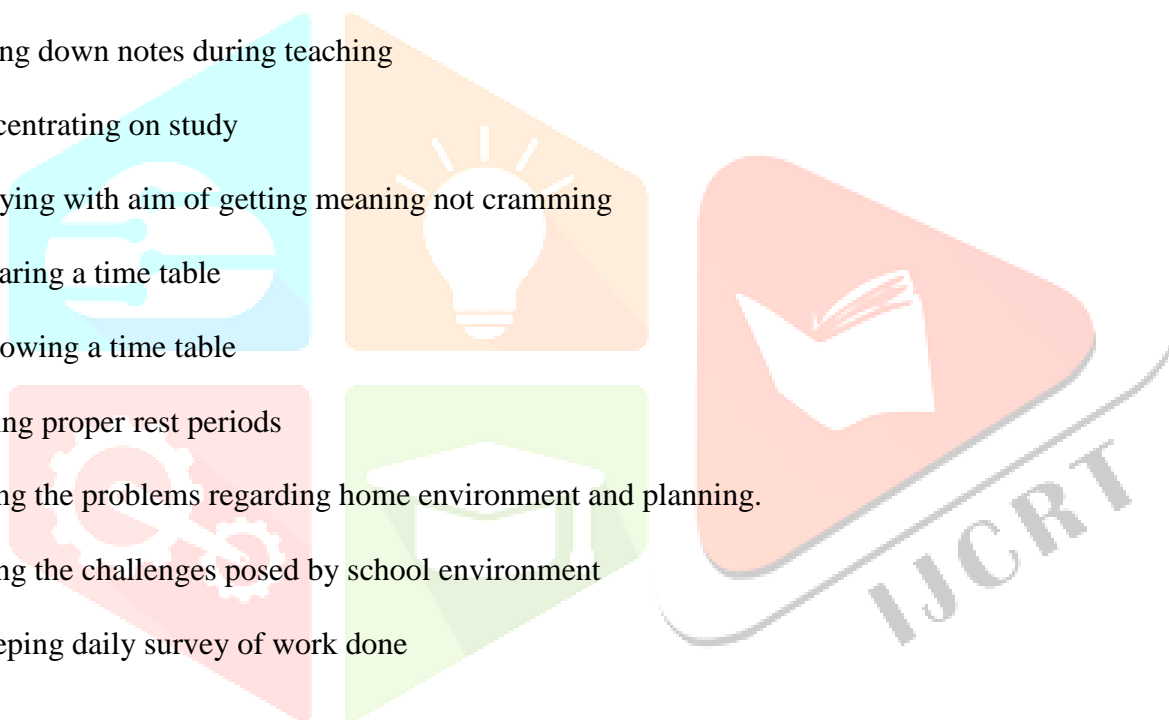
CONCLUSION OF THE STUDY

The results indicated that the general classroom achievement of students studying in urban schools was higher than that of rural schools. Girl students had higher score in general class room achievement than that of boys. Study habits of students studying in urban schools were better than that of rural schools. Girl students have better study habits than boys. There is significantly positive relationship between general classroom achievement and study habits among students.

EDUCATIONAL IMPLICATIONS

This problem has practical implication also. It will give clues to understand the behavior peculiarities of the students. Thus it can play pivotal role in nourishment of harmonious, personality of the individual. The study has implications for psychologists and educationists and institution that there is a dire need for training of parents to develop in them skills to handle the needs of adolescents. Guidance & counseling services can be provided to the adolescents. Therefore, successful achievement in any form of academic activity is based upon study, interpretation and application. Everyone has different study habits. All often, students perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin. Those students in high school who succeed especially well usually study alone and follow a study technique that has been worked out by them and that incorporates desirable procedures. Good health, sufficient sleep, appropriate exercise and nutritious diet are essential to achievement of good study results. Study conditions that are unfavorable include inadequate lighting, extremes of temperatures; humidity, poor posture, subnormal physical conditions and emotional disturbance. Here are some good study habits that lead to better academic achievement.

1. Attending classes regularly
2. Taking down notes during teaching
3. Concentrating on study
4. Studying with aim of getting meaning not cramming
5. Preparing a time table
6. Following a time table
7. Having proper rest periods
8. Facing the problems regarding home environment and planning.
9. Facing the challenges posed by school environment
10. Keeping daily survey of work done



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