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A Study Of Academic Achievement Of Scheduled Tribe Secondary School Students In Value To Study Habits In Bankura District Of West Bengal

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Abstract:

The present study is entitled A Study of Academic Achievement of Scheduled Tribe Secondary School Students concerning study habits in Bankura District of West Bengal. The scheduled tribe has retreated as untouchables continue to remain at the bottom of India's tribe hierarchy. They also stay at the bottom of the economic hierarchy, having no land of their own and relegated to undertake only menial and ill-paid jobs. The major causes that have kept the scheduled tribe down in society have been poverty, illiteracy, ignorance, and fear resulting in an inability to assert them. Keeping in view the above condition of the scheduled tribe students, the researcher decided to study this topic.

Keywords: *Scheduled tribe, Secondary students, Academic Achievement, Study Habits*

1. Introduction:

The research taken so far has determined to find out the educational position of scheduled tribes, the value of schooling, the boarding house life of children, and the prospectus of success in assessment, etc. The academic improvement of scheduled tribes and backward class students have been admitted in various educational programs based on reservation along with being admitted in the identical institution on the foundation of merit, secured in the qualifying assessment. The scheduled tribe population is scattered all larger than the country.

The only thing in general with other tribes is the lack and social disabilities suitable to these which have remained ignored. They are depressed in the civilization and have been distressed for the previous so several decades. The could not construct improvement even with different efforts made by the

government and no government organization. The efforts were not in the right track and could not make systematically as well as scientifically.

The scheduled tribe students are drifting gone from conventional employment. Hardly everyone will be established to carry on that apart from a few, the students will not similar to want for the occupation of their family member. The present invention of scheduled tribe students has positively a dissimilar development. The facts of highly qualified aspirations signify their gravitation absent from parental binding along with finding professional recognition within the urban industrialization environment. The strong objectives to rise higher in the occupational hierarchy are also a suggestion that they are breaking away from the philosophical environment.

Achievement is an improvement that a student makes in learning and is measured by both standardized tests. Academic achievement is information acquired as well as skills developed in school subjects in general indicated by marks obtained in tests. It is an explanation of the learner's nearby level of performance. The academic achievement here means an entire mark obtained by the student is the assessment was considered as a score Academic Achievement for in attendance examination. Study habits are general rather than precise in terms of their consequences. It has very extensive-reaching consequences deep into the life of individuals and by increasing and interactive effects in the culture, study habits have been considered to be constituted of different kinds of study behaviour.

2. Review of Related Literature:

Cherian (1990) conducted a study relationship between punishments of pupils along their academic achievement. The chief objective was to find out the result of parental punishment on students' academic achievement.

Shahidhar, B. (1981) conducted a research study of the relationship between a Few School Variables and the Achievement of Scheduled tribes Students Studying in Secondary Schools of Karnataka. The objectives of the investigation were to study the nature of association that existed connecting organizational climate and the achievement of the Scheduled tribe's students and investigate the influence of teachers' approach towards the students.

Paswan and Kumar (2020) studied the academic achievement of scheduled caste secondary school students concerning the home environment in the Begusarai District of Bihar and concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection with permissiveness are correlated significantly with academic achievement but this association was negative. Higher dominance of these features by parents in a home environment is inferior to the academic achievement of students.

Jana and Jena (2020) found a relationship between study habits and academic achievement of scheduled tribe students at the secondary level in West Bengal with the result showing that there exists an extremely constructive relationship connecting study habits furthermore academic achievement.

Vineetha (2019) investigated on academic performance of Tribal students in Thrissur, Kerala. The researcher had adopted appropriate and purposive sampling system. Half of the respondents were having typical academic presentation along with it also explores that a attach for school social workers in school settings.

3. Statement of the Problem:

“A Study of Academic Achievement of Scheduled Tribe Secondary School Students in value to Study Habits in Bankura District of West Bengal.”

4. Objectives of the Study:

- To study the relationship between study habits and academic achievement of scheduled tribe secondary school students boys.
- To study the relationship between study habits and academic achievement of scheduled tribe secondary school students Girls. .
- To compare the significant difference in mean of study habits of scheduled tribe secondary school students of low and high academic achievement.
- To compare the significant difference in mean of study habits of scheduled tribe secondary school boys and girls.

5. Hypotheses of the Study:

- There is no significant relationship between study habits and academic achievement of scheduled tribe secondary school students Boys.
- There is no significant relationship between study habits and academic achievement of scheduled tribe secondary school students Girls.
- There is no significant difference mean of study habits of scheduled tribe secondary school students of low and high academic achievement.
- There is no significant difference in mean of study habits of scheduled tribe secondary school boys and girls.

6. Research Methodology:

- The current research study was conducted on a sample of 250 scheduled tribe students studying in secondary schools in Bankura District of West Bengal. A total of 30 secondary schools were selected randomly from the three blocks of every sub-division of Bankura District.
- All the obtainable scheduled tribe Secondary School students were taken into consideration. Both 150 boys and 100 girls were included in the sample. A random cluster sampling method was applied for the selection of the sample.
- The schools were selected randomly as well and all the scheduled tribe students present throughout the test administration were the component of the sample. Earlier than the collection of the data in each sample school, one day was spent in relationship establishment with the students followed by the collection of academic achievement as scores of VII, School examination.
- The objectives of the inventory were explained to the students. After the collection of each test, the answer sheets were scored with the help of the scoring key. The data so obtained was submitted for supplementary statistical analysis using diverse statistical methods like Mean, S.D., Coefficient of Correlation, and t-test.

7. Analyses and Interpretation:

After collecting data, the researcher analyzed the data as it was complicated to explain the raw data since raw data gathered on definite tests have no meaning relatively it is a heap of definite observation. Keeping in inspection the objectives of the study along with their subsequent hypotheses, the data was statistically processed using a suitable design along with the method. The data was analyzed with the help of Mean, S.D. Coefficient of Correlation and test to find out the implication of diversity among the means of different groups taken at a time and also to find a correlation between variables.

❖ **Data Analysis:-**

Table -1
Relationship between academic achievement and study habits of scheduled Tribe (N=250)

Variable	Coefficient of correlation	Level of significance
Study Habits	0.066	0.05

Interpretation:-

Table 1 reveals that the coefficient of correlation among academic achievement and study habits of scheduled tribe secondary school students is 0.066 which is a positive as well as not significant level at 0.05 level of significance. Consequently, it can be interpreted that there is no significant relationship between academic achievement and study habits of scheduled tribe secondary school students. It can be concluded that study habits are not one of the explanations that influence the academic achievement of scheduled tribe secondary school students.

Table -2
Relationship between academic achievement and study habits of scheduled Tribe School boys (N=150)

Variable	Coefficient of correlation	Level of significance
Study Habits	0.012	0.05

Interpretation:-

Table-2 discloses that the coefficient of correlation between study habits as well as academic achievement of scheduled tribe secondary school boys is 0.12 which is significant at 0.05 level of significance. So the null hypothesis is rejected. It can be interpret that academic achievement has dependence on study habits. So it can be concluded that study habits have significant affect on academic achievement of scheduled tribe boys.

Table -3
Relationship between academic achievement and study habits of scheduled Tribe school girls (N=100)

Variable	Coefficient of correlation	Level of significance
Study Habits	0.002	0.05

Interpretation:-

Table-3 reveals that the coefficient of correlation between study habits and academic achievement of scheduled tribe secondary school girls is 0.002 which is not a significant event at a 0.05 level of significance. So the null hypothesis is retained. Therefore it can be interpreted that academic achievement has no dependence on study habits. As a result, it can be concluded that study habits are not the only aspect that affects the academic achievement of scheduled tribe girls there are other factors like atmosphere, motivation along leadership that can result in high-quality academic achievement.

Table -4**Significance of difference in mean of study habits of scheduled tribe secondary school Students of low and high Academic Achievement**

Variables	Mean	S.D.	t-value	Level of significance
Study habits of low Achievers 126	123.69	11.61	1.05	0.05
Study habits of high Achievers 109	134.25	12.24		

Interpretation:-

Table-4 shows that the value is 1.05 which is not significant even at a 0.05 level of significance. So the null hypothesis, There is no significant difference in the mean of study habits of scheduled tribe secondary school students of low and high academic achievement is retained. This calculated difference is not valid although it may be appropriate to opportunity reason. Thus it can be interpreted that there is no significant difference in study habits of low and high academic achievement of scheduled tribe secondary school students.

Table -5**Significance of difference in mean of study habits of scheduled tribe boys and girls**

Variables	Mean	S.D.	t-value	Level of significance
Study habits of boys N=150	114.25	11.25	2.21	0.01
Study habits of girls N=100	121.98	14.36		

Interpretation:-

The table reveals that the t-value is 2.21, which is significant at 0.01 level of significance. Hence the null hypothesis is rejected. This difference is real not due to probability reasons. It can be concluded that the mean of girls is higher than the mean of boys. Further scheduled tribe girls have better study habits than scheduled tribe boys.

8. Conclusion:

After going through the interpretation and discussion, subsequent conclusions are drawn. These conclusions may be seen in accordance with sample and tools used by the investigator.

- No significant relationship is found between study habits along academic achievement of scheduled tribe secondary school students.
- It is concluded that study habits along with academic accomplishment of boys are not considerably related. It means interpreted that change in one variable affects the other variable significantly.
- There is no correlation between study habits and academic achievement of girls. Additional study habits do not play a significant responsibility in academic achievement.
- It is concluded that original stimulation dimension has positive achieve on academic achievement. Rest of dimensions like cognitive encouragement, taking, rejection, control and progressiveness are not related extensively with academic achievement. It can be interpreted that higher the creative stimulation, higher the academic achievement.
- It is concluded that there is no significant difference in the mean score of study habits of low and high academic achievements of students.

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