



STUDY HABIT AMONG SCHEDULED CASTE AND SCHEDULED TRIBE SCHOOL STUDENTS

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ABSTRACT

The present study was conducted with the aim to compare the effect of study habit between high and low achiever scheduled caste and scheduled tribe high school students of Ranchi. A total number of 400 students of class 10th studying in different Govt. and Christian Minority schools were included in the sample. Study habit Scale developed by Hassan (2003) was used to assess the effect of study habit. The mean difference (t-test) was computed to assess the level of significance. The result revealed that in the both groups (i.e. high achiever and low achiever) tribal students have better study habit than scheduled caste students.

KEYWORDS : Study Habit, Scheduled Caste Students, Scheduled Tribe Students.

INTRODUCTION

Study habits play a very important role in the life of students. Study habit can be defined as the sum total of all habits, determined purposes and enforced practices that the individual has in order to learn. It is necessary for the students to develop special study habits and skills. Success or failure of each student depends upon his own study habit. Study is an art and it requires practice. Some students study more but they fail to achieve more and some study less but they achieve more. Success of each student depends upon the ability of intelligence and effort of students. Regular study habits bring their own rewards in the sense of achievement of success. Good students are not born but are made by constant practice of good study habits. Development of good study habits in children depends upon the combined efforts of parents and teacher.

Now in current competitive time's parents have very high aspiration for their children. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general the education system itself. Many students are able to develop efficient study habits without receiving any formal training. The concept of study habit comprises the concept of study attitude, study method and study skill. Successful students adopt positive attitude towards study and do not waste time or energy. Study habits reveal students personality.

Study Habits of the children play very important role in reflecting of standards of education. Those students, who have good study habits are able to make effective study decisions, have the ability if differentiate the level of difficulty to learn and items, have high achievement motivation, socialized personality traits and problem solving appraisal. The key to better learning and better academic performance in schools are good teachers, good study environment, course of study, parents' cooperation, high quality books and the most important, the study habits. Good study habits will reduce the wastage of energy and time. Thus in order to improve academic performance of students, it seems essential to improve their study habits without which desired outcomes cannot be achieved.

Gilbert and Rollick (1996) found that good study habits are directly significant to enhance academic achievement of the students. Robinson (2000) and Chen (2001) found that bad study habits results in poor academic performance where as certain good study habits result in high academic performance. Mittal (2009) found that different students have different study habits, but the achievement of the students depends on their good study habits. Crow and Crow (1963) found academically poor achievers to have less effective study habits as compared to academically high achievers. Verma (1996) concluded that good study habits promote academic performance of the students.

Therefore it can be summed up that home environment including parental encouragement, involvement, parental interest, behavior, parental aspirations, parenting skills and parenting styles have

direct influence on the study habit of the students. The present research aimed to study the significance of study habit between high and low achiever scheduled caste and scheduled tribe school students.

OBJECTIVES

1. To study the significance of study habit between high achiever scheduled caste and scheduled tribe school students.
2. To study the significance of study habit between low achiever scheduled caste and scheduled tribe school students.

HYPOTHESES

1. There will be significant difference between high achiever scheduled caste and scheduled tribe school students on study habit.
2. There will be significant difference between low achiever scheduled caste and scheduled tribe school students on study habit.

SAMPLE

The sample for the proposed research was selected on the basis of stratified random technique. The total number of sample was consist of 200 scheduled caste and 200 scheduled tribe school students of Ranchi studying in class 10th of various Govt. and Christian Minority schools. The selection of the sample was made in two stages: In the first stage, the marks of the last two examination results were procured from the school record. The students secured 60% or above were selected as high achiever students and the students secured 45% or below were selected as low achiever students. In the second stage, the students were classified into 16 sample sub-groups (Table No.- 1).

Table No.- 1
Sample Design

	High Achievers				Low Achievers			
	Scheduled Caste		Scheduled Tribe		Scheduled Caste		Scheduled Tribe	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Christian Minority School	25	25	25	25	25	25	25	25
Government School	25	25	25	25	25	25	25	25

Total = 400

TOOLS

The following tools were applied in the present research for collection of data:

1. **Personal Data Questionnaire (PDQ):** Personal Data Questionnaire developed by the researcher includes name, age, class, gender, name of school, parent's name, parent's occupation, etc.
2. **Study Habit Test:** Hassan, S. (2003).

PLAN OF ANALYSES

Appropriate statistical measures have been used for analyzing the collected data, such as Mean, Standard Deviation, t-test, etc.

RESULTS AND CONCLUSIONS

Table No.-2 Comparison of Study Habit of High Achiever Scheduled Caste and Scheduled Tribe School Students

Caste	Mean	SD	t	p (level of significance)
Scheduled Caste	61.28	4.830	0.670	0.504(NS)
Scheduled Tribe	61.75	5.089		

NS – Not Significant

The table 2 revealed that the mean score of study habit of high achiever scheduled caste school students was 61.28 and high achiever scheduled tribe school students was 61.75. The calculated t-value was 0.670. It shows that the study habit of high achiever scheduled tribe school students was better than the scheduled caste school students and the difference between scheduled caste and scheduled tribe school students was statistically insignificant. So, the hypothesis is not acceptable.

Table No.- 3 Comparison of Study Habit of Low Achiever Scheduled Caste and Scheduled Tribe School Students

Caste	Mean	SD	T	p (level of significance)
Scheduled Caste	55.30	4.457	2.699	0.008* *
Scheduled Tribe	57.15	5.207		

* Significant at 0.01 level

The table 3 revealed that the mean score of study habit of low achiever scheduled caste school students was 55.30 and low achiever scheduled tribe school students was 57.15. It shows that the study habit of scheduled tribe school students was better than the scheduled caste school students and the study habit of low achiever scheduled caste and scheduled tribe school students was significantly differing at 0.01 level. So, the hypothesis is acceptable.

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