

## An Analysis of the Study Habits of XI Standard Science Group Students Studying in Private Aided and Eklavya Model Higher Secondary School (EMRS) in Kalrayan Hills, Villupurum District.



### Education

**KEYWORDS :** Malayali tribe, Educational development, Model schools, Private Aided and EMRS.

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### ABSTRACT

*The Malayali tribe is the largest tribe in Tamil Nadu, India. They lag behind other tribal populations of the state in educational development due to various reasons. However, efforts to cater their educational needs have been undertaken through the establishment of private aided schools and model schools in the region. The success of such educational endeavors partly depends upon the study habits of students who are the recipients of these educational initiatives. This study aims to highlight the level of study habit present among the higher secondary students studying in Private Aided and EMRS in Kalrayan Hills, Villupurum District and to bring out the differences if any in their overall study habits as well as in the areas of planning, reading and preparation.*

#### Introduction

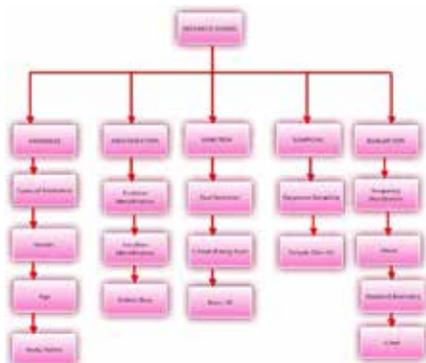
India has the largest concentration of tribal population in Asia and the second largest in the world. A majority of the tribal population of Tamil Nadu live in the hilly ranges viz., Eastern Ghats, Western Ghats and the discontinuous hill tracts adjoining the plains where the tribes are cultivators, agriculture laborers or are dependent on the forests for their livelihood. Extending educational facilities to these tribal communities who lag behind for reasons of accessibility, opportunity, motivation and awareness of various developmental programs intended for them is a major thrust area which requires our attention.

#### Objectives of the study

- To find out the level of the study habits of higher secondary school students in Kalrayan Hills, Villupurum District.
- To find out the study habits of higher secondary school science group students in terms of Types of School in Kalrayan Hills, Villupurum District

#### Hypotheses

- There is no significant difference between the study habits of Standard XI Science group students studying in Private Aided School and EMRS in Kalrayan Hills with regard to Planning.
- There is no significant difference between the study habits of Standard XI Science group students studying in Private Aided School and EMRS in Kalrayan Hills with regard to Reading.
- There is no significant difference between the study habits of Standard XI Science group students studying in Private Aided School and EMRS in Kalrayan Hills with regard to Preparation for the Examination.
- There is no significant difference between the overall study habits of Standard XI Science group students studying in Private Aided and EMRS in Kalrayan Hills, Villupurum District.



#### Tool

A five point rating scale which consists of 30 items to elicit information regarding their study habits including planning, reading and preparation for the exam was constructed. It was validated by subject experts. Student Profiling was done through collection of personal information like gender, type of institution, age, place of stay etc.

#### Sampling Procedure and Collection of the Data

Purposive sampling method is used for the study. In this method, a desired number (92) of sample units (46 Private-Aided and 46 EMRS of XI standard Science group) are selected deliberately so that only the important items representing the true characteristics of the population are included in the sample. By direct administration, data was collected by the investigator from students of the selected two schools.

#### Statistical Techniques Used

The Statistical techniques used for the analysis of data were mean, standard deviation and t-test.

#### Data Analysis

**Table 1: Frequency Distribution of respondents included in the sample based on the types of institution and Gender**

Gender	Private-Aided	EMRS	Percentage
Male	27	18	48.9
Female	19	28	51.1
Total	46	46	100

**Table 2: Frequency Distribution of respondents included in the sample based on the types of institution and Age**

School/Age	18Years	17Years	16Years	15Years
Private-.Aided	2	19	21	4
EMRS	2	6	29	9
Total	4	25	50	13

**Table 3: Factor-wise Mean, Standard Deviation and t-value (2-tailed significance) of respondents from XI Standard Science group in Kalrayan Hills, Villupurum District**

Factors	Sub-Factors	N	Mean	Standard Deviation	t-value (2-tailed sig.)	Significance at 0.05 level
Planning	Private-Aided	46	10.41	1.454	.074	NS
	EMRS	46	10.93	1.306		
Reading	Private-Aided	46	10.22	1.332	.000	S
	EMRS	46	11.30	1.263		

Preparing	Private-Aided	46	10.80	1.310	.035	S
	EMRS	46	11.37	1.218		
Overall	Private-Aided	46	31.22	3.333	.000	S
	EMRS	46	33.65	2.442		

**Findings**

From Table 1, it is clear that Malayali tribes give equal importance to educational opportunities of both male and female children. Moreover, it is observed that more number of female students is enrolled in the residential schools (EMRS) than their counterparts. It was found that there is no gender discrimination in educational opportunities.

All 92 respondents are studying in 11<sup>th</sup> standard science group at the various institutions. From table 2, it is clear that a majority of these respondents were in the appropriate age group of 16 – 17 years old (78%) and only a minority of them was outside of the appropriate age group.

From table 3, it can be seen that the calculated value of 2 tailed significance level for planning is 0. 073 which is greater than 0.05. Therefore, there is no significant difference between Private Aided School and EMRS with regard to Planning. Hence, the hypothesis is accepted.

From the table 3, it can be seen that the calculated value of 2 tailed significance level for Reading is 0.000 which is less than 0.05. Therefore there is significant difference between Private Aided School and EMRS with regard to Reading. Hence, the hypothesis is rejected.

From the table 3, it can be seen that the calculated value of 2 tailed significance level for preparation for the exam is 0.035 which is less than 0.05. Therefore, there is significant difference between Private Aided School and EMRS with regard to Preparation for the exam. Hence, the hypothesis is rejected.

From the table 3, it can be seen that the calculated value of 2 tailed significance level for overall study habit is 0.000 which is less than 0.05. Therefore, there is significant difference between Private Aided School and EMRS with regard to overall study habit. Hence, the hypothesis is rejected.

**Conclusion**

On the basis of the type of institution there is a significant difference in the study habit in categories of reading, preparing for examinations and overall study habit. Most of the respondents are first generation learners (i.e.) the first one in their families to go to school and to receive education. They are “special need children”. Illiterate parents fail to provide any educational, vocational or personal guidance to their children because there is no provision of appropriate educational environment at home. They do not have the facilities for better learning as their parents fail to realize the importance of education. Their home environment is both discouraging and non-facilitating. Therefore they need guidance in planning.

Better study habits help the students to face examinations boldly without fear. In the EMRS School, the admission is based on merit through entrance exam. Therefore, meritorious students with good study habits get the opportunity to study. There is a need to improve study habits of the respondents studying in private aided schools where the non-residents do not have any elders at home to guide or monitor them after school hours. Thus, the above analysis provides us with insights into the differences in study habits of students from Private Aided and Eklavya Model Higher Secondary Schools (EMRS) which can be used in improving the existing educational programs provided to the children of Kalrayan Hills and cultivating better study habits in them.

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