

# "A CORRELATION OF STUDY HABITS AND ATTITUDE TOWARDS STUDY WITH ACHIEVEMENT IN SCIENCE OF SCHEDULED CASTES STUDENTS OF RAJASTHAN "

DR. NAND KISHOR CHOUDHARY

Present age is an age of science, technology and information explosion. In the digital age, things and knowledge are changing rapidly. Now days there are various opportunities as well as challenges to students, teachers and parents also. In competitive time Parents have very high aspiration and set high goals to educate their children. To get high achievements in both academic and non academic fields, the hidden potentialities of students must be identified and developed. **According to Swami Vivekanand** "Education is the manifestation of human's behavior" **According to Prof. Drever** "Education is the process in which and by knowledge character and behavior of the young are shaped and moulded." According to **Dr.Radhakrishnan**. "Education, to be complete must be humane; it must include not only the intellect but also the refinement of the least and the discipline of the sprit ." Study habits and attitude towards study have long reaching effect on the academic achievement of student ,These help a student not only to achieve better but also to use his leisure fruitfully .To get high academic achievement good and healthy study habits and attitude towards study have to develop. In present time student himself, teacher and parents are facing low academic achievement although they are paying more attention.

**Need for the study-** Academic achievement has always been crucial area and main centre of educational research .Despite many statements about the aim of education, academic achievement is the one of the most important goals of education.The success or failure of student is measured in term of academic achievement. Academic achievement the amount of knowledge and other dominants attained and skills developed by the student indifferent

---

\* Principal Babe Ke College Education Daudhar, Moga, Punjab

---

subjects during study, which is assessed by educational institutions with help of various evaluation tools. Academic achievement is the wider concepts and outcome of those all efforts which made by students during their studies. It includes students study habits and attitude towards study. Study habits and attitude towards are those which have been used in study period. In this context all habits and attitude related feelings, tendencies, prejudice likes, dislikes towards confidence concentration examinations teachers homework and library use etc, include. It is observed and concluded many researchers that study habits and attitude towards study are closely related to each other. Education has a vital significant role in an individual's life. The End Product of the educational process has been a matter of great concern to the Various educationists since the times of Greek academics and Indian Gurukuls to present information and technical age. In the formal education there is promotion Mainly in school and at home, a student's Study habits and attitude towards study develop and then academic achievement got in the form of outcome. The index of a good Study habits and Attitude towards study and student in a particular in the class high academic achievement which he acquires during his various experiences in the class room, laboratories, library, playground and home.

### **OPERATIONAL DEFINITION OF KEY TERMS**

**Study Habits** - can be derived from the buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habit is sum total of all the habits determine purpose and enforced practice that individual uses in order to learn. Study habit includes, study styles, concentration, mental conflict, homework, examination and self confidence etc. **According to C.V .Good** "The basic features involved in the application of the mind to a problem or subject, the characteristic pattern which an individual follows in learning about things and people "According to goods dictionary " study habits is the pupil's or student's way of studying whether systematic or unsystematic ,efficient or inefficient"

**Attitude towards Study-** Attitude towards study is the mental of readiness, feeling, prejudice, fear and tendency related to study dimensions. It includes

attitudes of likes and dislikes of learners( Bem1970) **According to Allport** (1935) "An attitude is mental or neural state of readiness ,organized through experience ,exerting a directive or dynamic influence on the individual's responses to all objects and situations to which it is the related". According to (Eagly & Chaiken 1993) "Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor"

**Achievement in Science** -In Modern use Science ( from latin scientia ,Meaning Knowledge) is a systematic enterprise that builds and organizes knowledge in the form of testable explanation and predictions about the universe. Science refers to the body of reliable knowledge itself, of the type that can be logically and rationally explained. " more often refers to a way of pursuing knowledge, not only the knowledge itself. It is "often treated as synonymous with 'natural and physical science', and thus restricted to those branches of study that relate to the phenomena of the material universe and their laws, sometimes with implied exclusion of pure mathematics. This is now the dominant sense in ordinary use." **The Oxford English Dictionary** dates the origin of the word "**Scientist**" to 1834. This sometimes left the study of human thought and society in a linguistic limbo, which was resolved by classifying these areas of academic study as social science Similarly, several other major areas of disciplined study and knowledge exist today under the general rubric of "science", such as formal science and applied science. Achievement is synonym with accomplishment of proficiency as performance. Academic achievement of the students is the most cherished concern of parents and teachers. **According to crow and crow** " Academic Achievement means the extent to which a learner is profiting from institution in a given area of learning " **According to Wolman Dictionary of Behavioral Science (1973)** Academic achievement is the level of proficiency attained in the scholastic or academic work " According to Webster's opinion,"Academic achievement is the performance by a student in a course based on formal study in an institution of learning. Higher achievement in education facilitates better adjustment of students. **According to Merriam Webster's " collegiate Dictionary (2001)** Achievement is act of achieving a result gained by efforts

the quality and quantity of a student's work "

**Scheduled Castes** The scheduled castes, which group of historically disadvantaged people that are given express recognition in the constitution of India .During the period of British rule in the Indian sub-continent, they were known as the depressed. The scheduled castes make up around 15%and of the population of India .the proportion of scheduled castes in the country's population has steadily risen since independence in 1947.The constitution (Scheduled castes) order,1950 lists 1,108 castes across 25 states in its first schedule. After independence, the Constitutional Assembly continued the prevailing definition of scheduled Castes (article 341). The President of India and Governors of states responsibility to the compile a full listing of castes and tribes and also the power to edit it later as required. The actual complete listing of was made the order The Constitution (Scheduled Castes)

**Statement of the Problem** The present study entitled "**A Correlation of Study Habits and Attitude Towards Study With Achievement in Science of Male And Female Students of Scheduled Castes.**"

### **OBJECTIVES OF THE STUDY**

1. To study significant correlation between achievement in Science and Study Habits of Male Students of Scheduled Castes .
2. To Study significant correlation between achievement in Science and Attitude towards study of Male Students of Scheduled Castes .
3. To Study significant partial co-relation between achievement in Science and Attitude Towards Study s when study habits was partial out of Male Students of scheduled Castes.
4. To study significant partial co-relation between achievement in Science and attitude towards study when study habits was partial out of Male Students of Scheduled Castes .
5. To Study significant correlation between achievement in Science and study habits of Female students of Scheduled Castes .
- 6 To Study significant correlation between achievement in Science and Study Habits of Female students of Scheduled Castes .

7. To Study significant partial co-relation between achievement in Science and Study Habits of Female Students of Scheduled Castes when their Attitude Towards Study was partial out.
8. To study significant partial co-relation between achievement in Science and attitude towards study of Female Students of Scheduled Castes when their Study Habits was partial out.

### **HYPOTHESES OF THE STUDY**

1. There will be no significant correlation between achievement in Science and Study Habits of Male Students of Scheduled Castes .
2. There will be no significant correlation between achievement in Science and Attitude towards study of Male Students of Scheduled Castes .
3. There will be no significant partial co-relation between achievement in Science and Attitude Towards Study s when study habits was partial out of Male Students of scheduled Castes.
4. “There will be no significant partial co-relation between achievement in Science and attitude towards study when study habits was partial out of Male Students of Scheduled Castes .
5. There will be no significant correlation between achievement in Science and study habits of Female students of Scheduled Castes .
6. There will be no significant correlation between achievement in Science and Study Habits of Female students of Scheduled Castes .
7. There will be no significant partial co-relation between achievement in Science and Study Habits of Female Students of Scheduled Castes when their Attitude Towards Study was partial out.”
8. There will be no significant partial co-relation between achievement in Science and attitude towards study of Female Students of Scheduled Castes when their Study Habits was partial out.

**Design of the Study** Methodology is the essential in systematic research . Methodology is a science of orderliness. it is a technique adopted for an orderly arrangement of facts and principles. The successes of any study

depends largely on the suitability of method ,tools and techniques used for the data. Survey is a procedure in which data is systematically collected from a population through a test of questionnaire. Investigator selected survey method to collect the data.

**Population-** In this research the population consisted of all students studying in 11<sup>th</sup> class students in Kota Division includes six districts in Eastern Rajasthan.

**Sample** -The investigator used simple random sampling technique for selecting the sample consists of 127 student of 11<sup>th</sup> class from 18 senior secondary schools In Kota Division includes Six districts in Eastern Rajasthan.

**Tool Used**-In the present investigation ,in order to measure the study habits and attitude towards study among students of 11<sup>th</sup> class, the investigators used was the standardized test 'Test of study habits and Attitudes' prepared by Dr .C.P Mathur. This test includes 9 dimensions in 60 items which are related to study habits, mental conflict, concentration, home work self confidence, examination , attitudes towards teacher, school family and study. Validity of test is +0.63 and reliability +0.89 for academic achievement in science of students of 11<sup>th</sup> class their marks were collected of(10<sup>th</sup> class) from office record.

**Statistical Techniques** Correlation and partial correlation were calculated by product movement method of karl Pearson .

**Table -1**

**Value of co-relation between Achievement in Science and Study Habits of Male Students Scheduled Castes**

Variable	No of Candidates	Correlation Coefficient ( $r_{1,3}$ )	Level of Significance
Study Habits	77	0.4479**	0.01
Achievement in Science			

In the present study there were 77 Male Students of Schedule Castes (n=77) df was 75(n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.4479. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.4479 was greater than table value. Therefore co-relation was significant at 0.01 level So Hypothesis 1 "There will be no significant correlation between achievement in Science and study habits of male students of Scheduled Caste ." Stands rejected.

**Table-2**

**Value of co-relation between Achievement in Science and Attitude towards Study of Male Students of Scheduled Castes**

Variable	No of Candidates	Correlation Coefficient( $r_{2,3}$ )	Level of Significance
Attitude Towards Study	77	0.3213**	0.01
Achievement in Science			

In the present study there were 77 Male Students of Schedule Castes (n=77) df was 75 (n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.3213. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.3213 was greater than table value. Therefore co-relation was significant at 0.01 level So Hypothesis 2 "There will be no significant correlation between achievement in Science and Attitude Towards Study ." Stands rejected.

**Table-3**

**Value of co-relation between Achievement in Science and Study Habits of Male Students of Scheduled Castes**

Variable	No of Candidates	Correlation Coefficient ( $r_{13,2}$ )	Level of significance
Study Habits	77	0.4440**	0.01
Achievement in Science			

In the present study there were 77 Male Students of Schedule Castes (n=77) df

was 75(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.4440 when their attitude towards study was partial out. Calculated value 0.4440 was greater than table value which was 0.264 at 0.05 and 0.343 at 0.01. Therefore co-relation was significant at 0.01 level so Hypothesis 3 "There will be no significant partial co-relation between achievement in Science and study habits When their attitude towards study was partial out." was rejected.

**Table- 4**

**Value of co-relation between Achievement in Science and Attitude Towards Study of Male Students of Scheduled Castes**

Variable	No of Candidates	Correlation Coefficient ( $r_{23,1}$ )	Level of significance
Attitude Towards Study	77	0.0225	Not significant
Achievement in Science			

In the present study there were 77 Male Students of Schedule Castes (n=77) df was 75(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.0225. When the variable study habits was partial out. Calculated value 0.0225 was less than table value which was 0.264 at 0.05 and 0.343 at 0.01. Therefore co-relation was insignificant at 0.05 level so Hypothesis 4 "There will be no significant partial co-relation between achievement in Science and attitude towards study when their study habits were partial out of male Students of Scheduled Castes." was accepted.

**Table-5**

**Value of co-relation between Achievement in Science and Study Habits of Female Students Scheduled Castes**

Variable	No of Candidates	Correlation Coefficient ( $r_{13}$ )	Level of significance
Study Habits	50	0.1744	Not significant
Achievement in Science			

In the present study there were 50 Female Students of Schedule Castes (n=50) df was 48(n-2). Calculated value of co-efficient of co-relation between



achievement in science and study habits was 0.1744. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.1744 was less than table value. Therefore co-relation was insignificant at 0.05 level So Hypothesis 5 "There will be no significant correlation between achievement in Science and study Habits of Female Students of Scheduled Castes." Stands accepted.

**Table -6**

**Value of co-relation between Achievement in Science and Study Habits of Female Students Scheduled Castes.**

Variable	No of Candidates	Correlation Coefficient ( $r_{2,3}$ )	Level of significant
Attitude Towards Study	50	0.0897	Not Significant
Achievement in Science			

In the present study there were 50 Female Students Schedule Castes (n=50) df was 48(n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.0897. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.0897 was greater than table value. Therefore co-relation was insignificant at level 0.05 So Hypothesis 6 "There will be no significant correlation between achievement in Science and Attitude Towards study of female Students of Schedule Castes." Stands rejected.

**Table - 7**

**Value of Partial co-relation between Achievement in Science and Study Habits of Female Students of Scheduled Castes when their Attitude towards Study was partial out.**

Variable	No of Candidates	Correlation Coefficient ( $r_{13,2}$ )	Level of Significance
Study Habits	50	0.1612	Not significant
Achievement in Science			

In the present study there were 50 Scheduled Castes Female Students (n=50) df was 48(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and Study Habits was 0.1612. When the

variable Attitude Towards Study was partial out. Calculated value 0.1612 was less than table value which was 0.264 at 0.05 and 0.343 at 0.01. Therefore Partial co-relation was insignificant at 0.05 level so Hypothesis 7 “There will be no significant partial co-relation between achievement in Science and Study Habits when their Attitude Towards Study was partial out of female Students of Scheduled Castes .” was accepted.

**Table -8**

**Value of Partial co-relation between Achievement in Science and Attitude Towards Study of Male Students of Scheduled Castes when their Study Habits were partial out.**

Variable	No of Candidates	Correlation Coefficient ( $r_{23.1}$ )	Level of significant
Attitude Towards Study	50	0.01731	Not significant
Achievement in Science			

In the present study there were 50 Female students of Schedule Castes (n=48) df was 50(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.01731. When the Variable study habits were partial out. Calculated value 0.01731 was less than table value which was 0.264 at 0.05 and 0.343 at 0.01. Therefore co-relation was insignificant at 0.05 level so Hypothesis 8 “There will be no significant partial co-relation between achievement in Science and Attitude towards Study when their Study habits were partial out .” was accepted.

## REFERENCES

- Agrawal; Rashmi and Amita. Televiewing Pattern of Adolescents and its impacts on their study Habits. Indian Educational Review. Vol 36(2): 48-61. Quoted from Indian Educational Abstract, January 2002; Vol .2 : 49-50.
- Garrett H E. Statistics in Psychology and Education. Bombay : Vokils Feffer and Simons Ltd. Haguebuilding; 1981.

Hill Grant M and Cleven B. A Comparison of students choice of 9<sup>th</sup> Grade Physical Education Activities by Ethnicity. The High School journal project. Muse Publication. December 2005; 89 (2).

Kaul L. Methodology of Education Research. 2<sup>nd</sup> ed. New Delhi: Vikash Publishing House; 1948.

Kithri C R. Research Methodology : Methods and Techniques. 2<sup>nd</sup> ed. New Delhi : new age international (p) limited; 2005.

Sharma R N. Advanced Educational psychology. New Delhi : Surjeet Publication;1992.

Singh R. Learning Style of high school students as related to some learner's Characteristics (Ph.D.Thesis). Quoted from Indian Educational abstracts. Kumaun University. January 2002: 2(1):56-57.

Sinha N. A social and Psychological study of academically Talented and Average students (Ph.D. Thesis). University of Allahabad. Quoted from forth survey of Educational Research. 1948-92.

Uma S. Strengths and Weaknesses of a School. Edutracks. December 2003; 3 (4):36-40.

Verma B P and Tiku Ashu. Learning styles of High School students effect of Socio-Economic status and General Intelligence. Indian Educational Review. 1950; 25(1) : 31-34.

Verma S. Women Learning style in relation to certain Demographic Factors and Academic Achievement. Psychi- Lingua. January 2002; 32(1) : 27-34.

Namdeo N P. Home and School environment and study habits .Quote from Ph.D. Thesis on Education. R.S.U. Raipur; 1993.

Whiteny J. Seek balance connect with others and reach all students High school Students Describe a Moral Imperative for Teachers. The High School Journal. December 2005; 89(2).

Dey Nirdhar. Study Habits. New Delhi : The APH Publishing House; New Delhi. 2012.