



A Study of the Relationship between Study Habit and Achievement in Language of Secondary School pupils of Kerala

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Abstract

Language connects human society through a system of communication that consists of sounds, grammar and words. Language learning is more important than just conveying one's thoughts and emotions. It is imperative part of human civilization. As it help us to preserve our culture and allows us to explore ways of life other than our own. Language affects all aspects of our life across all stages. As a tool of communication language helps us to express ourselves effectively within a group.

Keywords

Study Habit, Secondary School Pupils

Introduction

To live in a society and to maintain a culture, communication is necessary. For a man to function as an effective member of the society, he has to make use of the language used by the rest of the members of that society. Man has thus to acquire the skill making effective use of language. It is a major medium for the transmission of thought. Language is one of the many forms of many human communication.

In an increasingly complex and inter connected world, the need of communication through all means has attained permanent importance. It is basically a matter of talking and listening, a form of behaviour of action such as speaking, and reaction such as understanding. It is a distinctive exclusive and universal mark of the human species.

According to Dean, "language in the broad sense is usually defined as a set of symbols used in more or less uniform ways by a number of pupils who are thus able to communicate with each other. Bennette defined language as the 'most distinctive' of human abilities. It is difficult to disentangle the components because they spill over into human personality itself". Lack of language puts back the individual as well as the nation to primitive stage.

According to Sapir, “Language is purely human and non- instinctive method of communicating ideas emotions and desires by means of a system of voluntarily produced symbols.”

Language is an art, not science. Happiness is the main aim of art. It is naturally the medium of conversation. It plays an important role in developing the ideas of individuals. Man being a social creature, language plays a very important and crucial role in his social life. According to Billows (1961) "Understanding and speaking of language are to a large extent matters of knowledge. The only way to form habit is through practice. Fundamentally the problem of language learning is the problem of the formation of good habits in the fourfold skill of language-Listening, speaking, reading and writing. Ability to appreciate literary forms of language is another skill to be achieved through the formal learning of a language. A language is a habit to be developed, a skill to be practiced.

Man is superior to other animals because of his language behaviour. Every living being, has a particular system of communication like sound, gestures etc. But Barker (1964) says, “It is language more obviously than anything else that distinguishes men from the rest of the animal world”.

The role of language in human life has been aptly described by Watter Pretty (1968) as follows. “Language is the tool perhaps man's most basic tool. It is impossible to imagine life without language, a life without conversation. Writing books mass communication medias and though based upon language developed concepts”.

An important drawback of our present educational system is that it operates at the lowest level of efficiency. It is characterised by low performance, wastage and stagnation all of which can be attributed to so many variables. These are innumerable causes of low achievement and under achievement in our classrooms. The family climate, study habit etc. are related to the achievement of students. And these factors have a significant role in the educational performance of students.

Objectives

To find out whether there is any significant relationship exists between study habit and achievement in languages using the product-moment co-efficient of correlation for the total sample and the relevant subsamples.

Hypothesis

Study habit of a student will correlate significantly with achievement in languages.

Procedure and Findings

The normative survey method adopted for the collection of data. A sample of 405 students of IX standards from Kollam and Thiruvananthapuram Districts were selected for the study using stratified sampling technique. The data collected from the students were analysed using appropriate statistical techniques and interpreted.

The variable 'Study Habit' was measured by using Study Habit Rating Scale developed by Abraham (1970). This scale consists of 20 items related based upon judgement by teachers and educational experts. Only positive statements are included in this scale. Response to the scale was to be made on a five points scale. The five points are 'Always', 'often', 'Sometimes', 'Rarely', and 'Never'. The 'Always' response gets a score of 4 'often' a score of 3 'sometimes' a score of 2. 'Rarely' a score of 1 and 'Never' receives a score of 0. The sum of the scores for all the items for an individual will represent of score for 'study habit'. Two illustrative items are given below:

- (i) Do you have a time-table to study at home?
- (ii) Do you get your doubts cleared by teachers?

Breakup of the final sample

Sex		Locale		Institutional type	
Boys	Girls	Urban	Rural	Govt.	Private
206	199	217	188	195	210
Total = 405		Total = 405		Total = 405	

Analysis of data means studying the tabulated material in order to determine the inherent facts for meaning. It involves breaking down of existing complex factors in to simpler parts and putting the parts together in new arrangements for the purpose of interpretations. Interpretation is the critical examination of the result of one's analysis in the light of all the limitation of data gathering. To find out the degree of relationship between study habit and achievement in language using the product moment coefficient of correlation for the total sample and the relevant sub sample of the study.

The present study was calculated using Pearson's product moment correlation coefficient with the help of the formula where N is the sample size and X and Y are the two variable to be correlated.

$$r = \frac{N\sum XY - \sum X \cdot \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Correlation table showing the relationship between study habit and achievement in language

Variable correlated	Whole	Boys	Girls	Urban	Rural	Govt.	Private
Study habit and achievement in language	0.16**	0.21**	0.21**	0.34	0.38**	0.16**	0.18**

*denotes significant at 0.05 level

** denotes significant at 0.01 level.

Variable correlated	Limits at 0.01 Confidence Interval													
	Whole		Boys		Girls		Urban		Rural		Govt.		Private	
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Study habit	0.0350	0.2849	0.0381	0.3818	0.0351	0.3848	- 0.1544	0.1944	0.1735	0.5409	- 0.0204	0.3404	0.0596	0.3003

Correlation Between Study Habit and Achievement in Language

The Correlation coefficient obtained in whole sample is 0.16. It is significance at 0.01 level. The 0.01 confidence interval is from 0.0350 and 0.2849. The coefficient of correlation of boys is 0.21. It is significant at 0.01 level (greater than the value set for significance at 0.01 level, viz. 0.1797). The 0.01 confidence interval in from 0.3817 and 0.3818. The coefficient of correlation of girls is 0.21. It is significant at 0.01 level (greater than the value set for significance at 0.01 level viz., 0.1828). The 0.01 confidence interval is from 0.0351 and 0.3848. The coefficient of correlation obtained in urban subjects is 0.02. It is not significant 0.01 confidence interval is from -0.1544 and 0.1944. The coefficient of correlation obtained in rural subjects is 0.34. It is significant at 0.01 level, (greater than the value set for 0.01 level, viz., 0.1881) The 0.01 confidence interval is from 0.1735 and 0.5064. The coefficient of correlation obtained in Government school students is 0.16. It is significant at 0.05 level. (greater than the value set for 0.05 level, viz., 0.1407.) The 0.01 confidence interval is from -0.0204 and 0.3404, The 0.05 confidence interval is from 0.0228 and 0.2971. For Private School Students the coefficient of correlation obtained is 0.18. It is significant at 0.01 level (greater than the value set for 0.01 level viz., 0.1780). The 0.01 level confidence interval is from 0.0596 and 0.3003.

There is considerable relationship between study habit and Achievement in Language For all samples except for the Urban and government school students, the correlation

coefficient obtained are significant at 0.01 level. All the obtained correlation coefficients are positive showing that any increase in study habit will be attended by a corresponding increase in achievement. The 0.01 confidence intervals shows the probable range of the corresponding population values all these shows that study habit has a determining influence an achievement in Language.

The study provides sufficient evidence to decide the validity of the hypothesis set for it. An attempt has been made to examine the validity of the various hypothesis. Hypothesis is partially substantiated since all the coefficient correlation were not significant.

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