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## **ACADEMIC ACHIEVEMENTS OF TRIBAL STUDENTS IN RELATION TO THEIR STUDY HABITS AT THE SECONDARY LEVEL OF EDUCATION**

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### **Abstract**

*In the present research, the researchers proposed to examine and explore the relationship of study habits on academic achievement of secondary school level students among Scheduled Tribe. The researcher used descriptive survey research method for the present study and selected 400 Scheduled Tribe (ST) Secondary School students as a sample from tribal dominated districts of Jharkhand. Study habits inventory (SHI) Study habits scale developed and standardized by Dimple Rani & Dr. M. L. Jaidka (2008) is used to identify the nature of study habits and previous annual marks of the students considered as Academic Achievement of the students were collected from schools' office proof book by the help of class teacher. The researcher analysed the data by applying Pearson's Correlation Coefficient and t-test as the comprehensive statistical techniques with the help of Origin 8.0 Statistical software. The result of the study showed that there is highly positive correlation exists between study habits and academic achievement and girls were in better than boys academic achievement among Secondary School level scheduled tribe students.*

**Key Words:** *Study Habits, Secondary Schools Scheduled tribe students, Academic Achievement.*

### **Introduction**

Academic achievement is the ability to learn and incorporate in behavior at respective levels of the standard. It also denotes the knowledge attained and skill developed in the school curriculum. A reliable indicator of achievement and learning outcomes is a child is learning effectively, acquiring knowledge and skills, and growing socially and morally (Aggarwal,2000; Govinda, 2002). Among various empirical studies conducted regarding academic achievement of tribal, research by Sujatha (1987) and Govinda (2002) suggests that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. In a study conducted by Jabbi and Rajalakshmi (2001), it was found that most of the tribal children have cognitive abilities desirable for educational development irrespective of age and sex. In spite of this, studies on learning achievements of tribal children, both girls and boys at primary classes have shown lower levels of achievements as compared to non-tribal students (Singh 1996).

Similarly ,an individual develops a habit when it becomes part of their routine and no longer seems like an afterthought. To study is to invest in one's own personal development by devoting one's time, energy, and focus to the pursuit of knowledge and growth. As a result, good study habits may be gleaned from the aforementioned by establishing regular, uninterrupted study time. Your lifelong study habits will determine your academic fate. Students from indigenous communities must develop unique study habits. So, the study takes into account the influence of Study Habits. Effective study habits may be developed by many students without any specialized instruction; nevertheless, it sometimes takes experimenting with many approaches to learning before one stick. Some students are unable to develop efficient and effective study habits without instruction in the form of a set of principles they may apply to their academic work.



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For this to be possible, people need to accept the idea that education is a powerful tool for improving people's economic and social status (Verma, 1990) and work toward that end. The global economy is growing more cutthroat. The quality of one's work has replaced all other considerations in terms of career advancement. Parents want their children to achieve the highest potential levels of success. This expectation of excellence places heavy demands on today's educators, classrooms, and educational institutions. Several results are anticipated from the educational system, although the primary focus seems to be on pupils' academic performance. This means that schools devote a lot of resources to ensuring that pupils succeed academically. Research into the field of education has been prompted by the significance of academic accomplishment.

Students' study habits are crucial to their academic success. The word "study habit" refers to an individual's ingrained routines, goals, and procedures for acquiring knowledge. Students must acquire specialized study habits and methods. Each student's academic performance is a direct result of his or her own study habits. Practice is the key to mastering the skill of study. While some students benefit from putting in more time in the library, others do better with less. Each student's academic accomplishments are directly proportional to his or her level of intellect and level of effort. Consistent study has its own reward: the satisfaction that comes from knowing you've done your best. Students may improve their academic performance by developing and maintaining healthy study routines.

The goal of education is to help students acquire the knowledge, abilities, and character traits that will enable them to contribute positively to society. The goals of secondary education are to instill a sense of pride in one's country and to foster the growth of both the individual and the collective. Traditional tribal schooling is highly structured. It helps kids become better adults. For scheduled tribes to advance economically and socially, literacy is crucial as an indication of socioeconomic position. Education and educational institutions are particularly effective in instilling values in young children. 'Value focused education' refers to any kind of schooling that emphasizes the importance of instilling important moral, ethical, and social values in its students. The goal of a value-based education is to help students develop strong moral convictions and virtuous personalities.

### **SIGNIFICANCE OF THE STUDY**

There is widespread agreement that the field of Tribal Studies has made significant contributions to the advancement of our understanding of social and cultural anthropology. Tribal research was crucial in the development of anthropology as a field. Individuals should flourish in ways that are natural to them, and others should not try to impose their ideas on them. We ought to do all we can to support the preservation of their native arts and customs. We should make an effort to educate and assemble a group of locals to handle administrative and development tasks. Some of the elements that exacerbated the difficulties experienced by aboriginal students were inadequate physical facilities, high tuition costs, a shortage of qualified teachers, and punishing procedures.

The term "study" may be used to any effort put out with the specific goal of acquiring new information or skills. Because it takes motivation to learn. Students often find it unpleasant. Many students require on-going coaching, while others may establish effective study habits that will serve them well throughout their academic careers. It is the teacher's job to provide an environment in which learning is both enjoyable and productive. Each student must create their own unique set of study habits in order to grasp the subject's core concepts. The modern student's study habits are erratic and disorganized; he chooses the path of least resistance and

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relies on low-quality market notes to pass exams, while ignoring more effective and efficient learning strategies. Students also need to develop good study habits in order to master the subject/content structure. The results of examinations administered by the board of education do not reflect students' true potential since they do not encourage pupils to develop good study habits.

### **STATEMENT OF THE PROBLEM**

“ACADEMIC ACHIEVEMENTS OF TRIBAL STUDENTS IN RELATION TO THEIR STUDY HABITS AT THE SECONDARY LEVEL OF EDUCATION.”

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

#### **Academic achievement**

Academic achievement refers to a student's performance in the previous class as well as their academic performance on the most recent annual exam. In the present study researcher have used the previous class achievement score of tribal secondary school 10<sup>th</sup> grade students.

#### **Study Habit**

A teacher-in-training's study habit is the routine activities they regularly engage in that facilitate their academic progress. It is a plan of students private readings after classroom learning. Concentration, comprehension, planning, use of e-resources, interaction, study sets and drilling are only few of the features that make up this category.

#### **Secondary Education-**

The Secondary Education is comprised of four years. The age between 14 to 18 years meant for secondary education, which includes classes from 9<sup>th</sup> to 12<sup>th</sup>, i.e. classes from 9<sup>th</sup> to 10<sup>th</sup> is considered as lower secondary education and classes from 11<sup>th</sup> to 12<sup>th</sup> is regarded as higher secondary education.

### **1.13 OBJECTIVES OF THE STUDY**

1. To study the relationship between Academic Achievements and study habits of secondary Tribal school students in general and dimension wise.
4. To study the difference between high and low Academic Achievements of Tribal secondary school students.
5. To study the difference between high and low study habit of tribal secondary school students.

### **1.14 HYPOTHESIS OF THE STUDY**

1. There exists a significant positive relationship between students' Academic Achievements and study habits of Tribal secondary school students in general and dimension wise.
4. There exists significant difference between high and low Academic Achievements of Tribal secondary school students.
4. There exists significant difference between high and low study habit of tribal Secondary school students

### **1.15 DELIMITATIONS OF THE STUDY**

1. This study is delimited to Jharkhand secondary school student only. (11 th student only)
  2. This research is only restricted to these four psychological variables Academic Achievement, study habits
  3. Study is delimited to only tribal secondary school student.
  4. Researcher has analyzed the results with considering the result with considering the demographic variable an associated with this research problem
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## **REVIEW OF RELATED LITERATURE**

Andrabi (2014) This paper explored the academic achievement of tribal and non-tribal adolescent students' in secondary schools of Kashmir division. Sample was comprised of 564 students randomly selected from three secondary schools. Academic achievement was obtained from the school records of the sample students. Gender wise and category wise comparisons were done using mean, S.D. And independent samples t-test. Results showed that tribal and non-tribal adolescents differ significantly on the measure of academic achievement at 0.001 levels. Non-tribal adolescents were found to have a higher level of academic achievement than tribal students. The study also revealed that there is no significant difference between male and female adolescents on the measure of academic achievement.

**Thakkar (2003)** studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students; there was significant difference between rural and urban students in adjustment areas of home, family, emotional and total, but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and .total adjustment; in social adjustment there was no significant difference between low and high achieving groups. There was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health adjustment.

**Bandhana and Sharma (2012)**“Study Habits and Academic Achievement among the Students belonging to TRIBAL and Non-Scheduled Tribe Group” studied the correlation between pupils' home lives, mental health, and performance in school. A total of 300 teenagers (150 female and 150 male) in their last year of high school participated in an examination of how family life and academic success influence mental health. Mean, standard deviation, and Three-Way ANOVA (2x2x2 Factorial Experiment) were used to analyze the data collected from the Home Environment Inventory and the Mental Health Battery, both of which were created and validated by Dr. Karuna Shankar Misra, professor and head of the department of education at Allahabad University. The results showed that the average score for females' mental health was 74.76, whereas the average score for boys was 70.76. After doing these statistical studies, it became clear that females had better mental health on average than boys.

**Raisingh and Swain (2010)** “Achievement of Tribal and Non-tribal Children in English at Secondary Level: Effects of Study Habits and Institutional Climate”results of a research entitled "Achievement of Tribal and Non-Tribal Children in English at Secondary Level; Effects of Study Habits and Institutional Climate" The research used the academic performance of all 360 pupils in class x. Differences in academic performance between Native American and non-Native American pupils in secondary schools were identified, as was the impact of students' study habits and the school's environment.

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## METHODOLOGY

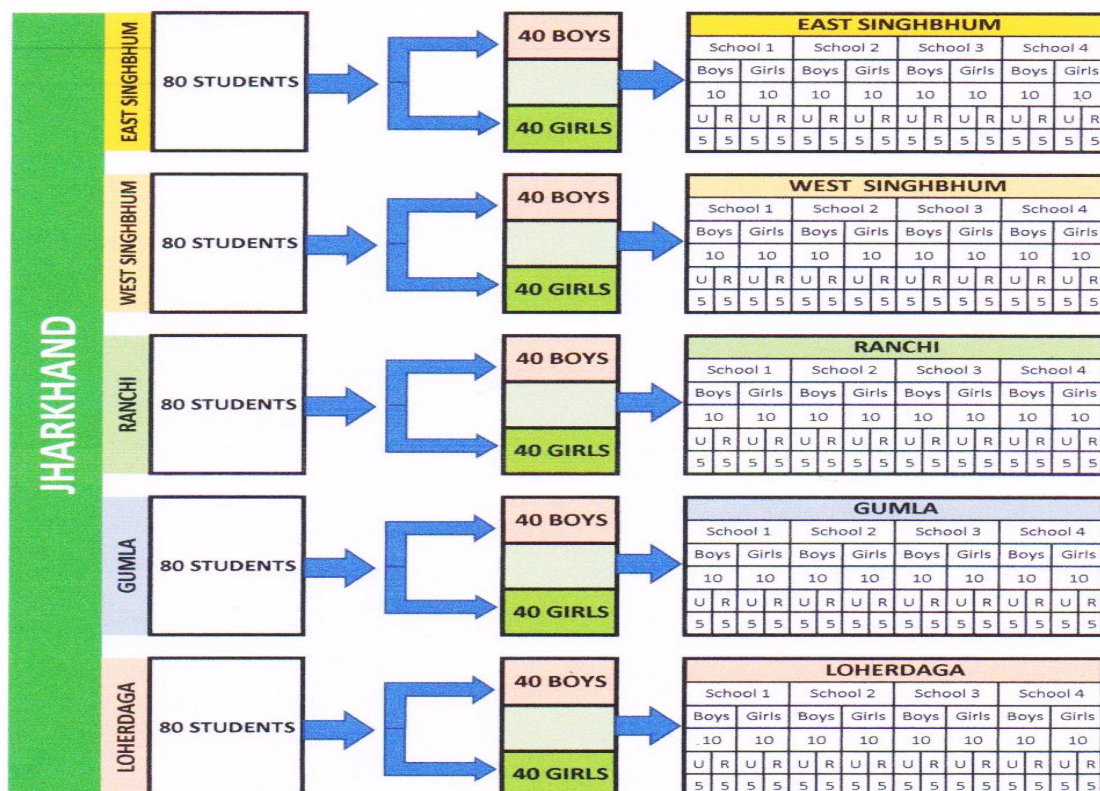
The current research aims to examine the relationship between study habits and the academic achievement of Tribal students in secondary school. In this study, researchers use a descriptive survey approach. It gives an account of where the investigation is at the moment. The process requires one to understand, compare, measure, classify, evaluate, and generalize. All of these things go in the direction of a thorough understanding and the solution to a major educational challenge.

### Population

A research population is a big group of people or things that serves as the primary focus of an investigation. All the secondary school tribal students of Jharkhand are regarded as the population of the present study.

### Sample:

There is no correct or universally recognized method for calculating a sample size for purposeful sampling. There is no mathematical formula to justify it. A research sample is a subset of a larger population used for statistical analysis. In the current study researcher taken 5 tribal districts purposively (as per larger tribal population) out of 24 district of Jharkhand. They are East Singhbhum, west Singhbhum, Ranchi, Gumla, and LoherDaga. From each district 4 secondary school were taken purposively in which 2 schools from urban area and 2 schools from rural area. And then from each school 20 secondary class students were chosen purposively where 10 were boys and 10 were girls' students. In this way researcher taken 20 tribal students from each school and from 4 school 80 students were taken as sample. Finally, researcher has taken 400 samples in total from five district of Jharkhand.





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For collection of data researcher arranged standardized psychological tools. In this study, following tools were used by the Researcher for collecting data from the population.

1)Academic Achievement:

Academic achievement refers to a student's performance in the previous class as well as their academic performance on the most recent annual exam. In the present study researcher have used the previous class achievement score of tribal secondary school of 10th grade students.

2) **Study habits scale developed and standardized by Dimple Rani & Dr. M. L. Jaidka (2008) .**

#### **Reliability**

The split half method was used to test the reliability of the scale. The test was divided into two parts i.e. of odd items and even items. The coefficient of correlation between odd items and even items was found to be 0.872. Which is significant at.01 level of significance.

#### **Validity**

The major types of validity are content validity and construct validity. Content validity is based on a careful comparison of the item to the definition of the domain being measured (Allen & Yen 1979). Content validity of the item was ensured through rational logical analysis of the experts and teachers at the stage of construction and Tryout of the scale and as such has content validity

#### **PLANS FOR DATA COLLECTION**

The plan includes where to collect data, how to collect it, when to collect it and who will do the collecting. In the first stage, researcher has to take permission from the Heads and Principal required for this data collection. In the first phase researcher has given all questionnaire to the respondent with complete instruction as per direction of the manual of the psychological tools. Proper rapport has developed with students. They were assured in confidence that the outcomes of these test would not have any bearing on their academic grade points, and that their responses would be kept in top secret. In the second phase, researcher collected all answered questionnaire from the tribal school students. In the beginning study habits inventory was given with clear instruction. All respondents were made to feel comfortable before the exam was given. They were acknowledged for their time and effort once each test was finished. For obtaining academic achievement score researcher has taken the total academic score of previous class(10th) of concerned students by the help of their class teacher.

**Statistical techniques used:** Two main statistical methods are used in data analysis: descriptive statistics, which summarizes data using indexes such as mean and median and another is inferential statistics, which draw conclusions from data using statistical tests such as student's t-test. Coefficient of correlation statistical techniques is used in order to know the correlation between variables.

#### **CORRELATIONAL ANALYSIS**

Coefficients of correlation are to be obtained between the scores on Academic Achievement and Study habit overall and its dimensions, to find out their relationship in the sample as a whole (N=400). It is expected to provide the general trend of relationships.

#### **ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABIT OF TRIBAL STUDENTS AT SECONDARY LEVEL OF EDUCATION IN GENERAL**

In this section, the analysis and interpretation has been done to fulfil the objectives No-1 of the present study i.e. to study the relationship between Academic Achievement and study habit of tribal secondary school students. The analysis has been done in to two phases

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i.e. (1) Academic Achievement in relation to overall study habit and (2) Academic Achievement in relation to different dimensions of study habit of tribal secondary school students.

**Table-1 COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND STUDY HABIT OF TRIBAL STUDENTS AT SECONDARY LEVEL OF EDUCATION IN GENERAL**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students.	400	0.4488	.001
Study habit of tribal secondary school students.			

Results of the Pearson correlation indicated that there is a significant medium positive relationship between X and Y, ( $r(398) = .449, p < .001$ ).

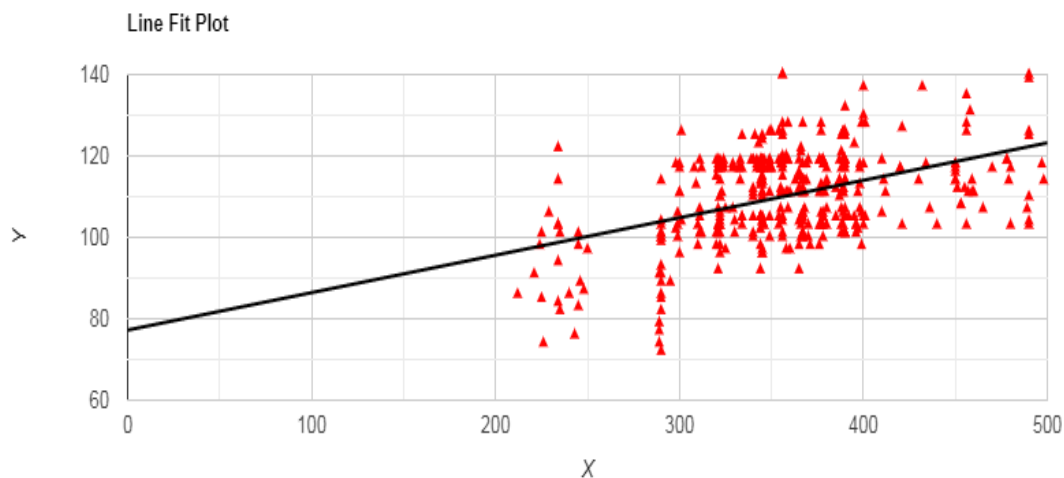


Table -1 indicates that the coefficient of correlation between academic achievement and Study habit of tribal secondary school students is found to be **0.4488**. It is significant at **.001** level of significance. It indicates that, Academic Achievement is positively related with Study habit of tribal secondary school students. It can be interpreted to mean that good study habit greater the Academic achievement and less good study habit lower will be the Academic achievement of tribal secondary school students. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between academic achievement and study habit of tribal secondary school students is retained. Pearson correlation coefficient was used to evaluate academic achievement in terms of quantitative variables. In this study, the status of study habits of most students was at moderate level and only one tenth of the students were at the desirable level. Mendezabal (2013), in a study that investigated the study habits of tribal student of Jharkhand, reported their study habits to be at moderate level,



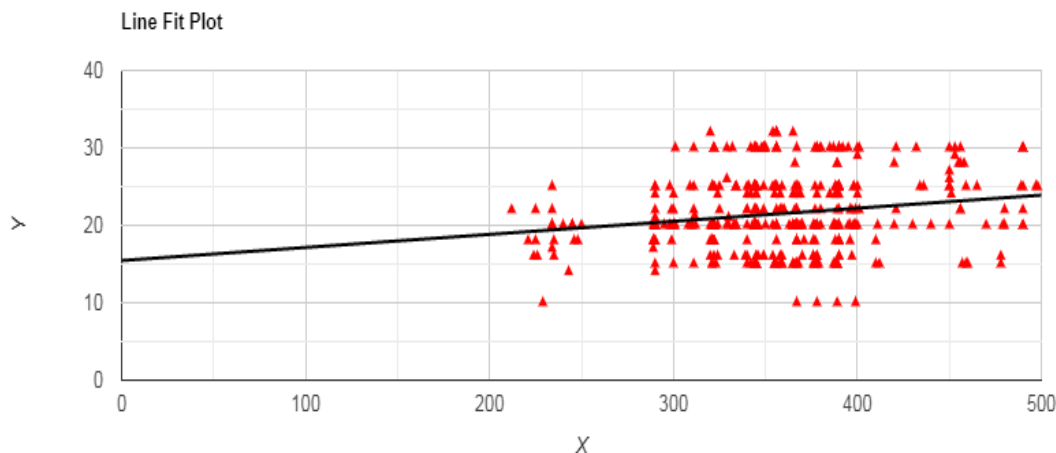
which indicated insufficient and ineffective study skills. Researcher found a positive and significant correlation between academic performance and study habits, which is consistent with the results of studies by Fereydoonimoghadam and Cheraghian (2009), Alimohamadi (2018), and Rabia (2017). However, Lawrence (2014) and Torabi (2014) did not find any significant statistical relationship between study habits and academic performance.

TABLE-2

**COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND ‘CONCENTRATIONS’ DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.1909	.01
‘concentrations’ dimensions of study habit of tribal secondary school students			

Results of the Pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .191, p < .001$ ).



It is examined from the Table 2 that the coefficient of correlation between academic achievement and ‘concentrations’ dimensions of study habit of tribal secondary school students is found to be **0.1909**. It is significant at .01 level of significance. It showed that, academic achievement is positively related to ‘concentrations’ dimensions of study habit of tribal secondary school students. Such as the act or process of concentrating, direction of attention to a single object, an academic major or area of focus within a major . It can be interpreted to mean that higher concentration greater will be the academic achievement of tribal secondary school students and lesser the concentration lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-2) of the present study that there exists a significant positive relationship between Academic achievement and ‘concentrations’ dimensions of study habit of tribal secondary school students is retained. The students who had high and medium levels of concentration showed better achievement than those with low concentration. This finding confirmed the proposition



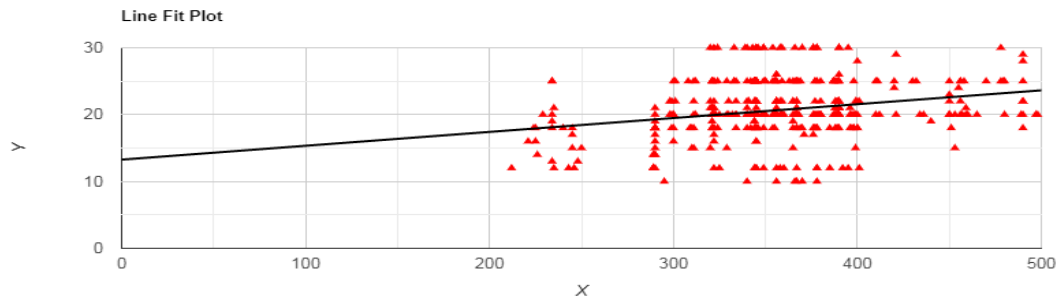


that if students concentrate on their learning, their academic achievement will be higher than those with poor attention while studying (Pimta et al., 2009)

**Table-3 -COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND ‘COMPREHENSION’ DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.2525	P-value
“comprehension’ dimensions of study habit of tribal secondary school students			3.111e-7

Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .252, p < .001$ ).



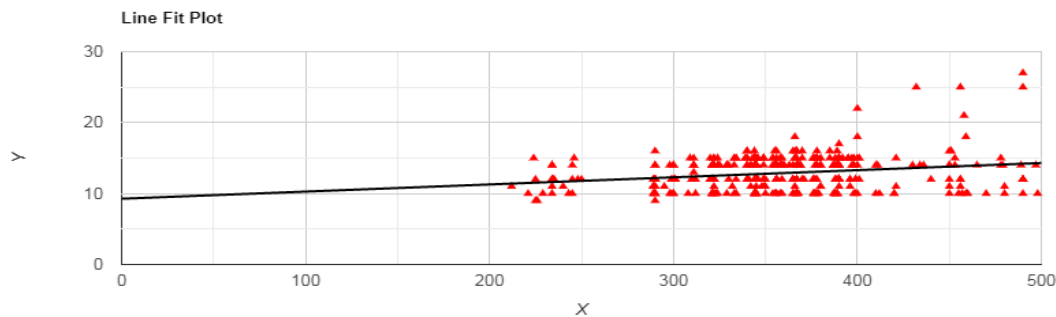
It is depicted from the Table 3 that the coefficient of correlation between academic achievement and comprehension dimensions of study habit of tribal secondary school students is found to be **0.2525**. It is significant at P-value 3.111e-7 of significance. It showed that, academic achievement is positively related to ‘comprehension’ dimensions of study habit of tribal secondary school students. Such as the act or process of concentrating, direction of attention to a single object, an academic major or area of focus within a major. It can be interpreted to mean that higher comprehension greater will be the academic achievement of tribal secondary school students and lesser the comprehension lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-3) of the present study that there exists a significant positive relationship between Academic achievement and comprehension dimensions of study habit of tribal secondary school students is retained. The students who had high and medium levels of comprehension showed better achievement than those with low comprehension. As per this study tribal students are to be able to accurately understand written material, children need to be able to decode what they read; make connections between what they read and what they already know; and think deeply about what they have read.



**Table-4-COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND ‘PLANNING’ DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.2252	P-value
“planning ’ dimensions of study habit of tribal secondary school students			0.000005408

Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .225, p < .001$ ).



It is revealed from the Table 4 that the coefficient of correlation between academic achievement and planning dimensions of study habit of tribal secondary school students is found to be 0.2252. It is significant at P-value 0.000005408of significance. It showed that, academic achievement is positively related to planning dimensions of study habit of tribal secondary school students. It can be interpreted to mean that higher planning greater will be the academic achievement of tribal secondary school students and lesser the planning lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-4) of the present study that there exists a significant positive relationship between Academic achievement and planning dimensions of study habit of tribal secondary school students is retained.Planning is based on foresight, the fundamental capacity for mental time travel. The evolution of forethought, the capacity to think ahead, is considered to have been a prime mover in human evolution.

**Table-5  
COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND ‘e-RESOURCES’ DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.2931	P-value
“e- resources ’ dimensions of study habit of tribal secondary school students			2.303e-9



**Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .293, p < .001$ ).**

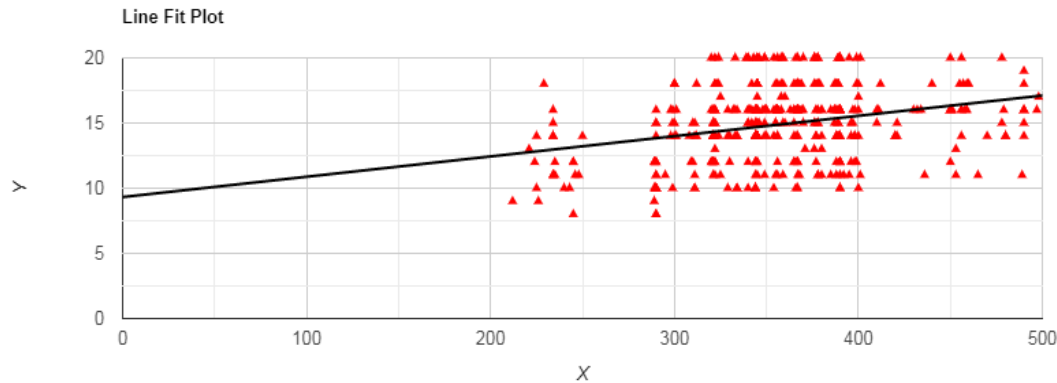
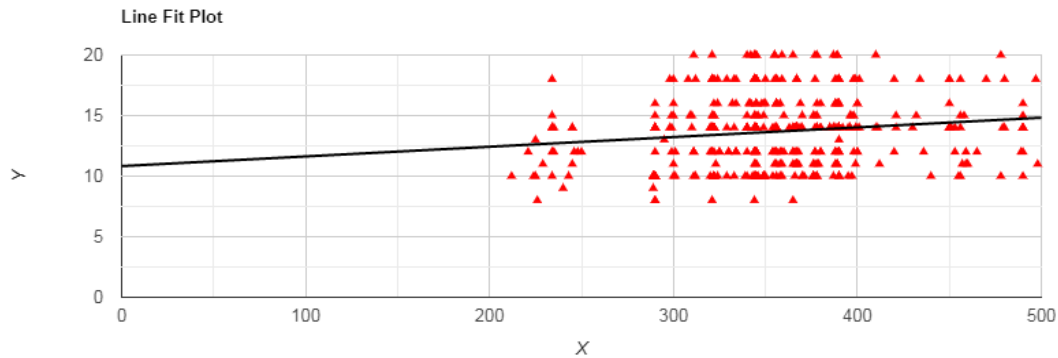


Table -5 indicates that the coefficient of correlation between academic achievement and e-resources dimension of Study habit of tribal secondary school students is found to be 0.2931. It is significant at P-value 2.303e-9 level of significance. It indicates that, Academic Achievement is positively related with e-resources dimension of Study habit of tribal secondary school students. It can be interpreted to mean that high used e-resources dimension of study habit greater the Academic achievement and less used e-resources dimension of study habit lower will be the Academic achievement of tribal secondary school students. Thus, the hypothesis (Hy-5) of the present study that there exists a significant positive relationship between academic achievement and e-resources dimension of study habit of tribal secondary school students is retained. e-resources, shown to impair a range of abilities such as impulse control, planning, and sensitivity to rewards. A lack of ability in these areas could well make study harder. In the research results, the study habits of tribal secondary school students were found appropriate, but the e-learning effect on them was found to be of a significant high positive level. Therefore, in the positive effect of e-learning, increasing, new sources of student's study material, increasing information and knowledge, increasing relationship etc are prominent, Shilpi Kumari (2022).

**Table-6-COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND INTERACTION DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.1485	P-value 0.002904
Interaction dimensions of study habit of tribal secondary school students			

**Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .149, p = .003$ ).**

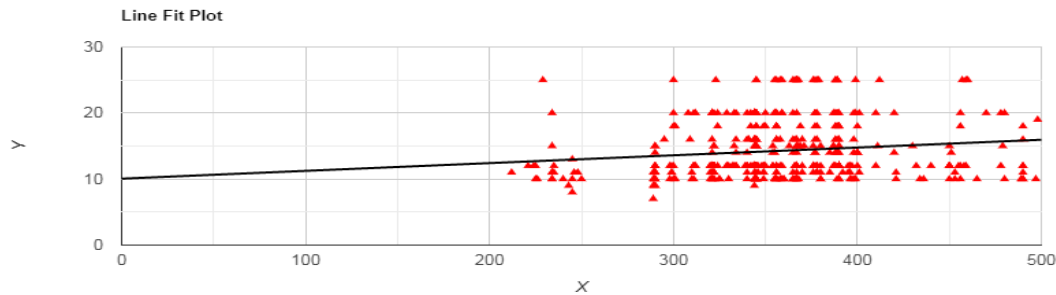


It is revealed from the Table 6 that the coefficient of correlation between academic achievement and Interaction dimensions of study habit of tribal secondary school students is found to be 0.1485. It is significant at P-value 0.002904 of significance. It showed that, academic achievement is positively related to Interaction dimensions of study habit of tribal secondary school students. It can be interpreted to mean that higher Interaction greater will be the academic achievement of tribal secondary school students and lesser the Interaction lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-6) of the present study that there exists a significant positive relationship between Academic achievement and Interaction dimensions of study habit of tribal secondary school students is retained. It is particular way in which matter, fields, and atomic and subatomic particles affect one another. Positive social interactions have a wide range of both physical and mental benefits, including increased cognitive ability, good mental health, communication skills, independence, and improved physical health, especially in older people. At the person-to-person level the interaction is focused on exchange of tacit knowledge, social values and trust creation.

**Table-7 COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND STUDY SETS DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.1445	P-value
“study sets ’ dimensions of study habit of tribal secondary school students			0.003778

**Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .144, p = .004$ ).**

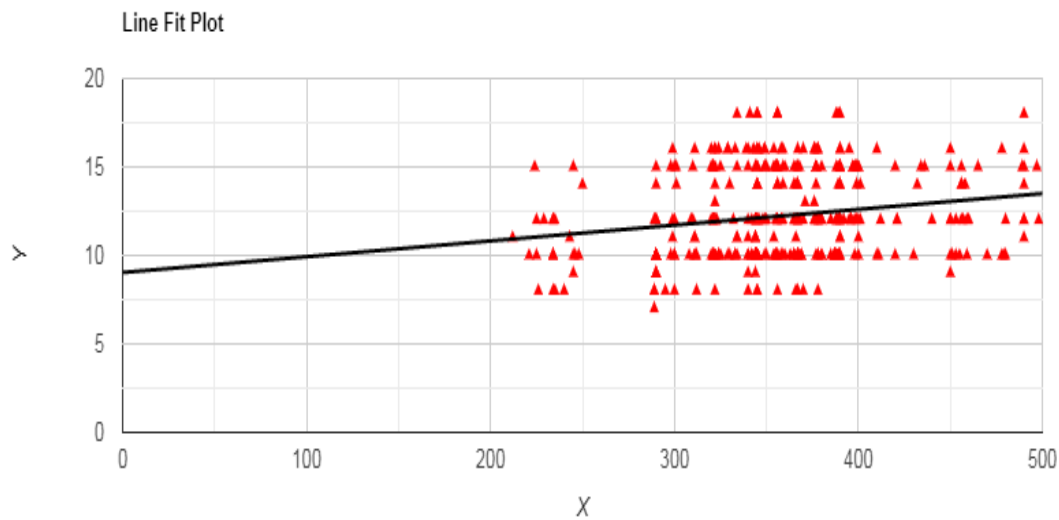


It is revealed from the Table 7 that the coefficient of correlation between academic achievement and study sets dimensions of study habit of tribal secondary school students is found to be 0.1445. It is significant at P-value 0.003778 of significance. It showed that, academic achievement is positively related to study sets dimensions of study habit of tribal secondary school students. It can be interpreted to mean that good study sets greater will be the academic achievement of tribal secondary school students and less good study sets lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-7) of the present study that there exists a significant positive relationship between Academic achievement and study sets dimensions of study habit of tribal secondary school students is retained. Good study habits include finding a quiet location to study, taking breaks, settings goals, and taking practice tests. Tribal students schedule an hour or two for studying during those times each day. They can study during gaps between classes or in the evening after their classes are done for the day. In addition to finding times that work, find times when they're naturally more energetic.

**Table-8 COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND DRILLING DIMENSIONS OF STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Academic achievement of tribal secondary school students	400	0.1973	P-value
“Drilling ' dimensions of study habit of tribal secondary school students			0.00007129

**Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .197, p < .001$ ).**



It is depicted from the Table 8 that the coefficient of correlation between academic achievement and Drilling dimensions of study habit of tribal secondary school students is found to be 0.1973. It is significant at P-value 0.00007129 of significance. It showed that, academic achievement is positively related to Drilling dimensions of study habit of tribal secondary school students. It can be interpreted to mean that higher drilling greater will be the academic achievement of tribal secondary school students and lesser the drilling lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-8) of the present study that there exists a significant positive relationship between Academic achievement and drilling dimensions of study habit of tribal secondary school students is retained. Good study habits include finding a quiet location to study, taking breaks, settings goals, and taking practice tests. Listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students.

### Differential Analysis

Differential analysis is an emerging solution for static analysis tools. In the previous section of this chapter the relationships of all three independent variables viz study habit, social support and problem behaviour of secondary school tribal students have been analysed, interpreted and discussed for total sample with academic achievement. Differential analysis shortens analysis times and provides us with faster feedback, which is incredibly beneficial. In this section high and low variable like study habit, social support and problem behaviour differentials have been examined, analysed and interpreted. Differential analysis provides researcher with the shortest possible analysis times while maintaining the accuracy and detail of your analysis data.

### Extreme Groups' Study

The total sample is further divided in to two groups, to obtain a comparative picture study habit, social support and problem behaviour of tribal secondary school student at two levels. The students were classified in to two groups as high and low study habit, social support and problem behaviour. The groups were formed as low and high by adapting the criteria of Mean +  $\frac{1}{2}$  SD. In this connection, the cases falling above and below this range are called 'extreme cases'. student scoring Mean -  $\frac{1}{2}$  SD on study habit, social support and



problem behaviour were included in the low study habit, social support and problem behaviour groups, those scoring Mean + ½ SD were included in the high level of study habit, social support and problem behaviour groups of tribal secondary school student. Table reveals the classification of tribal student in senior secondary school on the basis of their score values in to two group's viz. low and high groups. On overall academic achievement, the low group comprised of tribal secondary school student with score values of M- ½ SD and below i.e.104.56, and below and the high group constituted of tribal secondary school student with the score values of M+ ½ SD i.e., 384.13 and above.

Table 19 reveals the classification of tribal secondary school student on the basis of their score values in to two group's viz. low and high groups. On overall academic achievement, the low group comprised of tribal secondary school student with score values of M- ½ SD and below i.e., 329.87 and below and the high group constituted of tribal secondary school student with the score values of M+ ½ SD i.e., 384.13 and above.

**Table -9DIFFERENTIALS STUDY BETWEEN HIGH & LOW ACADEMIC ACHIEVEMENT OF TRIBAL SECONDARY SCHOOL STUDENTS IN GENERAL**

Groups of Teachers	N	M	SD	t-ratio	Significance
High Academic Achievements of tribal secondary school students	25	429.44	40.24	13.4	.05*
Low Academic Achievements of tribal secondary school students	24	288.08	33.09		

Table-9 depicts that the mean scores of Academic Achievement of high and low group of tribal students are found to be 429.44and288.08 with SDs 40.24and 33.09 respectively. The calculated t-value is comes out to be 13.4, which is greater than the table value at .05 level of significance. It implies that the high and low Academic Achievements groups differ significantly. The mean Academic Achievements of high group is higher than the lower group. It can be interpreted to mean that the secondary school tribal students are found to be high Academic Achievements . Thus, the research hypothesis (9) of the present study that tribal secondary school student will have higher Academic Achievements in comparison to tribal students with relatively lower level of Academic Achievements is retained . The present study findings revealed that academic performance of the respondents is relatively medium. It reveals that more than one fourth of the parents were illiterates and not in a position to motivate their children. It will affect the academic performance of the respondents. Gafoor. K. A & K. A. Madhu (2008) found that the poor academic performance was associated with family, school and person.

Table 10 reveals the classification of tribal student in secondary school on the basis of their score values in to two group's viz. low and high groups. On overall study habit, the low group comprised of tribal secondary school student with score values of M- ½ SD and below i.e., 76 and below and the high group constituted of single parent secondary school student with the score values of M+ ½ SD i.e., 82 and above.



**Table -10 DIFFERENTIALS STUDY BETWEEN HIGH & LOW STUDY HABIT OF TRIBAL SECONDARY SCHOOL STUDENTS IN GENERAL**

Groups of student	N	M	SD	t-ratio	Significance
High study habit of tribal secondary school students	150	120.87	5.38	29.82	.05*
Low study habit of tribal secondary school students	125	97.77	7.48		

Table-10 depicts that the mean scores of study habit of high and low group of tribal students are found to be 120.87 and 97.77 with SDs 5.38 and 7.48 respectively. The calculated t-value is comes out to be 29.82, which is greater than the table value at .05 level of significance. It implies that the high and low study habit groups differ significantly. The mean study habit of high group is higher than the lower group. It can be interpreted to mean that the secondary school single parent students are found to be higher order study habit. Thus, the research hypothesis (10) of the present study that secondary school tribal student will have study habit in comparison to tribal students with relatively lower level of study habit is retained. 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. 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.

### FINDINGS

1. It indicates that, Academic Achievement is positively related with Study habit of tribal secondary school students. It can be interpreted to mean that good study habit greater the Academic achievement and less good study habit lower will be the Academic achievement of tribal secondary school students. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between academic achievement and study habit of tribal secondary school students is retained.
2. It revealed that, academic achievement is positively related to 'concentrations' dimensions of study habit of tribal secondary school students. Such as the act or process of concentrating, direction of attention to a single object, an academic major or area of focus within a major. It can be interpreted to mean that higher concentration greater will be the academic achievement of tribal secondary school students and lesser the concentration lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-2) of the present study that there exists a significant positive relationship between Academic achievement and 'concentrations' dimensions of study habit of tribal secondary school students is retained.
3. It showed that, academic achievement is positively related to 'comprehension' dimensions of study habit of tribal secondary school students. Such as the act or process of concentrating, direction of attention to a single object, an academic major or area of focus within a major. It can be interpreted to mean that higher comprehension greater will be the academic achievement of tribal secondary school students and lesser the comprehension lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-3) of the present study that there exists a significant positive relationship between





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Academic achievement and comprehension dimensions of study habit of tribal secondary school students is retained.

4. . It depicted that, academic achievement is positively related to planning dimensions of study habit of tribal secondary school students. It can be interpreted to mean that higher planning greater will be the academic achievement of tribal secondary school students and lesser the planning lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-4) of the present study that there exists a significant positive relationship between Academic achievement and planning dimensions of study habit of tribal secondary school students is retained.
5. It indicates that, Academic Achievement is positively related with e-resources dimension of Study habit of tribal secondary school students. It can be interpreted to mean that high used e-resources dimension of study habit greater the Academic achievement and less used e-resources dimension of study habit lower will be the Academic achievement of tribal secondary school students. Thus, the hypothesis (Hy-5) of the present study that there exists a significant positive relationship between academic achievement and e-resources dimension of study habit of tribal secondary school students is retained.
6. It showed that, academic achievement is positively related to Interaction dimensions of study habit of tribal secondary school students. It can be interpreted to mean that higher Interaction greater will be the academic achievement of tribal secondary school students and lesser the Interaction lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-6) of the present study that there exists a significant positive relationship between Academic achievement and Interaction dimensions of study habit of tribal secondary school students is retained.
7. It indicates that, academic achievement is positively related to study sets dimensions of study habit of tribal secondary school students. It can be interpreted to mean that good study sets greater will be the academic achievement of tribal secondary school students and less good study sets lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-7) of the present study that there exists a significant positive relationship between Academic achievement and study sets dimensions of study habit of tribal secondary school students is retained.
8. . It showed that, academic achievement is positively related to Drilling dimensions of study habit of tribal secondary school students. It can be interpreted to mean that higher drilling greater will be the academic achievement of tribal secondary school students and lesser the drilling lower will be the academic achievement of tribal secondary school students. Therefore, the hypothesis (HY-8) of the present study that there exists a significant positive relationship between Academic achievement and drilling dimensions of study habit of tribal secondary school students is retained.
9. It implies that the high and low Academic Achievements groups differ significantly. The mean Academic Achievements of high group is higher than the lower group. It can be interpreted to mean that the secondary school tribal students are found to be high Academic Achievements. Thus, the research hypothesis (19) of the present study that tribal secondary school student will have higher Academic Achievements in comparison to tribal students with relatively lower level of Academic Achievements is retained .  
10 It indicates that the high and low study habit groups differ significantly. The mean study habit of high group is higher than the lower group. It can be interpreted to mean that the secondary school single parent students are found to be higher order study habit. Thus, the



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research hypothesis (20) of the present study that secondary school tribal student will have study habit in comparison to tribal students with relatively lower level of study habit is retained .

#### **EDUCATIONAL IMPLICATION:**

The present study reveals that there is a positive relationship between study habit and Academic achievement study habit is very important in the study days of an individual. All educational system should aim to develop proper study habits in the students. The result of the finding would enable students to develop good habits which could lead to good academic performance in mathematics. The study would expose student to different ways of taking note in the class and this would enable them to develop good strategies which could lead to good academic performance in mathematics, such techniques include; the use of abbreviation, paying in the class and many others. The result of the finding would help sensitize parents on how to encourage their children to develop effective study habit through the information that would be provided in the study. Teachers would see the result of the finding useful especially in discharging their duties in the school. This would be achieved through the accurate information that would be provided in the study. The study would enable the ministry of education to initiate programmes that would facilitate effective habits among students in the school. Such programmes includes: implementation of guidance and counselling services in school etc. Finally, the result of the finding would encourage members of the public to motivate their wards to take their education very important and discourage laziness, examination malpractice and other anti-social vices among students in their communities.

1. The study may help both teachers and parents to make students aware about the importance of study habits to gain academic integrity.
2. The study may help teachers to enhance various motivational factors with concern to study habits and academic activities.
3. The study may help the policy makers to establish various mechanism to collect and utilize research finding for the improvement of reading habits among students at all levels of education.
4. The study may help the curriculum framers to make reading habits to be an integral part of the syllabus by which students' interest towards book reading may be strengthened.
5. The study may help the future researcher to undertake more researches by predicting other variables which directly or indirectly affect school performance of students.
6. It is recommended that, the govt. should organize various study habits related counseling programs as a means to redesign students' study habits style.
7. It is further recommended that boys students study habits should be enhanced at secondary levels as it is found comparatively low than the girls' students.
8. All students should be motivated to develop a strong sense of reading habits to refine their knowledge time to time

#### **SUGGESTIONS FOR FURTHER RESEARCH**

1. Similar studies may be conducted at higher education.
2. The study can also be conducted with the sample of elementary school students.
3. The study can be conducted to compare with non-Tribal Students.
4. The study can also be undertaken to find the relationship and significance of difference among other cognitive and non-cognitive attributes.
5. Similar studies may also be taken to study the variables like socio-economic status, rural and urban etc.



6. A similar study can be conducted on a group of arts and science students.
7. A study of special group of students may be undertaken.
8. Comparative study can be conducted with reference to creative students and with different level of intelligence.

**LIMITATION:**

While this tribal study offers improvements over research conducted with descriptive survey research designs, limitations are still present. Although various confounding variables were controlled for, there may be other child, parental or school context characteristics that could possibly threaten these findings; for example, teacher-student and parent relationships, quality of classroom management, and availability of resources at the school may be related to achievement as well. Bias could be reduced by utilizing reports from both tribal parents and teachers, as has been suggested by [Verhulst, Koot, and Van der Ende \(1994\)](#) who found the use of tribal parent and teacher reports together, rather than one or the other, to increase predictive power., it is difficult for cross-sectional studies to reveal the causal relationships between variables, and we believe that follow-up studies should be designed for future investigations of this topic. The subjective measure (scale) of academic performance can also affect the perception of own performance. We suggest that future studies consider the integration of more objective poverty indicators. This study focused mainly on the protective factors that affect academic achievement (social support, grit, and dispositional optimism), and did not explore the adverse factors that affect academic performance. We believe that further investigation as to the effects of these factors is warranted.

While the current study holds seminal implications, it suffers from some limitations. For example, a quantitative study was employed to answer the study's research questions, and that may not provide a complete picture and full discussion of study habit and their relation with academic achievement. Therefore, it would have had more insights and deeper understanding if a mixed-methods research approach is employed to explore the relationship between study habit, and academic success in the future. Future research considerations can therefore incorporate conducting interviews with the relevant stakeholders, students, parents, and school administrators to fully understand the issue. The possible effect of demographic variables on the students' study habit and academic achievement was also not touched in this contribution. This limitation therefore offers future researchers the importance of examining this part and investigate its potential variations in this regard.

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