

Study habits of academically backward and superior children

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ABSTRACT

The study on academically backward and academically superior children was carried out to know the study habits of academically backward and superior children during 2017-2018. The sample comprised of 288 academically backward and superior children in the age group of 10-14 years from urban and rural schools in Dharwad. The background information was collected by using self structured questionnaire and study habit was assessed through study habits inventory (1983). The results revealed that more (34.0%) number of academically backward children had very unsatisfactory study habits whereas more (31.92%) number of academically superior children had average level of study habits. Further mean scores of study habits indicated that backward and superior children differed significantly with respect to overall study habits where in academically superior children had better study habits compared to academically backward children.

Key Words : Academically backward, Academically superior, Study habits

INTRODUCTION

In our society academic achievement is considered as a key criterion to judge ones total potentialities and capacities hence academic achievement occupies very important place in education and learning process. Besides many personal, parental and familial factor quality of study habit was the important contributing factors.

Study habits are precursors to positive class performance which drives later achievement and persistence in behavior. To succeed, student must be appropriately assimilate course content, digest and reflect on it and able to articulate that information in written and oral form. Study habits refer to the activities carried out by learners during the learning process of improving learning. Every student approaches the task of learning differently and also varies in their study habits. Most of successful students had plenty of practice with study strategies, managing deadlines and note taking so that they fine tuned the study habits and achieve more success than expected these were called as academically superior children while another category of students who were

failed to achieve his/her potentialities called academically backward. These two categorize of children differed on study habits due to individual factors such as intelligence, motivation, gender, age, ordinal position, concentration, nutritional status and socio-emotional behavior and parental factors such as education and occupation of parents and familial factors includes family type, size and socio-economic status apart from these many other factors were contributing for difference of study habits between backward and superior children. According to Malik (2016) high achievers were better in time management skills, better punctuality as well as good in concentration, positive attitude towards study, reacted positively to the favorable aspects of situation and conformed to the demands made upon them more readily than the low achievers. Where low achievers significantly spent more time in social activities, had more problems in classroom and with teachers, lack of motivation, fault finders, negative aspects in study such as distraction and minor annoyances.

With above information the study was carried with objectives to understand the study habits of academically

backward and academically superior children.

METHODOLOGY

Population and sample :

The samples for the study were randomly selected from urban and rural areas of Dharwad taluk of Karnataka state. Backward and superior children were selected by administering standard tool Ravens Progressive Matrices (RPM). Based on scores obtained by children in screening test, children whose scores ranges between 25th to 75th percentile were categorize as academically backward and children whose scored above the 75th percentile categories as academically superior children. From each class 12 children were purposively selected from 5th, 6th and 7th standard in the age range of 10-14 years. Thus sample of 36 children from each school, totally sample comprised of 288 children. Out of 288 children 144 were academically backward and 144 were academically superior.

Measures:

Study habits inventory by Palsane and Sharma (1989) with 45 items scale with eight dimensions. The responses for each item ranged from always to never on 3 point scale and scores were anchored from 2 to 0 for positive items and reverse 0 to 2 for reverse scoring for negative statements. Total score ranged with a minimum score of 0 and a maximum score of 90. Students were categorize as excellent, good, average, unsatisfactory and very unsatisfactory.

Socio-economic scale :

The socio-economic status was assessed by Socio-economic status scale of Aggarwal *et al* (2005). The scale consists of 22 statements which assess the education, occupation of parents, income from all sources, procession and number of earning member in family, number of children, education of children, and number of domestic servants.

Statistical analysis :

Frequencies, percentage were carried out to know percentage distribution of children. Chi-square was used to know the association between study habits of academically backward and superior children. t-test was used to know comparison of mean scores of two categories of children.

RESULTS AND DISCUSSION

Background information:

It is evident from Table 1 that more number (52.77%) of children were in age group of 10-12 years and about 47.23 per cent were in age group of 12-14 years. More than half (52.08%) of children were boys and remaining 47.92 per cent were girls. With respect to ordinal position half (50.00) of children were second born followed by later born (27.48%) and first born (22.57%). With respect to educational status of parents, more number (17.36%) of fathers had education up to professional qualification with degree or diploma followed by literate but no schooling (17.01%), primary pass but less than 10th. Equal percentage (12.15%) of fathers had education up to post graduation, graduation and less than primary but attended the school at least 1 year, 9.72 per cent of fathers had education up to 10th class but less than graduation and only 6.75 per cent of them were illiterate. While more (29.16 %) of mothers had education up to 10th but less than graduation followed by primary but less than 10th (20.83%), equal per cent (14.58%) of mothers had professional qualification with technical degree/diploma and graduation. About 7.63 per cent of mothers had education less than primary but attend the school one year, 6.99 per cent of them had post graduation, 3.47 per cent of mothers were illiterate and only 2.77 per cent of mothers were just literate but no schooling. Further majority (60.42%) of children belonged to nuclear family and 39.58 per cent belonged to joint family. While majority (50.69%) of children were from small family size followed by medium (30.55%) and large (18.76%) family size. Overall more than half (51.05%) of children were from lower middle socio-economic status followed by high (14.55%), poor (13.19%). While 24.30 per cent of academically superior children from upper middle where as 20.11 per cent of academically backward children were from poor economic status

Study habits of children

A glance of Table 2 depicts percentage distribution of children based on their level study habits. In case of academically backward children, 34 per cent of children belonged to very unsatisfactory level followed by average (30.29%) and very few (2.82%) of them belonged to excellent study habit category. While in case of academically superior children, more number of children (31.92%) were seen in average followed by good (28.55%) and very few (9.71%) of them had very

Table 1 : Background characteristics of children

Sr. No.	Characteristics	Category	Academically backward children (n=144)	Academically superior children (n=144)	Total (N=288)
I	Child characteristics				
1	Age	Younger children (10.1-12)	79(54.86)	73(50.70)	152 (52.77)
		Older children (12.1-14 yrs)	65(45.13)	71(49.30)	136 (47.23)
2	Gender	Boys	81(56.25)	69(47.91)	150 (52.08)
		Girls	63(43.75)	75(52.11)	138 (47.92)
3	Ordinal Position	First	31(21.52)	34(23.61)	65 (22.57)
		Second	58(40.28)	86(59.72)	144 (50.0)
		Later	55(38.19)	24(16.66)	79 (27.43)
II.	Parental characteristics				
1	Educational level of parents				
a .Father		Professional qualification with degree or diploma	20(13.88)	30(20.83)	50 (17.36)
		Post graduation	15(10.41)	20(13.88)	35 (12.15)
		Graduation	12(8.33)	23(15.97)	35 (12.15)
		10 th class pass but < graduation	12(8.33)	16(11.11)	28 (9.72)
		Primary pass but < 10	20(13.88)	18(12.50)	38 (13.19)
		< Primary but attended school for at least 1 year	25(17.36)	10(6.94)	35 (12.15)
		Just literate but not schooling	30(20.83)	19(13.19)	49 (17.01)
		Illiterate	10(6.94)	8(5.55)	18 (6.25)
b. Mother		Professional qualification with degree or diploma	19(13.19)	21(14.58)	40 (13.88)
		Post graduation	8(5.55)	10(6.94)	18 (6.25)
		Graduation	15(10.41)	21(14.58)	36 (12.5)
		10 th class pass but < graduation	30(20.83)	42(29.16)	72 (25.0)
		Primary pass but < 10	35(24.30)	30(20.83)	65 (22.56)
		< Primary but attended school for at least 1 year	18(12.50)	11(7.63)	29 (10.06)
		Just literate but not schooling	14(9.72)	4(2.77)	18 (6.25)
		Illiterate	5(3.47)	5(3.47)	10 (3.47)
III	Familial Characteristics				
1	Family size	Small (≤ 4)	73(50.69)	73(50.69)	146 (50.69)
		Medium (5-8)	46(31.94)	42(29.16)	88 (30.55)
		Large (≥ 9)	25(17.36)	29(20.13)	54 (18.76)
2	Type of family	Nuclear	93(64.58)	81(56.25)	174 (60.42)
		Joint	51(35.41)	63(43.75)	114 (39.58)
3	Socio economic status	Upper high	-	-	-
		High (61-75)	23(15.97)	19(13.19)	42 (14.58)
		Upper middle(31-60)	26(18.05)	35(24.30)	61 (21.18)
		Lower middle	66(45.83)	81(56.25)	147 (51.05)
		Poor(16-30)	29(20.13)	9(6.25)	38 (13.19)
		Very poor	-	-	-

Values in the parenthesis indicate percentage

unsatisfactory level of study habits. Further statistical analysis indicated that significant association between study habits and academic achievement of children ($\chi^2=53.85$).

Mean score of different dimensions of study habit of academically backward and superior children is presented in Table 3. It is evident that mean scores of academically backward children in all dimensions such as budgeting time, physical condition, reading ability, note taking, memory, taking examination and health was significantly lower (6.11, 6.24, 7.38, 2.83, 6.31, 3.38, 8.91, 3.11 respectively) as compared to academically superior

children (7.86, 10.38, 12.86, 4.58, 10.99, 8.38, 15.50, 4.77 respectively). Table 4 shows comparison of overall mean scores of study habits indicated that, academically superior children had significantly higher mean scores (60.75) than academically backward children (57.25), it indicates that academically superior children had better study habits as compared to academically backward children.

The findings are in conformity with the earlier study by Hendricson and Kleffner (2002) who observed that underachievers had poor study habits because of more distraction, low impulsive control, conflict between social

Table 2 : Levels of study habits among academically backward and superior children based on study habits (N=288)

Academic achievement	Levels of study habits					Total	Modified χ^2
	Excellent	Good	Average	Unsatisfactory	Very unsatisfactory		
Academically Backward	4 (2.82)	16 (9.31)	45 (30.23)	34 (23.61)	49 (34.0)	144 (100)	53.85**
Academically Superior	24 (16.71)	41 (28.55)	46 (31.92)	19 (13.25)	14 (9.71)	144 (100)	

**significant at 0.01 level

Table 3 : Comparison of mean scores of study habits dimensions of academically backward children and academically superior children (N=288)

Sr. No.	Study habits dimensions	Academically backward	Academically superior	t-value
		Mean (\pm SD)	Mean (\pm SD)	
1.	Budgeting time (0-10)	6.11 (\pm 1.82)	7.86 (\pm 1.39)	9.13*
2.	Physical condition (0-12)	6.24 (\pm 1.71)	10.38 (\pm 1.75)	15.3**
3.	Reading ability (0-16)	7.36 (\pm 1.92)	12.86 (\pm 2.28)	14.04**
4.	Note taking (0-6)	2.83 (\pm 1.48)	4.58 (\pm 1.19)	11.02**
5.	Learning motivation (0-12)	6.31 (\pm 2.51)	10.99 (\pm 2.06)	13.58**
6.	Memory (0-8)	3.38 (\pm 2.83)	8.38 (\pm 2.85)	17.90**
7.	Taking examination (0-20)	8.91 (\pm 2.38)	15.50 (\pm 2.94)	14.50**
8.	Health (0-6)	3.11 (\pm 1.66)	4.77 (\pm 1.34)	9.32**

Figures in parenthesis indicate percentage **significant at 0.01 level

Table 4 : Comparison of mean study habits scores of academically backward and academically superior children (N=288)

Academic achievement	Study habits scores	t-value
	Mean (\pm SD)	
Academically backward	57.25 \pm 4.71	5.76**
Academically superior	60.75 \pm 5.60	

**significant at 0.01 level

and academics task, poor networks with peers and teachers, distracted study environment. While high achievers had excellent study habits due to good impulsive control, preference for isolate place to study, wider contact with good students and active learning. While, Malik (2016) reported that high achievers were better in time management skills, better punctuality as well as good in concentration, positive attitude towards study, reacted positively to the favorable aspects of situation and conformed to the demands made upon them more readily than the low achievers. Where low achievers significantly spent more time in social activities, had more problems in classroom and with teachers, lack of motivation, fault finders, negative aspects in study such as distraction and minor annoyances. A study by Rao (2000) indicated that high achievers utilized their weekend time to study for longer periods, emphasized understanding and drawing major concepts together, re-organized and selected information and built up own overviews of materials. Whereas low achieving students claimed to have more adversely affected by difficulties with volume of materials to study, writing skills, self-motivation, anxiety about tests and examination, disorganized study, fear of failure, negative attitude towards study, finding time to study and making time for meeting their obligation to family and friends.

Conclusions:

The results in present study indicates that most of academically backward children had unsatisfactory study habits and poor in budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health but majority of academically

superior children were significantly better in all dimensions of study habits. Academic achievement is considered as a key criterion to judge ones academic potentialities and capacities. So there is increasing pressure on students to excel in study habits in their lives to cope with academic expectation. It is responsibility of parents and teachers to provide favorable and conducive environment to students for fullest development of good study habits. This will also be helpful to the student for satisfactory performance in field of academics to become a successful person in society.

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