A STUDY OF THE RELATIONSHIP BETWEEN THE STUDY HABITS AND ACADEMIC ACHIEVEMENTS OF STUDENTS IN ENGLISH AT PRIMARY LEVEL.

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INTRODUCTION:
English is a universal language. To understand the fine workings of the universe, English becomes essential. English is one of the most important subjects in our life. English has become an integral part of our life. Certain qualities like the power of expression, language proficiency, communication, skills are nurtured by English learning. English is an essential subject in school curriculum.

All children must learn English so that they can face the challenges of their day to day life as well for the newly formed technological world of today and tomorrow. Hence, English is made a compulsory subject from the beginning of the school education. So it plays an important role in the school curriculum. Students’ success depends on their attitude towards the subject. Sometimes, students find the subject too difficult, so they develop a dislike for the subject. If they have a positive attitude towards English, their achievement in English will be appreciable. So attitude plays a main role in learning of English.

Study habits of students in learning English play a major role in their academic achievement. Students who practice English regularly achieve success. Study habits will vary from student to student. Study habits of students in learning English have different dimensions. Academic achievements in English depend on various factors.

Hence, a research study is proposed to find the relationship between the study habits and academic achievements in English at the Primary school level.

SIGNIFICANCE OF THE STUDY:
If the correlation between study habits and the academic achievement in English is found, then the researcher can give relevant suggestions to the improve their academic performance in English subject at primary level. Moreover, the researcher can also render assistance to the teachers to adopt a changed methodology to ensure improved academic grades among students of primary level.

RESEARCH QUESTIONS:
1) What is the relationship between the study habits and academic achievements of students in English in primary school?
2) What is the relationship between the study habits and academic achievements of students in English with respect to gender?
3) What are the different level of study habits of primary students.

OBJECTIVES OF THE STUDY:
1) To find out the level of study habits of primary school students.
2) To study the difference in academic achievement in English due to high and low levels of study habits.
3) To compare the study habits of girls and boys of primary school.

HYPOTHESIS OF THE STUDY:
- There is no significant difference between academic achievement and the study habits of girls and boys at the primary level.
- There is no significant difference between academic achievement of students having low and high level of study habits in primary school.

DELIMITATIONS OF THE STUDY:
- The study is delimited to English subject of standard vth SSC board.
- The study is delimited to five Primary schools of kalyan region.

METHODOLOGY OF THE STUDY:
The methodology of the study comprises method of research, population, sample, tool, procedure of data collection and procedure of data analysis.

METHOD OF RESEARCH:
To collect the data for present research, the researcher will use descriptive method in which survey method will be use.

SAMPLE:
The sample of the study will consist of Std vth students of the academic session 2018-19. For the present research, the researcher selected 5 primary schools randomly from kalyan region. From these schools the researcher selected 20 students each by lottery method. In total 100 students were sample.

TOOL:
- Achievement test.
- M.N.Palsane's study habits inventory

PROCEDURE OF DATA COLLECTION:
Researcher will distribute readymade study habit scale in five schools. After giving information to students researcher give instruction to students to fill the study habit scale. After collecting it will be
analyses. Researcher prepared achievement test in English and will administer on 100 students of selected schools.

**PROCEDURE OF DATA ANALYSIS:**

Researcher used percentage, mean, standard deviation, T-test and Pearson correlation to analysed the data.

**HYPOTHESIS TESTING:**

**Hypothesis -1**

There is no significant difference between the study habits of girls and boys at the primary level.

**Table -1**

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>T value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>48</td>
<td>56</td>
<td>7.89</td>
<td>1.1424</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>Boys</td>
<td>52</td>
<td>54.23</td>
<td>7.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table No-1 we can get the study habits of 48 girls and 52 boys. The mean value for 48 girls is 56 and the mean value for 52 boys is 54.23. The standard deviations of girls and boys are 7.89 and 7.60 respectively. Calculated t value is 11424 and table value at 0.05 level is 1.97. Obtained t value is less than 1.97 therefore there is no significant relationship between academic achievement in English and the study habits of students of primary level. Hence null hypothesis is accepted at 0.05 level.

**Hypothesis -2**

**Table -2**

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level study habits</td>
<td>64</td>
<td>29.22</td>
<td>7.95</td>
<td>4.1668</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Low level study habits</td>
<td>36</td>
<td>22.25</td>
<td>8.17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table 64 students practices high level study habits (good and average study habit scores are used from M.N.Palsane's study habits inventory. 36 students have low level...
study habits (unsatisfactory and very unsatisfactory study habit scores are used). Their mean values are 29.22 and 22.25 respectively. Their standard deviations are 7.95 and 8.17 respectively. The tabulated t value is 4.1668. At 0.05 level t = 1.97. Obtained t value is more than 1.97 therefore there is significant difference between the academic achievement of students in English having low and high level of study habits in secondary school. Hence null hypothesis is rejected at 0.05 level.

FINDINGS:

- It is found that 18% of the students practice good study habits. 46% of students have average study habits. 31% of students fall under unsatisfactory category and 5% under very unsatisfactory category.
- Study habits of boys and girls have no influence in their academic achievement. There is no significant difference in the study habits of boys and girls.
- There is significant difference between the academic achievement of students having high and low levels of study habits, Student having high study habits excel more compared to low study habit students in English subject.

REFERENCES

- Choudhary, N.K. (2013) Study habits and attitude of general category and scheduled caste students in relation to their academic achievement, Education confab, ISSN:2320-009X.