

**“A study of Scholastic Achievement of gifted secondary school students of
Vijayapur district in relation to their Study Habits”**

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Abstract

In the present investigation an attempt has been made to study the Scholastic Achievement of gifted secondary school students in relation to their Study Habits. The sample consisted of 600 gifted students studying in 9th std secondary school students of Vijayapur District. The Academic Achievement is the marks scored by the students in their previous class have been collected and Study Habits tool prepared by research scholar was used to collect the data from the sample subject. The statistical techniques used are Differential analysis, Mean, SD, correlation, T-test, ANOVA and Regression analysis. The result shows that the gifted students of secondary schools in Vijayapur district with low and high study habits have different scholastic achievement scores. The gifted boy students have significant lesser study habits scores as compared to gifted girl students of secondary schools in Vijayapur district. The gifted students of rural schools have significant lesser study habits scores as compared to gifted students of urban secondary schools in Vijayapur district. The gifted students of English medium schools have significant higher study habits scores as compared to gifted students of Kannada medium secondary schools in Vijayapur district. The gifted students of government, aided and unaided secondary schools in Vijayapur district have different study habits scores.

Key words: Study Habits and Scholastic Achievement

Introduction:

In the present society, education is widely understood as an important factor scientific and economic development of a nation. The importance of achievement in educational institutions is a matter of great social salience and concern. It has now become an imperative for educationalists to ensure maximum achievement of all students enrolled for higher education, both for the benefit of society and for the individual himself. In spite of the numerous reforms those are being made for maximizing the academic achievement of pupils in educational institution. The research topic aims to clarify the concepts of Study habits and Scholastic Achievement of the students and provide some insight into a topic, which teachers and parents are likely to encounter. It may be also even to embrace for their children to remain successful and competitive in this new knowledge era.

Study habits refer to the activities carried out by a learner during the learning process for the purpose of improved learning. This has three components; concerning the what, when and why of the study habits. First the study habits are the behaviour that the learner produces. Second they occur at the time of learning. Third they are intended as aids to learning. Study habits are intended to elicit and guide one's cognitive process during learning. Study habits play a vital role in the achievement of children. Higher learning outcome of every child is the result of excellent study habits. Study Habit is a habit that is done on a scheduled regular and planned manner. Study habit is the tendency of a student to learn in a systematic and efficient way, when opportunity is given. The learning strategies and styles practiced and adopted by the learner for the effective execution of his academic activities.

Gifted students learn differently from their peers. They learn and understand new matter in a very a smaller amount of time. They distinguish facts and concepts at more concrete and difficult levels than do their peers. They are more interested in definite topics and have complexity in moving on to other learning tasks until they feel contented that they have learned as much as they probably can about their zealous interest. Lastly, gifted students are able to execute on many different levels of concentration, so without paying direct and visual attention to them they can monitor classroom activities and they should have opportunities to function at more advanced

levels of complexity and depth and to tie their own passionate interests into their schoolwork.

scholastic achievement is the criterion for selection, promotion or recognition in various walks of life, the attention of educators are being increasing down to it. In the present study scholastic achievement refers to the marks obtained by the students in different subjects and also their performance in other activities are considered. It is defined as the desire to excel regardless of social reward and the desire of winning or doing better than someone else.

Scholastic Achievement is defined as success in completion with standard of excellence.” This is also defined as the desire to exceed regardless of social rewards.

Objectives of the study:

- 1) To identify the gifted students studying in secondary schools of Vijayapur District.
- 2) To find out the relationship between scholastic achievement and study habits among the secondary school gifted students of Vijayapur District.
- 3) To study the difference in study habits among the secondary school students of Vijayapur District with respect to gender (girls and boys).
- 4) To study the difference in study habits among the secondary school students of Vijayapur District with respect to locality (urban and rural).
- 5) To study the difference in study habits among the secondary school students of Vijayapur city with respect to type of management (government, aided and unaided).
- 6) To study the difference in study habits among the secondary school students of Vijayapur District with respect to medium of instruction (Kannada and English).

Hypotheses:

Ho1: There is no significant relationship between scholastic achievement and study habits of gifted secondary school students of Vijayapur district.

Ho2: There is no significant difference in the level of study habits among the secondary school students of Vijayapur district with respect to gender (girls and boys).

Ho3: There is no significant difference in the level of study habits among the secondary school students of Vijayapur district with respect to locality (urban and rural).

Ho4: There is no significant difference in the level of study habits among the gifted secondary school students of Vijayapur district with respect to type of management (government, aided and unaided).

Ho5: There is no significant difference in the level of study habits among the secondary school students of Vijayapur district with respect to medium of instruction (English and Kannada).

Variables: Independent variables is study habits

Dependent variable is Scholastic Achievement.

Limitations

The present study was confined to 9th std gifted secondary school students of Vijayapur District.

Methodology

The study was designed to find out Scholastic Achievements and study habits of gifted secondary school students of Vijayapur District. The study conducted on sample of 600 students of 9th std gifted secondary school students of Vijayapur District. Stratified random sampling technique was employed.

Tools

The scholastic achievement is the marks scored by the students in their previous class have been collected and Study Habits tool was prepared by the investigator.

Statistical Techniques used:

Mean, SD, correlation; T-test and ANOVA were used for calculating and for analyzing the data.

Analysis of data:

Table-1 No significant correlation between scholastic achievement with study habits of gifted students of secondary schools in Vijayapur district.

Variables	Correlation between scholastic achievement with		
	r-value	t-value	p-value
Study habits	0.7611	28.6929	0.0001,S

Table-2 No significant difference between boy and girl gifted students of secondary schools in Vijayapur district with respect to study habits scores.

Gender	Average	Std. Dev	df	t -value	Critical value	P-value, Signi.
Boys	160.00	19.42	598	3.9544	1.9600	<0.05, S
Girls	166.39	20.10				

Table-3: No significant difference between gifted students of rural and urban secondary schools in Vijayapur district with respect to study habits scores.

Location	Average	Std. Dev	df	t -value	Critical value	P-value, Signi.
Rural	159.68	19.83	598	3.8057	1.9600	<0.05, S
Urban	165.92	19.77				

Table – 4 No significant difference between Kannada and English medium gifted students of secondary schools in Vijayapur district with respect to study habits scores.

Medium	Average	Std. Dev	df	t -value	Critical value	P-value, Signi.
Kannada medium	159.97	18.71	598	4.9559	1.9600	<0.05, S
English medium	168.02	20.87				

Table – 5 No significant difference between gifted students of government, aided and unaided secondary schools in Vijayapur district with respect to study habits scores

Managements	Government	Aided	Unaided
Average	156.71	164.97	168.29
SD	19.51	20.01	18.81
Government	-		

Aided	P=0.0001, S	-	
Unaided	P=0.0001, S	P= 0.2005, NS	-

From the table 1, it can be seen that a significant and positive relationship was observed between study habits and scholastic achievement scores of gifted students of secondary schools in Vijayapur district

From the table 2, it can be inferred that, the gifted girl secondary school students have significant higher study habits as compared to boy students.

From the table 3, it can be seen that, the urban gifted secondary school students have significant higher study habits scores as compared to rural students.

From the table 4, it can be seen, that the English medium gifted secondary school students have significant higher study habits scores as compared to Kannada medium students.

From the table 5, it can be seen, the gifted students of aided secondary school have significant higher study habits scores as compared to students of government and unaided.

Major findings

1. The higher or lower in study habits supports in increase or decrease the scholastic achievement scores of gifted students of secondary schools in Vijayapur district.
2. The gifted boy students have significant lesser study habits scores as compared to gifted girl students of secondary schools in Vijayapur district.
3. The gifted students of rural schools have significant lesser study habits scores as compared to gifted students of urban secondary schools in Vijayapur district.
4. The gifted students of English medium schools have significant higher study habits scores as compared to gifted students of Kannada medium secondary schools in Vijayapur district.
5. The gifted students of unaided secondary schools have significant higher study habits scores as compared to gifted students of aided and government secondary schools in Vijayapur district.

Conclusion

The secondary school gifted students with high study habits have higher scholastic achievement scores as compared to students with low study habits. The girl gifted secondary school students have significant higher study habits as compared to boy students. The gifted students of aided secondary school have significant higher study habits scores as compared to students of government and unaided.

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