Habit of Concentration as Study Habit’s Dimension in Relation to Academic Achievement of Hindu and Muslim Senior Secondary Students

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In the present study, the researchers attempted to study the habit of concentration as Study Habit’s dimension in relation to academic achievement of Hindu and Muslim senior secondary students of Kumaun region. For this purpose, 200 Hindu and Muslim senior secondary students of different Government schools of Kumaun region were finally taken as sample. Study Habits Inventory developed by B. V. Patel was used. For data analysis, Mean, S.D., t-test and Pearson product moment correlation coefficient were used. Results show that Hindu students were found to have better habit of concentration for their studies in comparison of Muslim students. It was also found that the academic achievement of both Hindu and Muslim students was not significantly related with study habit’s dimension habit of concentration.

[Keywords: Study habit, Concentration, Academic achievement, Senior secondary students]

1. Introduction

Good study habits are very important aspect of student life because these can distinguish between good and average students. Most of the teenagers don't want to

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study due to various other habits in their life especially when there are many computer games to play, friends to chitchat with and TV to watch are available for them. Besides, developing the habit of concentration, it helps in making students a peacemaker and effective person in their lives. The home passes to- them family culture, values, way of thinking, way of living, traditions, beliefs, and life practices. Even the cultural aspect of the development is transmitted to them through their family. The Senior Secondary education is a central link between elementary and higher education. The students who develop and practice for making good habit of concentration are expected to achieve more and more in their studies in comparison of the students who don't have the good habit of concentration. Thus, good habit of concentration is very influential to the academic achievement of every student at all levels. Riaz, A., Kiran, A. and Malik, N. H. (2002) attempted to study the relationship of study habits and educational achievement. The findings of the study revealed that there was a significant impact of study habits on the educational performance of students. Nalini, Ganesha Bhatta (2009) attempted to study the study habits students in relation to academic achievement, socio-economic status, learning environment, school adjustment and intelligence. Anwar (2013) found that there was significant difference between the academic achievement of students having good study habits and poor study habits. Sharma (2012) found that good study habits of the students are significantly related with high level of academic achievement. Evans Atsiaya Siahi and Julius K. Maiyo (2015) found that there was a significant and positive relationship between study habits and academic achievement. Currently, there is no research evidence of any kind available in this regard on the senior secondary students of Kumaun region. So it was felt that there was a need to work on this issue. Hence, the researchers conducted an empirical research to obtain evidence as to how the religion, habit of concentration are related with the academic achievement of senior secondary students of Kumaun Region.

2. **Research Methodology**

2.1 **Method**

In the present study, Normative Survey method of research was used. All the necessary steps have been followed which have suggested being essential for the Normative Survey Method of research by most of the educationists.

2.2 **Population**

For the present study, population is defined as the students of Hindu and Muslim Religion of class XI studying in government senior secondary schools of Kumaun region.

2.3 **Sample**

For the present study, 200 students (both Hindu and Muslim) of class XI studying in Government Senior Secondary Schools of Kumaun region were taken as sample.
2.4 Tool Used

The study habits of the students were measured by Study Habits Inventory developed by Dr. B. V. Patel. For the study habit’s dimension “habit of concentration”, 04 items were included in this inventory. The student was asked to give his/her opinion on a 5 points scale viz. Always, Often, Sometimes, Hardly and Never.

3. Results and Discussion

To study the significance of differences between Hindu and Muslim senior secondary students on study habit’s dimension habit of concentration, t-test was used. All statistical values were calculated with the help of Microsoft Excel. Summary of t-test for difference between Hindu and Muslim students on study habit’s dimension habit of concentration is given in the following table:

Table-1: Summary of t-test for difference between Hindu and Muslim senior secondary students on study habit’s dimension Habit of Concentration

<table>
<thead>
<tr>
<th>Religion</th>
<th>N</th>
<th>Sum</th>
<th>Sum of Squares</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>102</td>
<td>1471</td>
<td>22559</td>
<td>14.422</td>
<td>3.649</td>
<td>2.507*</td>
</tr>
<tr>
<td>Muslim</td>
<td>98</td>
<td>1293</td>
<td>18065</td>
<td>13.194</td>
<td>3.219</td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05 (Significant at 0.05 level)

It is evident from data contained in table above that t-value between the means of Hindu and Muslim students of Kumaun region on study habit’s dimension habit of concentration was found to be 2.507. To find out the table value for degree of freedom (df) -198 at 0.05 level of significance and 0.01 level of significance, p-value calculator (https://www.danielsoper.com/statcalc/calculator.aspx?id=8) for student’s t-test was used. Table values for degree of freedom (df) -198 at 0.05 and 0.01 level of significance were found to be 1.973 and 2.601, respectively. This indicates that the calculated t-value (2.507) was greater than the table value at 0.05 level of significance but less than the table value at 0.01 level of significance. This reveals the fact that Hindu and Muslim students were found to be differed significantly on study habit’s dimension habit of concentration at 0.05 level of significance. Since, the mean difference was in favor of Hindu students which indicate that Hindu students were found to have better habit of concentration than Muslim students of senior secondary schools of Kumaun region.

To study the relationship of study habit’s dimension habit of concentration with academic achievement of Hindu and Muslim senior secondary students, Pearson product moment correlation coefficients were calculated. Summary of product moment correlations of study habit’s dimension habit of concentration with academic achievement of Hindu and Muslim students are presented in Table-2 on next page.
Table-2 : Summary of product moment correlation of study habit's dimension habit of concentration with academic achievement of Hindu & Muslim senior secondary students

<table>
<thead>
<tr>
<th>Religion</th>
<th>Hindu</th>
<th></th>
<th>Muslim</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>Academic</td>
<td>Habit of</td>
<td>Academic</td>
<td>Habit of</td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td>Concentration</td>
<td>Achievement</td>
<td>Concentration</td>
</tr>
<tr>
<td>N</td>
<td>102</td>
<td>102</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>Sum</td>
<td>28757</td>
<td>1471</td>
<td>22744</td>
<td>1293</td>
</tr>
<tr>
<td>Sum of Squares</td>
<td>8377311</td>
<td>22559</td>
<td>5573394</td>
<td>18065</td>
</tr>
<tr>
<td>Mean</td>
<td>281.931</td>
<td>14.422</td>
<td>232.082</td>
<td>13.194</td>
</tr>
<tr>
<td>S.D.</td>
<td>51.686</td>
<td>3.649</td>
<td>55.141</td>
<td>3.219</td>
</tr>
<tr>
<td>Product</td>
<td>416809</td>
<td></td>
<td>301601</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>0.109*</td>
<td></td>
<td>0.088*</td>
<td></td>
</tr>
</tbody>
</table>

* p>0.05 (Not significant at 0.05 level)

It is evident from Table above that Pearson product moment correlation coefficient between academic achievement and study habit's dimension habit of concentration of Hindu students was found to be 0.109. The table values at 0.05 and 0.01 levels of significance and at degree of freedom (df) - 100 are 0.195 and 0.254 respectively. Therefore, it is depicted that the obtained value of the correlation coefficient was less than table value 0.195 at 0.05 level of significance. This indicates the fact that academic achievement of senior secondary students of Hindu religion was not found to be significantly correlated with study habit's dimension habit of concentration.

Similarly, correlation coefficient between academic achievement and study habit's dimension habit of concentration of Muslim students was found to be 0.088. Table values at 0.05 and 0.01 levels of significance and at degree of freedom (df) - 96 are 0.199 and 0.260 respectively. Therefore, it is depicted that the obtained value of the correlation coefficient was less than table value 0.199 at 0.05 level of significance. This indicates the fact that academic achievement of senior secondary students of Muslim religion was not found to be significantly correlated with study habit's dimension habit of concentration.

4. Conclusion

The results show that Hindu and Muslim students were found to be differed significantly on study habit's dimension habit of concentration and it was also concluded that Hindu students were found to have better habit of concentration than Muslim students of senior secondary schools of Kumaun region. It was also concluded that the academic achievement of both Hindu and Muslim students was not found to be significantly related with study habit's dimension habit of concentration.
References


Article Received on April 10, 2018; Accepted on June 15, 2018