In the present study, the researchers attempted to study the Reading and Note Taking 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 were finally taken as sample of different Government senior secondary schools of Kumaun region. 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 reading and note taking habits 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 reading and note taking.

[keywords: reading, note taking, study habit, academic Achievement, Senior secondary students]

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1. **Introduction**

The Senior Secondary education is the stage between elementary and higher education. It acts as the significant tool for deciding and making an individual’s approach towards future higher education. One of the most imperative outputs of any educational system is the accomplishment of the objectives by the students up to the extreme. How the students take their school activities and make the studies, significantly determines their level of academic achievements. Active participation in the religious community brings people into contact with others of similar age who have common interests, and with whom social relationships may form. Interpersonal support can result in formation of new healthy social networks, which can facilitate positive personality changes. The religion practiced at home determines the qualities, attitudes and behavior patterns of the parents of the children. These, in turn, must influence the development of the child as he identifies with them and tries to replicate their ways of living.

The students who develop and practice better and effective study habits are expected to achieve good in their studies in comparison of the students who have bad study habits. Thus, study habit is very influential to the academic achievement of every student at all levels. Bolling (2000) explained that good study habits through proper planning help the students set up for what is at the forefront, and get done their educational goals. Study habits play an important role in human performance in academic field. Some research studies have reflected that effective note-taking increases learner’s performance at lessons (Austin, Lee & Carr, 2003; Bretzing et al., 2007).

Reading and Note taking are very important activities in the life of students at all level. Reading and note taking have been taken for granted by the teachers as well as learners also. In the last some decades, changes in the landscape of higher education, such as the production of profitable note taking services, have led teachers to ask questions about the effectiveness of note taking in the improvement of learning and their own role in the process (Muraina, Muraina, Amao & Oyelade, 2013; Muraina, 2013). Researches on reading and note taking reflect that reading and taking notes in class and then revision of these notes have a significant impact on the improvement of students learning. Research studies confirm that the learners remind more and more class room lectures if they have written the lectures material in their notes. Learners, who take notes were found to have high marks on both instantaneous and deferred examinations of recall and blend than the learners, who do not take notes (Kiewra, Benton, and Lewis, 2007). 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, reading and note taking 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 under the descriptive nature 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 **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. For this purpose, random sampling technique was used at each stage.

2.3 **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 "Reading and Note Taking," 09 items were included in this inventory.

3. **Results and Discussion**

To study the significance of differences between Hindu and Muslim senior secondary students on study habit’s dimension reading and note taking, 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 reading and note taking is given in Table-1.

<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>3669</td>
<td>134371</td>
<td>35.971</td>
<td>4.869</td>
<td>2.552*</td>
</tr>
<tr>
<td>Muslim</td>
<td>98</td>
<td>3349</td>
<td>116911</td>
<td>34.173</td>
<td>5.040</td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05 (Significant at 0.05 level)

It is evident from Table -1 that t-value between the means of Hindu and Muslim students of Kumaun region on study habit’s dimension reading and note taking was found to be 2.552. 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 (2.552) 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 reading and note taking 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 reading and note taking abilities than Muslim students of senior secondary schools of Kumaun region.

Table - 2 : Summary of product moment correlation of study habit’s dimension reading and note taking with academic achievement of Hindu & Muslim senior secondary students

<table>
<thead>
<tr>
<th>Religion</th>
<th>Hindu</th>
<th>Muslim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>Academic Achievement</td>
<td>Reading and Note Taking</td>
</tr>
<tr>
<td>N</td>
<td>102</td>
<td>98</td>
</tr>
<tr>
<td>Sum</td>
<td>28757</td>
<td>22744</td>
</tr>
<tr>
<td>Sum of Squares</td>
<td>8377311</td>
<td>5573394</td>
</tr>
<tr>
<td>Mean</td>
<td>281.931</td>
<td>232.082</td>
</tr>
<tr>
<td>S.D.</td>
<td>51.686</td>
<td>55.141</td>
</tr>
<tr>
<td>Product</td>
<td>1034406</td>
<td>781785</td>
</tr>
<tr>
<td>Correlation</td>
<td>-0.00001*</td>
<td>0.169*</td>
</tr>
</tbody>
</table>

* p>0.05 (Not significant at 0.05 level)

It is evident from the above Table that Pearson product moment correlation coefficient between academic achievement and study habit’s dimension reading and note taking of Hindu students was found to be - 0.00001. 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 their study habit’s dimension reading and note taking. Similarly, correlation coefficient between academic achievement and study habit’s dimension reading and note taking of Muslim students was found to be 0.169. 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 their study habit’s dimension reading and note taking of senior secondary students of Muslim religion.
4. Conclusions

The results show that Hindu and Muslim students were found to be differed significantly on study habit’s dimension reading and note taking and it was also concluded that Hindu students were found to have better reading and note taking abilities than Muslim students of senior secondary schools of Kumaun region. These results are due to the variations in the schedule and pattern of living at home and family environment in both the communities. It is also concluded that the academic achievement of both Hindu and Muslim students is not significantly related with study habit’s dimension reading and note taking.

References


