

STUDY HABITS AND ACADEMIC ACHIEVEMENT OF KASHMIRI & LADAKHI ADOLESCENT GIRLS: A Comparative Study

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ABSTRACT

The present study was conducted to study the Study Habits and Academic Achievement of Adolescents girls in Jammu and Kashmir. 400 sample subjects were selected randomly from two ethnic groups' viz. Kashmiri and Ladakhi. The investigators used Palsane & Sharma's study habits inventory (PSSHI) to collect data from the field. Certain statistical techniques like percentage, S. D., Mean and t-value were used to analyze the data. The result confirms Significant mean difference were found between Kashmiri and Ladakhi adolescents on their study habits and academic achievement.

Keywords: Study habits, academic achievement, Kashmiri, Ladakh, adloscents.

INTRODUCTION

Learning is a highly complex problem in the field of education & psychology. Several psychologists have attempted to explain it differently and the description of each is partially true. Today difference is not too much between the "connectionism" of Thorndike and the "Insight" of Kohler but the controversy has shifted between the "Reinforcement" of "Reorganization of life space" by Lewin. But even these differences are not so serious as they appear to be. The difference between the various theories exist only due to the fact that each has tried to develop a concept on the basis of which an attempt has been made to explain all the problems of learning. T

hese discussions about learning have enriched the teacher's knowledge that by proper application of these can make learning a much easier and pleasant task. The teacher knows the importance of practice and insists on its application till a task becomes automatic. He also knows that mechanical practice is of no avail and as such he insists on practice with motivation and interests.

To keep the learner's motivation high, he uses the necessary incentives in the form of reward and punishment, praise and reproof etc. the teacher also knows that efficient learning demands a certain amount of readiness in the pupil before he sets up a new learning situation. The task of learning, it may be noted here, is not depended on the teacher alone. It is learning depends no only on good teaching alone but on satisfactory learning procedures also. Efficient learning depends upon the learners ability to schedule his time, the plan of his study, the habit of concentration, note –taking mental review, over learning , the judicious application of whole and part method, massed and distributed learning and so on. In other words, learning involves the development of proper study habits and skills. The problem of study habits is one of the universe importances both from theoretical and practices points of view. Theoretically, efficient learning depends upon the development of efficient study habits and skills.

As such one of the objectives of teaching should be the improvement of study habits and skills of the students. From the practical point of view, the problem is all the more important. Very often, teachers come across such students who appear to have above average scholastic aptitude, yet they are doing very poorly in their courses of study. A great majority of them seem to have faulty study habits. Proper guidance to them would, it is expected, change their faulty study habits into desirable ones. Since study habits are an important factor in learning, it becomes necessary to investigate into its nature. Some research has been done on study habits and attitudes in USA. Attempts have been made to determine the nature of study habits. Various criteria have been used for this purpose. Using the criteria of scholastic achievement. Weenn Locke. St. Mary Esther, Willenborn, Carter, Michael and Reeder, Brown and Holtzman, Brown and Farquhar, Popham and Moore have tried to determine its relationship with scholastic success. Carter, Gratia and Whigham, Michal William, B. Jones, Ahman, Smith and Glock have tied to note its relationship with intelligence. Bamman, Tresselt, Shaq and Daniel have tried to determine its susceptibility to improvement through training programme. They have also tried to know the attitude of students towards training in study habits and attitudes. Weber, Decosta, Horton strong has tried to investigate its relationship with certain environmental conditions.

The objective of the study conducted by Patel (1996) was to examine the qualitative aspects of study habits of the pupils and its impact on the school achievements. His sample comprised of 578 pupils of class 8th of eight schools each of urban and rural settings of Kheda District (Gujrat). 72 pupils were finally selected through random selection method. The tools used to collect the data included study habits inventory of B. V. Patel, General Ability Test of M. T. Patel and annual results of the schools. The data were analyzed with ANOVA and sequential Range Tests. It was found that the achievement scores of the pupils having high and low General Ability scores were significantly different those pupils who had good study habits did get significantly more achievement scores than those who had poor study habits. It was found that sex and study habits interacted significantly in explain achievement scores. The objectives of the study conducted by Agarwal, Rashmi & Amita (2000) was investigate the impact of various pattern of televising on the study habits of higher secondary level students. A purposive sample comparsing of 95 higher secondary level students stratified across gender (boys and girls) and educational stream (Arts, Science and Commerce) were selected from Muradabad district. Television viewing pattern inventory (TVVPI) constructed by investigators and study habits inventory (SHI) by palsane and Sharma were used for the collection of data.

The collected data was analysed by using F-test and t-test. It was found that the sixty eight percent of students felt that their parents impose restrictions on them regarding the content and duration of televiewing.

There were no gender and stream differences in this reference. Nearly 87 percent of the higher secondary level students watched television for less than four hours per day.

Duration of televiewing was found to affect significantly the study habits of students. Watching television for more than four hours badly affect their study habits.

The above mentioned studies can not be conclusive. They need further investigation and verification. Hence, investigation of some other factor related to study habits needs to be undertaken.

The present study was designed to analyze study and academic achievement habits of the students belonging to three districts cultural groups namely Kashmiri, Dogri and Ladakhi.

OBJECTIVES

The following objectives have been formulated for the present study.

- To study the study habits of Kashmiri and Ladakhi adolescent Girls.
- To study the academic achievement of Kashmiri and Ladakhi adolescent Girls.
- To compare Kashmiri and Ladkhi Adolescent girls on study habits.
- To compare Kashmir and Ladakhi Adolescent girls on academic achievement.

SAMPLE

Four hundred (400) Adolescent girls studying in 12th Grade in Govt. Higher secondary schools at Srinagar and Ladakh were randomly selected to serve as the sample for the present study. The distribution of these sample subjects is shown as under:

Kashmiri	Ladaklhi	Total
200	200	400

TOOLS

The following tools were employed for collecting data.

- Palsane & Sharma`s study habits inventory (PSSHI) was administered on the sample subjects to elicit their responses on various areas of Study habits namely, budgeting time, physical conditions, reading ability, note taking, learning/motivation, memory, taking examination, health etc.
- Aggregate % of marks obtained by the sample subjects in their 10th & 11th class examination were collected from the official records of the institutions and treated as in indicator of academic achievement.

DISCUSSION OF THE RESULTS

Table: 1
showing the % age of respondents falling on each level of study habits

Cultural group		
Study Habits Levels	Kashmiri	Ladakhi
Excellent	44(22.50%)	5.(3.33%)
V. Good	35 (17.50%)	5. (3.33%)
Average	58 (29%)	10 (6.66%)
Unsatisfactory	23 (11.50%)	15 (10%)
V. Unsatisfactory	39 (19.50%)	115 (76.66%)

A perusal of the above table reveals that out of 200 Kashmiri adolescents girls 22.50% have excellent study habits, 17.50% have very good study habits, 58% are average in their study habits, 11.50% have unsatisfactory and 19.50% have very unsatisfactory study habits, while as seeing Ladakhi adolescents girls only 3.33% of the girls have excellent study habits, 3.33% have very good study habits, 6.66% have average, 10 % have unsatisfactory and the majority of the adolescents girls .i.e. 76% have very unsatisfactory study habits.

Table: 2
showing the significance of difference in the mean scores of Kashmir and Ladakhi adolescent girls on study habits

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri	200	61.93	8.48	10.60	Significant at 0.01 level
Ladakhi	150	52.69	7.93		

A perusal of the above table shows the significance of difference between Kashmiri and Ladakhi adolescent girls on study habits, the table reveals that Kashmiri and Ladakhi girls differ significantly in their study habits. The mean difference favoured Kashmiri adolescents girls and the difference is significant at 0.01 level.

Table: 3
Showing classification of three groups of students into various categories based on performance standards

Performance standards	Kashmiri	Ladakhi
Distinction	25 (12.5%)	6 (4%)
First Div.	95 (47.5%)	6 (4%)
Second Div.	53 (26.5%)	45 (30%)
Third Div.	27 (13.5%)	93 (62%)
Total	200	150

The perusal of above table shows the comparison on performance standards of Kashmiri and Ladakhi adolescents girls. 50% are distinction holders, 47.50% are first division holders, 26.50% are second division holders and 13.50% are third division holders. While as Ladakhi girls are concerned out of 150 girls only 4% are distinction holders, 4% are first division holders, 30% are second division holders and the rest 62% of the girls are 3rd division holders. This reveals that Ladakhi girls are very low from the Kashmiri adolescent girls on their performance standard.

Table: 4
Showing significance mean difference of Kashmir and Ladkhi
Adolescents girls on their academic achievement

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri	200	60.99	9.40	13.01	Significant at 0.01 level
Ladankhi	150	48.76	8.30		

A perusal of above table shows the significance of difference between Kashmiri and Ladakhi adolescent girls on academic achievement. The table reveals that Kashmiri and Ladakhi adolescent girls differ significantly on academic achievement. The mean difference favoured Kashmiri adolescent girls and the difference is significant at 0.01.

MAJOR FINDINGS

On the basis of analysis and interpretation, the following conclusions have been drawn from the present study.

- it has been found that the majority of the Ladakhi girls (76.66%) are very low in their levels of study habits as compared to Kashmiri adolescent girls. 40% of Kashmiri girls possess above average level of study habits 31.50% of Kashmiri girls. 31% of Kashmir girls, 37% and 86% of Ladakhi girls possessed below average study habits.
- It has also been found that in Kashmiri is 12%. However, in case of Ladakhi girls it is only 4% which is very insignificant. The proposition of first division holders in Kashmiri and Ladakhi groups has found to be 47.50% and 4% respectively. The second division holders are 26.50% (Kashmiri) and 30% (Ladakhi). It is interesting to note that in case of Ladakhi groups of girls, around 92% of the total girls have secured marks in the range of 33.50% where as in case of Kashmiri the number is very low i.e. 40%.
- It has been found that there is significant mean difference between Kashmiri and Ladakhi adolescents' girls on their study habits and the difference is significant at .01 level. The Kashmiri adolescent girls showed better study habits as compared to Ladakhi adolescents' girls.
- It was also found that Kashmiri and Ladakhi adolescent's girls differ significantly on their academic achievements and the difference is significant at .01 level. The Ladakhi adolescent girls are much below in their academic achievement scores as compared to Kashmiri Adolescent girls.

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