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A Study on the Study Habits of Slow Learners in Relation to their Academic Achievement with reference to Gender and Medium of Instruction

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Introduction

Children the most precious asset of any nation deserve the best care that mankind can offer opportunities need to foster fullest development of their potentialities. No doubt, every nation is investing heavily in the education of its young but some of the strategies have not been developed fullest extent to the dull students or slow learners. Hence, it is essential to identify the slow learners and strengthen them in order to develop strong nation. Children are like seeds whether they go waste or shape up as a huge tree depends on how they are nurtured. Parents and teachers should understand what a Child is good at and encourage the same.

Operational Definitions on the Terms
Slow Learners:

Burt (1937) has rightly pointed out that term "backward or slow learner" is reserved for those children who are unable to cope with the work normally expected of their age group in teaching slow learners children the mental age is often taken as a guide to the levels of attainment to be expected of pupils. Thus if a child's mental age is 10 years, we assume that his attainment age should also be at the 10 year level on the country, if his attainment age falls below his mental age he is considered as slow learners.

Academic Achievement:
1. General term of the successful attainment of some goal requiring a certain effort
2. The degree of success attained in a task e.g. solving a test
3. the result of a certain intellectual or physical activity defined according to individual and or objective (organizational) prerequisites proficiency.

Study Habits:

According to Sorenson, 'Effective methods of study consist basically in applying those fundamental principles which underline efficiency.' "Habit is an accomplished form of behaviour in which things are done quickly, accurately and automatically with little voluntary attention".

Variables:
Dependent Variables
- Academic Achievement

Independent Variables
- Study Habits

Moderator Variables
- Gender (Boy/Girl)
- Medium of Instruction (Kannada/English)

Population and Sample:

Population:

The population of the present study consists of all the secondary school students (8th and 9th) studying in schools under Karnatak Education Board

The researcher has used purposive random sampling technique to select the high schools for study namely, Government, Aided and private schools.

Sample:

The sample consists of 100 pupils studying in VIII and IX standard where 50 boys and 50 girls. among 50 boys 25 Kannada medium and 25 English medium and among 50 girls 25 Kannada medium and 25English medium where selected.

Design of the Study:

Every research study involves adherence to certain method of research and research studies and distinguished on the basis of their different purposes and appearance.

Investigator has employed the ''Survey Research Method'', which was found to be more suitable for this type of research work.

Tool Used

The information has to be generated during the study by using appropriate tools describing and quantifying the data, Study Habits Inventory constructed by M. Mukhopadhyaya and D.N. Sansanwal (1983) was used to collect relevant data.

Hypothesis of the Study:

1. There is no significant difference between Kannada and English medium school students with respect to their academic achievement, Study habits and their dimensions (Comprehension, Concentration, Task orientation, Interaction, Recording).
2. There is no significant difference between male and female students with respect to their academic achievement, Study habits and their dimensions (comprehension, concentration, task orientation, Interaction, recording).

Procedure of Data Collection:

In order to collect the necessary data pertaining to the study habits of selected students, M.Mukhopadhya and D.N. Sansanwal study habits inventory was administered among Boys and Girls. Slow Learners of Secondary Schools selected.

Students were selected on the basis of teacher's assessment and students academic achievement in a separate classroom and instructions were read out for them to answers to the inventory.

The researcher administered the study habits inventory to the students. However they were

Procedure of Data Analyses:

For the purpose of analysis of the data, The investigator has used the differential statistical analyses for the study

Data Analyses and its interpretation:

Hypothesis: There is no significant difference between Kannada and English medium school students with respect to their academic achievement, Study habits and their dimensions (comprehension, concentration, task orientation, interaction, recording).
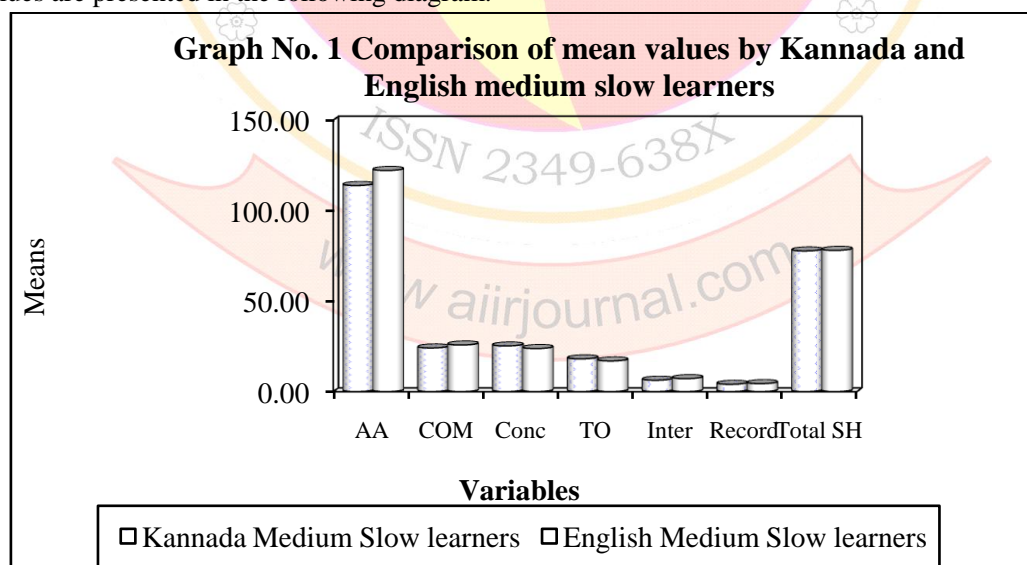
To achieve this hypothesis, t-test was applied and results are presented in the following table:

Table-1 Results of students t-test between Kannada and English medium school students

	Kannada		English				
Variables	Mean	Std. Dev.	Mean	Std. Dev.	t-value	p-value	Signi.
AAT	113.8345	16.8032	122.1636	13.7904	-3.2795	<0.05	S
Habits scores	77.7034	11.3530	78.0182	11.9791	-0.1724	0.8633	NS
Dimensions							
Comprehension	24.1103	8.2345	25.7455	7.2142	-1.2956	>0.05	NS
Concentration	25.2138	6.2017	23.7818	6.3761	1.4468	>0.05	NS
Task orientation	18.0690	4.6691	16.9273	3.1202	1.6757	<0.10	S
Interaction	6.2828	3.0905	7.1636	2.7673	-1.8506	<0.10	S
Recording	4.0276	2.0308	4.4000	2.2657	-1.1212	>0.05	NS

From the above table, it is clearly indicated that,

1. Kannada and English medium school students differs significantly with respect to their academic achievement (t=-3.2795, <0.05, S) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Kannada and English medium school students have different achievement scores.

2. Kannada and English medium school students do not differs significantly with respect to total study habits scores (t=-0.1724, >0.05, NS) and their dimensions like comprehension (t=-1.2956, >0.05, NS), concentration (t=1.4468, >0.05, NS) and recording (t=-1.1212, >0.05, NS) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected in these cases. But the Kannada and English medium school students differ significantly in dimensions like task orientation (t=1.6757, <0.10, S) and recording (t=-1.8506, <0.10, S) at 10% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Kannada and English medium school students have different task orientation and recording dimensions scores and mean values are presented in the following diagram.

Graph No. 1 Comparison of mean values by Kannada and English medium slow learners

Hypothesis: There is no significant difference between male and female students with respect to their academic achievement, Study habits and their dimensions (comprehension, concentration, task orientation, Interaction, recording).

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To achieve this hypothesis, the student's t-test was applied and results are presented in the following table:

Table-2 Results of Students t-test between Male and Female Students

	Male		Female				
Variables	**Mean**	**Std.Dev.**	**Mean**	**Std.Dev.**	**t-value**	**p-value**	**Signi.**
AAT	115.1122	15.217	117.0980	17.5293	-0.8540	>0.05	NS
Habits scores	79.2653	10.378	76.3725	12.3673	1.7880	<0.10	S
Dimensions							
Comprehension	25.4490	8.288	23.7059	7.6217	1.5490	>0.05	NS
Concentration	25.3367	6.020	24.3235	6.4856	1.1440	>0.05	NS
Task orientation	17.8571	4.488	17.6569	4.1756	0.3270	>0.05	NS
Interaction	6.5102	3.020	6.5392	3.0432	-0.0680	>0.05	NS
Recording	4.1122	2.015	4.1471	2.1864	-0.1170	>0.05	NS

From the above table, it is clearly indicated that,

1. Male and female students do not differ significantly with respect to their academic achievement (t=-0.8540, >0.05, NS) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, male and female students have same academic achievement scores.

2. Male and female students do not differs significantly with respect to all dimensions of study habits dimensions like comprehension (t=1.5490, >0.05, NS), concentration (t=1.1440, >0.05, NS), task orientation (t=0.3270, >0.05, NS), Interaction (t=-0.0680, >0.05, NS) and recording (t=-0.1170, >0.05, NS) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected in these cases. But the Male and female students differ statistically in total study habits score (t=1.7880, <0.10, S) at 10% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, male and female students have different academic achievement scores and mean values are presented in the following diagram.

Graph No: 2 Comparison of mean values by Gender of the Slow Learners
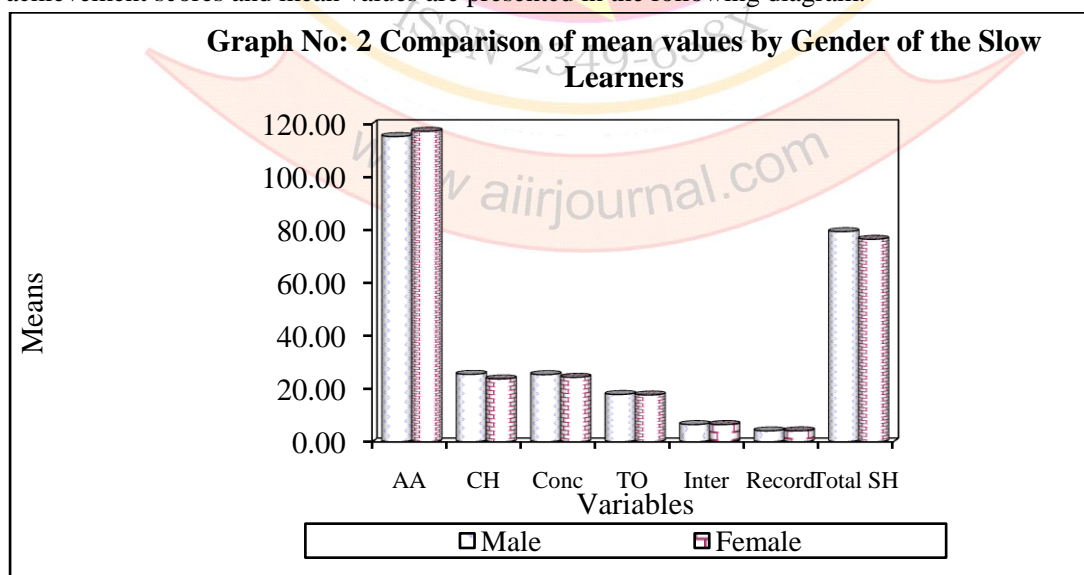
Educational Implications:

1. The knowledge of study habits of slow Learners help the Teachers to guide them for effective learning
2. The information about the effect of variables on the study habits of slow learners helps the teachers in guiding parents.
3. As the medium of Instruction influences the study habits, the teacher should give importance to the students of both the medium.
4. A knowledge of study habits may be used for diagnostic purpose in guidance and counselling to help the students in regards to their education.
5. It may help the teacher to adopt effective method of teaching.

Conclusion:

The enthusiasm and love of learning must be communicated to the slow learners. The self-image of the slow learner must be changed so that it is made to feel him that he is capable of learning. More importantly, he feels an infinitely greater desire to learn because he has probably failed so often in the past. He now needs to experience academic success and to achieve this they must have good study habits.

We as teachers should motivate and help them to develop good study habits which in turn brings success to the slow learner so that they can also lead a successful life and make contributions to the society in turn to the nation.

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