

STUDY ORIENTATION OF HIGH AND LOW ACHIEVERS AT SECONDARY LEVEL

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ABSTRACT

This paper compared high and low academic achievers in respect of study orientation by using a modified Study Orientation Scale (SOS) consisting of 52 items on different aspects of study orientation. The scale was administered on the sample of 360 students those were studying in class X in different schools of Purulia district. Similarly, academic performance was measured through marks obtained by the students in the school level examination of class IX. The analysis revealed that the study orientation of secondary school students is related with their academic achievement. The high achievers have better study orientation than the low achievers. It also showed that there is no significant difference between the high and low achiever students in respect of their study orientations.

Key Words: Study orientation, Study Orientation Scale, High academic achiever, Low academic achiever.

INTRODUCTION

Study orientation is an overall measure of a student's study habits and attitude. The student's approach to learning is highly individualistic with a wide variation of observable techniques. Students learn facts and skills by which they organize and express their thoughts and talents. It is true that we are all born with the ability to learn. We do it every day of our lives, often without being aware of it. However, studying is a special form of learning and it is achieved with some specific purpose in mind. All of us need to learn how to study (Lalitha, 2000). If we want to do best that we can, as a student, we need to understand what would we want out of studying and what learning means to us.

A student who has his or her proper study orientation cannot sleep or go to school without studying the assigned lessons. As a teacher educator the investigator feels that a student can be intelligent and have self confidence in class compared to those do not have their proper study orientation. A student who does not have good study orientation he/she cannot do well in class performance. Good study orientation is the tools to success. Study habits have tremendous effect on the achievement (Patel, 1997). A study, made by Sarwar¹, Bashir, Khan, and Khan, 2009, revealed that the high achievers have better study orientation, study habits and attitude, than the low achievers. There is no significant difference between the study orientations of male and female students but the rural students differ significantly from urban students on study orientation. Poor study method clearly disrupt the progress of students (Rowntree, 1983). Lee (1992) found that development of study skills, increased student achievement. Young (1998) observed that students' study habits seem to show differences in how they learn and how serious they are about learning. Nagaraju (2004) found that students in secondary school in India usually do not devote sufficient time to their studies and seldom have proper study habits. However, the study habits significantly influenced on reading achievement of high school students (Narayana, 1997). Without well-developed study orientation, a student cannot perform well in class, develop less self confidence and surely, he or she cannot reach his or her ambition in life.

In spite of our every effort for creating good study orientation among the school students the goal, in respect of their academic performance, is far to achieve. There is a clear distinction in academic performance among the high and low achievers in school. We see that a major portion of the students are not competent in higher education and failed to achieve their desired goal due to their lack of proper study orientation. It is easier to us

if we try to build the proper study orientation from the early stage of individual's life. The main hurdle in promoting a good study orientation today is that there is a lack of proper knowledge regarding the development of study orientation and correlation between study orientations of high and low achievers. The academic achievement of students is a matter of great concern for parents, teachers, and students. Keeping in view the prior researches the present study was designed to study the relationship between study orientation and academic achievement of the students in secondary school.

Objective

The objectives of the study were:

1. To know the overall study orientation level of high and low academic achievers in secondary school.
2. To compare the students' study orientation with their academic achievement.

Hypothesis

To realize the above objectives the following null hypotheses were formulated for testing:

- H_1 : There would not be good study orientation among the secondary school students.
- H_2 : There would not be good study orientation among the high and low achievers in secondary school.
- H_3 : There would be no significant difference between high and low academic achievers in respect of their study orientation.
- H_4 : There would be no significant difference between high and low academic achiever boys in respect of their study orientation.
- H_5 : There would be no significant difference between high and low academic achiever girls in respect of their study orientation.

METHODOLOGY

The survey research method was used in the present study. The study was conducted on 360 secondary school students out of them 183 were high achievers and 177 were low achievers. Those students got more than 60% marks in school level examination were taken as high achievers and those who got less than 45% marks were taken as low achievers. The sample was taken from 10th grade students those were studying at secondary schools under WBBSE in Purulia district of West Bengal. The Stratified Random Sampling technique was used to collect the sample for the present study. For sampling, the population was divided into four strata. They were high achiever girls, high achiever boys, low achiever girls and low achiever boys. A number of samples were collected from each stratum.

A modified Study Orientation Scale (SOS), on the lines of M. Mukhopadhyay and D. N. Sansanwal's Study Habit Inventory (SHI) scale, was used by the investigator keeping in view its relevance and suitability for the students of Purulia in West Bengal. The final form of the scale was contained 52 items and it was divided into the following sub-components namely Comprehension (12 items), Concentration (10 items), Task Orientation (9 items), Study Sets (7 items), Interaction (3 items), Drilling (4 items), Supports (4 items), Recording (2 items) and Language (1 item). The items of the scale were arranged randomly in the scale to avoid any mechanistic pattern of response.

Analysis And Interpretation

To test the hypotheses of the study descriptive and inferential statistics have been calculated and results are shown in the following tables.

- *Hypothesis 1 (H_1)*: There would not be good study orientation among the secondary school students. In order to test the hypothesis 1 (H_1) mean and SD (Standard Deviation) were calculate and the results are given in Table 1.

Table 1: Mean and SD on study orientation scores of secondary school students

Category	N	Mean	SD
Students	360	125.94	19.32

It is observed from Table 1 that the mean value of study habit scores is 125.94 that indicate the secondary school students are having average study orientation. It concludes that the secondary school students have not good study orientation. Hence, hypothesis 1 is accepted.

- *Hypothesis 2 (H_2):* There would not be good study orientation among the high and low achievers in secondary school. To test the hypothesis 2 (H_2) mean and SD (Standard Deviation) were calculate and the results are given in Table 2.

Table 2: Mean and SD on study orientation scores of high and low achiever students

Variables	N	Mean	SD
High achiever	183	134.52	16.01
Low achiever	177	117.07	18.42

From Table 2, it is seen that the calculated mean value of study orientation scores are 134.52 and 117.07 for high and low achievers respectively, which is average as per study orientation norms. It is further concluded that high and low achiever students are having average level study orientation. The high achievers are having better study orientation (M=134.52) than their counterpart low achievers (M=117.07). Hence, hypothesis 2 is accepted.

- *Hypothesis 3 (H_3):* There would be no significant difference between high and low academic achievers in respect of their study orientation. In order to test the hypothesis 3 (H_3) t test technique was used and the results are given in Table 3.

Table 3: t-value on study orientation scores of high and low achiever students

Variables	No. of Students	Study Orientation scores		Mean difference	df	t value
		Mean	σ			
High Achiever	183	134.52	16.01	17.45	358	9.58*
Low Achiever	177	117.07	18.42			

* = t value is significant at 0.05 level

It is revealed from Table 3 that the computed t value is 9.58, which is higher than the table value at 0.05 level of significance. Hence, the difference between high and low achievers is significant in their study orientation and the hypothesis 3 (H_3) is rejected. In other words we can say that the high and low achiever students differ significantly in respect of their study orientation. This shows that the students who have better score on study orientation tend to have better academic achievement.

- *Hypothesis 4 (H_4):* There would be no significant difference between high and low academic achiever boys in respect of their study orientation. In order to test the hypothesis 4 (H_4) t test technique was used and the results are given in Table 4.

Table 4: t-value on study orientation scores of high and low achiever boys in secondary school.

Variables	No. of Students	Study Orientation scores		Mean difference	df	t value
		Mean	σ			
High achiever Boys	100	133.71	14.68	17.63	205	7.40*
Low achiever Boys	107	116.08	19.42			

* = t value is significant at 0.05 level

It is revealed from Table 4 that the computed t value is 7.40, which is higher than the table value at 0.05 level of significance. Thus, the difference between high and low achiever boys is significant in respect to their study

orientation and the hypothesis 4 (H_4) is rejected. It also shows that the high achiever boys have better study orientation ($M=133.71$) than their counterpart low achiever boys ($M=116.08$). In other words we can say that the study orientation and academic performance are correlated specifically in boys.

- *Hypothesis 5 (H_5):* There would be no significant difference between high and low academic achiever girls in respect of their study orientation. In order to test the hypothesis 5 (H_5) t test technique was used and the results are given in Table 5.

Table 5: t-value on study orientation scores of high and low achiever girls in secondary school.

Variables	No. of Students	Study Orientation scores		Mean difference	df	t value
		Mean	σ			
High achiever girls	79	134.47	16.89	13.89	151	4.82*
Low achiever girls	74	120.58	18.62			

*= t value is significant at 0.05 level

It is observed from Table 5 that the computed t value is 4.82, which is higher than the table value at 0.05 level of significance. This table shows that the difference between high and low achiever girls is significant in respect to their study orientation. The study orientation of high achiever girls are better ($M=134.47$) than their counterpart low achiever girls ($M=120.58$). Hence, the hypothesis 5 (H_5) is rejected. It is proved that study orientation and academic performance of girls in secondary school are correlated.

FINDINGS

The study reveals the following findings from the analysis of data –

1. The study orientation level of secondary school students is average. The mean value of their study orientation scores is 125.94, which is in average as per study orientation norms.
2. The study orientation level of high and low achievers is also in average. The study orientation of high achiever students ($M=134.52$) is slightly better than low achievers ($M=117.07$).
3. The study orientation of the students has significant relation with their academic performance. It means that if a student, irrespective of their sex, has a better study orientation, he is likely to be a high achiever. On the other hand, if a student has a poor study orientation he is likely to be a low achiever.

CONCLUSION

It is concluded that study orientation is related with academic performance of secondary school students. The high and low achiever students are significantly differing in respect of study orientation. The teachers and parents should take positive initiative to sustain and increase the better study orientations among the secondary school students. In addition to this students should be instructed to make a plan for balanced learning activities. The high achiever students have better study orientation than the low achiever students. The reasons behind this are high achievers study with better planning, understanding and concentration than low achievers. Good study orientation can be developed, improved and polished among the secondary school students by the continuous cooperation and help of teachers and parents.

Financial Supports: The study was conducted as a Minor Research Project under the financial support of University Grants Commission, India.

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