



INFLUENCE OF STUDY HABITS, LEARNING STYLE AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL GIRL STUDENTS**Smt. Jyoti Masutimath****Research Scholar, Department of Education,
Karnataka State Akkamahadevi Women University, Vijayapura.****Prof. Ashokkumar B. Surapur****Department of Education,
Karnataka State Akkamahadevi Women University, Vijayapura.****ABSTRACT:**

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids and direct experience. This will help you learn the content easily and remember it for a long time. Students should collect notes on the subject, opportunities should be utilized, time management must be done. This will help the students to better academic achievement. The Girl students' with good study habits, good learning style and high Socio Economic status have more influence on Academic achievement than the girl students' with good study habits, poor learning style and high Socio Economic status. The Girl students' with good study habits, good learning style and high Socio Economic status have more influence on Academic achievement than the girl students' with good study habits, good learning style and low Socio Economic status. Here are some potential educational implications of the study on "Influence of Study Habits, Learning Style, and Socio-Economic Status on Academic Achievement among Secondary School Girl Students".



KEYWORDS: Fixed Point Theory, Nonlinear Growth Models, Economic Equilibrium and Mathematical Economics.

INTRODUCTION:

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids and direct experience. This will help you learn the content easily and remember it for a long time. Students should collect notes on the subject, opportunities should be utilized, time management must be done. This will help the students to better academic achievement.

CONCEPT OF SELECTED VARIABLES:**Study Habits:**

Study habits have a major impact on students' academic achievement. Good study habits are study techniques that enhance the students to realize their full potential. Students must have good learning habits. There are many types of good learning habits namely, Student is constantly engaging in study, using the best learning opportunities, time management, practicing in a good environment, collect the notes etc. The child's academic success and failure rests on his study practice.

Learning style:

Learning style has a major impact on students academic achievement. Each students learning style is different. There are many different learning styles as well, visual, auditory, reading and writing, and kinesthetic. These will help the students to achieve better academic achievement if he applies them to his studies.

Socio – Economic Status:

The family atmosphere should be as good as the first tuition at home. Only then will the student be able to excel in learning. If family is good for income, occupation and education, it can have a major impact on the students academic achievement. The family must have a socially good relationship. The family status in society all affect the students academic achievement.

Academic Achievement:

Academic achievement is the extent to which a student, teacher or institution has attained their short or long term educational goals. Academic achievement is commonly measured through examinations or continuous assessments. A number of factors have an impact on academic achievement. Namely study habits, learning styles, socio economic status, Family environment, school environment, teaching methods, teaching aids etc.

NEED OF THE STUDY:

This study is helpful to understand some of the factors that affect academic achievement. Education should be student centered rather than teacher centered. Teacher need to know the interest and habits of students. The learning style and hobbies of each students are different. Teacher should identify and teach them. Students should be provided with the opportunity to learn through experience, visual, auditory, experimentation etc. Teacher should keep track of the socio economic status of students. Because not all students are financially strong. Some of the learning materials that teachers say are not available to the students. Providing opportunities for learning for such students should be helpful to all round development. Teachers should practice teaching through direct experience and teaching tools. This will keep the student interested in learning and simply learning the subject and remembering it for a long time. Teachers should incorporate all these elements into teaching and should incorporate it into their learning. This study will help the student to know the best academic achievement. Secondary sources are available in this study, namely articles, books, journals, library books etc.

Study Related to Study Habits and Academic Achievement:

Chamundeswari, S (2015) observed that a significant difference between experimental and control group students pertaining to the study habits and academic achievement in mathematics. The gain scores pertaining to study habits and academic achievement in mathematic of student in experimental group are found to be significantly higher than the scores of students in control group.

Ajai John T (2020) The purpose of present research study to explore the relation between study habit and academic achievement of secondary school science students. The sample of research study 199 students selected from 5 school through simple random sampling technique statistical techniques are used in this study those are frequency, counts, mean and product moment coefficient of

correlation. The research study found that a strong positive, high and exist significant correlation between study habit and academic achievement of secondary school students.

Study Related to Learning Style and Academic Achievement:

Thakkar (2014) studied of the effect of learning styles on 1580 senior secondary school students in learning achievement of Ahmedabad. It was revealed that students did not prefer to dependent and collaborative learning style and also further resulted that learning styles may not affect learning achievement but the achievement was affected by system of examination.

Nargis Munir & Nasir Ahmad (2018) The study was designed to investigate the relationship between learning style and academic performance of the secondary school students. Objective of the study to determine learning styles of secondary school students and to study the relationship between learning styles and academic performance of students. A sample of 745 students selected from 12 secondary school by using simple random sampling technique. In the study descriptive survey method was used. Finding of the study revealed that, male students had higher level of preference in visual and auditory learning styles as compared to female students at the secondary level. there is significant relationship between learning styles academic achievement of secondary school students.

Study Related to Socio – Economic Status and Academic Achievement:

Mushtaq Ahmad Bhat (2016) studied the effect of Socio Economic Status on Academic Performance of Secondary School Students. The present study aimed to investigate the relationship between socio economic status and academic achievement of secondary school students belonging to different educational zones of Ganderbal district of Jammu and Kashmir State. This descriptive analytical study was done on 120 students of secondary Schools through random sampling. Result proved that there is a significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socioeconomic status in respect to academic achievement.

Aliyu A.G. (2016) conducted a study on “influence of socio-economic status on academic achievement of senior secondary students, in Nassarawa zonal education area of Kano state, Nigeria.” The study investigated that there was a strong relationship between family socio-economic background and academic achievement of senior secondary school students. The study also investigates that sometimes there was an exceptional case where by those children with poor family background performed better academically than those from good family background.

CONCLUSION:

Study Habits, Learning Style and Socio Economic Status have a major impact on students Academic Achievement. These independent variables have a positive impact on students’ academic achievement. Students academic achievement varies from region to region. This is because the education system and the social environment of the respective region are different. Therefore, I have chosen this topic to understand how Study Habits, Learning Styles and Socio Economic Status affect the Academic Achievement of High School Students in Vijayapura District.

General objective of the study:

- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Secondary School Girl Students.

Variables:

Independent variables to be considered in the study:

- 1) Study Habits
- 2) Learning Styles

3) Socio Economic Status

Dependent variable to be considered in the study:

1) Academic Achievement

Moderate variables:

1) Management

2) Location

3) Gender

Tools used in the study:

To test the hypothesis formulated for the study data is collected with the help of following tools.

1) Study Habits:

Deepti Sharma and Masaud Ansar Study Habit Test (SHT – SDAM) 9 to 10

2) Learning Styles:

K.S.Misra Learning Style Inventory (LSI – MK) Hindi/English 9 to PG Class students

3) Socio Economic Status:

Sunil Kumar Upadhyay Socio Economic Status Scale (SESS – UKS) Hindi/English Age- 13-19 years

4) Academic Achievement:

Shall be considered for Academic Achievement of students previous years Average marks.

METHODOLOGY:

In the present study descriptive survey method has been used for research.

Sample of the study:

Using Stratified Random Sampling Technique 336 Girl students shall be selected from Secondary School 9th class Students of Vijayapura District

In pursuance of the Objectives and research hypotheses related to Girls students, the following null hypotheses were set up:

Null Hypotheses

1. H₁: There is no significant difference between the Effects of high and poor study habits of Girls students' differ significantly in terms of their influence on Academic achievement.
2. H₂: There is no significant difference between the Effects of high and poor learning style of Girls students' differ significantly in terms of their influence on Academic achievement.
3. H₃: There is no significant difference between the Effects of high and low Socio Economic status of Girls students' differ significantly in terms of their influence on Academic achievement.
4. H₄: There is no significant difference between the Interaction effects of Girls students' Study habits X Learning style differ significantly in terms of their influence on Academic achievement .
5. H₅: There is no significant difference between the Interaction effects of Girls students' Study habits X Socio Economic status differ significantly in terms of their influence on Academic achievement .
6. H₆: There is no significant difference between the Interactions effects of Girls students' Learning style X Socio Economic status differ significantly in terms of their influence on Academic achievement.
7. H₇: There is no significant difference between the Interaction effects of Girls students' Study habits X Learning style X Socio Economic status differ significantly in terms of their influence on Academic achievement .

To test the above stated null hypotheses again the same 3-way Analysis of Variance technique was used. The steps of 3-way ANOVA are applied here in order to analyze the data with regard to girls. The F-ratios thus calculated are presented in the following summary.

Table: Summary of 3-way ANOVA with Respect to 'Girl students

Source of Variation	df	Sum of Squares	Mean of Sum of Squares	F – Ratios	P - Value	Significance
Main effects						
Study habits (A)	1	17135.49	17135.49	1991.5560	0.0001	S
Learning style (B)	1	2867.40	2867.40	333.2608	0.0001	S
Socio Economic status (C)	1	4353.38	4353.38	505.9678	0.0001	S
2 way interactions						
CA x EA (A x B)	1	318.34	318.34	36.9984	0.0001	S
CA x CR (A x C)	1	46.88	46.88	5.4486	0.0202	S
EA x CR (B x C)	1	857.54	857.54	99.6673	0.0001	S
3way interactions						
CA x EA X CR (A x B x C)	1	508.02	508.02	59.0442	0.0001	S
Error	328	2822.14	8.60			
Total	335	28909.19				

FINDINGS

- There is a significant difference between the effects of poor and good study habits of girl students' in terms of their influence on Academic achievement.
- The girl students with good study habits have more influence on Academic achievement than the girl students' with poor study habits.
- There is a significant difference between the effects of poor and good learning style of girl students' in terms of their influence on Academic achievement.
- The girl students' with good learning style have more influence on Academic achievement than the girl students' with poor learning style.
- There is a significant difference between the effects of high and low Socio Economic status of girl students' in terms of their influence on Academic achievement.
- The girl students' with high Socio Economic status have more influence on Academic achievement than the girl students' with low Socio Economic status.
- There is a significant difference between the interaction effects of poor and good study habits and poor or good learning style of girl students' in terms of their influence on Academic achievement.
- There is a significant difference between the interaction effects of poor or good study habits and high / low Socio Economic status of girl students' in terms of their influence on Academic achievement.
- There is a significant difference between the interaction effects of poor and good learning style and high / low Socio Economic status of girl students' in terms of their influence on Academic achievement.
- There is a significant difference between the interaction effects of poor and good study habits, poor and good learning style and low / high Socio Economic status of girl students' in terms of their influence on Academic achievement.

Multiple Comparison of Means (SD) Using Tukeys multiple posthoc procedures - 'Girls students'

Comparison of treatment groups		Corresponding mean		Corresponding SDs		P-value	Significance
a1 x b1	a1 x b2	49.50	54.85	2.90	6.41	0.0001	S
a1 x b1	a2 x b1	49.50	69.67	2.90	5.01	0.0001	S
a1 x b1	a2 x b2	49.50	74.59	2.90	5.43	0.0001	S
a1 x b2	a2 x b1	54.85	69.67	6.41	5.01	0.0001	S
a1 x b2	a2 x b2	54.85	74.59	6.41	5.43	0.0001	S
a2 x b1	a2 x b2	69.67	74.59	5.01	5.43	0.0001	S
a1 x c1	a1 x c2	50.24	55.58	3.11	7.82	0.0001	S
a1 x c1	a2 x c1	50.24	65.80	3.11	3.29	0.0001	S
a1 x c1	a2 x c2	50.24	74.93	3.11	4.16	0.0001	S
a1 x c2	a2 x c1	55.58	65.80	7.82	3.29	0.0001	S
a1 x c2	a2 x c2	55.58	74.93	7.82	4.16	0.0001	S
a2 x c1	a2 x c2	65.80	74.93	3.29	4.16	0.0001	S
b1 x c1	b1 x c2	52.58	63.93	6.92	11.20	0.0001	S
b1 x c1	b2 x c1	52.58	56.14	6.92	7.65	0.0001	S
b1 x c1	b2 x c2	52.58	74.54	6.92	6.10	0.0001	S
b1 x c2	b2 x c1	63.93	56.14	11.20	7.65	0.0001	S
b1 x c2	b2 x c2	63.93	74.54	11.20	6.10	0.0001	S
b2 x c1	b2 x c2	56.14	74.54	7.65	6.10	0.0001	S
a1 x b1 x c1	a1 x b1 x c2	49.25	50.16	3.09	2.22	0.8230	NS
a1 x b1 x c1	a1 x b2 x c1	49.25	51.68	3.09	2.54	0.0001	S
a1 x b1 x c1	a1 x b2 x c2	49.25	65.47	3.09	3.08	0.0001	S
a1 x b1 x c1	a2 x b1 x c1	49.25	64.08	3.09	2.93	0.0001	S
a1 x b1 x c1	a2 x b1 x c2	49.25	72.29	3.09	3.35	0.0001	S
a1 x b1 x c1	a2 x b2 x c1	49.25	67.68	3.09	2.59	0.0001	S
a1 x b1 x c1	a2 x b2 x c2	49.25	77.57	3.09	3.09	0.0001	S
a1 x b1 x c2	a1 x b2 x c1	50.16	51.68	2.22	2.54	0.2790	NS
a1 x b1 x c2	a1 x b2 x c2	50.16	65.47	2.22	3.08	0.0001	S
a1 x b1 x c2	a2 x b1 x c1	50.16	64.08	2.22	2.93	0.0001	S
a1 x b1 x c2	a2 x b1 x c2	50.16	72.29	2.22	3.35	0.0001	S
a1 x b1 x c2	a2 x b2 x c1	50.16	67.68	2.22	2.59	0.0001	S
a1 x b1 x c2	a2 x b2 x c2	50.16	77.57	2.22	3.09	0.0001	S
a1 x b2 x c1	a1 x b2 x c2	51.68	65.47	2.54	3.08	0.0001	S
a1 x b2 x c1	a2 x b1 x c1	51.68	64.08	2.54	2.93	0.0001	S
a1 x b2 x c1	a2 x b1 x c2	51.68	72.29	2.54	3.35	0.0001	S
a1 x b2 x c1	a2 x b2 x c1	51.68	67.68	2.54	2.59	0.0001	S
a1 x b2 x c1	a2 x b2 x c2	51.68	77.57	2.54	3.09	0.0001	S
a1 x b2 x c2	a2 x b1 x c1	65.47	64.08	3.08	2.93	0.8121	NS
a1 x b2 x c2	a2 x b1 x c2	65.47	72.29	3.08	3.35	0.0001	S

a1 x b2 x c2	a2 x b2 x c1	65.47	67.68	3.08	2.59	0.2747	NS
a1 x b2 x c2	a2 x b2 x c2	65.47	77.57	3.08	3.09	0.0001	S
a2 x b1 x c1	a2 x b1 x c2	64.08	72.29	2.93	3.35	0.0001	S
a2 x b1 x c1	a2 x b2 x c1	64.08	67.68	2.93	2.59	0.0009	S
a2 x b1 x c1	a2 x b2 x c2	64.08	77.57	2.93	3.09	0.0001	S
a2 x b1 x c2	a2 x b2 x c1	72.29	67.68	3.35	2.59	0.0001	S
a2 x b1 x c2	a2 x b2 x c2	72.29	77.57	3.35	3.09	0.0001	S
a2 x b2 x c1	a2 x b2 x c2	67.68	77.57	2.59	3.09	0.0001	S

The result of the above table reveals the following:

- The girl students with poor study habits and poor learning style have less influence on Academic achievement than the girl students' with poor study habits and good learning style.
- The girl students with poor study habits and poor learning style have less influence on Academic achievement than the girl students' with good study habits and poor learning style.
- The girl students with poor study habits and poor learning style have less influence on Academic achievement than the girl students' with good study habits and good learning style.
- The girl students with poor study habits and good learning style have less influence on Academic achievement than the girl students' with good study habits and poor learning style.
- The girl students with poor study habits and good learning style have less influence on Academic achievement than the girl students' with good study habits and good learning style.
- The girl students with good study habits and poor learning style have less influence on Academic achievement than the girl students' with good study habits and good learning style.
- The girl students with poor study habits and low Socio Economic status have less influence on Academic achievement than the girl students' with poor study habits high Socio Economic status.
- The girl students with poor study habits and low Socio Economic status have more influence on Academic achievement than the girl students' with good study habits low Socio Economic status.
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- The girl students with good study habits and low Socio Economic status have less influence on Academic achievement than the girl students' with good study habits high Socio Economic status.
- The girl students with poor learning style and low Socio Economic status have less influence on Academic achievement than the girl students' with poor learning style and high Socio Economic status.
- The girl students with poor learning style and low Socio Economic status have less influence on Academic achievement than the girl students' with good learning style and low Socio Economic status.
- The girl students with poor learning style and low Socio Economic status have less influence on Academic achievement than the girl students' with good learning style and high Socio Economic status.
- The girl students with poor learning style and high Socio Economic status have more influence on Academic achievement than the girl students' with good learning style and low Socio Economic status.

- The girl students with poor learning style and high Socio Economic status have less influence on Academic achievement than the girl students' with good learning style and high Socio Economic status.
- The Girl students' with poor study habits, poor learning style and low Socio Economic status have similar influence on Academic achievement than the girl students' with poor study habits, poor learning style and high Socio Economic status .
- The Girl students' with poor study habits, poor learning style and high Socio Economic status have less influence on Academic achievement than the girl students' with poor study habits, poor learning style and low Socio Economic status .
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Here are some potential educational implications of the study on "Influence of Study Habits, Learning Style, and Socio-Economic Status on Academic Achievement among Secondary School Girl Students":

***EDUCATIONAL IMPLICATIONS:**

1.Tailored Teaching Methods: Teachers can adapt their teaching methods to cater to different learning styles, enhancing girl students' understanding and engagement.

2.Study Skills Training: Educators can develop study skills training programs to help girl students develop effective study habits, time management, and organizational skills.

3.Socio-Economic Support: Schools and policymakers can provide additional support to girl students from disadvantaged backgrounds, such as scholarships, mentorship, and resources.

4.Girl-Friendly Learning Environment: Schools can create a supportive and inclusive environment that encourages girl students to participate, ask questions, and explore their interests.

5.Parent-Teacher Collaboration: Teachers and parents can work together to support girl students' academic achievement, particularly those from disadvantaged backgrounds.

6.Counseling and Mentorship: Schools can provide counseling and mentorship programs to help girl students overcome socio-economic challenges and build confidence in their abilities.

7. Curriculum Relevance: Educators can ensure that the curriculum is relevant and engaging for girl students, incorporating real-life examples and applications.

8. Teacher Training: Teachers can receive training on understanding and addressing the diverse needs of girl students, including those with different learning styles and socio-economic backgrounds.

RECOMMENDATIONS FOR EDUCATORS:

1. Recognize and Value Diversity: Educators should recognize and value the diversity of girl students' experiences, backgrounds, and learning styles.

2. Create Opportunities for Girl Students: Educators can create opportunities for girl students to participate in extracurricular activities, leadership roles, and STEM programs.

3. Provide Feedback and Encouragement: Teachers can provide regular feedback and encouragement to girl students, helping them build confidence and motivation.

4. Involve Parents and Community: Educators can involve parents and the community in supporting girl students' academic achievement and personal development.

RECOMMENDATIONS FOR POLICYMAKERS:

1. Develop Policies that Support Girl Students: Policymakers can develop policies that provide additional support to girl students, particularly those from disadvantaged backgrounds.

2. Provide Resources for Teacher Training: Policymakers can provide resources for teacher training programs that focus on understanding and addressing the diverse needs of girl students.

3. Promote Girl-Friendly Education: Policymakers can promote girl-friendly education policies and practices that encourage girls' participation and engagement in education.

By implementing these recommendations, educators and policymakers can help improve academic achievement and promote educational equity among secondary school girl students.

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