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Study Habits in Relation to Socio-Economic Status and Gender among Muslim Adolescents

ABSTRACT: Students' educational outcome is greatly influenced by number of factors. Study habits of students and their parental socio-economic status are two such correlates of academic achievement, which have been studied repeatedly during the past five decades. According to D.P. Smith (1961) study, habits included student's habits of concentration, note taking, time budgeting, and study method. Research studies indicate that academic achievement of Muslim adolescents in India at secondary level is far behind than their Non-Muslim counter parts and poor academic performance is one of the reasons of school dropouts. The present research is a humble attempt to examine the study habits of Muslim adolescents belonging to different socio-economic strata of the society. The study is descriptive and statistical in nature. Standardized scales have been used to collect the data from a sample of 208 Muslim students. The data was subjected to statistical analysis by applying Mean (M), Standard Deviation (SD), product moment correlation (r), and t-test. Findings of the study indicate that significant difference exists in the study habits of Muslim adolescents in relation to gender, significant and positive relationship exists between study habits and socio-economic status. High SES (Socio-Economic Status) and Low SES Muslim adolescents and similarly Middle SES and Low SES Muslim adolescents differed significantly with regard to their study habits where in both the cases going in favour of the upper SES groups.

KEY WORDS: Study habits, socio-economic status, Muslim, adolescents, gender, academic achievement, secondary level, and significant difference exist.

INTRODUCTION

Secondary education prepares students for vocational, technical, professional, and higher education, which in turn prepares required human resource for development and prosperity of a country. Quality of performance is the key factor for personal progress and in turn development of a nation. Student's educational outcome is greatly

influenced by number of factors. Study habits of students and their parental socio-economic status are two such correlates of academic achievement, which have been studied repeatedly during the past five decades. Study implies investigation for the mastery of facts, ideas or procedures that as yet are unknown or only partially known to the individual (Crow & Crow, 1963).

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Study habits include students' habits of concentration, note taking, time budgeting, and study method (Smith, 1961). U. Azikiwe (1998) defined study habits as the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject. It covers all the related aspects of study procedure, which includes notes taking, distribution of time of study, doing sessional and home work, and genuine preparation for examination etc.

Proper study habits inculcated during academic years have lasting value that is carried over to their latter life. The healthy habits so developed help the individual to surpass the limits circumscribed by intelligence and thus brings into the category of good achiever. Studies conducted by S.K. Jain (1967); D. Shivappa (1980); and R. Aisha, A. Kiran & N.H. Malik (2002) indicated that study habits is positively and significantly related with students academic achievement. Moreover, over achievers were found possessing better, study habits as per the conclusions drawn by A. Bhaduri (1971); T.R. Laxminarayanan *et al.* (2006); and M. Sarwar *et al.* (2009).

V.N. Kale (2010) observed that significant difference exists in study habits of secondary and higher secondary school students; but, no difference was found in their study habits in relation to gender but studies conducted by A.K. Kalia *et al.* (2008); S. Sutherland & A. Vasanthi (2011); M. Fazal *et al.* (2012); and A. Promila (2014) showed that female students were better in study habits when compared to their male counterparts. A. Perveen (2013) found also that study habits as the most potential predictor of academic achievement, which accounted for 5% variance in academic achievement when compared with other predictor variables, like personality traits and educational aspirations.

Adolescents belonging to low SES (Socio-Economic Status) suffer, due to deficient and disadvantaged circumstances. The SES is determined to an extent by the type of occupation one holds. It may also be based upon differences of birth, wealth, occupation, political power, race, and intellectual attainment (Good, 1959). Thus, a family's

SES is based on parental education, parental occupation, family income, and social status in the community.

The relationship between SES and academic achievement among adolescents were studied by several investigators, such as M. Khanna (1980); S.J. Caldas & C.L. Bankston (1997); M. Ali (1998); and M.M. Alam (2006), who concluded that significant relation exists between SES and academic achievement. J. Barry (2006), through Least Square analysis, concluded also that SES is the strongest predictor of students test scores.

Q. Suleman *et al.* (2012) found that parental SES (Socio-Economic Status), parent's educational, occupational, and income level affect the academic achievement of students at secondary level. P. Singh & G. Choudhary (2015) observed that academic achievement was influenced by SES; and those who belong to high and middle SES showed better performance than adolescents having low Socioeconomic status.

H.K. Nalini & G.H.S. Bhatta (2009) found significant relationship between study habits and students' achievement in relation to SES, learning environment, school adjustment, and intelligence; while S. Sahu (2012) examined significant effect of SES on most of the dimensions of study habits. High SES adolescents were found with better study habits than low SES adolescents.

On the basis of researches quoted, it can be confidently said that there is a strong relationship of study habits and SES with academic achievement. There is a research gap that very few studies have been conducted on correlation of study habits and SES of adolescents.

As reported by SCR (Sachar Committee Report) in 2006, a high level committee set up by the government of India to look into the educational and SES (Socio-Economic Status) of Muslim minority community in the country that:

[...] one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs [...]. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. [...] about 50% of

Muslim and SC/ST children who have completed middle school are likely to complete secondary school as well, which is lower than the “all other” group at 62% (SCR, 2006).

The SCR (Sachar Committee Report), in 2006, explicitly recognizes that attainment of Muslims in school education is lower than average and the gap between Muslims and other communities increases as the level of education increases. The overall, educational status of Muslims in India is appalling thus urgent measures should be taken by the government and all the stake holders to raise the educational status of the community (SCR, 2006).

Student’s study habits and their parental SES (Socio-Economic Status) being important correlates of achievement led the investigators to conduct a study on Muslim adolescents based on study habits, SES, and gender differences, if any.

The study was conducted to achieve the following objectives: (1) to examine the study habits of Muslim adolescents studying in secondary schools of Aligarh city; (2) to study the SES level of Muslim adolescents in secondary schools; (3) to ascertain the study habits and SES of Muslim adolescents in relation to gender; (4) to examine the relationship between study habits and SES of adolescents; (5) to compare the study habits of Muslim adolescents in relation to the level of their parental education; and (6) to compare the study habits of Muslim adolescents among different SES groups.

Following null hypotheses were framed synchronized with the objectives of the study: (1) “Muslim male and Muslim female adolescents of secondary schools will not differ in their study habits”; (2) “Muslim male and Muslim female adolescents of secondary schools will not differ in their SES”; (3) “Muslim male and Muslim female adolescents belonging to different SES groups will not differ in their study habits”; (4) “There will be no significant relationship between study habits and SES of Muslim adolescents studying in secondary schools”; (5) “There will be no significant difference in the study habits of Muslim adolescents in relation to the level of their parental education”; and (6) “There

will be no significant difference in the study habits of Muslim adolescents among different SES groups”.

RESEARCH METHOD

Keeping in view of the nature of the study, survey method was adopted that falls under descriptive research. Population of the present study includes all the Muslim adolescents studying at secondary school level in the Aligarh district of UP (Uttar Pradesh) in India. The sample comprised of 208 Muslim students of class IX selected through incidental sampling method from 6 secondary schools of Aligarh city. Out of these, 105 were Muslim male and 103 were Muslim female students.

The variables studied in this research were: the *independent variables* – SES (Socio-Economic Status and gender; and *dependent variable* – study habits. Following standardized scales were administered to collect data from the students.

Study habit Inventory Scale: The SHI (Study Habit Inventory) Scale constructed and validated by B.V. Patel (1974), widely used in India consists of statements that fall into seven dimensions. There are 27 statements depicting good study habits and 18 statements depicting poor study habits. The reliability of the tool as given by the author determined by test-retest method was .79; and split half method was .82 respectively. The validity had been established by using external criteria and was found to be .82; and intrinsic validity was found to be 0.85 (Patel, 1974).

Socio-Economic Status Scale: The original SES (Socio-Economic Status) Scale of G.P. Srivastava (1997) slightly modified and standardized by M. Sharma (2009) for research work, consists of 10 items representing the various aspects of SES. According to the author, the reliability of the scale was found to be 0.92 as determined by test-retest method. It possesses content validity. Concurrent validity was established by testing identifiable groups. Construct validity was tested by applying the test of normal probability (Sharma, 2009).

Statistical Techniques Used. In the light of the objectives and hypotheses framed for the study, the collected data was classified, tabulated, and subjected to statistical analysis

Table 1:
 Study Habit Score Distribution

Number of Students	N	Mean	S D
Male	105	157.39	17.54
Female	103	166.45	17.29
Total	208	161.86	18.14

Table 2:
 Socio-Economic Status Score Distribution

Number of Students	N	Mean	SD
Male	105	56.49	27.45
Female	103	71.26	23.65
Total	208	63.80	26.69

Table 3:
 Relationship between Study Habits and Socio-Economic Status

N	X	Y	SX	SY	r Value
208	161.86	63.80	18.14	26.69	0.37**

** Significant at .01 level.

Table 4:
 Mean Scores of Study Habits for Different SES (Socio-Economic Status) Groups

	High SES			Middle SES			Low SES		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Male	12	158.33	15.00	45	158.02	18.95	48	156.56	16.75
Female	12	173.33	15.11	63	168.19	18.14	28	159.57	13.86

Table 5:
 Mean Study Habit Scores in Relation to Parental Education Level

Parental Education Level	N	Mean	SD	Study Habits
High school.	58	154.38	18.03	Poor
Senior secondary school.	38	160.37	13.60	Satisfactory
Graduation and above, including technical/ professional education.	112	164.61	18.56	Satisfactory

Table 6:
 Study Habits in Relation to Parental Education Level

Parental Education Level	N	Mean	SD	t-Value
High school.	58	154.38	18.03	3.43**
Graduation and above, including technical/ professional education.	112	164.61	18.56	

** Significant at 0.01 level.

by applying Mean (M), Standard Deviation (SD), Product moment correlation (r), and t-test.

DATA ANALYSIS AND INTERPRETATION

The data collected from the sample was analysed to make inferences and

generalizations about the population under study.

Study Habit Score Distribution. It is evident from the table 1 that total number of Muslim adolescents surveyed were 208 and their mean study habit score was 161.86 that lies between 160 and 179 score limits, which fall in the category of normal study habits. This indicates

Table 7:
Mean Study Habits Scores of High SES and Middle SES Students

Group	N	Mean	SD	t value
High SES Students	24	165.83	16.81	0.44 NS
Middle SES Students	108	163.95	19.15	

Note: NS = Not Significant.

Table 8:
Mean Study Habit Scores of Middle SES and Low SES Students

Group	N	Mean	SD	t-Value
Middle SES students	108	163.95	19.15	2.42*
Low SES students	76	157.67	15.80	

* Significant at 0.05 level.

Table 9:
Mean Study Habit Scores of High SES and Low SES Students

Group	N	Mean	SD	t-Value
High SES students	24	165.83	16.81	3.63*
Low SES students	76	157.67	15.80	

* Significant at 0.05 level.

that study habits of secondary school Muslim adolescents were satisfactory. It is also clear from the table 1 that total number of Muslim male adolescents were 105 and 103 were female students. The mean study habit score of male adolescents was 157.39 and mean study habit score of Muslim female adolescents was 166.45.

Socio-Economic Status Score Distribution.

The table 2 indicates that Muslim adolescents had a mean SES (Socio-Economic Status) score of 63.80 that lies in the range of middle SES. Mean SES score of Muslim male students was 56.49; and mean SES score of Muslim female students was 71.26, indicating that female adolescents were having better SES than their male counterparts.

Relationship between Study Habits and Socio-Economic Status. The result of Product Moment Correlation applied in the study as evident from the table 3 shows that a positive relationship exists between study habits and SES (Socio-economic Status) $r = 0.37$, and it was significant at .01 level; and, hence, null hypothesis was rejected.

Study Habits Score Distribution for Different SES Group in Relation to Gender. A glance at table 4 shows that there was a large difference in the mean study habit score between Muslim male and Muslim female students in high

SES (Socio-economic Status) and middle SES groups. Muslim females had a mean study habit score of 173.33 and Muslim male students had a mean score of 158.33 under high SES group; similarly Muslim females had a mean study habit score of 168.19 and Muslim male students had a mean study habit score of 158.02 under middle SES group. Very slight difference was noticed in the mean study habit score in low SES group as far as gender is concerned.

Study Habits in Relation to Parental Education Level. Table 5 shows that Mean study habit scores of Muslim adolescents whose parents are educated up to high school was found to be 154.38 that falls in the range of poor study habits, whereas it was found satisfactory for the students whose parents are educated up to senior secondary school, graduation and above, including technical/professional education with a mean score of 160.37 and 164.61 respectively.

Further t-test was applied to find the significance of difference between means of adolescents with parent's education level up to high school and for parents who are educated till graduation and above, including technical/professional education. The t-value was found to be 3.43, significant at .01 level as shown in the table 6.

Study Habits Score Distribution for Different SES Groups. Study habits of high SES (Socio-economic Status), middle SES, and low SES groups were compared by applying t-test. The calculated t-value (0.44), as shown in the table 7, was found to be insignificant at 0.05 level of confidence. This indicates that high SES Muslim adolescents and middle SES Muslim adolescents do not differ in their study habits; and, hence, null hypothesis was accepted.

An examination of table 8 reveals that computed t value was 2.42, which was significant at 0.05 level, indicating that middle SES (Socio-economic Status) adolescents and low SES adolescents differ in their study habits and hence null hypothesis was rejected.

The table 9 shows the mean difference of high SES (Socio-economic Status) and low SES Muslim adolescents on the measure of study habits. High SES Muslim adolescents had mean score 165.83, low SES Muslim adolescents had 157.67, and observed t-value was 3.63, which was found to be significant at 0.05 level. It can be said that there exists significant difference between the two groups on study habits measure and hence null hypothesis was rejected.

RESULTS AND DISCUSSION

The results obtained indicate that study habits of Muslim adolescents of Aligarh fall in the satisfactory range and their SES (Socio-Economic Status) lies in the range of middle SES category. The study revealed that male and female Muslim adolescents differed significantly as far as their study habits were concerned; moreover, female adolescents had better study habits when compared to male adolescents, and this is similar to the findings of A.K. Kalia *et al.* (2008); S. Sutherland & A. Vasanthi (2011); M. Fazal *et al.* (2012); and A. Promila (2014), but contradicted with the findings of V.N. Kale (2010).

Further, it was observed that study habits of Muslim adolescents were significantly related with SES of their parents as observed by H.K. Nalini & G.H.S. Bhatta (2009). Females students had better study habit scores in all the three SES groups (high SES groups, middle SES groups, and low SES groups) when compared to male students. Females were

deprived of educational opportunities for a longer time. Sanguine sign that female students have good study habits which ultimately correlates with good academic achievement.

Differences were observed in study habits of adolescents in relation to their parental education level. The study depicts that higher the level of education of parents better the study habits of students. Significant difference was found between students with parents' education level up to high school and parents who are educated up to graduation and above, including technical/professional education, indicating that highly educated parents are left with better study strategies and techniques with which they help their ward in studies.

It was also found that high SES Muslim students had better study habits than low SES Muslim students, and this is similar to the findings of S. Sahu (201). Similarly, middle SES Muslim students had better study habits than their low SES Muslim counterparts, but significant difference was not observed between high SES and middle SES Muslim students.

Higher education of parents and better facilities at home are contributing factors to study habits. From review of prior studies, it is clear that study habits and SES are important correlates of students' academic achievement (Jain, 1967; Shivappa, 1980; Aisha, Kiran & Malik, 2002; Anton & Angel, 2004; Alam, 2006; and Suleman *et al.*, 2012).

The present study, further, proved that study habit is correlated to SES of adolescents; and, hence, it can be inferred that higher the SES of adolescents means better the study habits which in turn leads to higher academic achievement.

CONCLUSION

The present study is an attempt to bridge the knowledge gap of understanding the association between study habits and SES (Socio-Economic Status) of Muslim students. On the basis of findings of the study, it can be inferred that there exists significant and positive relationship between study habits and SES of adolescents, difference exists in relation to gender on both the variables.

Moreover, the study also proved that higher the level of education and SES of parents

then better the study habits of their wards. If study habits are satisfactory, it can be said confidently that academic achievement of adolescents will also be on higher side, as reported in the studies of A. Bhaduri (1971); T.R. Laxminarayanan *et al.* (2006); and M. Sarwar *et al.* (2009).

The research findings have following implications: firstly, role of teacher is pivotal in the classroom and should create a more affectionate, harmonious, democratic, and emotional atmosphere, so that proper guidance and training may be given to adolescents accordingly. While planning, teachers must pay special attention to ensure the participation of all, so that a policy of inclusion can be followed. Teachers should motivate students for adopting good study habits. Students must be taught sophisticated learning strategies and study skills, which are seldom taught in Indian classrooms. In contrast, students especially from low SES background, usually discover rote learning on their own. Students must be cognitively engaged in order to focus attention on important aspects.

Secondly, schools need to continue to bring parents into the educational process and encourage them to activate their concerns about child's way of learning through parents active participation in parent teachers meetings and parent teachers associations. Teachers should help parents letting them know about the best ways of communication with their child, to help them in their home work, to motivate them etc.

Thirdly, guidance programme is the need of the hour in the case of Muslim adolescents to develop effective study skills, since in most cases parents are not professionally trained and they have to work in extended hours to support modern lifestyle and thereby cannot help their wards in studies. The CBSE (Central Board of Secondary Education) in New Delhi, India, with which most of the English medium schools are affiliated, has already made it mandatory to appoint a professionally trained counselor to help the students to solve their academic and personal problems.

Fourthly, government agencies are providing financial assistance at secondary level in the form of scholarships, which is very meager both in terms of amount and number

which must be enhanced for encouraging the minority community.

Fifthly, the findings of the present study can help all the stake holders in improving the study habits of students at secondary school level, which shall ultimately result in satisfactory academic performance.¹

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¹**Statement:** Herewith, we have declared that this paper is our original work; so, it is not product of plagiarism and not yet reviewed as well as be published by other scholarly journals.

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