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EDUCATIONAL ACHIEVEMENTS OF FIRST AND SUBSEQUENT GENERATION LEARNERS IN EAST DELHI/NCR REGION IN INDIA - A COMPARATIVE STUDY



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ABSTRACT

Keywords

Academic achievement
First generation learners
Teacher efficiency
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SHI.

The present paper aims to find out the differences between study habits and the academic achievement of the rural and urban first generation learners and subsequent generation learners. For this study, 16 schools from East Delhi/ NCR have been selected based on the convenience sampling. From each school 20 students have been selected and out of which 10 are first generation learners and 10 are subsequent generation learners. The tool used in this paper was developed by Palsane and Sharma (1989) and named as Study Habit Inventory (SHI). The study found that there is a significant difference between study habits as well as the academic achievements of rural and urban first generation learners and subsequent generation learners. The result of this study has an implication for not only teachers, but also for students and parents. The teachers in the classroom are confronted with the development of potentialities and academic ability of students, which is totally dependent upon teacher efficiency.

Contribution/ Originality: The present study has an implication for teachers, students and parents. The teachers in the classroom are confronted with the development of potentialities and the academic ability of students, which is totally dependent upon teacher efficiency. The teacher must develop high self esteem among students and also develop an attitude, belief and values that they will be able to achieve high in their life. One of the findings of this paper shows that the first generation learners have poor study habits and subsequent generation learners have good study habits. The first generation learners do not get any opportunity to learn from the elders in the family; hence they remain an unsupervised and unguided. The contribution of father's educational background was more important than the intelligence of children to their academic achievement.

So care should be taken by the parents of the first generation learners in the regard to study time, study materials, student involvement, and physical conditions, etc.

1. INTRODUCTION

Academic achievement is generally referred to the learning outcomes of the students in various subjects of the curriculum in the given educational situations. It is the quantity of learning in a subject or a group of subjects as indicated by examination marks or grades. Academic achievement is given the top priority when one is going for admission into institutions of higher learning or applying for some job. It has also been noticed that those who have better academic achievement are placed high in the society. In educational life, academic achievement is highly valued. Researchers have been attempting since long to investigate various factors determining academic achievement.

2. LITERATURE REVIEW

Brooks (2008) found that the upper group achievers violated the 27% rule of doing study effectively, whereas the lower group violated 31%. Further, validation of the item varies from one school to another school. The study established a poor relationship of the order 0.067 between intelligence and study habits. A correlation of 0.175 was found between average grade and study habits. In conclusion, it was stressed that the results of this study did not mean that the effective study habits have no importance. These results are essential for both upper and lower groups for achieving better grades.

Michael and Reeder (1952) studied on habit inventory for college students and college preparatory high school students and it was found that the scores in study habits inventory correlated significantly ($r = 0.549$ to 0.307 respectively) with the weighted grade averages. The validity of the inventory was tested on a new sample. Again, it was observed that study habits scores possessed significant correlation ($r = 0.317$).

Brown and Holtzman (1955) validated a self rating questionnaire that measures a student's aptitude and study habits. The questionnaire was cross validated on a fresh sample of 219 men and women. A correlation of 0.50 and 0.52 was obtained from the samples of men and women respectively.

Diener (1984) studied similarities and differences between over achieving and under - achieving students. He attempted to observe the similarity and differences between over and under achiever students with respect to their study habits. The overachieving male shows better study habits.

Hsiang-Yeng (1991) administrated achievement motivation questionnaire survey on study habits and scale of intellectual development to 802 junior college students and found that:-

1. A weak but positive correlation exists between the achievement motivation and the academic achievement and the achievement motivation and study habits.
2. Study habit was the most important predictor of academic achievement, but good students preferred to study harder rather than have better study methods.

3. A group of students with a mean age of 16 years has not made any conscious decision about their career and marriage and demonstrate only one stage of intellectual development in the data analysis.

Aluede *et al.* (2007) studied the effects of study habit counseling on the academic performance of secondary school students in English language. The findings of this study say that there is no significant difference exists between the experimental group and the control group in academic performance at the pre - test level.

Hampton and Mason (2003) conducted a survey of 10th class students at different levels of the academic achievement. She constructed a new inventory of study habits of 65 items. The study was conducted on 120 girls. She formed three groups of achievement - high achieving group, middle achieving group and lowest achieving group. The mean and standard deviation of the score was calculated for all three groups. It was found that all the groups did not have much differences in the study habits. An analysis of variance (AVONA) was also done, but the F-ratio came out to be insignificant. The academic achievement and study habits were also not found to be correlated with each other.

Bhatnagar (1984) studied the relationship of study habits of home science undergraduate students with the academic achievement and residence. The investigator found that the academic achievement and study habits have a significant relationship with respect to the place of study and the availability of reading material during leisure time. No relationship was found between residence and study habits with respect to hours spent on studies, activity done during the free time, planning to study and referring to journals, etc.

Many researches in the field of the academic achievement have been conducted. Many researchers have established the fact that no single or particular variable is affecting the academic achievement. In the light of the above, there is need of such type of study, which may provide some insight of different variables with the academic achievement of students. On the basis of discussion done before, it seems that the academic achievement and study habits, although conceptually separate, practically interact with all kinds of subtle, it may often be advisable to consider their relationship with the academic achievement.

A regular study habits keep the learner perfect in getting the latest knowledge in different fields of human endeavor. A regular study can only be maintained if the student cultivates it in himself. Good study habits keep the learner perfect in getting knowledge and developing attitude towards the things necessary for the achievement in different fields of life. It will reduce the wastage of energy and also wastage of time. Study habits are the essence of a dynamic personality. A proper study habit enables an individual to reap a good harvest in future.

The importance of this study is that first generation learners are the first to come out of their families to get formal education. Their parents, being illiterate are unable to guide their children in various areas of the study and job selection. The first generation learners face various problems in their career development, education, motivation, etc. They may also be poor in their study habits. For better academic achievement, good study habits are essential. In case of first generation learners the teachers have to play a greater role in directing the studies of

disadvantaged children. The importance of the study is that it is the duty of the parents, teachers, administrators, social workers and policy makers to help and guide the children of first generation learners at every stage of their life. Again, there is a need to develop self-confidence in the first generation learners.

3. OBJECTIVES OF THE STUDY

1. To find out the difference between study habits of the rural and urban first generation learners and subsequent generation learners.
2. To find out the difference between the academic achievement of rural and urban first generation and subsequent generation learners.
3. To study what the schools are doing as far as the improvement in study habits and the academic achievement of various learners are concerned.

4. RESEARCH METHODOLOGY

In the this study, 16 schools from East Delhi and NCR have been selected based on the convenience sampling. From each school 20 students have been selected out of which 10 are first generation learners and 10 are subsequent generation learners. So, the sample size of both the groups came to be equal and the total sample size is 320 students. All these students have been selected from 10th standard.

4.1. Hypothesis of the Study

The following hypotheses were framed to achieve the objectives of the present study:-

- a. There is no significant difference between study habits of rural first generation and subsequent generation learners.
- b. There is no significant difference between study habits of urban first generation and subsequent generation learners.
- c. There is no significant difference between the academic achievement of rural first generation and subsequent generation learners.
- d. There is no significant difference between the academic achievement of rural first generation and subsequent generation learners.

4.2. Data Collection and Analysis

To achieve objectives of the study the basis of the objectives of the study a questionnaire is design to know about study habits and the academic achievement of secondary level students. The tool used in this paper was developed by [Palsane and Sharma \(1989\)](#) and named as Study Habit Inventory (SHI). The study revealed the nature and type of behavior of students required to maintain regular study. The inventory carries 45 items or statements and seeks to measure the study habits of students in various aspects. Here three points Likert scale is used. The students have to reply in Always, Sometimes and Never against each statement. All the 45 items consist of eight areas, namely budgeting time, physical conditions for study, reading ability, note taking,

learning motivation, memory, taking examinations and health. The student does not know the area for which he is responding.

Table 4.2 gives the total number of items in each area of study habits. Study habit inventory was administered only to secondary level students of various schools in East Delhi and NCR. They were administered at the time of their leisure and when they were free and fresh.

4.2.1. Academic Achievement Scores

For the academic achievement scores, researchers collected total percentage of marks obtained at last year's examination from the students.

4.2.2. Scoring of Study Habit Inventory

The responses of students given to each item of study habit inventory were tested according to the procedure developed by Palsane and Sharma (1989). The procedure of scoring is quite simple. For 'Always' or 'Mostly' responses, scores of '2' are awarded, whereas '1' for 'sometimes' and '0' for 'Never' responses respectively. In case of statement nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 and 42 the weighted of scoring is reversed and it is at 0, 1 and 2 for 'always', 'sometimes' and 'never' responses respectively. The maximum obtainable score is 90 and the highest score indicates good study habits.

Further, statistical techniques like mean, standard deviation and 't' test were used. The 't' test is used to find a significant difference between study habits and the academic achievement scores of first and subsequent generation learners of various secondary schools in East Delhi and NCR.

5. RESULTS AND DISCUSSION

5.1 Study Habits Differ between first generation learners (FGL) and Subsequent Generation Learners (SGL)

In this section, an attempt has been made to compare study habits of first generation and subsequent generation learners. The 'mean' and standard deviation (S.D) value along with a 't - ratio' for the study habits of first generation learners and subsequent generation learners have been obtained. The results are shown in table 5.1.1.

Table 5.1.1 explains that the mean and standard deviation of study habits of rural first generation learners group is found to be 47.64 and 1.76 respectively, and that of rural subsequent generation learners group is found to be 57.20 and 3.38 respectively. The 't -ratio' between the two groups is 12.54, which is significant at .01 level of significance. It indicates that there is a significant difference between study habits of rural first generation learners and rural subsequent generation learners. It can be interpreted that rural subsequent generation learners have good study habits, because of their parent's awareness. On the other hand rural first generation learners have poor study habits, because of their parent's unawareness and illiteracy. Hence, the first hypothesis, which states that "there is no significant difference between study habits of the rural first generation learners and rural subsequent generation learners" is rejected.

Table 5.1.2 explains that the mean and S.D of study habits of urban first generation learners group is found to be 53.72 and 1.50 respectively, and that of urban subsequent generation learners group is found to be 67.08 and 13.46 respectively. The 't – ratio' between the two groups is 4.93, which is significant at 0.01 level of significance. It indicates that there is a significant difference between the study habits of urban first generation learners and urban subsequent generation learners. It can be interpreted that urban subsequent generation learners have good study habits, because of their literate parent's awareness. On the other hand urban first generation learners have poor study habits, because of their parent's unawareness and illiteracy. Hence, the second hypothesis, which states that "there is no significant difference between study habits of the urban first generation learners and urban subsequent generation learners", is rejected.

The above findings related to study habits of first generation learners and subsequent generation learners are same as the findings of [Dubule and Mrinal \(1989\)](#); [Diener \(1976\)](#) and [Mathur \(1968\)](#).

5.2. Academic Achievement Difference between the First Generation Learners(FGL) and Subsequent Generation Learners (SGL)

In this section, an attempt has been made to compare the academic achievement of first generation learners and subsequent generation learners. The mean and standard deviation value along with 't-ratio' for the academic achievement of first generation learners and subsequent generation learners have been obtained in table number 5.2.1 and 5.2.2.

Table 5.2.1 explains that the mean and standard deviation for the academic achievement of rural first generation learners group is found to be 49.88 and 1.109 respectively, and that of rural subsequent generation learners group is found to be 57.52 and 3.65 respectively. The 't – ratio' between two groups is 10.02, which is significant at 0.01 level of significance. It indicates that there is a significant difference between the academic achievement of rural first generation learners and rural subsequent generation learners group. It can be interpreted that rural subsequent generation learners have better academic achievement than the rural first generation learners. This shows that students belonging to good study habits group have better academic achievement than the poor study habits group of students. Hence, the third hypothesis, which states that "there is no significant difference between the academic achievement of rural first generation learners and rural subsequent generation learners", is rejected.

Table 5.2.2 explains that the mean and standard deviation of the academic achievement of urban first generation learners group is found to be 51.32 and 1.04 respectively, and that of urban subsequent generation learners group is found to be 67.32 and 13.47 respectively. The 't – ratio' between two groups is 5.92, which is significant at 0.01 level of significance. It indicates that there is a significant difference between the academic achievement of urban first generation and urban subsequent generation learners group. It can be interpreted that urban subsequent generation learners have better academic achievement than the urban first generation learners. This show that students belonging to good study habits group have better academic achievement than the poor study habits group of students. Hence, the fourth hypothesis, which states that

“there is no significant difference between the academic achievement of urban first generation learners and urban subsequent generation learners,” is rejected.

The above findings related to the academic achievement of first generation learners and subsequent generation learners are same as the findings of Sundaram (1989).

6. CONCLUSION

The present study has an implication for teachers, students and parents. The teachers in the classroom are confronted with the development of potentialities and the academic ability of students, which is totally dependent upon teacher efficiency. They should be able to arouse curiosity and interest in students. The teacher must develop high self esteem among students and also develop an attitude, belief and values that they will be able to achieve high in their life.

One of the findings of this paper shows that the first generation learners have poor study habits and subsequent generation learners have good study habits. For better academic achievement, good study habits are essential. Generally, students, knowingly or unknowingly, take over the method of study from their parents, siblings and from others in the neighborhood. The first generation learners do not get any opportunity to learn from the elders in the family; hence they remain an unsupervised and unguided. The contribution of father’s educational background was more important than the intelligence of children to their academic achievement. So care should be taken by the parents of the first generation learners in the regard to study time, study materials, student involvement, and physical conditions, etc.

In a classroom situation the teacher or educational authorities should encourage proper study habits among students through new innovative, effective methods of teaching and teaching according to their interest. The negative attitude on the part of the teacher discourages the students from developing good study habits. If the students from good study habits in learning situations they can undoubtedly make better achievement in other situation, which they are going to face in their educational institution.

The present study has an educational implication for not only teachers, parents, but also for educational planners and various financial agencies and boards, etc. Various educational planning bodies, educational finance agencies and Boards should motivate them with funds, reading materials, educational guidance and library facilities, etc. This will help the first generation learners in improving their study habits which eventually improve their academic performance. The first generation learners face more problem in school and at home in comparison to subsequent generation learners. So teacher help is required not only in the classroom, but also out of the classroom to develop good study habits, self-confidence, and better academic achievement in the children of first generation learners.

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APPENDICES

Table-4.2. Total number of items in each area of study habits

Sr. No.		No. of Items
1.	Budgeting time	5
2.	Physical conditions for study	6
3.	Reading ability	8
4.	Note taking	3
5.	Learning motivation	6
6.	Memory	4
7.	Taking examination	10
8.	Health	3
	Total = 8	45

(Source: Primary research)

Table-5.1.1. Comparison of study habits of Rural FGLs and Rural SGLs

Study Habits	N	Mean	S.D	t-ratio	Level of significance
Rural first Generation Learners	80	47.64	1.76	12.54	.006
Rural subsequent Generation Learners	80	57.20	3.38		

(Source: Primary research)

Table-5.1.2. Comparison of study habits of Urban FGLs and Urban SGLs

Study Habits	N	Mean	S.D	t-ratio	Level of Significance
Urban first generation learners	80	53.72	1.50	4.93	.002
Urban subsequent Generation Learners	80	67.08	13.46		

(Source: Primary research)

Table-5.2.1. Comparison of academic achievement of rural FGLs & rural SGLs

Academic Achievement	N	Mean	S.D.	t- ratio	Level of Significance
Rural first Generation Learners	80	49.88	1.109	10.02	.009
Rural Subsequent Generation learners	80	57.52	3.65		

(Source: Primary research)

Table-5.2.2. Comparison of academic achievement of urban FGLs & urban SGLs

Academic Achievement	N	Mean	S .D.	t-ratio	Level of Significance
Urban first Generation Learners	80	51.32	1.04	5.92	.002
Urban Subsequent Generation Learners	80	67.32	13.47		

(Source: Primary research)

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