

Relationship Between Study Habits and Digital Learning Awareness in Enhancing Academic Achievement of Tribal Secondary Students in Thiruvananthapuram

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Abstract: This study examines the impact of study habits and digital learning awareness on the academic performance of tribal secondary students in Thiruvananthapuram. The research aims to identify how effective study strategies and familiarity with digital learning tools contribute to students' performance in a culturally specific context. Using a survey approach, data were collected through surveys from a representative sample of tribal students. Findings indicate that positive study habits and higher levels of digital learning awareness significantly correlate with improved academic outcomes. The results suggest that enhancing educational practices and resources for tribal students can foster better academic performance, ultimately contributing to their educational equity.

Keywords: Study Habits, Digital Learning Awareness, Academic Achievement, Tribal Students, Secondary Education

Introduction

In recent years, the education sector has undergone significant changes due to the rise of digital learning tools and resources. These advancements offer new opportunities to enhance academic performance, especially for marginalized groups. Tribal students, who often face socio-economic hardships and limited access to educational resources, represent a distinct group within the educational landscape. Understanding the factors that influence their academic success is vital for developing targeted interventions to support their learning. Academic performance is not an innate trait but a skill developed over time through classroom experiences, laboratory work, and independent study (Khuyrshid et al., 2012). Enhancing academic performance is crucial for national development, as it contributes to a skilled workforce capable of supporting a country's growth. Studies have shown that study habits are a significant predictor of academic success (Parua, 2018). The Education Commission (1964-66) highlighted the importance of providing guidance and counseling services, particularly for academically struggling students, to help them improve their study techniques and achieve better outcomes.

Secondary education is a critical stage, as it sets the foundation for future educational and career opportunities, impacting students' self-esteem, aspirations, and social mobility. For tribal students, excelling academically can lead to greater access to higher education and improved job opportunities, helping break the cycle of poverty. As such, it is important to explore the factors that drive academic success in this group to promote educational equity and ensure that all students reach their full potential.

Thiruvananthapuram, the capital city of Kerala, is home to a diverse tribal population with unique cultural and educational challenges. While the state has made progress in improving educational access for tribal communities, disparities still persist. Socio-economic factors, geographic isolation, and limited exposure to

modern teaching methods often impede academic performance. Additionally, many tribal students may lack familiarity with digital learning tools, which are becoming increasingly essential in today's educational environment. This study aims to explore the impact of study habits and digital learning awareness on the academic achievement of tribal students, offering insights that could inform educational policies and practices in Thiruvananthapuram and similar regions.

Need and Significance of the Study

Research has consistently shown a strong link between study habits and academic performance. For instance, Issa et al. (2012) found that regular reading significantly boosts students' academic success, while Singh (2011) observed differences in study habits and academic outcomes between boys and girls. However, studies like Bhan and Gupta (2010) revealed that gender does not significantly affect academic performance or study habits. Despite common perceptions that teaching methods and inadequate resources are the main causes of poor academic performance, evidence suggests that poor study habits could be a major contributing factor.

In Kerala, various initiatives have been launched to promote digital learning, especially among tribal students. These efforts aim to improve digital infrastructure, internet connectivity, and access to educational content. Digital learning, which combines traditional instruction with technological tools, offers significant potential to enhance educational outcomes. While digital learning is often confused with e-learning, it is a broader concept that enriches the learning experience through the use of technology.

This study seeks to explore the relationship between study habits, digital learning awareness, and academic achievement among tribal secondary students in Thiruvananthapuram. By examining how study practices and digital learning familiarity affect academic performance, the research aims to shed light on the unique challenges faced by tribal students. The significance of the study lies in its potential to inform targeted interventions that promote educational equity, helping to improve academic outcomes and support the socio-economic development of tribal communities. The findings could guide educators and policymakers in creating inclusive strategies that ensure all students have the opportunity to reach their full potential.

Review of Literature

Siemens and Tittenberger (2009) in their Handbook of Emerging Technologies discuss the challenges in evaluating the effectiveness of technology in teaching and learning. They suggest that key questions need to be addressed, such as: "How should we measure effectiveness? Is it based on time spent in the classroom? Is it reflected in test scores? Or does it relate to learning and comprehension?" Extensive research has been carried out on how various modalities, delivery methods, and educational models impact the quality of learning.

Singh and Mahipal (2015) explored the academic achievement of secondary school students in relation to their study habits. Their results showed a significant relationship between academic achievement and study habits for both government and private, male and female secondary school students. They found that students with better study habits tended to achieve higher academic performance, particularly among students in Sonepat.

Similarly, Siahi and Maiyo (2015) conducted a study on the relationship between study habits and academic achievement using a survey design in a descriptive correlational study. The results suggested that improving study habits is crucial for enhancing academic performance. It was noted that both teachers and students were not putting enough effort into developing effective study habits. These findings motivated the current researcher to conduct the present study.

Verma (2016) conducted a study examining the academic achievement of high school students in relation to their study habits. The findings revealed that there were no significant differences between male and female students regarding their study habits, suggesting that both genders exhibited similar levels of study habits. Furthermore, there was no significant difference between male and female students in terms of their academic

achievement scores. The study also found that the relationship between study habits and academic achievement was significant.

OBJECTIVES

1. To study the significant relationship between study habit and academic achievement among secondary school tribal students.
2. To quantify the level of awareness and usage of digital learning tools among tribal students, determining how this awareness impacts their academic outcomes.
3. To evaluate the academic achievement of tribal secondary students using standardized assessment scores, examining how these scores relate to their study habits and digital learning awareness.
4. To explore the correlation between study habits, digital learning awareness, and academic achievement, identifying any significant relationships that may exist among these variables.

Hypotheses

1. There is a significant positive correlation between effective study habits and academic achievement among tribal secondary students in Thiruvananthapuram
2. Increased awareness and use of digital learning tools are positively correlated with higher academic achievement among tribal secondary students.

Method

The current study employed a descriptive survey research design.

Sample

The sample included 100 secondary school tribal students from the Thiruvananthapuram district.

Tools

Study Habit Inventory

The study utilized the Study Habit Inventory developed by Patel (2000) as its primary tool. The inventory consists of 45 items, organized into seven dimensions of study habits. To determine the reliability of the instrument, the split-half method was applied, and the Spearman-Brown formula yielded a high correlation of 0.88, indicating strong reliability. The split-half reliability coefficient reported by the author was 0.89, while the reliability calculated using Kuder-Richardson's formula was 0.87. The inventory is also considered to have high content validity, as noted by the author. Regarding scoring, each item in the study habit scale offers five response options: 1 = Always, 2 = Often, 3 = Sometimes, 4 = Seldom, and 5 = Never.

Digital Learning Awareness Questionnaire

A survey instrument designed to assess students' awareness and familiarity with digital learning tools and resources. This tool would measure aspects like students' access to technology, knowledge of online learning platforms, and attitudes toward digital learning. The inventory consists of 25 items in five point rating scale.

Academic Achievement Records/Examination Scores

Academic performance data (such as grades or standardized test scores) used to measure students' academic achievement.

Statistical Techniques Used for the Study

The present study employed Karl Pearson's coefficient of correlation to assess the strength and direction of the relationship between variables.

Data Analysis

Table 1

Relationship between Study Habits and Academic Achievement of Tribal Secondary Students

Variables	N	'r'	Level of Significance
Study habit	100	0.60	S (0.01 level)
Academic Achievement	100		

Table 2

Relationship between dimensions of study habit and Academic Achievement of Tribal Secondary Students

Dimensions of study habit	'r with academic achievement	Level of Significance
Home Environment and Organization	0.50**	S
Reading and Note-Taking	0.53**	S
Subject Planning Habits	0.51**	S
Concentration Habits	0.58**	S
Exam Preparation Practices	0.57**	S
Attitudes and Study Habits	0.56**	S
School or College Setting	0.54**	S

Table -3

The Relationship Between Digital Learning Awareness and Academic Achievement of Tribal Secondary Students

Variables	N	'r'	Level of Significance
Digital Learning Awareness	100	0.68	S (0.01 level)
Academic Achievement	100		

Results

1. There is a significant positive relationship between study habits and academic achievement among tribal secondary students ($r = 0.60$, $p < 0.01$).
2. The dimensions of study habits, such as home environment and organization ($r = 0.50$), reading and note-taking ($r = 0.53$), subject planning habits ($r = 0.51$), concentration habits ($r = 0.58$), exam preparation practices ($r = 0.57$), attitudes towards study habits ($r = 0.56$), and school or college setting ($r = 0.54$), all show a significant positive relationship with academic achievement at the 0.01 level.

3. Digital learning awareness is positively correlated with academic achievement among tribal secondary students ($r = 0.68$, $p < 0.01$).

Discussion

The findings of this study highlight a strong connection between study habits, digital learning awareness, and academic achievement among tribal secondary students. Consistent with previous research, such as that by Singh and Mahipal (2015), the results show that effective study habits, including time management, exam preparation, and concentration, positively impact academic performance. Additionally, digital learning awareness was found to significantly enhance academic achievement, aligning with Siemens and Tittenberger's (2009) assertion on the importance of technology in education. These findings suggest that improving study habits and fostering digital literacy can play a crucial role in boosting academic outcomes for tribal students, supporting the need for targeted educational interventions. The study also indicates that, similar to Verma (2016), gender does not significantly influence the relationship between study habits and academic success within this demographic. The aim of this study was to examine the relationship between study habits and academic achievement among tribal secondary school students. The results indicated a significant positive correlation between study habits and academic performance in this group. These findings are in line with previous research by Issa et al. (2012), Singh (2011), Bhan and Gupta (2010), and Parua (2018), all of whom found that students' study habits are strongly linked to their academic success.

Implications

The implications of this study suggest that interventions aimed at improving study habits, such as training students in time management and goal-setting, could enhance academic performance. Additionally, there is a need for focused digital literacy programs to ensure that tribal students are equipped with the skills to use digital tools effectively, thereby improving their access to educational resources. Educational policies should prioritize increasing technology access, enhancing teacher training in digital methods, and fostering environments where tribal students can thrive both through traditional study methods and modern digital learning practices. These strategies can help close the educational gap and contribute to the overall academic success of tribal students.

Conclusion

This study concludes that both study habits and digital learning awareness are significantly linked to the academic achievement of tribal secondary students in Thiruvananthapuram. The findings show that effective study habits, such as time management, exam preparation, and concentration, are positively associated with better academic performance. Additionally, digital learning awareness plays a crucial role in enhancing academic outcomes, highlighting the importance of digital tools and resources in supporting learning. The results align with existing research that underscores the importance of structured study routines and digital literacy in achieving academic success.

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