Study of the effect of linguistic proficiency and study habits on academic achievement

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Abstract
Studying the effect of linguistic proficiency and study habits on academic achievement can provide valuable insights into how to improve educational outcomes for students. By understanding the factors that contribute to academic success, educators can develop more effective strategies to support students in their learning journey. Research suggests that both linguistic proficiency and study habits play important roles in academic achievement. By understanding the factors that influence these skills and behaviors, educators and policymakers can work to support students in developing the skills and habits they need to succeed academically.

I.   Introduction -

The study of the effect of linguistic proficiency and study habits on academic achievement is an important area of research in the field of education. There is evidence to suggest that both linguistic proficiency and study habits can have a significant impact on academic success.

Linguistic proficiency refers to a person's ability to use language effectively, including their ability to read, write, speak, and understand language. Students who have strong linguistic proficiency may have an advantage in academic settings, as they may be better able to understand and communicate ideas.

Study habits refer to the behaviors and practices that students use to prepare for and engage in academic work. Effective study habits can help students to stay organized, manage their time, and retain information more effectively.

Research has shown that both linguistic proficiency and study habits can have a significant impact on academic achievement. For example, studies have found that students who are proficient in the language of instruction tend to perform better academically than those who are not. Similarly, students who engage in effective study habits, such as setting goals, managing their time effectively, and practicing active learning strategies, tend to achieve higher grades and perform better on tests.

There are a number of factors that may influence linguistic proficiency and study habits, including cultural background, socioeconomic status, and educational experiences. For example, students who come from homes where the language of instruction is not the primary language spoken may face additional challenges in developing linguistic proficiency. Similarly, students from lower-income backgrounds may not have access to the same resources and support for developing effective study habits as their wealthier peers.

The study of the effect of linguistic proficiency and study habits on academic achievement is an important area of research that has practical implications for educational practice. Here are some points to consider when studying this topic:

1.   **Defining linguistic proficiency:** It is important to define what is meant by linguistic proficiency, as this can encompass a wide range of skills. For example, linguistic proficiency can refer to a person's ability to speak, read, write, and comprehend a particular language. It can also include aspects such as vocabulary, grammar, and pronunciation.

2.   **Measuring study habits**: There are various ways to measure study habits, such as self-report questionnaires, observation, and analysis of academic performance. It is important to consider which methods are most appropriate for the population being studied.

3.   **Academic achievement:** Academic achievement can be measured in different ways, such as grades, standardized test scores, and attendance. It is important to consider which measures are most appropriate for the research question being studied.

4.   **Data analysis:** Statistical analysis can be used to determine the relationship between linguistic proficiency, study habits, and academic achievement. Various statistical techniques can be used, such as regression analysis, correlation analysis, and analysis of variance.

5.   **Cultural and contextual factors:** It is important to consider cultural and contextual factors that may impact linguistic proficiency, study habits, and academic achievement. For example, factors such as socioeconomic status, access to resources, and cultural values may play a role.

Objectives of the study

The present research is based on the following objectives -
1. To study the linguistic proficiency of the students.
2. To study the primary study habits of the students.
3. To study the effect of study habits of students on academic achievement.
4. To study the effect of linguistic proficiency of students on academic achievement.
5. To study the effect of study habit on achievement level.

Hypotheses -

The following hypotheses were formulated for the present research study -
1. No significant difference will be found in the linguistic proficiency of rural and urban students.
2. No significant difference would be found in the study habits of rural and urban students.
3. The study habits of the students will not have a significant effect on their academic achievement.
4. Linguistic proficiency will not have a significant effect on the study habits of the students.
5. There will be no significant difference in the educational achievement of rural and urban students.

Delimitations of the study

Level – In the presented research, the level refers to the students studying in class 7th.
Area – In the present research, rural and urban schools of Kanpur district have been selected as the area.
Gender – The present research study has been done on male and female students.

Research Process

Sample - The sample selection for the present research was done by random method.

Table Number – 01: List of selected schools

SN.	Area	School name	Boys	Girls
1	Rural	Sri Kamasi Devi Inter College, Nadia Bujurg,Kanpur Dehat	25	25
2	Rural	H.S.Public School,Nadia Khurd,Kanpur Dehaat	25	25
3	Urban	Mount Carmel Public School, Awas Vikas,Kanpur	25	25
4	Urban	Mount Carmel Education Centre, Saket Nagar,Kanpur	25	25
		Total	100	100

Tools -

- **Study Habit Test -** M.N. Scale made by Palsan (Pune) and Anuradha Sharma - 1989
- **Language Proficiency Test** - Multiple choice questions were selected keeping in mind the difficulty level, so that there is uniformity in the answers to the questions. In the questions, cognitive, experimental, skillful, perceptual facts have been selected.

Statistical Analysis: Statistical analysis was done in the presented research as follows –

Hypothesis number – 01: "There will be no significant difference in the linguistic proficiency of rural and urban students."

Table Number – 02: Statistical analysis of scores of tests of linguistic proficiency of rural and urban students

S	Students Group	Students no N	M	SD	df	t	Significance
1	Rural	50	20.54	5.17			P> .05
2	Urban	50	23.16	6.37	98	0.020	NS

Explanation - From the observation of hypothesis number 01, it is clear that in the mean score of linguistic efficiency of rural and urban students, the mean value of urban area is higher than that of rural area.

Between this, it was found that the value of t is 0.020, which is less than the tabulation value of 98 degrees of freedom, 1.98 at 0.05 confidence level, so there is no significant difference. Hence hypothesis – 01 is accepted.

Hypothesis number – 02: "There will be no significant difference in the study habits of rural and urban students".

Table Number – 03: Statistical analysis of scores of tests of study habits of rural and urban students

S	Students Group	Students no N	M	SD	df	t	Significance
1	Rural	50	20.54	5.17			P> .05
2	Urban	50	23.16	6.37	98	0.020	NS

Explanation – In the above table, the mean of study habit of rural and urban students is 51.88 and 54.26 respectively. It is clear from this that the study habit of urban students is higher than that of rural students. To check the significance, t was calculated, whose value was found to be 0.137, which is less than 1.98 at 0.05

significance level in the tabulation value of t at 98 degrees of freedom. Therefore, no significant difference was found in the study habits of rural and urban students at 0.05 significance level. Hence hypothesis – 02 is accepted.

Hypothesis Number – 03: Study habits of students will not have a significant effect on their academic achievement.

Table Number – 04: Statistical analysis of scores of tests of Study habits of students on their academic achievement

S	Students Group	Students no N	M	SD	df	t	Significance
1	Study Habits	100	53.27	8.12	198	2.623	P> .05 S
2	academic achievement	100	37.78	14.91			

Explanation – The value of the degree of freedom is 1.98 at 0.05 confidence level for 198 whereas the obtained value of t is 2.623 which is more than the tabulated value. Hence a significant difference was found. Therefore, the study habits of the students were found to have a significant effect on their academic achievement. Hence hypothesis – 03 is rejected.

Hypothesis Number – 04: "Linguistic proficiency will not have a significant effect on the study habits of the students."

Table Number – 05: Statistical analysis of scores of tests of Linguistic proficiency on the study habits of the students.

S	Area	Students no N	M	SD	df	t	Significance
1	Linguistic Proficiency	100	21.85	8.92	198	1.693	P< .05 NS
2	Study Habits	100	37.78	14.91			

Explanation – The tabulation value for 198 is 1.98 in 0.05 for the degree of freedom while the obtained value of t is 1.69 which is less than the tabulation value. Hence no significant difference was found. That is, linguistic proficiency does not have a significant effect on the study habits of the students. Therefore hypothesis – 04 is accepted.

Hypothesis Number – 05: There is no significant difference in the academic achievement of rural and urban students.

Table Number – 06: Statistical analysis of scores of tests of academic achievement of rural and urban students

S	School	Students no N	M	SD	df	t	Significance
1	Rural	50	41.36	13.75	98	0.025	P< .05 NS
2	Urban	50	34.20	15.19			

Explanation – In the above table, the mean of rural students is 41.36 and the mean of urban students is 34.20, which is less than rural students. The t value was calculated to check the significance. obtained by calculation. The p value is 0.025 which is less than the tabulation value of t value at 98 degrees of freedom and 1.98 at 0.05 confidence level. This means that no significant difference was found in the academic achievement of rural students and urban students. Therefore hypothesis number – 05 is accepted.

II.   Conclusions

1. No significant difference was found in the linguistic proficiency of rural and urban students. The linguistic proficiency of students studying in rural schools and the linguistic proficiency of urban students were found to be almost the same.
2. No significant difference was found in the study habits of rural and urban students.
3. Study habits of boys and girls have a significant impact on their academic achievement
4. Linguistic proficiency does not have a significant effect on the study habits of the students.
5. No significant difference was found in the educational achievement of rural and urban students.

III.   Suggestions

There is a significant body of research on the effect of linguistic proficiency and study habits on academic achievement, particularly in the field of second language acquisition. Some key findings from this research include:

• Linguistic proficiency: Language proficiency is an important factor that can affect academic achievement. Studies have shown that students with higher levels of language proficiency tend to perform better in academic subjects that require language skills, such as reading comprehension, writing, and critical thinking.

Students with limited language proficiency may struggle to understand and express themselves effectively, which can impact their academic success.

• Study habits: Effective study habits can also play a crucial role in academic achievement. Research has shown that students who engage in regular study habits such as active reading, note-taking, and review tend to perform better in academic subjects than those who do not. Additionally, students who are able to manage their time effectively and prioritize their academic work tend to have higher levels of academic achievement.

• Interaction between linguistic proficiency and study habits: There is also evidence to suggest that linguistic proficiency and study habits may interact to influence academic achievement. For example, students who have strong study habits may be better able to compensate for weaknesses in their language proficiency, while those with limited study habits may struggle even if they have a high level of linguistic proficiency.

Overall, the research suggests that both linguistic proficiency and effective study habits are important factors that can influence academic achievement. Students who are able to develop and maintain strong language skills and effective study habits may be better positioned to succeed academically.

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