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UTILIZATION OF ENGLISH DICTIONARY TO ENHANCE THE STUDY HABIT AMONG SECONDARY SCHOOL STUDENTS IN INDIA

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ABSTRACT

This study investigated the Secondary School Students' Utilization of English Dictionary in relation to their Study Habit by Survey Method of 300 Students in Tamilnadu. Most often Study Habit is an important aspect of reading text books and achieving high marks. The largest parts of the students are unique while reading English text book regarding the pronunciation, meaning, grammar and ethnicity of a word. For eradicating these problems utilization of English dictionary can be the better elucidation. This research paper emphasized the Utilization of English Dictionary and the effect of students Study Habit based on the variables like Gender, Medium of Instruction, Academic Group, Type of School, Type of Management, Locality of School, Parents Educational Qualification, Parents' Occupation, Annual Income of Parents and Type of Family by using statistical analysis of t-test, ANOVA, Correlation and Regression. Based on Correlation Analysis through SPSS the students who are using English dictionary have better Study Habit in English Subject. Keywords: English Dictionary, Study Habit and High School Students, etc.

INTRODUCTION:

English language is the primary means of scientific communication. Knowledge of English opens up a large number of employment opportunities in almost every business domain. Indian economy in the 1990s coincided with an explosion in the demand for English in our schools, because English is perceived to open up opportunities (Das, 2005). For independent reading the pupils must be trained in the use of various reference materials associated with reading. The most obvious and valuable of such materials in the dictionary. Study habits help students master their areas of specialization. Study habits have direct bearing on learning the good habits and having a positive effect whereas the poor study habits hamper even the normal course of learning. Utilization of English dictionary can enrich the study habit on English subject.

REVIEW OF RELATED

LITERATURE:

Chen, Szu-An (2016) has conducted a study on A Study of Comparatively Low Achievement Students' Bilingualized Dictionary Use and Their English Learning. This study investigates bilingualized dictionary use of Taiwanese university students. It aims to examine EFL learners' overall dictionary use behavior and their perspectives on book dictionary as well as the necessity of advance guidance in using dictionaries. Data was collected through questionnaires and analyzed by SPSS 15.0. Findings indicate that the subjects held positive perspectives towards the helpfulness of using bilingualized dictionaries in learning English whereas only roughly half of them formed the dictionary use habits out in the classroom. Frequency of looking up aspects of word

information might be determined by classroom activities and assignments, in which both L1 and L2 information of head words were considered useful. This paper concludes by arguing that low proficiency students may need solid training in using L2 information in bilingualized dictionaries to expand their knowledge of English vocabulary. Implications and suggestions for classroom practice will also be made.

Main Objective:

To identify whether Utilization of English dictionary of Secondary School Students have impact on their Study Habit.

Hypothesis:

There is no significant difference between Gender, Medium of Instruction, Academic Group, Locality of School and Type of Family with regard to Utilization of English Dictionary and Study Habit.

There is no significant difference among Types of Management with respect to Students' Utilization of Dictionary Study Habit.

There is no significant difference among Parents Educational Qualification with respect to Students' Utilization of English Dictionary Study Habit.

There is no significant difference among Parents Annual Income with respect to Students' Utilization of English Dictionary Study Habit.

Correlation exists among the factors Utilization of English Dictionary and Study Habit

Operational Definitions:

Utilization of Dictionary: Utilization of dictionary refers to the students' use of English dictionary in English classroom

activities and home activities to supplement the study habit in English subject.

Study Habit: Study Habit of English subject should have been enriched the students' Academic qualities and they can score good marks in English by using English Dictionary.

Method and Design:

The method employed for the purpose of the present study Descriptive and Inferential Method of research. This method has been the most popular and widely used method of research in social science and education. Through this method the study is designed to obtain the relevant and clear-cut information concerning the current status of the

Table-1: Mean comparison Gender, Medium of Instruction, Academic Group, Locality of School and type of Family with regard to Utilization of English Dictionary.

Utilization of Dictionary	Variables	Mean	SD	t-value	P value
Gender	Boys	69.53	19.085	2.123	0.035*
	Girls	74.40	15.210		
Medium of Instruction	English	82.60	11.956	10.024	<0.001**
	Tamil	66.25	15.413		
Academic Group	Arts	70.21	14.439	2.390	0.017*
	Science	74.94	16.769		
Locality of School	Rural	68.26	15.465	8.228	<0.001**
	Urban	82.79	12.938		
Type of Family	Joint	78.63	10.973	2.406	0.017*
	Nuclear	72.44	16.788		

** denotes significant at 1% level.
 * denotes significant at 5% level.

phenomena and also to draw valid conclusion from the facts discovered.

Sample & Research Tool:

The sample for the present investigation consists of 300 Secondary School Students, 100 Government School Students, 100 Government Aided School Students and 100 Private School Students in Tamilnadu.

Validated tools have been used for this research process by the researcher. Utilization of English Dictionary tool by Dr.BlessingMary and Padma Ganga have modified and validated tool for Study Habit by Dr.Gopal Roa has been used.

Analysis and Interpretation of the Data:

It is observed that the P value is less than 0.01, null hypothesis is rejected at 1% level

with regard to Utilization of English dictionary on Medium of Instruction and locality of School. Hence there is significance difference between English Medium and Tamil medium students, Rural and Urban School children.

Since P value is less than 0.05, null hypothesis is rejected at 5% level with regard to Utilization of English dictionary

on Gender, Academic Group and Type of family. Hence there is significance difference between Boys and Girls, Arts and Science group students, Joint and Nuclear family children.

Table-2: Mean comparison Gender, Medium of Instruction, Academic Group, Locality of School and type of Family with regard to Study Habit.

Study Habit	Variables	Mean	SD	t-value	P value
Gender	Boys	85.18	35.112	4.366	<0.001**
	Girls	107.92	36.887		
Medium of Instruction	English	113.13	38.450	4.123	<0.001**
	Tamil	95.54	35.194		
Academic Group	Arts	96.22	37.122	2.259	0.025*
	Science	106.61	37.478		
Locality of School	Rural	97.27	33.908	3.789	<0.001**
	Urban	114.11	41.606		
Type of Family	Joint	109.17	30.260	1.167	0.244
	Nuclear	102.14	38.755		

** denotes significant at 1% level.
 * denotes significant at 5% level.

It is observed from the table P value is less than 0.01, null hypothesis is rejected at 1% level with regard to Study Habit on Gender, Medium of Instruction and locality of School. Hence there is significance difference between Boys and Girls, English Medium and Tamil Medium students, Rural and Urban School Students.

Since P value is less than 0.05, null hypothesis is rejected at 5% level with regard to Study Habit on Academic Group. Hence there is significance difference between Arts and Science group students. There is no significance difference between Joint family and Nuclear family, since P value is greater than 0.05. Hence the null hypothesis is accepted at 5% level with regard to Type of Family.

Table-3 ANOVA for significant difference among Types of Management with respect

to students' Utilization of English Dictionary Study Habit

Variables	Type of Management			F value	P value
	Government	Government Aided	Private		
Utilization of Dictionary	66.44a (15.731)	70.95a (13.958)	82.50b (12.674)	41.131	<0.001**
Study Habit	95.59a (34.721)	102.15ab (31.561)	112.67b (40.792)	6.959	0.001**

The value within bracket refers to SD. ** denotes significant at 1% level.

Different alphabet among Type of Management denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

The above table value shows that P value is less than 0.01, null hypothesis is rejected at 1% level with regard to Utilization of Dictionary and Study Habit on Type of Management. Hence there is significance difference among Type of Management with regard to Utilization of Dictionary and Study Habit. Based on Duncan Multiple Range Test (DMRT), Government and Government Aided School Students are

significantly differ with Private School Students but there is no significant difference between Government and Government Aided School Students at 5% level with regard to utilization of English dictionary. Also Government School Students are significantly differ with Private School Student at 5% level but Government Aided School Student is not differ with any other schools with regard to Study Habit.

Table-4: ANOVA for significant difference among Parents Educational Qualification with respect to students' Utilization of English Dictionary Study Habit

Variables	Parents Educational Qualification				F value	P value	
	Professional	Post Graduate	Under Graduate	School Level			
Father	Utilization of Dictionary	78.45 ^b (12.327)	79.90 ^b (11.278)	83.98 ^b (13.118)	69.73 ^a (16.396)	13.127	<0.001**
	Study Habit	105.24 ^{ab} (36.690)	98.33 ^a (36.428)	118.55 ^b (41.972)	100.24 ^a (36.399)	2.958	0.033*

Mother	Utilization of Dictionary	81.41 ^b (13.021)	78.91 ^b (16.650)	84.11 ^b (10.656)	69.85 ^a (16.015)	13.541	<0.001**
	Study Habit	109.66 ^{ab} (37.914)	108.41 ^{ab} (47.805)	119.32 ^b (38.365)	98.99 ^a (35.553)	3.672	0.013*

Note : The value within bracket refers to SD
 ** denotes significant at 1% level.

* denotes significant at 5% level.

Different alphabet among Parents Educational Qualifications denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to Utilization of Dictionary on Fathers' Educational Qualification and Mothers' Educational Qualification. Hence there is significance difference among fathers' educational qualification and mothers' educational qualification with regard to Utilization of Dictionary. Based on Duncan Multiple Range Test (DMRT), whose father and mother studied at school level that students are significantly differ with the students whose father and mother

has completed Professional degree, post graduate and graduate but there is no significant difference among the students whose father and mother has completed professional degree, post graduate and graduate at 5% level with regard to fathers educational qualification and mothers educational qualification.

Since P value is less than 0.05, the null hypothesis is rejected at 5% level with regard to study habit on fathers' educational qualification and mothers' educational qualification. Hence there is significance difference among fathers' educational qualification and mothers' educational qualification with regard to Study Habit.

Table-5: ANOVA for significant difference among Parents Occupation with respect to students' Utilization of English Dictionary Study Habit

Parents	Variables	Parents Occupation					F value	P value
		Government	Private	Business	Coolie	Farmer		
Father	Utilization of Dictionary	81.55b (11.268)	80.26b (13.786)	82.00b (14.395)	67.83a (15.779)	78.89b (10.216)	15.101	<0.001*
	Study Habit	111.55a (34.747)	111.93a (42.724)	115.64a (43.180)	96.52b (34.704)	99.89a (14.903)	3.885	0.004**
	Utilization of Dictionary	83.20b	85.41b	71.25b	69.71a	75.31a	7.651	<0.001*

Mother		(10.634)	(11.408)	(71.25)	(17.130)	(13.752)		
	Study Habit	113.04 30.152	121.94 43.972	90.30 36.608	101.47 39.609	102.79 33.415	2.188	0.070

Note : The value within bracket refers to SD
 ** denotes significant at 1% level.

Different alphabet among Parents Occupation denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to Utilization of Dictionary and Study Habit on Parents Occupation. Hence there is significance difference among Parents Occupation with regard to Utilization of Dictionary and Study Habit. Based on Duncan Multiple Range Test (DMRT), who are working as Coolie differ from each other group with regard to

utilization of dictionary and whose mother is working as coolie and farmer that students differ from the students who working as Government, private and business at 5% level of significance. As well as whose mother is working as government, business, private and former that students differ from the students whose mother is working as coolie. Since P value is higher than 0.05, null hypothesis is accepted at 5% level with regard to study habit. Hence there is no significant difference among parents occupation with regard to study habit.

Table-6: ANOVA for significant difference among Parents Annual Income with respect to students' Utilization of English Dictionary Study Habit

Variables	Parents Annual Income			F value	P value
	Above 100000	50000-10000	Below 50000		
Utilization of Dictionary	78.93c (15.849)	73.11b (15.062)	68.11a (16.530)	10.067	<0.001**
Study Habit	113.69b (42.451)	101.53a (33.538)	95.05a (36.354)	5.586	0.004**

Note : The value within bracket refers to SD
 ** denotes significant at 1% level.

Different alphabet among Parents Annual Income denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to Utilization of Dictionary and Study Habit on Parents Annual Income. Hence there is significance difference among Parents Annual Income with regard to Utilization of Dictionary and Study Habit. Based on Duncan Multiple Range Test (DMRT), students whose father earn

above 100000, 50000-10000 and Below 50000 all the students are differ from each other at 5% level with regard to utilization of dictionary.

Table-7: Pearson Correlation Coefficient between factors of Utilization of Dictionary and Study Habit

Variables	Utilization of Dictionary	Study Habit
Utilization of Dictionary	1.000	0.712(**)
Study Habit	-	1.000

Note : 1. ** denotes significant at 1% level.

The correlation coefficient between Utilization of Dictionary and Study Habit is 0.712 which indicates that there is 71% positive relationship between Utilization of dictionary and study habit which are significant at 1% level. Hence it's concluded that the students who are using English dictionary have better study habit in English subject.

Multiple Regression Analysis of Study Habit:

Regression is the determination of statistical relationship between two or more variables. In simple regression, two variables are used. One variable (independent) is the cause of the behaviour of another one (dependent). Regression analysis is concerned with the derivation of an appropriate mathematical expression derived for finding values of a dependent variable on the basis of independent variable. It is thus designed to examine the relationship of a variable Y to a set of other variables X1, X2, X3.....Xn. the

most commonly used linear equation in $Y=b_1 X_1 + b_2 X_2 + \dots + b_n X_n + b_0$. In this study, the dependent Variable is Study Habit score, Independent variables are and analysis are Utilization of Dictionary, Gender, Medium of Instruction, Academic Group, Type of School, Type of Management, Locality of School, Fathers Qualification, Mothers Qualification, Fathers Occupation, Mothers Occupation, Annual Income discussed as follows:

Dependent variable : Study Habit (Y)

- Independent variables : 1. Utilization of Dictionary (X1)
 2. Gender (X2)
 3. Medium of Instruction (X3)
 4. Academic Group (X4)
 5. Type of School (X5)
 6. Type of Management (X6)

(X7)	7. Locality of School	12. Annual Income (X12)
(X8)	8. Fathers Qualification	13. Type of Family (X13)
(X9)	9. Mothers Qualification	Multiple R value : 0.746
(X10)	10. Fathers Occupation	R square value : 0.556
(X11)	11. Mothers Occupation	F value : 27.535
		P value : <0.001**

Table-8: Variables in the Multiple regression Analysis of Study Habit

Variables	Unstandardized Coefficients (B)	SE of B	Standardized Coefficients Beta	t value	P value
Constant	67.057	25.227	-	2.658	0.008**
X ₁	1.760	0.111	0.757	15.836	<0.001**
X ₂	11.665	4.012	0.126	2.908	0.004**
X ₃	14.525	7.381	0.192	1.968	0.050*
X ₄	1.768	3.774	0.022	0.469	0.640
X ₅	2.006	3.381	0.029	.593	0.553
X ₆	0.644	3.850	0.016	0.167	0.867
X ₇	0.050	5.364	0.001	0.009	0.993
X ₈	4.083	2.129	0.111	1.918	0.056
X ₉	1.996	2.333	0.052	0.856	0.393
X ₁₀	2.864	1.965	0.078	1.457	0.146
X ₁₁	0.283	1.567	0.009	0.181	0.857
X ₁₂	3.011	2.342	0.060	1.286	0.200
X ₁₃	0.201	4.288	0.002	0.047	0.963

Note: ** Denotes significant at 1% level
 *Denotes significant at 5% level

The multiple correlation coefficients 0.746 measure the degree relationship between the actual values and the predicted values

of the study habit. Because the predicted value are obtained as a linear combination of Utilization of Dictionary (X1), Gender (X2), Medium of Instruction (X3), Academic Group (X4), Type of School (X5), Type of Management (X6), Locality of School (X7), Fathers Qualification (X8), Mothers Qualification (X9), Fathers Occupation (X10), Mothers Occupation (X11), Annual Income (X12) and Type of Family (X13) the coefficient value of 0.746 indicates that the relationship between study habit and the thirteen independent variable is quite strong and positive.

R Square value is 0.556 which indicates that the total variables of study habit to independent variable are 55.6% which is significant at 1% level. The study habit is significant due to the variable Utilization of Dictionary, Gender, Medium of Instruction, Academic Group, Type of School, Type of Management, Locality of School, Fathers Qualification, Mothers Qualification, Fathers Occupation, Mothers Occupation, Annual Income and Type of Family do not influence the study habit of English subject. The multiple regression equation are

$$Y=67.057+1.760X1+11.665X2+14.525X3+1.768X4+2.006X5+0.644X6+0.050X7+4.083X8+1.996X9+2.864X10+0.283X11+3.011X12+0.201X13$$

Based on standardize coefficient, Utilization of English Dictionary (0.757) is the most important factor to extra study habit followed by medium of Instruction and gender. Here the coefficient in X1 is 1.760 represents partial effect of utilization of English dictionary on study habit holding other variable are consonant. The estimate positive sign implies that such effect is positive that study habit would increase by 1.760 for every unit increase in

utilization of English dictionary and this coefficient value is significant at 1% level.

Major Findings

Girls, English Medium, Science students, urban school students and the students from joint family are highly used English dictionary and they seems to be have better study habit than other counterpart.

Private school students are highly used English dictionary and their study habit also very high than Government and Government Aided school students because in most of the private schools the administration provide English dictionary at beginning of the Academic Year.

The students whose parents' completed UG degree, that students are highly used English Dictionary and their Study Habit also very high compare than other groups reason behind that parents have more leisure time to care their children.

The students whose father is working in Government, that students are highly used English dictionary and they have better study habit compare than others.

The students whose mother is working in Private, that students are highly used English dictionary and they have better study habit compare than others.

Parents who earn above one 1,00,000, that students are highly used English dictionary and they have better study habit because most of the students are studying in Private school.

The students who are using English dictionary have better study habit in English Subject.

Educational Implication

The English Dictionary is need for language classroom teaching and the school should support that incorporates such personal factors with academic language as a way to maximize the student's learning outcomes.

Helps the teachers become aware of these important features and also provides suggestion on how to integrate dictionary related exercise into their ESL (English is a second language) Lesson Plan.

The intermediate and the elementary subjects were asked if they were even taught how to use a dictionary in English Class and ESL (English is a second language) instructor had included the instruction in the curriculum for one of the academic term.

CONCLUSION:

Referring dictionary is considered as new revolution in the English classroom. Now a day we are technically in advanced but the result of this research the urban students and highly sophisticated students are highly used English dictionary but the rural area and financially low level peoples are not able to compete with them. For eradicating these problems in English classroom the student must use English dictionary and it helps to increase their study habit and also it helps to develop LSRW skills, this solution may help them to compete with this globalization of world, future career and helps them fit with sound economical status.

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