

STUDY HABITS IN RELATION TO TYPES OF SCHOOL AND BIOGRAPHIC VARIABLES OF NINTH GRADE STUDENTS

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ABSTRACT

In this paper an attempt was made to study 'Study Habits' in relation to Types of School and some selected biographic variables of class 9th students. The sample consisted of 300 students of class 9th selected by employing cluster random sampling technique from the Senior Secondary Schools situated in Nawanshahr District. Study Habits were assessed with the help of 'Study Habit Inventory' developed by Prof. M. Mukhopadhyaya (New Delhi) and Prof. D.N. Sansanwal (Indore). Cognitive Styles of the students were assessed with the help of 'Group Embedded Figures Test' developed by Herman A. Witkin, Philip K.Oltman, Evelyn Ruskin Stephen A.Karp. Personality of the students was assessed with the help of 'M.P.I.' by S.S. Jalota and S.D.Kapoor. 2x3 Analysis of Variance (ANOVA) was used to analyze the data . The results of the study revealed that students belonging to Private schools were found to possess better Study Habits than students belonging to Government Schools. Moreover study habits were found to be independent of Personality. Field - Independent students were found to be significantly superior than Intermediate Cognitive Style students in respect to Study Habits.

INTRODUCTION

'Study Habit' is the combination of two words 'study' and 'habit'. Study implies investigation for the mastery of facts, ideas or procedures. Study is essential to learning and fundamental to school life. Crow and Crow (1964) remarked that the term study is usually associated with reading and reference work which will be helpful in interpreting ideas, making Judgment and creating new ideas. Study requires a purpose and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim of

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purpose. Habit is the name given to behaviour so often repeated as to be automatic. The word 'Habit' carries an unpleasant connotation for many people. In fact, the term more often implies bad or unpleasant than good or useful behaviour. Habits facilitate action and they do not require effort or attention. Habits are learned performance and habits can be study habits, play habits, eating habits and so on. Study Habits has been defined as the sum total of all the habits determined purposes and enforced practices that the individual uses in order to learn. It is necessary for the students to develop special study habits and skills. A well formed habit furnishes its own source of motivation. Good (1959) said that study habit is the tendency of pupil or student to study when the opportunity is given as well as the pupil's way of studying whether systematic or unsystematic, efficient or inefficient etc. Thus the study habit implies a sort of more or less permanent modes or methods of studying. Certainly good study habits result in good scholastic achievements. The Study Habits play a two-fold function in education. Firstly, they assist in acquisition of knowledge to the best of one's capacity and to learn to study effectively which is far more important than to acquire particular bodies of information. Secondly, study habits deal with planning and practicing study schedule, effective reading habits, and note taking techniques, preparation and revision lessons, motivation and concentration. Good study habits will enable students to have better retention power, to prepare notes from the books, to read with comprehension, to do independent study and to develop better reading ability. Study Habits provide endless opportunities for mental growth and development. Effective study habits in high scholastic achievement of pupils. To achieve academically high, students have to devote much time to their study and positive Study Habits can help a lot to the child in this direction.

FACTORS AFFECTING STUDY HABITS

Studying and Reading

The making of notes and keeping of notebooks are study skills made necessary by the need of keeping a great deal of information in convenient forms. A successful student is supposed to be confident in the skill of note taking and notebook keeping. It is natural and reasonable that the students are required to learn, to write, to speak and to think well.

A project of examinations rather naturally a project of how to study text books. The skill dealing with examinations involves preparing for examinations and taking the examinations. Students are sometimes bothered because, as they know so much, they do not know how to begin to express it or they get so engrossed in answering the early part of an examination that they have to hurry with the last or omit it.

Proper Use of Time

Granting the desirability or at least the necessity of continued learning, it is obviously the matter of self-interest to learn to accomplish with the least expenditure of time and efforts. There is very definite relationship between the quality of study and the length of time required to assimilate assignments for study. Student's difficulty in the use of time properly tends to have three limitations. They have feeling of guilt because they think they do not study enough. They waste time in moving from one activity to another and they have difficulty in setting down towards learning even after they have made up their mind to start. Good students have good time in school and it is characteristic that they usually worry less about need of than the students with lower grades. Part of the difficulty lies in the lack of a planned routine of activities. Furthermore research shows that good students differ from poor students merely in the effective use of study time then in the amount.

Study Conditions

Study conditions affect, the abilities to get down to work and to concentrate in three ways (a) distractions, tend to draw the student's attention away from his work (b) poor lightening, inadequate ventilation and noise tends to be fatiguing and (c) study materials if not readily available then of course the continuity of work will be broken in order to hunt for them.

Class Room Skills

Because the student learn through class participation and their work is evaluated from it. So it is important that effective class room skills be developed.

Concentration

Another important factor in the development of good study habits is 'concentration'. The ability to concentrate is the mark of good student of all subjects from play writing to free composition. The successful student must concentrate on a definite area, set by his programmers and his instructors. For effective studies, concentration is the pre-requisite condition.

Motivation

Another important variable is motivation. A successful student starts his reading with proper motivation and guidance to make rapid success.

Observation

It is one more variable, which is essential to study habits of students. Accurate and objective observation increases the capacity of learning.

Adjustment

Adjustment in the school , refers to another very important variable affecting study habits. The adjustment may be social, economical, psychological, sexual, intellectual etc.

Examinations

A project of examination follows a project of how to study text books. The skill dealing with examinations involves preparing for examination and taking the examination.

OBJECTIVES

- 1) To study the influence of Types of School, Personality and their Interaction on Study Habits of the students.
- 2) To study the influence of Types of School, Cognitive Styles and their Interaction on Study Habits of Students.

HYPOTHESES

- 1) There is no significant influence of Types of school, Personality and their Interaction on Study Habits of students.
- 2) There is no significant influence of Types of school, Cognitive Styles and their Interaction on Study Habits of students.

SAMPLE

The study was conducted on a sample of 300 students (145 males and 155 females) of class 9th selected by employing cluster random sampling technique from the Senior Secondary Schools situated in Nawanshahr District.

TOOLS

- 1) Study Habits were assessed with the help of Study Habit Inventory developed by Prof. M. Mukhopadhyaya (New Delhi) and Prof. D.N. Sansanwal (Indore).

- 2) Cognitive Styles of the students were assessed with the help of Group Embedded Figures Test developed by Herman A. Witkin, Philip K. Oltman, Evelyn Ruskin Stephen A. Karp.
- 3) Personality of the students was assessed with the help of M.P.I. by S.S. Jalota and S.D. Kapoor.

METHODOLOGY

Data was collected from the schools of Nawanshahr district. After getting the permission from the principals, the students of class 9th of the selected schools were administered the above mentioned tests. Scoring was done as per the instructions given in respective manuals. The whole procedure took three months.

DATA ANALYSIS

Data was analysed objective wise with the help of following designs:

1). For studying the influence of Types of School, Personality and their Interaction on Study Habits of class 9th students 2x3 Analysis of Variance was used. It was found that F value for types of school was 6.35, which is significant at 0.05 level with $df=1/295$. It is indicated that mean scores of Study Habits of students belonging to Government and Private Schools differs significantly. In this context, the null hypothesis that there is no significant influence of Types of school on Study Habits of students, is rejected. Further mean score of Study habits of students belonging to Private schools ($M=145.89$) is significantly higher than those belonging to Government Schools ($M=120.65$). It may, therefore be said that students belonging to Private schools were found to possess better Study Habits than students belonging to Government Schools. The F- value for Personality was 0.05 which is not significant at 0.05 level. It indicates that mean score of Study Habit of class ninth students belonging to three levels of personality, namely, Extroversion, Intermediate and Introversion did not differ significantly. In this context, the null hypothesis that There is no significant influence of Personality on Study Habits of students, is not rejected. It may, therefore be concluded that study habits were independent of Personality. The F- value for interaction between types of school and personality is 0.19, which is not significant at 0.05 levels. It may, therefore be concluded that study habits were independent of types of schools and personality.

2). For studying the influence of Types of School, Cognitive Styles and their Interaction on Study Habits of class 9th students 2x3 Analysis of Variance followed by Tukey's HSD was used. The F- Value for cognitive style is 11.25, which is significant at 0.01 level. It indicates that mean score of Study Habit of class ninth students belonging to three levels of cognitive style ,namely, Field-independent, Intermediate and Field-dependent differ significantly. In this context, the null hypothesis that There is no significant influence of cognitive styles on Study Habits of students, is rejected. In order to analyse further, post hoc comparisons were made. It was found that significant difference in Study Habits exists among students belonging to Field-independent and Intermediate cognitive styles. Field-independent students are significantly superior than Intermediate cognitive style groups in respect to study habits. Similarly Field-independent students are significantly superior than Field-dependent cognitive style groups in respect to study habits. Study Habits were also found to be independent of interaction between types of schools and cognitive styles.

FINDINGS OF THE STUDY:

1. Study Habits of students belonging to Government and Private Schools differs significantly.
2. Study Habits were independent of personality.
3. Study Habits were not independent of Cognitive Styles.
4. Private School students possess the greater Study Habits than Government School Students.
5. Study Habits was found to be independent of Interaction between Types of School and Personality.
6. Field - Independent students are significantly superior than Intermediate Cognitive Style students in respect to Study Habits.
7. Field- Dependent and Intermediate Cognitive Style students have similar Study Habits.
8. Study Habits was found to be independent of interaction between Types of School and Cognitive Styles.

IMPLICATIONS

1. The present study revealed that there was significant difference in study habits of students belonging to Government and Private Schools. So Heads and Teachers should create such environment in the school so that

good study habits are to be inculcated in the students.

2. The present study revealed that Study Habits were independent of personality. So equal opportunities should be provided to boys and girls in respect to their personality.
3. The present study revealed that Private School Students possess the greater study habits than Government school students. So there is a need of educational and personal guidance for the students.
4. Teacher should create an atmosphere for developing good study habits in the students.
5. Workshops should be organized to create awareness about good study habits among students.
6. There must be an arrangement of Counselling for the students in the school because Counselling had a positive influence on children in modifying their behaviour in desirable direction.
7. Guidance lectures prove beneficial. The organizers of the course should make provision for such lectures.
8. The students can be helped in the area of finding and selecting references by arranging library orientation programmer for them.

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