

STUDY HABITS OF PUPIL TEACHERS

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ABSTRACT

The major purpose of this research was to understand the study habits among the pupil teachers of Govt. College of Education, Jammu. The data was collected from 200 pupil teachers on the basis of random sampling. 'Study Habits Inventory' prepared by Dr. B. V Patel was applied. The results of the study indicate that there is a significance of difference on study habits among the pupil teachers studying in Govt. College of Education, Jammu.

INTRODUCTION

A good individual is one who has developed a good study habit, which may inculcate the tremendous qualities in him to comprehend and understand the content of the courses of studies. The regular study habit also enables the individual to know about the things critically and analyze the views of the different authors, to increase the level of understanding and knowledge for running their life smoothly and comfortably. The regular readers who spend some time with reading materials in a routine manner, can create better habit of study. Once the better habit of study is developed, the individual is not satisfied with only little information of the subjects. The regular study habit may familiarize the learners with the topic of their courses of study and makes them fully aware, what they need to do, and what they want to know. In this way, their logical thinking and reasoning power develops and they feel more comfortable in their studies. The regular and wide study of reading material widens the horizons of one's knowledge. Thinking power affects one's thoughts and behavior. The regular study habits help the learners to do better work with less effort in less time. The study habit is a voluntary activity, which depends upon the home environment and arrangement of required materials, arrangement of proper sitting places, etc.

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Several studies have been carried out on the study habit by the various scholars, researchers, educationists. Jain (1967), conducted a research on the study habits and academic achievements in the U.P. Colleges and found the significant correlation between the two. Lalithama (1975) found that the urban people are superior to the rural people in their study habits. Dogra (1984) found that female students have better preparation for examination in comparison to male students. Singh (1986) found that the arts group are generally went with irregular study habits in comparison to science group. Kour (1992) have concluded that boys and girls do not significantly differ from each other as far as study habits are concerned. Vandana (1994) found that there is significant difference between the study habits in relation to adjustment among the adolescence. Kumar (2001) found that the government school boys and girls do not differ significantly from each other when study habits and intelligence are taken as dependent variable. Bimla (2002) found that the high achiever boys possess better study habits in comparison to low achiever boys and girls. Shakoor (2005) found that there is no significant sex differences in the study habits among the post graduate students of Jammu university. Shakeel (2005) reveals that there is significant difference between the science and arts students.

OBJECTIVES OF THE STUDY

To study the significance of difference between the mean scores on the six dimensions of study habits (home environment and planning, reading and note taking, planning of subjects, planning for examination, habits and attitudes, college environment,) among the pupil teachers, under going B. Ed training in Govt. College of Education, Jammu on sex wise, locality wise, and qualification wise.

HYPOTHESIS OF THE STUDY

There will be no significant difference between the mean scores on six dimensions of study habits (home environment and planning, reading and note taking, planning of subjects, planning of examination, habits and attitudes, college environment) among the pupil teachers, under going B. Ed training in govt. college of education Jammu (sex wise, locality wise, and qualification wise).

METHOD

SAMPLE

The sample of the present study was consisting of 200 pupil teachers (100 male and 100 female) under going B. Ed training in Govt. College of education Jammu.

TOOL USED

The researcher has used the 'Study Habits Inventory', prepared by Dr B.V Patel, a standardized tool.

STATISTICAL TECHNIQUE USED

The researcher has calculated the Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and Correlation.

ANALYSIS & DISCUSSION OF RESULTS

TABLE:-1 Showing the study habits among the pupil teachers under going B. Ed. training on sex wise.

Study habits	Sex	No	Mean	S.D	S.Em	S.Edm	C.R	Remarks
H.E.P	Male	100	22.20	8.03	0.80	3.57	0.08	**NS
	Female	100	21.98	7.91	0.79			
R.N.T	Male	100	35.28	9.93	0.99	1.02	0.74	**NS
	Female	100	34.52	2.96	0.29			
P.O.S	Male	100	17.65	2.59	0.25	0.13	8.23	*S
	Female	100	16.58	2.74	0.27			
P.F.E	Male	100	19.29	5.11	0.51	0.47	0.08	**NS
	Female	100	19.33	3.48	0.34			
H.A.A	Male	100	33.87	6.37	0.63	0.92	0.80	**NS
	Female	100	33.13	7.38	0.73			
C.E	Male	100	31.46	3.15	0.31	0.45	5.48	*S
	Female	100	28.83	3.32	0.33			

TABLE:-2 Showing the study habits among the pupil teachers undergoing B. Ed. training on locality wise.

Study habits	Locality	No	Mean	S.D	S.Em	S.Edm	C.R	Remarks
H.E.P	Urban	120	22.2	8.05	0.73	1.14	0.11	**NS
	Rural	80	22.07	7.94	0.88			
R.N.T	Urban	120	34.32	4.26	0.38	1.01	1.29	**NS
	Rural	80	35.63	4.63	0.51			
P.O.S	Urban	120	17.25	3.58	0.32	0.69	0.39	**NS
	Rural	80	16.98	3.45	0.38			
P.F.E	Urban	120	19.74	7.40	0.67	0.93	0.80	**NS
	Rural	80	20.73	6.28	0.70			
H.A.A	Urban	120	33.15	3.05	0.27	0.62	1.59	**NS
	Rural	80	33.9	3.18	0.35			
C.E	Urban	120	30.31	5.83	0.53	0.76	0.77	**NS
	Rural	80	30.76	4.93	0.55			

Table:-3 Showing the study habits among the pupil teachers undergoing B. Ed. training on qualification wise.

Study habits	Qualification	No	Mean	S.D	S.Em	S.Edm	C.R	Remarks
H.E.P	P. graduate	125	22.29	7.95	0.71	1.00	0.39	**NS
	Graduate	75	21.90	8.14	0.72			
R.N.T	P. graduate	125	34.36	4.16	0.37	0.60	2.06	*S
	Graduate	75	35.72	4.90	0.56			
P.O.S	P. graduate	125	17.21	3.56	0.31	0.26	1.26	**NS
	Graduate	75	16.88	3.64	0.42			
P.F.E	P. graduate	125	33.24	7.29	0.65	0.95	0.62	**NS
	Graduate	75	33.86	6.37	0.73			
H.A.A	P. graduate	125	18.99	5.48	0.49	0.40	3.67	*S
	Graduate	75	20.46	3.47	0.40			
C.E	P. graduate	125	30.27	5.72	0.51	0.79	0.67	**NS
	Graduate	75	30.8	5.30	0.61			

Significant level=0.05(1.96), *S:-Significant, **N.S:- Not significant

Table (1) indicates that the obtained mean score value on the basis of sex i.e., male and female pupil teachers regarding the six dimensions of the study habits. The male pupil teachers have the slightly high mean score value in case

of, home environment and planning, reading and note taking, planning of subjects, habits and attitudes, and college environment. And on the other hand, the female pupil teachers have slightly high mean score value in case of, planning for examination.

Thus, the framed hypothesis, that there will be no significant of difference between the mean scores on six dimensions of study habits among the pupil teachers on sex wise, in case of home environment and planning, reading and note taking, planning for examination, and habits and attitudes are accepted, as the obtained values i.e., 0.08, 0.74, 0.08, and 0.80 are less than the calculated C. R value (1.96) at 0.05 level of, significance, respectively. In case of, planning of subjects, and college environment, it is rejected, as the obtained values i.e., 8.23 and 5.48 are more than the calculated C.R value (1.96) at 0.05 level of significance, respectively.

Table (2) shows that, the obtained mean score values on the basis of locality i.e. urban and rural pupil teachers regarding the six dimensions of study habits, the urban pupil teachers have the slightly high mean score values in case of home environment and planning, and planning of subjects. On the other hand the rural pupil teachers have, the slightly high mean score values in case of reading and note taking, planning for examination, habits and attitudes, and college environment.

The framed hypothesis, that in case of all the six dimensions of study habits, the obtained table values i.e., 0.11, 1.29, 0.39, 0.80, 1.59, and 0.77, are less than the calculated C.R. value (1.96) at 0.05 level of significance, respectively, are accepted and there is no dimension of the study habits among the pupil teachers, which is rejected.

Table (3) the obtained mean scores values on the basis of qualification i.e., post graduates and graduates pupil teachers regarding the six dimensions of study habits, the post graduates pupil teachers have slightly high mean scores values in case of home environment and planning and planning of subjects. On the other hand, the graduate pupil teachers have slightly high mean score values incase of, reading and note taking, planning for examination, habits and attitude, and college environment.

The hypothesis, there will be no significance of difference between the mean scores on six dimensions of study habits (home environment and planning, reading and note taking, planning of subjects, planning for examination, habits and attitude, and college environment) among the pupil teachers under going

the B.Ed training on qualification wise, is accepted in case of home environment and planning, planning of subjects, planning for environment, college environment, as the obtained values i.e., 0.39, 1.26, 0.62, and 0.67 are less than the calculated C.R value(1.96) at 0.05 level of significance. It is rejected in case of reading and note taking and habits and attitude, as the obtained values i.e. 2.06 and 3.67 are more than the calculated C.R values(1.96) at 0.05 level of significance respectively.

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