



Study habits an essential quantum among IX standard students of cape camorin

¹ ST Aruna Thevi, ² Dr. R Portia

¹ Ph.D. Research Scholar, Alagappa University College of Education, Alagappa University, Karaikudi, Tamil Nadu, India

² Assistant Professor in Education, Alagappa University College of Education, Alagappa University, Karaikudi, Tamil Nadu, India

Abstract

Knowledge without wisdom is a load of books on fools back exactly gaining knowledge is a continuous process it must be made as a habit of our life. The paper investigated the study habits an essential quantum among IX standard students of cape camorin. Two hypothesis were tested at 0.05 level of significance. Random Sampling technique was adopted in this study. For the present study 425 samples were selected and rationalized on the basis of demographic variables were involved in this study. One instrument inventory constructed and standardized by Dr. B.V.Patel of sarder patel University were used to generate data for the study. The Reliability coefficient of the instruments was 0.79 respectively. The findings shows that study habits score of ix standard students in relation to gender have significant role on studyhabit. This indicates there is significant difference in study habits with respect to religion. Further more, students should be trained to develop study habits in all aspects at anytime and anywhere.

Keywords: cape camorin, study habits

Introduction

Education is the acquisition of knowledge and experience as well as the development of skills, habits and attitudes which help a person to lead a full and worth while life in this world. Study habits is a process of training the individual through various experiences of life so as to draw out the best in them. Knowledge is essential for intellectual development, better adjustment in life, social efficiency, good character and spiritual uliftment. Whatever is acquired in human life is the result of education. Such education must satisfy the needs of the individual right from school based curriculum. To enrich good success proper study habits must be adpted by each and every one in all walks of their life to compete the future needs.

Study habits

Study Habits is defined as “Strategies of work” which have some common denomination activities as taking notes, using the library, improving reading ability, building vocabulary, writing term papers and taking examination. Study skills are synonymous to “reading skills’ and they were further analyzed as skills of outlining, summarizing, reading for definitions, reading for inferences and so on. Institutions play a very vital role in the formation of Study Habits among adolescents. It paves the way for them to learn about the effectiveness of group study. Some who are week in their academics can be joined with those who are strong in their academic side. This also helps the adolescents not only to learn subjects but also helps for healthy social behavior among them without any discrimination. It is the place where the adolescents can identify themselves. That means it is the place, which helps them to identify which type of Study Habits is suitable to them. Library has its own vital role in the formation of Study Habits. Students should be regular user of library books. According to Good’s dictionary of education, “Study habit is

the tendency of pupil to study when the opportunities are given, the pupils’ way of studying whether systematic or unsystematic, efficient or inefficient. “Study-habits are the essence of a dynamic personality.

Need for the study

It is evident from the traditional Indian system of education, that the teacher the taught devoted their time exclusively for study. They lived together and the process of education was continuous one and also carried on through discourse, to teach everything of everything. It is also not possible to spoon-feed pupils. If it is as such also it does not result in good education. Even though there is advancement in science and technology there are many sources and means of learning teacher should be aware of the laws and the over prevailing in learning and also the educational implications. The teacher must imbibe good study habits to his students effectively which helps him to face the educational needs awailing in future. “The Problem of study is of immense importance both from theoretical and practical point of view” (Jamuars K.K.1974)

Studying is a hard task to most of the students; and making it as a habit needs a large consumption of time. It takes handwork and time to develop this habit. Learning and studying needs are the coins of the two sides; which are the key to success in school as well as in one’s life span. It’s never too early and it’s never too late! It’s the need of the hour. The easiest time for parents to begin building effective and good study habits in and before a child starts schooling.

Objectives of the study

1. To find out the study habits of IX Standard students.
2. To find out if there is any significant difference in study habits of IX standard students with respect to gender, locality, management, religion and caste.

Hypothesis of the study

1. The study habits of IX standard students is average.
2. There exist a significant difference in study habits of IX standard students with respect to
 - a) Gender
 - b) Locality
 - c) Type of management
 - d) Religion
 - e) Caste

Tool used for the study

The study habits inventory constructed and standardized by Dr. B.V. Patel of Sardar patel University (published by Agra psychological research cell)

Administration of the inventory

It consists of 45 statements of which 27 depict good study habit and 18 negative statements depict bad study habits. These 45 statements assess the study habit of pupils under 7 areas. The inventory in Likert type providing a five point scale to record students response.

It is administered as a group test. After distributing a copy of the study habit inventory to each students. Administer to read each statement carefully and put a (✓) mark in any one of the five columns. Always, often sometimes, seldom and never appropriately. See that there is no time limits but they are instructed to complete it as quickly as possible without

omitting any item.

Scoring Method

The positive statement questioned numbers (1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17, 18, 22, 26, 32, 33, 36, 67, 38, 39, 40, 41, 42, 43, 44) the scores are assigned as 5, 4, 3, 2, 1 and the negative statements 24, 25, 27, 28, 29, 30, 31, 34, 35 and 45 respectively and the scores are assigned as 1, 2, 3, 4, 5 scores above 199 is remarked as very good, scores between 180-198 as good study habits, scored between 160-179 as normal or satisfactory, scores between 140-159 as poor study habits and scores below 139 is considered as very poor study habits.

Reliability and validity

The reliability and validity of the study habits inventory were established by test re-test method and is found to be 0.79 respectively. The validity was established by using external criteria.

Statistical techniques used

1. Descriptive Analysis (Mean & S.D)
2. Differential Analysis (‘t’-test & ‘F’-test)

Analysis & interpretation

Mean and standard deviation of study habits scorer of IX standard students of the entire and sub samples.

Table 1

S. No	Variables	Sub Variables	Number	Mean	S.D
1	Management	Govt.	389	161.93	18.89
		Private	36	166.41	26.82
2	Locality of School	Urban	249	161.22	21.34
		Private	176	163.84	17.02
3	Gender	Boys	208	157.91	22.15
		Girls	217	166.52	15.94
4	Religion	Hindu	357	162.631	19.16
		Christian	57	159.83	23.52
		Muslim	11	164.81	14.55
5	Caste	OC	38	163.36	21.75
		BC	341	162.83	19.04
		MBC	15	169.00	18.15
		SC/ST	36	155.22	23.44
	Entire sample		425	162.31	19.68

From the above table 1 it is evident that the calculated mean value of study habits scores of IX students belonging to private schools has higher than govt. school students. Rural students mean score is higher than the mean score of urban students. Girls mean score is higher than the mean score of

boys. Regarding religion Muslims mean score is higher than the others. Finally with respect to caste MBC is higher than other castes. The standard deviation of the above said variables shows greater consistency.

Table 2: Significance difference between the mean of the study habits scores of IX standard students of the entire sub samples.

S. No	Variables	Sub Variables	Number	Mean	S.D	‘t’ value	Level of significance at (0.05 level)
1	Gender	Boys	208	157.91	22.15	4.61	Significant
		Girls	217	166.52	15.94		
2	Locality of School	Urban	249	161.22	21.34	1.34	Not Significant
		Private	176	163.84	17.02		
3	Management	Govt.	389	161.93	18.89	1.30	Not Significant
		Private	36	166.41	26.82		

From the above table 2 it is evident that there is significant difference among gender and there is no significant difference

found regarding locality and management of study habits of IX standard students.

Table 3: ‘F’ ration for the study habits scores for religion of IX standard students

Sources	df	sum of squares	Mean Square	‘F’ Ratio	Level of significance at (0.05 level)
Between groups	2	60943.864	30471.93	7.86	Significant
Within groups	422	1635250.19	3875.00		
Total	424	1696194.06			

From the table 3 is inferred that the calculated ‘F’ Value is found to be 7.86 which is significant at 0.05 level. Hence the null hypothesis is rejected and is concluded that there is significant difference in the study habits scores of IX standard

students with respect to their religion. It is inferred that the religion has significant influences on the study habits of IX standard students.

Table 4: ‘F’ ration for the study habits scores for caste of IX standard students

Sources	df	sum of squares	Mean Square	‘F’ Ratio	Level of significance at (0.05 level)
Between groups	3	89818.482	29939.494	7.86	Significant
Within groups	421	1606375.579	3815.619		
Total	424	1696194.061	-		

The table value of the table 4 shows that the calculated value of ‘F’ ratio is 7.84 which is significant at 0.05 level. Hence the hypothesis is rejected.

and magazines to develop good study habits

Finding of the research

1. The mean and standard deviation of study habits of IX standard students of private management; locality of rural. Religion of Muslim girls of MBC have high study habits.
2. There is no significant difference found between in the study habits scores of IX standard students with respect to govt. and private.
3. There is no significant difference found in the study habits of IX standard students with respect to rural and urban.
4. There is significant difference found in the study habits of IX standard students with respect to gender.
5. There is significant difference found in study habits of IX standard students with respect to religion.
6. There is significant difference found in study habits of IX standard students with respect to caste.

Suggestions for further study

1. A similar study may be undertaken for other classes of higher secondary school.
2. Similar studies may be undertaken for intermediate, post graduate and professional colleges.
3. A similar study may be undertaken a large sample covering different districts.
4. The parent –teacher associations must be arranged; and also parents must be aware of study habits.
5. Congenial atmosphere for good study habits must be created in schools and libraries.

Educational implications

- Parents should care their children equally irrespective of IX standards in their study habits. Parents should interact with the school teachers often for the betterment of their wards.
- Students should develop their own study habits irrespective of the Standard, Medium of Instruction, Nature of School and Area.
- Measures should be adopted by the authorities such as special coaching classes, conduction of eminent resource persons to enhance the study habits of the students.
- The rural students may lack from the latest information when compared to the urban students due to the exposure to various aspects. This gap can be bridged by the school authorities and teachers by providing internet facilities to the students in their schools. The students can be made access to the availability of the resources. By this the students may update themselves.
- The students should be encouraged to use library books

Conclusion

The study reveals that the students of IX standard have difference in their study habits. Absolutely, their will be difference because individual difference plays a vital role in interest, creativity, personality; the way of learning and their varied achievement in different fields of education. So teachers must identify the students individually find out their abilities and disabilities help them to cater excel in the field of their own interest. The study habits of IX standard have student significant difference on religion and caste.

Reference

1. Aggarwal YP, Saini VP. Patterns of study habits and its relationship with achievement and parent’s economic and educational stauts, Journal of Educational research. And Exit. 1969; 5(4):158-164.
2. Anderson RP, Kutnz JE. The survey of study habits and attitudes in a college counseling center, personnel and guidance journal, 1957; 37:192-194.
3. Asha Bhatngari. A study of some factors affecting students involvement in studies, J. Edn. Res. Indian Edl. Review, 1980; 15(3):70-75.
4. Duckett Jean C. Helping Children develop good study habits, 1993.
5. Ellen J Jeng, Douglas W Woods. Habits reversal as a

- treatment for chronic skin picking: A pilot investigation
6. John Piacentini, Susanna Chang. Habits reversal training for the disorders in children and adolescents, 2005.
 7. Nagappa P, Shahapurx. Study habits of secondary students of Mysore city. Indian educational abstracts, 2005; 2:40-45.
 8. Nagaraju MTV. Study Habits of IX class pupils in relation to certain sociological variables; Unpublished PhD, Thesis SV University, Tirupati, 2001.
 9. Narayana Koteswara. Reading achievement in relation to personality factors, study habits and other variables, Unpublished PhD Thesis SV University, Tirupati, 1997.
 10. Paul Victor, Samud R. An investigation into the study habits and home environment of pupils in Anglo Indian School in Madras City, 1997.