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STUDY HABITS OF VIII CLASS STUDENTS AND THEIR ACADEMIC ACHIEVEMENT

Karanam Mahaboobuvali¹ and K.Sekhar Reddy²

Abstract

Education has become the principle avenue of opportunity for academic achievement and it is the educational system that identifies the most capable young buds and prepares them to blossom in the society. The learner greatest resources are their intellectual gifts, superior capacity for learning, reasoning and imagining. To master these facets of intellectual dimensions a child needs to develop and use the capacities effectively through study habits. Practically a child strives to think and feel in the general role of learning and it is influenced by his past learning. What a child is capable of learning is always limited by what he already knows. The basic motivation for learning is the normal tendency to explore and make sense of the environment. A successful teacher is the one who manages to relate study habits in the learning environment. The child needs to perceive the information in a meaningful manner and interpret the new material within his competence. There is a need to realize the learning potential in all the subjects. Efficient learning is related to home, social and emotional maturity of the child. The major characteristics that influence the learner study habits are the clarity of the subject matter; skill in learning process, using the available resources and establishing a study routine.

INTRODUCTION

Since early childhood high school students have been acquiring attitudes towards ways doing it. Some of these are good other are not when one student comes across a new word, he add it to a list, discusses it with his teacher or parents, or friends about its meaning in the dictionary. A good learning situation with proper habits may be appraised to develop concentration in work. Flexible assignments are better, for students to learn efficiently. The student with high intellectual capacity may not start to work as quickly or concentrate as persistently as the students with average or low intellectual capacity. In general, the brightest students can memorize rapidly, have large vocabularies, read rapidly, manipulate abstract concepts rapidly, have good school records and make many original contributions to classroom discussions. There are no sharp differentiations between bright, average and slow students. However, the teacher should be especially alert to discover the students who learn easily and those who are very slow.

Inculcating study habits in schools

Habits play an important role in one's life. If we analyses our day to day behaviour and activities, we would find that a major portion of them is dominated by our habits our acts like sleeping, walking, talking, reading, writing all are spontaneous and mechanical habitual actions. Through habit formation it is impossible to do more than one thing at a time. Thus habit brings great economy in our life. As a result we can save our energy and time for the more important things and life. James (1969) says that there is no miserable human being than one in whom nothing in habitual but indecision, and for whom the lighting of every cigar, taking drugs, the time of rising and going to bed every day and the beginning of every bit of work are subjects of express volitional deliberations. Full half of the time of such a man goes to the deciding, or regretting, of matters which ought to be so ingrained in him practically not to exist for his consciousness at all.

Study Habits Schedule

It is easy to procrastinate in the preparation of home assignments that appear to be difficult or that may seem to interfere with more interesting activities. The people who perform the important work in the world are those who work according to a schedule. The child who learns early to plan his study programme and to follow it has started to develop habits that will assist him throughout his school years in fact, life. It is difficult for children or young people to realize that those who succeed in life tend to organize and follow a well planned schedule of activities. The primary purpose for this discussion concerning the development of good study habits is to alert the beginning teacher who can help pupils to improve their study procedure. In addition, the reader,

¹ Academic Consultant, Yogivemana University, Kapa.

² Academic Consultant, Yogivemana University, Kapa.



himself may discover inadequacies in his own study which can be remedied. Hence, the following practical suggestions may have value for him as a teacher or as a student.

Formation of study habits among the children

Each child had a habit system, which when activated by a motive, come into play in familiar situations. In each case the habit system arises and gains its strength because it has in the past led to success or satisfaction or to the resolution of the difficulty. Habit systems are fixated and reinforced when they led to success, relief from tension etc. The early years of childhood are very important from the points of view of habit formation. They should be provided with congenial environment for developing proper habits. The inculcation of right study habits in children should be started as early as possible. Firm determination and powerful initiative help much in the acquisition of desirable study habits. If you decide that you would like to get up early in the morning, decide it with all the firmness and launch the new study habit with all the initiative of which you are capable. It provides a strong emotional stimulus and ego involvement and thus provides the most appropriate environment for launching the new study habit.

OBJECTIVES OF THE STUDY

1. To study the study habits of boys and girls of 8th class.
2. To study the study habits of rural and urban 8th class children.
3. To compare the differences in the study habits of boys and girls and also urban and rural 8th class children.
4. To study the variances of study habits that occurs in the interest in different subject's viz., Maths, Science and Social of 8th Class children.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between the boys and girls in their study habits.
2. There will be no significant difference between the Rural and Urban school children in their study habits.
3. There will be no positive significant correlation between the study habits of rural-urban children and boys-girls of 8th class.

METHODOLOGY

The main tool of research in collecting the data was observation but how to observe scientifically was the main concern of the researcher. For the method of observation of few of the following conditions are to be fulfilled for the formulated research purpose: (a) It is planned systematically; b) It is recorded systematically; and (c) It is subjected to verification for validity and reliability.

Variables of the Study:

Gender, locality, interest in subject, interest in profession, games, father's occupation, religion, academic Marks, and management.

Construction of the Inventory:

The Study habits inventory was prepared and standardized by **Dr. B.V. Patel**. There are 45 items related to study habits of the children. The Home Environment, Habits of concentration and planning of works, School Environment, Reading and note taking, Planning of subjects, Preparation and examination, and General habits and attributed of children were included in the items. The items were formed in a manner where they are centered on children study habits in relation to their Academic achievement. Each item was measured on 3 point rating scale with 3 alternatives. The items were framed according to the study habits of children. The test was administered to 200 students of both the gender.



Scoring Procedure:

The study habit inventory consists of 45 items with 3 possible alternatives with ‘1’ score as “Never”, “2” score for “Sometime” and “3” score as “Always”. The alternatives are based upon 3 point scale.

Sample of the Study:

The sample in the present study is taken from 8th class children of Zila Parishad, Municipal High Schools, Private Aided and Private Recognized students. The inventory was administered to the sample design individually. The sample consists of 200, 8th class children. The students were from Zilla Parishad, Municipal High Schools, Private Aided and Private Recognised and they also belong to rural and urban areas. The age, gender and educational level were automatically controlled. The method of selection was random because the investigator went to the respective teaching classes and picked up the children randomly and administered the test.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1. The Mean, S.D, M.D, S.E.D, C.R Scores of the Boys and Girls in their Study Habits

Category	N	Mean	SD	MD	SED	CR
Boys	100	102.11	7.02	3.51	1.173	2.992**
Girls	100	105.62	9.4			

** Significant at 0.01 level.

The mean attitude scores of girls significantly higher than that of boys. The critical ratio (2.992) is greater than the table value (2.60) at 0.01 level. Hence the null hypothesis is rejected.

As per the gender, there is significant difference between boys and girls who are studying 8th class. The girls are having good study habits than boys, because girls of Indian system follow the traditional values and customs. They are very careful and have high aspiration. They spend most of time, after school hours only at home, so they develop good study habits. The girls have patience, good positive outlook and can develop insight in solving any problem. So from the above, we can say that girls far better than boys.

Table 2. The Mean, S.D, M.D, S.E.D, C.R Scores of Rural and Urban Students in their Study Habits

Category	N	Mean	SD	MD	SED	CR
Urban	100	110.23	9.9	5.68	1.26	4.507**
Rural	100	104.55	7.8			

** Significant at 0.01 level.

The mean attitude scores of urban students are significantly higher than that of rural students. The critical ratio (4.507) is greater than the table value (2.60) at 0.01 level. Hence the null hypothesis is rejected. The urban VIII Class children have good study habits than the rural children.

Locality is another important variable which is taken into consideration. The urban children have good study habits than rural children and have significant difference between them. The urban children have more exposure to education and many facilities were provided to urban children. There are many new schools, good magazines, and libraries, exposure to different teaching, learning material, special coaching, extra classes and tuition at home. So they have good study habits.



Table 3. The Mean Scores of Students' Interest in Subjects

Subject	Total	Mean	Step 1	Step 3
Maths	6561	65.61	188889.5	16.4
Science	4142	67.90	Step 3	Step 4
Social	2711	69.50	12640	12923.6

The above table reveals that the interests in maths, science and social subjects, the students have similar attitudes in their study habits. Hence null hypothesis is accepted. From the results pertained, it is seen that the students have interest in all subjects rather than only in one single subjects. They are trying to study all the subjects equally.

FINDINGS OF THE STUDY

- There is a significant difference between the study habits of Boys and Girls of different schools.
- There is a significant difference between urban and rural school children in their study habits.
- There is a significant positive correlation between urban-rural and boys-girls of 8th Class.
- There is no significant difference in the study habits between children having interest in subject's viz., Maths, Science and Social of VIII Class.

CONCLUSION

An analysis of the attitude score of the students of the school showed that VIII class students having slightly more awareness. Thus the hypotheses are there is no Significance among the VIII class students. Briefly it may be concluded that through stastical these variables are related with certain relationship is study habits of VIII class children and their academic achievement. Thus the students need continuous help and guidance from their respective teachers to attain excellent Study habits.

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Perinthattiri P.O., Cheloor, Malappuram Dt., Kerala, India, Pin - 676 507

Ph: 09745073615, 08907162762

Email: naspublishers@gmail.com, web: www.naspublishers.com

