A Study of Factors Influencing Study Habits of IX Class Students in Renigunta Mandal, Andhra Pradesh

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ABSTRACT

Many factors like the system of education, methods of teaching, type of curriculum, the training and personalities of the teachers, the attitude of the parents, the security within the home, the size of the family, nature of the child in relation to other children in their neighborhood, the socio-economic status, nutrition, climate, health status of the child etc. will also affect the study habits of a child. The present study is designed to investigate the influence of gender, type of management and the locality of residence on the study habits of 180 IX class students of Renigunta mandal of Chittoor dist., Andhra Pradesh. Study Habits Inventory developed and standardized by Palsane and M.N. Sadhana Sharma was used in the study. The major findings of the study are: (1) Boy and girl students of IX class do not differ significantly with regard to the factors influencing study habits, (2) Rural and urban students of IX class do not differ significantly with regard to the factors influencing study habits and (3) IX class students in Private and Government schools differ significantly with regard to the factors influencing study habits.

INTRODUCTION
Education is the axis for the development of a nation as well as the individual. Education is the backbone for the development of humanity. Recognizing the importance of education, our country is spending a large sum for the development of education.

“Education is an important social activity planned and shared by parents, teachers and members of community. It enables individuals to become happy and responsible persons.

Education tends to draw out the abilities, which are latent or hidden in the child. Acquisition of 3 R’s (reading, writing and arithmetic) is not only the aim of education. Education aims at all – round development physical, mental, moral and spiritual of the child.

**Study Habits:**

There are two aspects of learning namely, reading and study habits. Reading is one of the means of study. In the view of many people study has been associated with reading or otherwise working through a particular book that deals with the subject being studied. The objective is assumed to be memorizing, remembering, understanding and the like. Sometimes, study is conceived in a broader sense and means organizing ideas taken from several sources. These sources may include direct contact as found in essay writing, debates, writing stories and poems and other literary items.

Study habits have a prominent role in education. The progress of a pupil depends to a greater extent upon the formation of good study habits. A student should have fixed hours of rising and going to bed; of work; of meals; of study and recreation. The child with good study habits has an enormous fund of energy at his command, which he can utilize for the purpose of improving himself.

Generally speaking, it is advisable to students at school level to have specified hours fixed for study. The more they study the better it is for them. It enables them to be thorough with their lessons and instills self confidence in them. Instead of studying hours together at a stretch it is always advantageous to concentrate one’s lessons for about one or two hours. This will not produce as much fatigue as in the former case. On the other hand it will help in retaining the facts grasped better.

Memorization, another study technique is desirable in that it is essential for getting important formulae and definitions by heart. It has its own disadvantages; it curbs one’s original thinking if memorization is not done judiciously. Silent reading is better than loud reading for the
later only entail waste of energy on the part of the student who does it whereas, silent reading ensures greater concentration.

**Study habits and its impact on learning:**

McMurry and Earth Hart regard study as systematic work that is necessary in the assimilation of ideas. They include pupil, purpose and place emphasis upon the pupil at work rather than the teacher at work. Good study habits as they add to the learning help pupils to broaden the range and extend the boundaries of their knowledge and wisdom both qualitatively and quantitatively.

Heredity and environment are the two chief factors that exercise their influence on the life of an individual. The school plays its major part in molding the study habits of pupils. If the school is a good one, equipped with events and good staff who have some noble ideas about teaching and if the other pupils around also are good ones, coming from decent families, this will do lot of help for the pupil to develop study habits in something, which should be inculcated in the child in earlier stages.

To put in general, the factors that influence the study habits are congenial environment, a happy home, educated parents who show interest in their children’s studies, parental care, the facilities provided to a learned, home, to a certain extent, heredity and order of birth and kinship; the good and exemplary models set by the brothers and sisters, other elder family members, the school environment, the encouragement given by the teachers, the method employed to acquire learning etc. will all go a long way performing and developing proper disciplined and regular study habits in pupils. Best of these, the zeal to learn, the ambition to reach the goal and strong determination to overcome all obstacles and strong will power also help student a long way in developing proper study habits.

Rajeswari (1976) showed that there was no significant relationship between the study habits and intelligence of intermediate students. Rai and Santhosh Kumar (1986) viewed that the B.Ed students of rural areas exhibit significantly better study habits than those of urban areas. However, Ram Mohan Babu (1988) observed significant positive correlation between study habits and intelligence \( r = 0.57 \). Gordon Darien (1998) and Lindale Yalamine (1999) found that the students having good study habits possessed good achievement. Siva Prasad (2006) observed that the gender does not have significant impact on the study habits of the pupils. He also investigated that the caste has no significant effect on study habits. Jagdeeswar Reddy (2008)
investigated that the caste of VIII class students has no significant attitude towards their study habits.

The present study is planned with the following objectives:

1. To study the difference between ‘boys’ and ‘girls’ students of IX class in their factors influencing study habits.
2. To study the difference between private and government school students of IX class in their factors influencing study habits.
3. To study the difference between rural and urban students of IX class in their factors influencing study habits.

Sample of the study:

The population, from which the sample for the investigation was selected, was comprised of the students enrolled in IX class of high schools in Renigunta mandal, Chittoor District, Andhra Pradesh. Total sample of 180 students were selected randomly. Students were selected from each of the different categories (30 each) in relation to the independent variables in the study viz., locality (rural and urban), gender (boys and girls) and management (government and private).

Tools:

Study Habits Inventory developed and standardized by Palsane and M.N. Sadhana Sharma was used. The inventory consisted of three areas namely, reading ability, facilities, health. The inventory consists of 45 items with each item consisting three responses – ‘always or mostly’, ‘sometimes’ and ‘rarely or never’ with scores 2, 1 and 0 respectively. For negative items the scoring is reversed. The maximum obtainable score is 90. Higher score indicates good study habits.
RESULTS AND DISCUSSIONS:

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>CATEGORY</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>‘t’ VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER</td>
<td>Boys</td>
<td>30</td>
<td>66.13</td>
<td>8.20</td>
<td>1.93@</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>30</td>
<td>67.00</td>
<td>6.67</td>
<td></td>
</tr>
<tr>
<td>MANAGEMENT</td>
<td>Private</td>
<td>30</td>
<td>66.06</td>
<td>6.05</td>
<td>2.11 *</td>
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<tr>
<td></td>
<td>Government</td>
<td>30</td>
<td>69.70</td>
<td>7.19</td>
<td></td>
</tr>
<tr>
<td>LOCALITY</td>
<td>Rural</td>
<td>30</td>
<td>69.50</td>
<td>7.46</td>
<td>1.98@</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>30</td>
<td>66.23</td>
<td>5.15</td>
<td></td>
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* - Significant at 0.05 level
@ - Not significant

Results reveal that the obtained ‘t’ value of 1.93 for gender differences and 1.98 for locality of the subjects (rural or urban) are not significant. The results indicate that there is no significant difference between boys and girls studying IX class with regard to their study habits also Rural and Urban students in the IX class do not differ significantly in the factors influencing the study habits. However, the obtained ‘t’ value of 2.11 for the type of management indicates that students studying in Private and Government schools differ significantly in factors affecting their study habits.

CONCLUSIONS

1. Boy and girl students of IX class do not differ significantly with regard to the factors influencing study habits.

2. Rural and urban students of IX class do not differ significantly with regard to the factors influencing study habits.

3. IX class students in Private and Government schools differ significantly with regard to the factors influencing study habits.

SUGGESTIONS:

Study habits have such a great importance with educational improvement and achievement. It deserves careful investigation. It is, therefore pertinent to collect data regarding the study habits of pupils by using a study habit inventory, so that the investigator can get a better picture of the situation and use it as a logical starting point for developing better study habits.
The study habits of learner means the ability to schedule his time, the plan of his study, the habit of concentration, note making, mental review over learning, the judicious application of whole and part method, massed and distributed learning and so on.

REFERENCES:


