An Investigation on the Study Habits of X Class Students in Prakasam District of Andhra Pradesh

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Abstract

As we know Quality indicators in Teacher education includes Curriculum, Pedagogy, Teaching practice, Personality development, Communication skills, Provision for inclusive education and technology based education i.e. ICT integrated Education needs to be incorporated for ensuring quality. The teachers have to understand the changing roles and functions of education in general and School Education in particular. In this study investigators try to understand measure and identify the influence of quality indicator Study Habits on Success in Academic Achievement of X class students in Prakasam District. In Prakasam district most of the students are first generation learners. Teacher’s commitment and parents supervision is totally lacking and financial constraints are influencing study habits of children. Hence it was proposed to study the influence of some of the personal and demographic variables and identify the causes for variations in Study habits with different family backgrounds. By studying these factors it may be possible to improve standards in Academic subjects by adopting innovations in study habits of children and suggest remedial measures and provide timely suggestions to update the teacher education curriculum and see that teachers should be equipped more and more skills like skimming and scanning in order to develop better study habits of the students so as to bring uniformity in Achievement levels of students in Prakasam district.

Keywords: Study Habits, Achievement, Migration, Demographic, Innovations.

INTRODUCTION

Study habits are student’s attitude toward the way they learn. According to Allport (1935: 810) attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related. That is attitudes are predispositions to act favorably or unfavorably, then the attitudes that one has should predict one’s behaviours. Student’s academic performance occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one’s total potentialities and capacities (Nuthana and Yenagi, 2009).
SIGNIFICANCE OF THE STUDY

In this modern era global competition exists. Everyone wants to be the best and stood in the first place, almost all the schools are making the pupils to spend lot of time with their studies. Even after school hours most of the parents send their children to tuition and special classes irrespective of the interest of the children. Hence the Study habit is the important area of the Educational Research, which has become focus of all the educational experts and it has become the burning topic of educational research. Prakasam district is not exception to this. In Prakasam District of Andhra Pradesh state most of the students are first generation learners. Teacher’s commitment is lacking in Government schools. Parent’s supervision is totally lacking and financial constraints are influencing the studies of children. In Teacher education syllabus much scope is not given in practicum to develop better teaching habits for pre-service trainees’ as a result desired skills are not acquired by the pre-service teachers. During in-service teacher training and orientation programmes also authorities are not giving inputs related to study habits. As a result teachers end up in failure to generate better study habits at grass root level. Hence the present study is undertaken to find out the present status of study habits of X class students in Prakasam District. It is also to ascertain the factors influencing study habits.

In a secondary school the pupils are exposed to certain academic subjects and certain activity subjects. The academic subjects comprise of 3 languages, Mathematics, Science and Social Studies and the activity subjects comprise of socially useful productive work, health and physical education, creative activities and moral education. Students have to study these subjects and take the examination and come out in flying colours. To achieve success in the examination the student must have good study habits. Students who have good study habits are bound to get success in the examination. Students who do not have good study habits are bound to face failure. There is a direct relation between good habits and success. The researcher has selected this issue for his research study in order to find the study habits of students who are taking the public examination at the secondary school level. The results of the study will help in developing good study habits among the students to achieve success. Hence the present study has attained greater significance, in order to ascertain the factors influencing study habits of X class students in Prakasam District.

STATEMENT OF THE PROBLEM

It is not strange that the problem associated with study habit of students might have a tremendous effect on the students' academic performances. Individual student has their pattern of student habit and it is germane to find out that the right and best individual way to study is necessary. As we know, Quality indicators in Teacher education includes Curriculum, Pedagogy, Teaching practice, Personality development, Communication skills, Provision for inclusive education and technology based education and many others. ICT integrated Education needs to be incorporated for ensuring quality. The teachers have to understand the changing roles and functions of education in general and School Education in particular.
Students have differences in academic performance which could be attributed to differences in study habits. Some of the problems associated with the study habits could be inability to make use of the library facilities, lack of concentration capacity, poor examination technique, inability to share and contribute meaningfully to study group and sometimes poor time allocation, poor consultation with teachers, counsellors and fellow students. It is to this end that these study investigators try to understand measure and identify the influence of quality indicator Study Habits on Success in Academic Achievement of X class students in Prakasam District.

In view of this, the author deem it fit that this is a problem hence an investigation on the study habits of X class Students in Prakasam District of Andhra Pradesh State is researched.

OBJECTIVES OF THE STUDY
The following are the specific objectives of the study.
1. To study the study habits of X class students with reference to Home environment and planning of work.
2. To examine the study habits of X class pupils relating to reading and note taking.
3. To examine the study habits of X class students relating to planning of subject.
4. To study concentration of X class students in their study.
5. To study the habits of X class pupils in the preparation for examinations.
6. To study the general habits and attitudes of X class students on subject areas.
7. To study the study habits of X class students with respect to the school environment.
8. To study the influence of personal and demographic variables on study habits of X class students.

HYPOTHESES
On the bases of the above objectives the following hypotheses are formulated. The hypotheses are set up in a Null form in case of variables and in respect of other cases the hypotheses are in declarative form. As this forms of hypotheses are akin to the legal principle that a man is innocent until he is found guilty in case of different variables.
1. Students frame their own timetable to study at home and follow it.
2. Students make note of important points during reading and take detail note of what is taught in the class room.
3. Students pay more attention on difficult subjects.
4. Students study with concentration.
5. Students prepare well for the examinations.
6. Students read with understanding and memorise definitions, maxims etc.
7. Students utilise the school facilities i.e., library, newspapers etc.
8. There would not be any significant difference between personal and demographic variables and study habits of X class students.
VARIABLES STUDIED
1. Home Environment and planning (A1)
2. Reading and Note taking (A2)
3. Planning of subjects (A3)
4. Habits and concentration (A4)
5. Preparation for Examination (A5)
6. Habits and Attitudes (A6)
7. School Environment (A7)

Dependent variable in this study is ‘Study habits’.
Independent variables are 1) Gender 2) Locality 3) Community 4) Parental literacy
5) Parental profession and 6) parental Yearly income.

SELECTION OF SAMPLE

Sampling technique
The sample for the investigation consists of 300 X class students from different schools of Prakasam District selected through Stratified Random Sampling.

TOOL EMPLOYED

Administration of the tool and data collection Questionnaire of 5 Points rating scale developed by Dr. B.V. Patel.

For the purpose of collection of data required for the investigation, the researcher visited 18 different High schools for the study. At every school the Head of the institution was explained the purpose of the visit. After obtaining the permission from the Head Master, the sample of the X class students selected through simple random sampling as explained earlier was selected. These students were taken away from their respective classes and accommodated in separate room. They were explained the purpose of research and instructed to respond to the self explanatory study habits five point rating scale. They were also asked to fill up the personal data sheet. Care has been taken to avoid copying. Thus the data pertaining to study habits were collected.

Validity and reliability of the tool of data collection:

The tool used for the collection of data is a standard tool developed by the expert Dr. B.V. Patel which is highly valid and reliable. The reliability established by test-retest method and split-half methods were found to be .79 and.82 respectively. The validity was established by using external criteria.

Scoring the responses

For the purpose of scoring numerical weights were assigned to each of the five categories of responses, VIZ, Always, Often, Sometimes, seldom and never as suggested by Dr.B.V.Patel.

The grand total on the entire scale were obtained by adding the weights on all the statements of 7 areas. The information provided by the respondents in the personal data sheet is also tabulated.
STATISTICAL TREATMENT OF DATA

The total scores obtained by each of 300 class x students on all the variables and 7 areas of the rating scale were computed. The data were carefully analysed by employing appropriate statistical techniques through MS-Excel.

To measure the study habits of class x students the scores are computed and all the descriptive statistics such as mean, standard deviation, standard scores (Z), skewness and kurtosis were calculated. The analysis of variance (F-ratio) and ‘t’ test (critical ratio) were

Table 1: The influence of Personal and Demographic variables on Study Habits of X class students

<table>
<thead>
<tr>
<th>Study Habits</th>
<th>Demographic variable</th>
<th>Sub groups compared</th>
<th>mean</th>
<th>Standard deviation</th>
<th>mode</th>
<th>Kurtosis</th>
<th>skewness</th>
<th>Critical Ratio/ 't' value</th>
<th>Remarks At 0.05 level</th>
<th>Remarks At 0.01 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>163.37</td>
<td>14.43</td>
<td>171</td>
<td>-0.259</td>
<td>0.021</td>
<td></td>
<td>'t' value @0.7 424</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>162.78</td>
<td>16.43</td>
<td>152</td>
<td>-0.372</td>
<td>-0.103</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locality</td>
<td>Urban</td>
<td>162.25</td>
<td>16.09</td>
<td>159</td>
<td>-0.458</td>
<td>-0.156</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>164.47</td>
<td>16.099</td>
<td>171</td>
<td>-0.403</td>
<td>0.174</td>
<td></td>
<td>‘F’ value@0.994107</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Tribal</td>
<td>162.51</td>
<td>14.12</td>
<td>154</td>
<td>-0.097</td>
<td>-0.307</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>S.C</td>
<td>161.12</td>
<td>14.40</td>
<td>159</td>
<td>-0.035</td>
<td>-0.036</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.T</td>
<td>164.91</td>
<td>13.42</td>
<td>155</td>
<td>-0.841</td>
<td>-0.255</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.C</td>
<td>163.31</td>
<td>15.87</td>
<td>171</td>
<td>-0.291</td>
<td>-0.045</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>O.C</td>
<td>161.18</td>
<td>14.76</td>
<td>____</td>
<td>0.978</td>
<td>-0.215</td>
<td></td>
<td>‘F’ value@0.86557</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>159</td>
<td>26.06</td>
<td>____</td>
<td>____</td>
<td>0.343</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Literacy Background</td>
<td>Both Illiterate</td>
<td>163.64</td>
<td>15.65</td>
<td>171</td>
<td>0.454</td>
<td>-0.163</td>
<td></td>
<td>‘F’ value@0.994738</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Both Literate</td>
<td>163.37</td>
<td>15.03</td>
<td>150</td>
<td>0.172</td>
<td>0.536</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any one parent Literate</td>
<td>161.84</td>
<td>15.08</td>
<td>163</td>
<td>0.033</td>
<td>-0.119</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Profession</td>
<td>Agriculture</td>
<td>164.097</td>
<td>14.71</td>
<td>171</td>
<td>-0.076</td>
<td>-0.011</td>
<td></td>
<td>‘F’ value@0.957993</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Labour</td>
<td>165.036</td>
<td>17.78</td>
<td>161</td>
<td>0.022</td>
<td>-0.502</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Employment</td>
<td>163.73</td>
<td>15.83</td>
<td>154</td>
<td>0.355</td>
<td>____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Govt. Job</td>
<td>161.08</td>
<td>16.26</td>
<td>160</td>
<td>0.0399</td>
<td>0.068</td>
<td></td>
<td>‘F’ value@0.957993</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Private Job</td>
<td>169.3</td>
<td>15.87</td>
<td>____</td>
<td>1.286</td>
<td>0.424</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>151.08</td>
<td>18.19</td>
<td>150</td>
<td>0.077</td>
<td>0.994</td>
<td></td>
<td>‘F’ value@0.957993</td>
<td>Not Significant</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>161.13</td>
<td>14.22</td>
<td>155</td>
<td>-0.055</td>
<td>-0.236</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: - @ Indicates not significant, *Indicates Significant at 0.05 level.
** Indicates Significant at 0.01 levels

employed appropriately to find out the influence of intervening variables on the dependent variable. Conventional levels of significance at 0.01 and 0.05 were used to test the levels of significance of the above statistics.

The obtained numerical results were also graphically represented (Pie and Bar diagrams) wherever necessary.

This chapter is divided into three parts. The first part deals with the influence of personal and demographic variables on study habits of class X students.

The second part deals with the area wise (seven areas) mean values of study habits which are converted into standard scores (Z).

The third part deals with the percentages of question wise responses.

**The Influence of Personal and Demographic Variables**

To study the influence of various personal and demographic variables on dependent variable study habits ‘t’ test and analysis of variance (‘F’ ratio) were applied appropriately to test the hypotheses already formulated and the results were discussed in the following pages. There are six variables under the category as already referred. Each one of them was considered separately to see whether they influence significantly the study habits of X class students. The data and the results of the test of the significance are presented in table I respectively.

Table I reveals that the ‘t’ value and critical ratio obtained for the groups based on student’s gender,

<table>
<thead>
<tr>
<th>Parental Annual Income</th>
<th>work related to caste</th>
<th>164.49</th>
<th>14.95</th>
<th>172</th>
<th>-0.329</th>
<th>-0.185</th>
<th>‘F’ value</th>
<th>Not Significant</th>
<th>Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. Up to 24,000</td>
<td></td>
<td>161.66</td>
<td>15.99</td>
<td>171</td>
<td>-0.186</td>
<td>0.074</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 24001 to 50000</td>
<td></td>
<td>157.75</td>
<td>14.97</td>
<td></td>
<td>0.453</td>
<td>0.093</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 50001 to 100000</td>
<td></td>
<td>160</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 100000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Obtained mean values computed to standard scores

<table>
<thead>
<tr>
<th>S.No</th>
<th>Area</th>
<th>Computed mean value of Standard scores(Z)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Home environment and Planning</td>
<td>49.99</td>
</tr>
</tbody>
</table>
### Table 3: Showing Area and question wise responses acceptance and non acceptance

<table>
<thead>
<tr>
<th>Q. Nos.</th>
<th>Area Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 7 (Area 1)</td>
<td>Home environment and Planning</td>
<td>157.0 107.2 109.3 121.3 119.8 119.7 286.5</td>
</tr>
<tr>
<td>8 to 16 (Area 2)</td>
<td>Reading and Note taking</td>
<td>50.2 121.6 187.3 359.1 217.9 322.6 540.5</td>
</tr>
<tr>
<td>17 to 21 (Area 3)</td>
<td>Planning of Subjects</td>
<td>49.6 84.1 104.7 238.4 107.4 144.7 252.11</td>
</tr>
<tr>
<td>22 to 25 (Area 4)</td>
<td>Habit of Concentration</td>
<td>77.7 95.3 79.6 252.6 61.0 86.3 147.3</td>
</tr>
<tr>
<td>26 to 31 (Area 5)</td>
<td>Preparation of Examination</td>
<td>92.9 95.7 014.3 292.9 116.0 191.0 307.0</td>
</tr>
<tr>
<td>32 to 39 (Area 6)</td>
<td>Habits and Attitudes</td>
<td>125.0 108.7 152.3 386.0 186.4 245.6 434.0</td>
</tr>
<tr>
<td>40 to 45 (Area 7)</td>
<td>School Environment</td>
<td>64.6 112.1 152.0 328.7 148.3 122.7 271.0</td>
</tr>
</tbody>
</table>

Locality, community, parental literacy background, parental profession and parental annual income are not significant. The obtained ‘t’ value for gender is less than table value even at 0.05 level. The ‘F’ ratio value obtained for the groups based on locality, community, parental literacy background, parental profession and Annual income are not significant even at 0.05 levels.

### II. Area wise Mean values of Study Habits which are converted into Standard scores (Z)

To study the significance of study habits of X class students relating to the seven areas i.e.

2. Reading and Note Taking.
3. Planning of Subjects.
4. Habit of Concentration.
5. Preparation for examinations.
6. Habits and Attitudes.
7. School environment.
After administering the tool during statistical analysis they obtained scores of the above seven areas were converted into standard scores (Z) for a mean value of 50 and standard deviation of 10. To convert the obtained scores into standard scores the following formula is adopted.

\[
\text{Standard score (Z)} = \left[ \frac{X - \mu}{\sigma} \right] \times 10 + 50
\]

The obtained mean values computed to standard scores area wise are shown in table 2. The data presented in table 2 reveals that students are more inclined in the areas of “habit of concentration” and “Habits and attitudes”. Where there are more non-acceptances on the items by the subjects. Relatively low interest is observed in case of areas i.e., school environment and preparation for examination.

### III. Percentage of Question wise responses and interpretation:

In order to know the study habits of X class students, study inventory of five point scale is administered. The question wise responses from the scores obtained are shown in table 3. Apart from the above table Question wise (Q1 to Q45) responses percentages are also shown in the Bar Graphs in the thesis.

### MAJOR FINDINGS

Based on the analysis of the data the following findings are drawn:

Students are more inclined in the areas “Habit of concentration” and “Habits and Attitudes” where there is more non acceptance on the items by the subjects. Relatively low interest is observed in case of areas i.e. school environment and preparation for examination.

**Objective wise:**

**Objective (1)**

- Students are studying well even in places where there is disturbance.
- Students are not able to study well because of their involvement in domestic work. This reveals that domestic work stands hindrance in study habits of their students.
- Students are taking tuitions to improve their performance levels, which provide an additional support.
- Students are not preparing on the subjects at home and they are not framing their own time table for study and work according to it.

**Objective (2)**

- Students are referring to dictionaries to know the meanings of difficult words.
- Students are missing to note down the important points while taking notes.
- Students lack the habit of underlining the important points in the text book, paying attention on the new words, while reading and note taking detailed note in the classroom.
Objective (3)
- Students are concentrating on the subjects in which they are interested and pay less attention in which they are weak and not giving priority to study the difficult subjects.

Objective (4)
Students are not studying with concentration and are feeling that they do not study well.

Objective (5)
- Students are feeling nervous at the time of examinations and are not preparing for the examinations by going through previous year question papers.
- Students are not reading till late at the time of examinations and not thinking of the answers before start writing.

Objective (6)
- Students are reading loudly, reclining on a bed and not reading with understanding.
- Students are not memorizing definitions and formulae and are not ruminating the things read.

Objective (7)
- Students are not able to progress due to dislike on certain teachers and subjects. Some are using library books too.
- Students are not responding in the classroom properly to the questions put by the teachers.

Objective (8)
A) Gender: (Boys/Girls)

Findings:
It was found that the gender of the student was not a significant factor in influencing the study habits although the trend in the mean scores was in favour of Girl students. Therefore it could be concluded that gender is not the significant factor in determining the study habits of X class Students.

DISCUSSIONS
The finding of Nirmala Kanta (1979) investigating into study habits of high school pupils found that the girls have better study habits than that of the boys. The findings of the present study mean values of Girls slightly coincide with the above findings, but in general the findings of the present study ‘t’ value deviate from the above study of Nirmala Kanta (1979).

CONCLUSION
The above finding infer that the Government schools students of X class in Prakasam district lacking proper study habits resulting in the poor performance in the examinations and low percentage of results at SSC level and Intermediate level in the district. Hence keeping in view of the above results much has to be done to revamp the prevailing situation. Awareness has to be given in developing good study
habits to pupils, parents and Teachers by giving timely suggestions to enhance performance levels of the children in the district concerned.

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