



## A Study of Study Habits of Viii Class Pupils in Relation to Certain Variables

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### ABSTRACT

Study habits may be defined as the complex of reading behaviour of a person, resulting from the varying degrees of interaction, of a number of variables, when he seeks graphic records for acquiring information or knowledge. The main objective of the present study is to study the influence of gender, age and caste on the study habits of VIII class pupils. Study habits inventory was developed by Narayana Reddy (2001) was adopted. A sample of 300 VIII class pupils representing all categories of schools is selected in Chittoor District of Andhra Pradesh by following the standardized procedures. 't' – test and ANOVA ('F' – test) were employed for analysis of the data. Gender, age and caste have significant influence on the study habits of VIII class students.

### KEYWORDS

Study habits, Gender, Age and Caste.

### INTRODUCTION

Though students have no time to waste they may feel no sense of urgency to attend to study when they begin their course. In addition, they are confronted with the questions like, what to study? How to study? Where to study? When to study? And what is the purpose of Study? etc., this is because lack of proper study habits among the students. In view of the difficulties faced by the pupils to understand the nature of the problems and to suggest some measures to solve them, it is necessary to enlighten the pupils about principles in developing sound study habits. Effective learning takes place with good study habits.

#### Factors affecting the study habits

The important factors affecting the study habits are as follows:

1. Home is the first environment with which the child confronts. Every home is a university and the parents are the teachers. The child's performance in the school is adversely affected by poor relations between child and his parents and other family members. Disturbances in the home will have direct effect on the school work, which requires thinking. Mother is the first teacher to the child. So, the education level of the mother is also important for developing good study habits among children.
2. Intelligence of the child is one of the important factors for good study habits. Brilliant students develop good study habits than the full students.
3. Personality of the student is also important for the development of proper study habits. A student who can better adjust to the situation develops better study habits than others.
4. For developing good study habits is also important. School is responsible for the teacher have to play an important role. In view of the pragmatic thought, school is like a garden in which the children are growing like plants. The function of the gardener is to protect the tender plants. Teachers are like the gardeners. They have to play an important role in developing proper study habits among the pupils.
5. Community has to play an important role for the develop-

ment of study habits among the pupils. Community has to arrange the different learning centers like libraries. The social norms and values of the school and home will be determined by the community. The habits developed by the Child have the direct bearing on school work. The better performance of the child, where mainly depend upon the proper use of the community resources by the teacher.

6. For developing good study habits, curriculum is also important. If the curriculum is above the standards of the child, then, he will be frustrated and if it is below is standards, he will cause some harm to the other pupils in the class. So the curriculum should be suited to the standards of the pupils of that age group.
7. Apart from the above factors, the locality, the gender the caste, father education, mother education, father occupation, annual income of family are also important in studying the study habits of secondary school children.

#### Study skills

Study skills have long been the primary means by which school learning takes place outside the classroom through homework, assignments, and independent study on special projects and guided study under the supervision of a teacher or counselor. The students organize materials, drills, and exercises in order to master specific skills and formulate ideas in a way that can be evaluated by the teacher. Frequently the student relies upon libraries to obtain specialized information or to take advance of new learning resources, such as listening types of film strips. An entire course may be taken by correspondence study where the student works along, and where study habits, motivation to learn and general attitudes are paramount in determining success or failure.

#### Review of Literature

Corral Joseph (1998) showed that there would be no significant difference between the test scores of the instrumental music participants and non-participants.

Lindale Yalamine (1999) showed that the students individual study orchestration was related to their success.

Guru Prathap Reddy (2001) observed that gender, educational

status of the family, annual family income father occupation, mother occupation, the children of the parents have significant influence on the study habits of VI class pupils.

Narayana Reddy (2001) observed that X class residential pupils has significantly better study habits than the non-residential pupils.

Amita and Rashmi Aggarwal (2002) in their study “A study of Tele viewing patterns of adolescents concluded that the linking for particular type of programmes did not effect significantly the study habits of higher secondary level students”.

Siva Rama Krishna (2009) inferred that gender, class of study, caste, father's education and mother's education have significant influence among secondary school children

Krishnaiah (2010) investigated that that Locality, Medium, Annual income, Father's education, Father's occupation, Mother's education, Mother's occupation and Size of the family have significant influence among intermediate students.

Scope of the Study:

The main intention of the present study is to find the relation of study habits of VIII class pupils with gender, age and caste.

Objective of the Study:

To study the impact of gender, age and caste on the study habits of VIII class pupils.

Hypothesis of the study:

Gender, age and caste do not have significant influence on the study habits of VIII class pupils.

Tools for the Study

1. A study habits inventory was developed to find out the study habits of VIII class students. The investigator has adopted study habits inventory from Narayana Reddy (2001). The statements in the study habits inventory include both positive and negative statements. The Inventory consists 60 items, 31 positive and 29 negative. It is a five point scale with alternatives, always, most often, often, sometimes, never. For the purpose of scoring, numerical weights were assigned to each of the five categories of responses, viz., always, most often, often, sometimes, never as suggested by Likert (1932).
2. Personal data regarding the student – 1. Name, 2. Gender, 3. Age, 4. Caste.

Data Collection

The sample for the investigation consisted of 300 VIII class pupils in Chittoor district, Andhra Pradesh. The stratified random sampling was applied in three stages. The first stage is locality i.e. Rural and Urban (150 + 150), the second stage is management i.e. Government, Private and Aided schools (100 + 100 + 100) and third stage is gender i.e. male and female (150 + 150). It is a 2X3X2 factorial design with 300 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned students of the schools. The students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The study habits inventory, personal data sheet was administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ‘F’ and ‘t’ – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Gender

The relationship of study habits of VIII class pupils with their gender is studied in the present investigation. On the basis of gender, the VIII class pupils are divided into two groups. The

male students form with the Group – I and Group – II forms with the female students. The study habits of VIII class pupils of the two groups were analyzed accordingly. The study habits of VIII class pupils for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of ‘gender’ on the study habits of VIII class pupils.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in Table – 1.

Table – 1: Influence of gender on the study habits of VIII class pupils

S. No.	Gender	N	Mean	S.D.	‘t’ - Test
1.	Male	150	197.30	28.13	2.170*
2.	Female	150	203.88	22.05	

\* Indicates significant at 0.05 level

It is found from the Table – 1 that the computed value of ‘t’ (2.170) is greater than the critical value of ‘t’ (1.97) for 1 and 298 df at 0.05 level of significance. Hence the Hypothesis – 1 is rejected at 0.05 level. Therefore it is concluded that the gender has significant influence on the study habits of VIII class pupils.

2. Age

The relationship of study habits of VIII class pupils with their age is studied in the present investigation. On the basis of age, the VIII class pupils are divided into two groups. The age of VIII class pupils is 13 years form with the Group – I and Group – II forms with the age of VIII class pupils is 14 years and above. The study habits of VIII class pupils of the two groups were analyzed accordingly. The study habits of VIII class pupils for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of ‘age’ on the study habits of VIII class pupils.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in Table – 2.

Table – 2: Influence of age on the study habits of VIII class pupils

S. No.	Age	N	Mean	S.D.	‘t’ - Test
1.	13 years	249	203.08	23.36	2.530*
2.	14 years and above	51	192.00	29.36	

\* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of ‘t’ (2.530) is greater than the critical value of ‘t’ (1.97) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.05 level. Therefore it is concluded that the age has significant influence on the study habits of VIII class pupils.

3. Caste

The relationship of study habits of VIII class pupils with their caste is studied in the present investigation. On the basis of caste, the students are divided into three groups. Group – I is formed with OC students. Group – II formed with BC students and Group – III is formed with SC and ST students. The corresponding study habits of VIII class pupils of the three groups were analyzed accordingly. The mean values of study habits of VIII class pupils for the three groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 3

There would be no significant impact of ‘caste’ on the study

habits of VIII class pupils. The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 3.

**Table – 3: Influence of caste on the study habits of VIII class pupils**

S. No.	Caste	N	Mean	S.D.	‘F’ – Test
1.	OC	127	204.98	24.58	3.740**
2.	BC	105	200.70	24.52	
3.	SC and ST	68	194.90	24.42	

**\*\* Indicates significant at 0.01 level**

It is clear from Table – 3 that the computed value of ‘F’ for the study habits of VIII class pupils is (3.740). It is greater than table value of ‘F’ (3.03) for 2 and 297 df at 0.01 level. Hence Hypothesis - 3 is rejected at 0.01 level of significance. It is concluded that the caste has significant influence on the study habits of VIII class pupils.

**Findings:**

There is significant influence of gender and age at 0.05 level and caste, at 0.01 level on the study habits.

**Conclusions:**

In the light of the findings, the following conclusions are drawn. Gender, age and caste have significant influence on the study habits.

**EDUCATIONAL IMPLICATIONS**

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their study habits

1. Gender is highly influenced in study habits. Female students better than the male students to have good study habits. The administrators to provide guidance facilities for the male students.
2. Age is highly influenced in study habits. Low age students better than the high age students to have good study habits. The administrators to provide guidance facilities for the high age students.
3. Caste has influence on the study habits of VIII class students. OC students better than the SC and ST students to have good study habits. Administrators to provide facilities to the SC and ST students.

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