Full Length Research Paper

An Investigation on the Study Habits of Class X Students in Chittoor District of Andhra Pradesh State.

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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 Mahabubnager District. In Chittoot 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 Chittoor district.

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

INTRODUCTION

Study habit are students 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).

In every school setting, students are perpetually in search of academic success, the success of academic performance is their ultimate goal. Academic performance can be expressed in the form of good scores and prizes as a result of hard work and exceptional performance in classroom tests, assignments and examination. Study habit is the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. reviews of material, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying. Study attitudes; on the other hand, refers to a student's positive attitude toward the specific act of studying and the student's acceptance

and approval of the broader goals of college education (Crede and Kuncel, 2008).

From the above, it follows suit to assert that an important aspect of a student's attitude toward education is the value he sees in what he has to learn. In a Secondary School the pupils are exposed to certain Academic subjects and certain activity subjects. Students have to study these subjects and take the examinations and attain success. To achieve success in the examination students must have good Study habits. Students who have good study habits are found to get success in the examination, and those who do not have good study habits are ended up in failures. Hence there is a direct relation between good study habits and success.

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.Chittoor district, is not exception to this. In Chittoor 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 preservice trainees' as a result desired skills are not acquired by the preservice 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 class X students in Chittoor 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 class X students in Chittoor 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 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 Mahabubnager District

In view of this, the author deem it fit that this is a problem hence an investigation on the study habits of class X Students in Chittoor 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 class X students with reference to Home environment and planning of work.
2. To examine the study habits of class x pupils relating to reading and note taking.

3. To examine the study habits of class x students relating to planning of subject.

4. To study concentration of class x students in their study.

5. To study the habits of class x pupils in the preparation for examinations.

6. To study the general habits and attitudes of class x students on subject areas.

7. To study the study habits of class x students with respect to the school environment.

8. To study the influence of personal and demographic variables on study habits of class x 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 class x 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 Class x students from different schools of Chittoor 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 class x 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

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

Dependent variable	Demographic variable	Sub groups compared	mean	Standard deviation	mode	Kurtosis	skewness	Critical Ratio/'t' value	Remarks at 0.05 level	0.01 level
Study Habits	gender	male	163.37	14.43	171	-0.259	0.021	't' value @0.7424	Not significant	Not significant
		female	162.78	16.43	152	-0.372	-0.103			
	locality	urban	162.25	16.09	159	-0.458	-0.156	'F' value @0.994107	Not significant	Not significant
		rural	164.47	16.099	171	-0.403	0.174			
		tribal	162.51	14.12	154	-0.097	-0.307			
	Community	S.C	161.12	14.40	159	-0.035	-0.036	'F' value @0.86557	Not significant	Not significant
		S.T	164.91	13.42	155	-0.841	-0.255			
		B.C	163.31	15.87	171	-0.291	-0.045			
		O.C	161.18	14.76	---	0.978	-0.215			
		Minority	159	26.06	---	---	0.343			
	Parent literacy background	Both illiterate	163.64	15.65	171	-0.454	-0.163	'F' value @0.994738	Not significant	Not significant
		Both literate	163.37	15.03	150	0.172	0.536			
		Any one parent literate	161.84	15.08	163	0.033	-0.119			
	Parental profession	Agriculture	164.097	14.71	171	-0.076	-0.011	'F' value @0.957993	Not significant	Not significant
		Labour	165.036	17.78	161	0.022	-0.502			
		Self employment	163.73	15.83	154	0.355	----			
		Govt. job	161.08	16.26	160	0.0399	-0.068			
		Private job	169.3	15.87	----	1.286	0.424			
		Business	151.08	18.19	150	0.077	0.994			
		Professional work related to caste	161.13	14.22	155	-0.055	-0.236			
	Annual Parental income	Rs.Upt-o 24000	164.49	14.95	172	-0.329	-0.185	'F' value 0.909417	Not significant	Not significant
		Rs.24001 to 50000	161.66	15.99	171	-0.186	0.074			
		Rs.50,001 to 100000	157.75	14.97	---	0.453	0.093			
		Above 100000	160	----	----	-----	-----			

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 at0.01 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 2: Obtained mean values computed to standard scores

S.No	Area	Computed mean value of Standard scores(Z)
1	Home environment and Planning	49.99
2	Reading and Note taking	50.00
3	Planning of Subjects	50.00
4	Habit of Concentration	50.01
5	Preparation of Examination	49.99
6	Habits and Attitudes	50.01
7	School Environment	49.99

Table 3: Showing Area and question wise responses acceptance and non acceptance

Q. Nos.	Area Statement	Responses						
		Always Agree	Often Agree	Sometimes Agree	Total	Seldom Agree	Never Agree	Total
1 to7(Area 1)	Home Environment & Planning	157.0	107.2	149.3	**413.5**	126.8	159.7	**286.5**
8 to 16(Area 2)	Reading and Note taking.	50.2	121.6	187.3	**359.1**	217.9	322.6	**540.5**
17 to 21 (Area 3)	Planning & Subjects	49.6	84.1	104.7	**238.4**	107.4	144.71	**252.11**
22 to 25 (Area 4)	Habit of Concentration	77.7	95.3	79.6	**252.6**	61.0	86.3	**147.3**
26 to31(Area 5)	Preparation for examination	92.9	95.7	104.3	**292.9**	116.0	191.0	**307**
32 to 39 (Area 6)	Habits and Attitudes	125.0	108.7	152.3	**386.0**	186.4	245.6	**434.0**
40 to 45(Area 7)	School Environment	64.6	112.1	152.0	**328.7**	148.3	122.7	**271.0**

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 class X students relating to the seven areas i.e.
1. Home environment and Planning.
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 the 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.

Standard score (Z) =[X-M /∞] ×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 class X students, study inventory of five point scale is administered. The question wise responses percentages 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 class X 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).

Possible Reasons

Now a day's girls are studying well. They are very competitive with boys and equally competing. Parents are slowly changing their attitude towards Girls education and giving equal opportunities to their daughters. Government is also providing support to encourage the girl child education.

B) Locality

Findings

There is no significant difference of the locality on the study habits of class X students.

Possible Reasons:

The Govt. Of Andhra Pradesh is equally providing opportunities for studies in all the localities.

Parents are becoming conscious of importance of Education in life. Parents are giving support to study habits of children.

C) **Community**

Findings

Community is not significantly influencing the study habits of class X students.

Possible reasons

Even the S.C, S.T, B.C and Minority parents are having high goals and aspirations for their children career.
Government is also giving required facilities to all community puils; Right to Education Act gives more emphasis to this through Sarva shiksha Abhiyan (S.S.A).

D) **Parental literacy Background**

No significant difference is found between the study habits of pupils with different parental literacy background.

Discussion

Gilbert C. Wrenn (1941) studied the various problems which interfered with study habits of class x Students found that family education influenced on study habits. The results of the present study are not coinciding with the above findings.

Possible reasons

In general there is a common mindset that highly educated parents know the value of education and they take care and supervise their children, but at present even the literate and moderately literate parents also equally know value of education.
They are providing a lot of facilities to their children on par with literate parents.

E) **Parental Profession:**

Parental profession is not significantly influencing the study habits of Children.

Possible Reasons

Now a day's knowledge explosion is there. Revolution in Technology is taking place. People are conscious of the things happening in and around. Hence they are very much interested of their children education, irrespective of their profession.

F) **Parental Annual Income**

The students whose parental income is least obtained slightly more mean value than the other income groups. However the parental income is not significantly influencing the study habits of class x students.

Possible Reasons

The least income groups are observing the high income groups and their children education which acts as catalyst for their motivation.
So they are becoming very conscious about the education of their children.

CONCLUSION

The above finding infer that the Government schools students of class X in Chittoor 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.

Suggestions to Teachers

1. Teachers need to suggest some interesting books periodicals etc., to encourage the pupils to start reading .All these improve the study habits.
2. Teachers should understand the psychology and difficult areas of the students and provide necessary support.
3. Care should be taken by the teachers to develop habits of concentration and avoid social and family distractions.
4. Group reading, discussions of subjects is a helpful factor that must be encouraged among the pupils.
5. Supervise of study habits of students.
6. Comparison and un-healthy competition should be avoided.
7. There is always need to improve concentration, which is the key for good remembrance.
8. Library facilities should provided in regular time table. Pupils should encourage to narrate the stories studied in the library period.
9. Library competitions should be conducted regularly to develop study habits.
10. Teachers should acquire the skills in study habits like skimming and scanning etc.,
11. Teachers should ask the authorities to give training in need based areas during assessment of their needs during in- service trainings and orientations.

12.   Teachers should work with commitment in order to deliver goods effectively at grass root levels.

Suggestions to Pupils

1. More attention should be paid on new vocabulary.
2. Doubtful points that arise while reading should be got clarified by the teacher day by day.
3. More attention should be paid to all the subjects.
4. Fear and phobia of Examination will create nervousness so it should be removed. Pragmatic approach should be adopted in teaching learning process.
5. Students should develop the habit of regular reading instead of doing hard work during examinations only.
6. Students should avoid nervousness and pessimistic feelings during their studies; they should develop optimistic thinking and self incidence.
7. Students should be inculcate the habit of reading text books with proper comprehension.
8. Pupils should avoid loud reading and inculcate silent and speed reading, skimming and scanning should be followed during reading.
9. Students should avoid lying postures during reading.

Suggestions to Parents

1. Parents should observe the study habits of their children and should advise them to maintain timetable to develop good study habits.
2. Parents need to provide congenial environment for the study of their children.
3. Parents need to meet Headmasters and Teachers to enquire about their children's study habits.
4. Separate study room should be provided which is free from noise coming from radio, T.V, and guests talks.
5. Parents need to avoid social and family distractions. Psychological comforts should be there.
6. More domestic work should not be assigned during study which distracts their concentration.
7. Parents should not given spoon feeding rather they should create exploratory situations in order to make them think and question.

Education implications

1. Study habits are intimately associated with school Achievement .Regular study habits result in good Achievement. Lack of good study habits result in poor performance.
2. There is need for a in-service training programmes and orientations in study habits. Such training should be available to all pupils to develop minimum skills and habits needed to achieve their goal.
3. Sub skills of reading and writing should be developed among students with proper training by language teachers.
4. State Education department and Secondary education department must take the responsibility for organizing refresher courses and in service training to teachers regarding the development of study habits among students.
5. Orientation on study habits need to be given to parents.
6. During preservice training courses like D.Ed., B.Ed., and Language pundits more weightage should be given to practical work in order to develop skills and techniques in study habits.

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achievining higher levels of progress and development. They are the prime agents of change, the significance of the emerging role teachers has never been critical as at this juncture. Hence curriculum of teacher training courses must be revamp with scope for more practicum and Research.

Suggestions for Further Research

1. Similar studies can be conducted at different levels of Education i.e. elementary, Secondary, Intermediate, Graduation, Under Graduation and Professional.
2. Study habits in relation to education aspiration can be studied.
3. A comparative study of study habits of formal, distance learners can be taken up.
4. Larger sample at district and state level should be taken and research on study habits be conducted.
5. Study habits in relation to achievement can be taken up.
6. Study habits on family background and achievement can be taken up.
The present study is open for a further study on a broader sample taking more areas.

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