

Study Habits in Physically Challenged and Normal School Going Children in Districts Anantnag and Srinagar (J&K)

Abstract

This study examined study habits as a determinant of academic performance in 180 physically challenged and 180 normal school going children selected from various private and government schools of rural and urban areas of districts, Anantnag and Srinagar in the state of Jammu and Kashmir (India). The rural samples were collected from Anantnag and the urban samples were drawn from the district Srinagar. Physically challenged school going children were categorized into three main classes i.e., visually impaired, hearing impaired and orthopedically crippled. Test of study habits and attitudes was employed as a major tool. This test was devised by Dr. C. P. Mathur in 2005. Mean, Standard Deviation (SD) and t-test for significance of difference between means were the statistical measures used to draw the logical inferences from the analysis. The reliability of this test was established by test-retest method. The test has been validated with the test two: tests of study habits and attitudes and academic achievement scores on a sample of 200 students. Samples were selected through purposive sampling technique. The results revealed that the normal school going children had better home environment (HE), study habits and home assignments (SH&HA), examination and concentration (E&C), and self-confidence (SC). The urban physically challenged school going children had better home environment (HE), study habits and home assignments (SH&HA) and self-confidence (SC). The urban normal school going children had better attitude towards teachers and education (ATT&E), and examination and concentration (E&C). Urban normal school going children experienced more mental conflict (MC) than their rural peers.

Keywords: Physically Challenged, School Going Children, Study Habits, Rural, Urban.

Introduction

Effective study habits are important part of the learning process. Developing good study habits is very crucial for every student irrespective of his level of education. It boosts the ability of a student to be self-disciplined, self-directed and ultimately successful. Marc (2011) The most common challenge to the success of students in all ramifications is a lack of effective study habits. Mark and Howard (2009) They further maintain that if students can develop good study habits they are likely to perform well in their academics. Husain (2000) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. It is a predisposition which students have developed towards private readings throughout the period of time. They are a gateway to successful achievement to studies. Verma (2008) compared the self-concept and study habits of visually impaired and sighted college students and stressed that sighted students showed better study habits. Bolling (2000) states that students who tend to perform high across most of their subjects can be considered to have good study habits by being actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete. Adeninyi (2011) opines that effective study habits help students to study continuously without fail and aspire for higher educational career. According to Dr. C. P. Mathur the factors that influence the study habits are: concentration, home environment, assignments, attention span, mental conflicts, examination and time.

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Objective of the Study

To study and compare the study habits of physically challenged and physically normal school going children in rural and urban areas of districts Srinagar and Anantnag.

Materials and Method

This investigation adopted a descriptive survey research design. The study was conducted on 6th, 7th, 8th and 9th standard physically challenged and normal boys and girls selected from various private and government schools of rural and urban areas of Srinagar and Anantnag districts. Srinagar was included in the urban areas and district Anantnag was included in the rural areas. The size of the sample was 360 (180 physically challenged and 180 normal school going children). The physically challenged school going children were categorized into three main classes i.e., visually impaired, hearing impaired and orthopedically

Tool Used

Test of study habits and attitudes devised by Dr. C. P, Mathur in 2005 was the tool used in the investigation. This test contains 60 items seeking answers in Yes, Doubtful and No. These items are based on the areas as Attitude towards teachers, Home Environment, Attitude towards Education, Study Habits, Mental Conflict, Concentration, Home Assignment, Self Confidence and Examination.

Statistical Techniques used

Data were analyzed using SPSS software version 16. Mean, standard deviation (S.D.) and t-test for significance of difference between means were the statistical techniques used.

Results and Discussion

To determine the significance in mean study habits scores of physically challenged and normal school going children t-test was computed. Details have been presented in the tables presented below:

Table:1

Mean Comparison of Physically Challenged and Normal School Going Children on Study Habits (N=180 each)

Dimensions	Groups	Mean	S.D.	t-value	Level of Significance
ATT &E	PC	3.77	0.77	1.41	Not Significant
	Nrml	3.66	0.71		
HE	PC	1.41	0.61	26.46	Significant at 0.01 level
	Nrml	3.28	0.71		
SH&HA	PC	10.08	1.97	3.23	Significant at 0.01 level
	Nrml	10.68	1.47		
MC	PC	1.42	0.88	1.16	Not Significant
	Nrml	1.31	1.00		
E&C	PC	8.37	1.30	7.04	Significant at 0.01 level
	Nrml	9.39	1.44		
SC	PC	1.16	0.66	13.03	Significant at 0.01 level
	Nrml	1.88	0.32		
Total	PC	26.23	3.25	12.39	Significant at 0.01 level
	Nrml	30.05	2.54		

PC=Physically Challenged, Nrml=Normal
 ATT &E=Attitude towards Teachers &Education
 HE= Home Environment
 SH&HA=Study habits & Home environment
 MC= Mental Conflict
 E&C=Examination & Concentration
 SC= Self confidence

habits i.e. home environment (HE), study habits and home assignments (SH&HA), examination and concentration (E&C) and self-confidence (SC). More specifically the results indicated that in comparison to the physically challenged school going children, the normal school going children had better home environment (HE), study habits and home assignments (SH&HA) examination and concentration (E&C), and self-confidence (SC). However, the two groups i.e., physically challenged school going children and their normal peers did not differ significantly on the two dimensions of study habits i.e., attitude towards teachers and education (ATT&E) and mental conflict (MC).

The mean, S.D. and t-value comparison between physically challenged and normal school going children with N=180 in each case on six dimensions of study habits is shown in Table 1. The findings highlighted the existence of a significant difference in the physically challenged and normal school going children on four dimensions of study

Table: 2

Mean Comparison of Rural/Urban Physically Challenged School Going Children on Study Habits (N=90 each)

Dimensions	Groups	Mean	S.D.	t-value	Level of Significance
ATT &E	RPC	3.68	0.80	1.44	Not Significant
	UPC	3.85	0.74		
HE	RPC	1.27	0.61	3.10	Significant at 0.01 level
	UPC	1.55	0.58		
SH&HA	RPC	9.42	1.71	4.79	Significant at 0.01 level
	UPC	10.75	2.00		
MC	RPC	1.68	0.96	4.13	Significant at 0.01 level
	UPC	1.16	0.70		
E&C	RPC	8.32	1.37	0.51	Not Significant
	UPC	8.42	1.24		

SC	RPC	1.05	0.60	2.13	Significant at 0.05 level
	UPC	1.26	0.71		
Total	RPC	25.43	3.27	3.39	Significant at 0.01 level
	UPC	27.03	3.04		

RPC= Rural Physically Challenged & U.P.C= Urban Physically Challenged

ATT &E=Attitude towards Teachers &Education

HE= Home Environment

SH&HA=Study habits & Home environment

MC= Mental Conflict

E&C=Examination & Concentration

SC= Self confidence

The mean, S.D. and t-value comparison of rural and urban physically challenged school going children with N=90 in each case on six dimensions of study habits is shown in Table 2. The findings highlighted the existence of a significant difference in the rural and urban physically challenged school going children on four dimensions of study habits i.e. home environment (HE),study habits and home

assignments(SH&HA) mental conflict(MC) and self-confidence (SC). More specifically, the results indicated that in comparison to the rural physically challenged school going children, the urban physically challenged school going children had better home environment (HE), study habits and home assignments (SH&HA) and self-confidence (SC). Rural physically challenged school going children experienced more mental conflict (MC) than urban physically challenged school going children. However, the two groups i.e., rural and urban physically challenged school going children did not differ significantly on the two dimensions of study habits i.e., attitude towards teachers and education (ATT&E) and examination and concentration (E&C).

Table-3
Mean Comparison of Rural/Urban Normal School Going Children on Study Habits (N=90 each)

Dimensions	Groups	Mean	S.D.	t-value	Level of Significance
ATT &E	Rural	3.37	.62	5.82	Significant at 0.01 level
	Urban	3.94	.67		
HE	Rural	3.34	.73	1.14	Not Significant
	Urban	3.22	.69		
SH&HA	Rural	10.70	1.37	0.15	Not Significant
	Urban	10.66	1.57		
MC	Rural	1.03	.87	3.82	Significant at 0.01 level
	Urban	1.58	1.05		
E&C	Rural	8.86	1.01	5.25	Significant at 0.01 level
	Urban	9.92	1.60		
SC	Rural	1.88	.31	0.23	Not Significant
	Urban	1.87	.32		
Total	Rural	29.08	2.32	5.45	Significant at 0.01 level
	Urban	31.01	2.41		

ATT&E=Attitude towards Teachers &Education

HE= Home Environment

SH&HA=Study habits & Home environment

MC= Mental Conflict

E&C=Examination & Concentration

SC= Self confidence

The mean, S.D. and t-value comparison of rural and urban normal school going children with N=90 in each case on six dimensions of study habits is shown in Table 3. The findings highlighted the existence of a significant difference in the rural and urban normal school going children on threedimensions of study habits i.e., attitude towards teachers and education (ATT&E), mental conflict(MC) and examination and concentration (E&C). More specifically the results indicated that in comparison to the rural normal school going children, the urban normal school going children had better attitude towards teachers and education (ATT&E), and examination and concentration (E&C). Urban normal school going children experienced more mental conflict(MC) than their rural peers. However, the three groups i.e., rural and urban normal school going children did not differ significantly on the two dimensions of study habits i.e., home environment

(HE), study habits and home assignments (SH&HA) and self-confidence (SC).

Conclusion

The normal school going children had better home environment (HE), study habits and home assignments (SH&HA)examination and concentration (E&C), and self-confidence (SC).The urban physically challenged school going children had better home environment (HE), study habits and home assignments (SH&HA) and self-confidence (SC).The urban normal school going children had better attitude towards teachers and education (ATT&E), and examination and concentration (E&C). Urban normal school going children experienced more mental conflict (MC) than their rural peers.

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