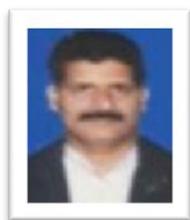


# Study Habits of Pupil-Teachers Studying in B.Ed. Colleges of District Kathua, J&K



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## Abstract

The regular study habits help the learners to do better work with less effort in less time. The study habit is a voluntary activity which depends upon the home environment and arrangement of required materials, arrangement of proper sitting place etc. Good study habits have direct relation with the academic achievement of the individuals and vice-versa. The success of the individual generally depends on the study habits. The students who have better study habits can bring desirable changes in their academic achievement and excellence.

The study habit of the individual is the positive personality trait which helps him to deal with advanced concepts, ideas, thinking and reasoning. Good study habits also lead to quality learning and comprehension. It is interesting to study the "study habits" of pupil teachers undergoing B.Ed. Course who can be called future teachers of the country. Teachers having good study habits can bring desirable and required habits of study in their students. The good study habits have direct bearing on the quality of education.

The present paper focused on the study habits of pupil-teachers studying in various B.Ed. colleges of district Kathua. The objective of the study was to study gender-wise differences in eight dimensions of Study Habits (Time Management, Concentration, Note-Making, Reading Comprehension, Test Preparation & Test taking, Reading Speed, Writing Skills and Test Anxiety Management) among pupil-teachers studying in B.Ed. colleges. The study was conducted on 160 pupil teachers studying in the private B.ED. Colleges located in the urban and rural areas of district Kathua.

**Keywords:** Study Habits, Academic Achievement, Quality Of Education, Pupil Teachers, Excellence.

## Introduction

A good individual is one who has developed a good study habit which inculcates the tremendous quality in him to comprehend and understand the content of courses of studies. The regular study habit also enables the individual to know about things critically and analyze the views of different authors to increase the level of understanding, the knowledge of running their life smoothly and comfortably. The regular readers who spend some time with reading materials in a routine manner can create better habit of study. The regular study habit may familiarize the learners with the topic of their course of study and makes them fully aware, what they need to do and what they want to know. In this way their logical thinking and reasoning power develops and they feel more comfortable in their studies. The regular and wide study of reading material widens the horizons of one's knowledge.

Research shows that successful students have good study habits. Good study habits help the students to become high achievers in the academics, raise the grades, increase knowledge and improve ability to learn and understand information. Below are the top 10 study habits used by highly successful students. If you want to become a good student, work to develop each of the habits and you will see your grades go up, your knowledge increase and your ability to learn and understand information improve. Several studies have been carried out on the study habits by various scholars, researchers and educationists. *Dogra (1984)* found that female students have better preparation for examination in comparison to male students. *Singh, Lal (1986)* found that the arts group students generally went with irregular study habits in comparison to science group students. *Kour(1992)* has concluded that boys and girls do not significantly differ from each other as far as study habits are concerned. *Vandana(1994)* found that there is significant difference between the study habits in relation to adjustment among the adolescents. *Kumar (2005)* found that the Govt.

school boys and girls do not differ study habits and intelligence are taken as dependent variables. *Bimla* significant from each other when (2012) found that the high achiever boys and girls possess better study habits in comparison to low achiever boys and girls.

#### **Review of Literature**

The review of related studies helps in acquiring information about the studies already done in the field. It is one of the essential steps for the conduct of research. The several studies have been carried out on the study habits by various scholars, researchers and educationists. Review of the related literature allows the researcher to be acquainted with the current knowledge in the field or areas in which the research is undertaken.

*Dogra (1984)* found that female students have better preparation for examination in comparison to male students. *Singh, Lal (1986)* found that the arts group students generally went with irregular study habits in comparison to science group students. *Kour(1992)* concluded that boys and girls do not significantly differ from each other as far as study habits are concerned. *Vandana(1994)* found that there is significant difference between the study habits in relation to adjustment among the adolescents. *Kumar (2005)* found that the Govt. school boys and girls do not differ significantly from each other when study habits and intelligence are taken as dependent variables. *Bimla (2012)* found that the high achiever boys and girls possess better study habits in comparison to low achiever boys and girls.

*Oluwatimilehin J. T. B., Jimoh Wale Owoyele (2012)* findings revealed that of all the study habits' sub-scales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, no taking reading and assignments were regarded as less integral to students' academic performances. Therefore, regular counselling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

*Chand,Suresh (2013)* findings revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habits.

*Gudaganavar, Nagaraj V.Rajashekhar B. Halayannavar (2014)* findings suggested that the better the study habits, the higher the academic performance of students. Poor study habits will result in a poor academic performance whereas good study habits will result in good academic performance. The formation of effective study habits will create the awareness for regular and steady learning.

*Razia B. (2015)* findings revealed that significant difference exists in the study habits of students in relation to gender. Significant and positive relationship exists between study habits and socio-economic status, but interaction effect of gender and SES was not found on study habits. Finally the study put forth some suggestions to enhance the study habits of secondary school students.

*Urmila Malik, Sunita and Parveen (2016)* found that there is significant difference in the study habits of male and female students of high schools at 0.05 level of significance. Significant difference was also found in the study habits of male and female students of private high schools at 0.05 level of significance. There is no-significant difference in the study habits of male and female students of government high schools at 0.05 level of significance.

*Devi, Pooja (2016)* findings suggest that the girls of govt. and private schools depicted higher time management, concentration, note-making, test preparation and test taking, reading speed, and total score of study habits while boys showed higher skills of reading comprehension, writing skills and test anxiety management than girls. Moreover in the govt. and private schools, the students of urban locality showed more time management, note making reading comprehension, test preparation and test taking reading speed, writing skills and total score of study habits than rural counter parts.

*Devi, Manisha (2017)* findings suggested that the students of science stream in general, in male as well as in the female groups depicted better study habits than the students of arts and commerce streams.

#### **Definitions of Certain Terms Used In The Study**

##### **Study Habits**

It is the ability which enables the individual to comprehend and understand the content of courses of studies. It develops the logical thinking and reasoning power in the individual.

##### **Pupil-Teachers**

In the present study, the pupil teachers undergoing the B.Ed. course in various Private B.ED.colleges of Kathua district were considered for the study.

##### **Locality**

It refers to the area or place where population is concentrating. It comprises of urban and rural areas.

##### **Urban Area**

The area which lie within the municipal limits.

##### **Rural Area**

The area which lie outside the municipal limits.

##### **Sex**

Male and Female pupil teachers.

##### **Objectives of The Study**

To study gender-wise differences in eight dimensions of Study Habits (Time Management, Concentration, Note-Making, Reading Comprehension, Test Preparation &Test taking, Reading Speed, Writing Skills and Test Anxiety

## *Remarking An Analisation*

Management) among pupil-teachers studying in B.Ed. colleges.

### Hypotheses

There will be no significant gender-wise differences in eight dimensions of Study Habits (Time Management, Concentration, Note-Making, Reading Comprehension, Test Preparation & Test taking, Reading Speed, Writing Skills and Test Anxiety Management) among pupil-teachers studying in B.Ed. colleges.

### Delimitations of The Study

1. The present study was confined to the pupil-teachers undergoing B.Ed. course in various Private B.Ed. colleges of district Kathua ( J&K)
2. The study was confined to the B.Ed. colleges affiliated to University of Jammu.
3. The study was confined to the English knowing pupil-teachers as the tool used was in English language.

4. Both male and female pupil teachers were considered in the study.

5. Only private B.Ed. colleges were considered for the study.

### Plan and Procedure

It is necessary to adopt a systematic procedure to collect the essential data. Relevant data, adequate in quantity or quality should be sufficient, reliable and valid.

### Population

The entire population of the present study comprised of all the pupil teachers studying in the various private B.Ed. Colleges of District Kathua.

### Sample

The sample of the present study comprised of 160 pupil teachers studying in various private B.Ed. Colleges located in Urban and Rural localities of District Kathua having equal number of male and female pupil teachers. These pupil- teachers were picked from various colleges of both localities randomly.

**Table 1: Details of Sample taken from B.Ed. Colleges of Urban Area**

s.no	Name of College	Male	Female	Total
1.	Rajiv Gandhi College of Education, Kathua	7	8	15
2.	Ashoka College of Education Kathua	5	8	13
3.	Vivekanand College of Education, Kathua	8	7	15
4.	Baba Farid college of education Kathua	10	7	17
5.	T.D.S. College of Education Kathua	10	10	20
	Total	40	40	80

**Table 2: Details of Sample taken from B.Ed. Colleges of Rural Area**

S.No	Name of College	Male	Female	Total
1.	L.B.S. College of Education, Rajbhag, Kathua	8	10	18
2.	Guru Gangdev College of Education, Chhan Rorian	10	7	17
3.	Surya College of education, Lagate morh, Kathua	7	8	15
4.	Bagat Kabir College of Education, Govindsar, Kathua	5	5	10
5.	Ramisht College of Education, Basohli, Kathua	10	10	20
	Total	40	40	80

### Tool Employed

In the present study, Study Habit Inventory, adapted from C. Gilbert Wrenn and assisted in the original edition by R.B. Mc Keown and in revision by Wilbur J. Humber was used to collect the data.

The present inventory has 32 statements of habits and attitudes which may affect the use of study time and consequent success in school work and study. The purpose of this inventory is to study the habits, attitudes and fields of the person. After each statement, there are three columns indicating rarely or never, sometimes or often or always. This inventory is intended to help the investigator to find out more about the following learning skills.

1. Time Management.
2. Concentration.
3. Note making.
4. Reading Comprehension.
5. Test preparation and test taking.
6. Reading speed.
7. Writing skills.
8. Test anxiety management.

The scoring of the inventory is as under.

1. Rarely or never- 1 mark
2. Sometimes.-2 marks
3. Often/always.-3 marks

### Statistical Techniques Employed

Mean, S.D, and C.R. Values.

### Analysis of Data and Presentation of Results

The data obtained by administering the Study Habit Inventory on the Pupil- teachers studying in various B.Ed. Colleges of Kathua district, was analyzed with the help of statistical techniques viz. Mean, S.D., C.R. Values. The data of the present study has been analyzed under the following headings:

### Mean Comparison between Male and Female Pupil Teachers Studying in B.Ed. Colleges with Regard To Eight Dimensions of Study Habits

In the present study, the first objective was to study the gender-wise difference in eight dimensions of "Study Habits" viz. time management, concentration, note making, reading comprehension, test preparation & test taking, reading speed, writing skills and test anxiety management among pupil teachers studying in various B.Ed. colleges. The male and female pupil teachers were compared on the eight dimensions of study habits respectively. This comparison is presented in the table 3 to 10

### Table: 3 Comparison of Mean Scores between Male and Female Pupil Teachers on "Time Management" Dimension of Study Habits.

## Remarking An Analisation

S.No.	Sex	N	M	S.D	SEM	SEDM	CR
1	Male	80	7:12	3:49	0.39	0.54	4.03*
2	Female	80	9:30	3.42	0.38		

\*significant at .01 level

**Table: 4 Comparison of Mean Scores between Male and Female Pupil Teachers on "Concentration" Dimension of Study Habits**

S.No.	Sex	N	M	S.D	SEM	SEDM	CR
1	Male	80	6.86	3.23	0.36	0.50	5.54*
2	Female	80	9.63	3.30	0.36		

\*significant at .01 level

**Table: 5 Comparison of Mean Scores between Male and Female Pupil Teachers on "Note-Making" Dimension of Study Habits**

S.No.	Sex	N	M	SD	SEM	SEDM	CR
1	Male	80	6.97	3.31	0.37	0.50	4.12*
2	Female	80	9.03	3.05	0.34		

\*significant at .01 level

**Table 6: Comparison of Mean Scores between Male and Female Pupil Teacher on "Reading Comprehension" Dimension of Study Habits**

S.No.	Sex	N	M	SD	SEM	SEDM	CR
1	Male	80	8.81	3.08	0.34	0.49	4.81*
2	Female	80	6.45	3.25	0.36		

\*significant at .01 level

**Table: 7 Comparison of Mean Scores between Male and Female Pupil Teachers on "Test Preparation & Test Taking" Dimension of Study Habits.**

S.No.	Sex	N	M	SD	SEM	SEDM	CR
1	Male	80	7.57	3.07	0.34	0.48	3.20*
2	Female	80	9.11	3.19	0.35		

\*significant at .01 level

**Table: 8 Comparison of Mean Scores Between Male and Female Pupil-Teachers on "Reading Speed" Dimension of Study Habits.**

S.No.	Sex	N	M	SD	SEM	SEDM	CR
1	Male	80	9.26	2.73	0.30	0.45	5.75*
2	Female	80	6.67	3.10	0.34		

\*significant at .01 level

**Table: 9 Comparison of Mean Scores Male And Female Pupil Teachers on 'Writing Skills' Dimension of Study Habits**

S.No.	Sex	N	M	SD	SEM	SEDM	CR
1	Male	80	9.15	2.84	0.31	0.46	5.54*
	Female	80	6.60	3.05	0.34		

\*significant at .01 level

**Table: 10 Comparison of Mean Scores Between Male and Female Pupil Teachers on "Test Anxiety Management' Dimension of Study Habits**

S.No.	Sex	N	M	SD	SEM	SEDM	CR
1	Male	80	8.58	3.10	0.34	0.48	3.97*
2	Female	80	6.67	3.14	0.35		

\*significant at .01 level

### Findings

Inferences based on eight dimensions of study habits

(Gender-wise differences)

1. Significant difference is found between male and female pupil teachers on "Time Management" dimension. The female pupil teachers show better time management skill than male pupil teachers.

2. Significant difference is found between male and female pupil-teachers on "concentration" dimension. The female pupil-teachers show higher concentration ability than male counterparts.
3. Significant difference is found between male and female pupil teachers on "Note-Making" dimension. The female pupil teachers show better note making ability than male counterparts.
4. Significant difference is found between male and female pupil-teachers on "Reading comprehension dimension. The male pupil teachers show higher reading comprehension skills than female counterparts.
5. Significant difference is found between male and female pupil-teachers on "Test Preparations & test taking" dimension. The female pupil teachers show higher test preparation & test taking skills than male counterparts.
6. Significant difference is found between male and female pupil-teachers on "Reading speed" dimension. The male pupil-teachers show better reading speed ability than female counterparts.
7. Significant difference is found between male and female pupil teachers on "Writing skills" dimension. The male pupil-teachers show higher writing skills than female counterparts.
8. Significant difference is found between male and female pupil teachers on "Test Anxiety Management" dimension. The male pupil teacher show better test anxiety management skill than female counterparts.

### Conclusions

In the present study, significant differences were found between male and female pupil teachers on time management, concentration, note making, reading comprehension, test preparation and test taking, reading speed, writing skills and test anxiety management. The female pupil teachers showed better time management, concentration, note making, test preparation and test taking abilities than male counterparts. The male pupil teachers depicted better reading, comprehension, reading speed, writing skills and test anxiety management than female counterparts.

### Suggestions

1. It is necessary to develop good study habits among the male pupil teacher.
2. The male pupil teachers shall be involved in various time management, concentration, note making and test preparation activities to promote their better study habits.
3. They should be given the tasks of responsibilities which will give them a sense of belongingness in the class and in the college.
4. It is the duty of parents to provide suitable study atmosphere to their wards who are pursuing higher studies.
5. These students should be given full opportunities to study through out the day.
6. They should not be involved in the domestic affairs which directly or indirectly affect their study habits.

7. The teachers at B.Ed. colleges should be well trained in pedagogy and study habits mechanism.
8. The B.Ed. students are the future teachers. If they do not possess healthy study habits, they cannot inculcate positive and healthy study habits among their students.
9. The curriculum at the B.Ed. level needs to be modified by giving adequate place to the methods and mechanisms of developing good study habits.
10. Once the study habits are developed to the maximum, the pupil teachers will bring desirable changes in their academic performance and transmits these habits to the new generation.

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