



Enhancement in Study Habit and Attitude of Higher Secondary School Students: A Study

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Abstract

The study was purposely conducted to find out the study habits, attitude and efficacy of intervention module enhancement of study habits, attitude for school students. The hundred fifty Students of 12th standard were selected purposively for the study. The questionnaire *Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center* was used for measurement of study habits and attitude with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills pre and post intervention module. The statistical tools employed to analyze the data were mean, standard deviation and *t*-test.

This is the study of one hundred fifty student of XII standard, Sarvodaya Bal Vidyalaya, Mangolpuri, New Delhi. The students were assessed pre intervention and intervened with the study habit and attitude module for the period of Six weeks. The interventions used for the study were: (i) Time Management (ii) Study Skills (iii) improvement in Poor Diet (iv) Note making techniques (v) Revision and writing and reading practice (vi) Systematic and planned study habits (v) Parental home module for study habits.

The student's *Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center* were reassessed after the period of interventions phase and the Findings revealed that the coping mechanisms on study skill with intervention module among school students resulted significantly. The study reflected that the students experienced significantly improvement in study habits. This shows that intervention module is efficient in enhancing study skills.

Keywords: study skills, Time management, Revision.

The word Education has been derived from the Latin word 'Educe' which means 'to educate', 'to bring up' or 'to rise'. Education is an influential instrument of building and development of any nation. In the broad sense of the term, education is the process of development and growth of a person from birth to maturity. It is a process by which an individual learns how to adapt himself to with different modalities like physical, social and spiritual environment in different ways. Education as the process of acquiring skills, knowledge, attitudes, abilities, values, competences and the acceptable behavior of society to enable the individual live successfully and contribute meaningfully to the development of the society (Abdul Kareem (1990). Jimoh (2000) described education as the totality of the experiences made available to individuals in formal or informal situations, to make them develop personality and to be useful to themselves and the society at large. The educative process is an interactive process continually going on between the person concerned and his environment. It involves modification of behaviour or of natural development.

The development of the individual is the result of his interaction facilitated by his creative powers and his powers to adapt. In the process of interaction that goes on from birth to maturity, there is a gradual recitation, working out of innate capacities. It is the duty of the

educator to provide the child with an environment, which stimulates him to change his behaviour in the most desirable ways. The environment plays an important role to stimulate and encourage the child, the physical development, to learn motor skills and social skills. It will lead to development of interests, self-concept, ideals and values. Education provides the harmonious and integrated development of total personality of the individual. Education is the most effective instrument of social and economic change and it is the education that determines the level of prosperity, welfare and securities of the people. Education has always been concerned with the prediction of scholastic achievement or academic achievement of individuals. Generally academic achievement refers to the extent or degree of mastery in certain areas of studies. Hence it has to be relevant and it would be reflected through the academic achievement of the students. Academic achievement means knowledge attained or skill developed in the school subjects, usually designated by the test scores or by marks assigned by teachers or by both. It is influenced by so many factors both personal and social.

The major factors contribute to academic achievement are intelligence, adjustment, self esteem, time perception, peer group relation, family relationships, achievement motivation, study habits etc. study habits is important for higher academic achievement of students as much it is important for their fruitful use of leisure time. Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

Secondary education is indeed a vital tool for intellectual, cultural and aesthetic development for achieving social well-being. It contributes to national development through dissemination of specialized knowledge and skills, the vitality of secondary education and research is crucial not only for the present development but also to tackle the challenge successfully that confronts it. It also enriches the social and cultural standards of life and brings about qualitative improvement in the national sphere. The twenty first century presents unique challenges for the secondary level of education system. Secondary level of education must be able to respond to rising students' expectations and the demands of global competition. Wiseman (1973) and Hassan (1983) and others examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability, poor study habits, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure, home environment and anxiety. The consequences of these include indiscipline in schools and low level of educational standard. Academic achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influences.

Lack of proper guidance at the right moment hinders the interest, aptitudes, abilities and capacities of an individual. All these problems have contributed to develop negative attitude towards education and effects on academic performance. It is important for both parents and educators to understand why promoting and encouraging academic motivation from an early age is very important. Motivation is crucial to a student's academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic

careers. Every discovery of the child while with parents should desirably be converted into a learning experience and integrated into its conceptual map. Through varied experiences the child should be assisted to observe, learn and classify. From search efforts at classification the child will learn to reason inductively. It can be gradually introduced to inductive-deductive reasoning, the keystone of research and critical thinking. The benefits of this type of learning are enormous and suggestions to extend the same are unfortunately beyond the scope of its presentation. It is at the home that the foundations of a caring community can be laid. To care, to love and to be empathetic are qualities that can rarely be learned in school. Value education can best be imbibed from a home that has values that are truly adoptive and supportive of the caring community. The multi-dimensional character of parental involvement and have tried to capture the multitude of parental activities regarding children's education.

The complex interrelationships which define six different types of parental involvement are (1) parents' basic obligations for establishing a positive learning environment at home, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent and school communications regarding learning activities at home, (5) parent involvement in school decision making and governance, and (6) parent collaboration with community organizations that increase students' learning opportunities

(Epstein, 1992). Susanne Carter (2002) has consolidated the twelve key findings of several studies on the influence of home environment on academic achievement. They are: 1. Parent/family involvement has a significant positive impact on student outcomes throughout the elementary, middle school, and secondary years. 2. While in general parent/family involvement improves student outcomes, variations have been found according to students' family cultures,

ethnicity, and/or socioeconomic backgrounds. 3. Parent/family involvement at home has a more significant impact on children than parent/family involvement in school activities. 4. The nature of the parent/family involvement that is most beneficial to children changes as they reach adolescence. 5. Parent/family involvement in early childhood programs helps children succeed in their transition to kindergarten and elementary school. 6. Parent/family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to work effectively with their children. 7. The ways in which culturally diverse families are involved in their children's education may be different from those of other families. These family practices are nonetheless valuable and should be respected and capitalized on when planning parent/family involvement programs. 8. Promising outcomes have been documented in both mathematics and literacy when children's parents/families are involved in the educational process. 9. The most promising opportunity for student achievement occurs when families, schools and community organizations work together. 10. To be effective, school programs must be individualized to fit the needs of the students, parents and community. 11. Effective programs assist parents in learning how to create a home environment that fosters learning and how to provide support and encouragement for their children's success. 12. Teachers must be trained to promote effective parent/family involvement in children's education.

Study Habits Study is the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Thus, study means (1) application of the mind to a problem or subject, (2) a branch of learning and (3) an investigation of particular subject or the published findings of such investigation. Study habits are the amount and kinds of study routines which the student made during a regular period in a conducive environment. The efficient and effective way of learning depends upon the study habits of the students. Study

habits are important; they influence the academic achievement of students. So parents and teachers must help in improving the study habits of students.

There are various views on the influence of study habits on the achievements of students and various factors influencing study habits; 1. Social position and family correlates such as birth order and family size have no significant values in predicting the study habits, 2. Educational performance of pupils is positively correlated with their study habits, 3. There is very low correlation between intelligence and study habits, 4. Study habits of boys and girls differ significantly, etc. Need and significance of the study Academic achievement and its correlates is a popular field of research. Many studies were conducted on academic achievement of the students in relation to their intelligence, self-concept, self-esteem, emotional maturity, adjustment, coping styles, time perception etc.

Methodology

Objectives of the Study

The following were the objectives for the present study -

1. To study the level of Study Habits of the students of Sarvodaya Bal Vidyalaya, Mangolpuri, Delhi
2. To compare the level of study pre and post intervention module among students of Sarvodaya Bal Vidyalaya, Mangolpuri, Delhi.

Tools used:

The questionnaire *Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center* was used for measurement of study habits and attitude with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills.

Procedure for data collection:

For the purpose of collecting data, good rapport was established with the students. The data were collected by personally administering the selected tool for the present study.

Procedure for data analysis:

For the purpose of analysis of the collected data, the responses obtained from the subjects were scored following the standard procedure described in scoring. Each student was assigned a serial number. The scores of Study habits were entered following the column designed for the selected variable and for analyzing the data, the following statistical techniques were used –

1. Percentage
2. Mean
3. Standard deviation
4. 't' values

Hypothesis of the study

The following hypotheses were formulated from the given objectives for the present study:-

There is significant difference between pre and post intervention module among students of Sarvodaya Bal Vidyalaya.

Research Design

Quasi Experimental Research type of research was used for this study.

Results

Table 1: *Study Skills Inventory score before and after intervention.*

	Before intervention Mean Score (SD)	After intervention Mean Score (SD)	Mean Difference	Critical Rato
Time Management	1.63 (0.84)	1.19 (0.71)	0.44	4.76**
Concentration	0.99 (0.74)	0.69 (0.62)	0.30	3.70**

Listening & Note Taking	1.26 (0.88)	0.94 (0.75)	0.32	3.32**
Reading	2.51 (1.33)	1.87 (1.01)	0.65	4.64**
Exam Preparation	1.14 (0.88)	0.85 (0.61)	0.29	3.27**
Writing Skills	0.91 (0.88)	0.58 (0.69)	0.33	3.58**

** $p < 0.01$

Students were assessed *Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center* was used for measurement of study habits and attitude with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills. The pre intervention mean score of the sample in time management is 1.63 with standard deviation of 0.84 and post intervention the score of the sample group is 1.19 with standard deviation of 0.71. The mean difference is 0.44 and Critical Ratio is 4.76. The pre intervention mean score of the sample in concentration is 0.99 with standard deviation of 0.74 and post intervention the score of the sample group is 0.69 with standard deviation of 0.62. The mean difference is 0.30 and Critical Ratio is 3.70. The pre intervention mean score of the sample in Listening & Note Taking is 1.26 with standard deviation of 0.88 and post intervention the score of the sample group is 0.94 with standard deviation of 0.75. The mean difference is 0.32 and Critical Ratio is 3.32. The pre intervention mean score of the sample in Reading is 2.51 with standard deviation of 1.33 and post intervention the score of the sample group is 1.87 with standard deviation of 1.01. The mean difference is 0.65 and Critical Ratio is 4.64. The pre intervention mean score of the sample in Exam Preparation is 1.14 with standard deviation of 0.88 and post intervention the score of the sample group is 0.85 with standard

deviation of 0.61. The mean difference is 0.29 and Critical Ratio is 3.27. The pre intervention mean score of the sample in Writing Skills is 0.91 with standard deviation of 0.88 and post intervention the score of the sample group is 0.58 with standard deviation of 0.69. The mean difference is 0.33 and Critical Ratio is 3.25

Conclusions and Discussions

The study was purposely conducted to find out the study habits, attitude and efficacy of intervention module enhancement of study habits, attitude for school students. The hundred fifty Students of 12th standard were selected purposively for the study. The questionnaire *Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center* was used for measurement of study habits and attitude with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills pre and post intervention module. The statistical tools employed to analyze the data were mean, standard deviation and *t*-test.

Interventions module were used for improvement among students. Initially students were assessed before interventions for study skill inventory with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills. The Mean Scores of the students were 1.63, 1.26, 2.51, 1.14, and 0.91 respectively. Students were given intervention for the period of eight weeks with study habits. The interventions used for the study were: (i) Time Management (ii) Study Skills (iii) improvement in Poor Diet (iv) Note making techniques (v) Revision and writing and reading practice (vi) Systematic and planned study habits (v) Parental home module for study habits. These exercises, through principle of Reciprocal Inhibition, developed alternate emotional responses towards study habit.

Students were responded well to these interventions and after eight weeks and the students were reassessed on study skill inventory with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills. Results (Mean Score) showed that the score of study skill inventory with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills reduced significantly the means scores is 1.19, 0.69, 0.94, 1.87, 0.85 and 0.58 respectively, The results on students t test shows that the study found extremely statistically at the level of 0.01. The improvement in score on study skill inventory score revealed that the students had become more balanced in his approach and together with logic and intuition has a good scope in context of performance. To conclude, this study has shown that intervention module is efficient in treating study habits.

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