

# **CHAPTER ONE**

# **INTRODUCTION**

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## **1.1 Introduction**

The quality of a nation depends upon the quality of its citizen. The quality of citizen's depends upon the quality of their education and quality of education besides other factors depends upon study habits of the learners. Quality of education is reflected through academic achievement which is a function of study habits of the students thus to enhance the quality of education it is necessary to improve the study habits of the students. To improve the study habits some factors are needed to be identified which affect these characteristics adversely.

Study can be interpreted as a planned program of subject matter mastery. It is essential to learning and fundamental to school life. Its chief purposes are (1) to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments, and creating new ideas, and in the general enrichment of life (2) to perfect skills; (3) to develop attitudes. The term practice refers to the repetition of an activity in order to perfect perform performance. Study usually in associated with reading and reference work, but it also is related to the solution of problems arising in daily life activities.

**Meaning of study.** Study implies investigation for the mastery of facts, ideas, or procedures that as yet are unknown or only partially known to the individual. Any application of energy directed toward the learning of new material, the solution of problem, the discovery of new relationship, or similar purpose full activity can be considered to be study. There are numbers reasons for a person's desiring to study. He may wish to discover a new way of washing clothes, of traveling to the top of a mountain, of preparing tasty meals, of stimulating pupils in their learning. Hence he sets about studying in order that he may learn of master all he can concerning the particular situation, object, or procedure.

**Problems connected with study.** pupils should be helped to evaluate critically their own study habits so that they may discover their weaknesses and then try to improve their study efficiency. Each learner should be encouraged to examine his study habits.

There are many other study conditions that affect habit and practice. Some are desirable; others are undesirable. Most learners are faced with the problem of discovering adequate

answers to the following questions concerning the determination of how, when, where, and under what conditions study should be undertaken.

1. Should study be attempted on a train or a bus?
2. Should all study be limited to school ?
3. To what extent should the school library be used in study ?
4. Can studying be done best in a quiet room?
5. Is it imperative that studying be done in a room apart from the other members of the family ?
6. Does the radio interfere with study ?
7. Should a definite time of the day be assigned to the study of certain learning materials ?
8. For how long a period should study be engaged in without rest ?
9. Is the best studying done alone or with classmates ?
10. Does the taking of written notes help in studying ?
11. How closely should a time schedule for study be followed ?
12. Can effective studying be done in the presence of distracting influences ?

The amount and kind of study in which a learner engages differ with his age and grade level. During the early years of schooling the child masters fundamental learning tools, habits, and attitudes as a result of classroom stimulation, with little a any independent study. As the young person passes through the later grades of elementary school, high school, and college, study materials become increasingly more abstract. The learner's techniques and habits of study need to be adjusted to changing learning materials, purposes, and desired outcomes.

### **FACTOR THAT INFLUENCED STUDY HABITS**

- 1. Attitude towards study :-** It was seen that specific attitudes accompany learning experiences. The attitude that is "caught" differs with each learning experiences. If the learning experience is pleasant, the learner's attitude usually positive, and he is impelled to continue the learning. If it is unpleasant, he tends to avoid it.
- 2. Attending to the task at hand :** - In the solution of a new problem the learner needs to have at his command a workable body of usable facts on which he can focus his attention as he attempts to analyze the problem. He must be

able not only to analyze the situation but also to utilize material already learned. He should have the ability to select and to adapt to his immediate purpose from whatever body of knowledge he already possesses concerning it those elements that will lead to workable inferences. The ability to focus attentions and to apply meanings helps a learner arrive at solutions.

**3. Fatigue in studying :-** Studying seldom courses fatigue even through energy is required to engage in mental work. Feedings of fatigue, however, are known to result if study conditions are unfavorable. Inadequate lighting, extremes of temperature or humidity, poor posture, subnormal physical conditions, emotional disturbances, or boredom in connection with the activity may produce severe feelings of fatigue .

**4. Distracting influences :-** An individual may believe that he cannot concentrate, that his powers of attention are inadequate, or that he actually is inattentive. His trouble may be that he has developed bad habits of attention. He may have failed to develop resistance against allowing himself to

be distracted by interesting stimuli in his environment. To the extent that interest in what he is doing increases he is likely to be less attracted by extraneous factors.

### **STUDY HABITS AND ACHIEVEMENT:-**

Need for a plan. A task, a plan, and freedom to work are basic to good mental adjustment. Too little do young people realize that those who succeed in life follow a well-laid plan of activity. The artist, the tennis champion, the proficient teacher, the surgeon, and all other men and women who have won recognition for their achievement have attained their proficiency through careful adherence to thoughtfully constructed plans.

During the elementary, years learners usually are helped by their teachers to organize their study time. However, when these same learners go to college and are expected to plan their own study time, they may have a mental and emotional set against doing so. They seem unable or unwilling to plan their study activities adequately if their freedom is thereby interfered with. The result is that many lowerclassmen experience low grades or actual failure before they are willing or able to discipline themselves.



## **Achievement and amount of study. Habits of Successful**

Study cannot be developed in slow and careless learners by presenting them with a set of rules. Clear thinking arises out of the following of orderly and systematic plans for study. To study intelligently is to apply the psychological principles that underlie motor and perceptual development and the various thinking processes.

In a study reported by Binard and Bird the average number of hours spent in study by college students was found to range between 18 and 24 hours a week. These investigators point out that the amount of time spent varies with the week of the term, but that most students do most of their studying during the first four days of the week, leaving week ends free for recreation and social activity.'

### **Distribution of study time :-**

Learners vary in the amount of time they devote to continuous study without rest. School programs, on the contrary, usually are arranged so that the length of the time devoted to concentrated study shall be suited to the age level and stage of

mental development of the learners. A young child is not kept at any one learning activity for more than ten or fifteen minutes at a time.

There is experimental evidence to support the assumption that distributed effort is more effective than effort applied continuously. Harshly found in his work with rats that rats given ten trials a day required 57.8 trials to learn a maze but that rats given two trials a day required an average of 21.5 trials to learn the same maze.

Poor habits of study are one of the important causes of educational backwardness. The potential of any one for full scholastic achievement is hardly ever realised due to the removal of obstacles to higher attainments by improving the quality of instruction, instructional material, educational environment as so on. A largely concern for quality and optimisation is lacking in our country.

Many pupils are able to develop efficient study habits without receiving any special formal training. However, these satisfactory habits may result from the use of several methods of study before satisfactory study procedures are discovered. Some pupils fail to achieve economical and successful study techniques unless they receive help in the form of guiding principles which they can apply to their study activities. The following suggestions are based upon

psychological factors underlying learning and have practical value as aids in the development of habits of effective study.

1. Have a definite purpose for study.
2. Have a definite place for study.
3. Seek physical conditions that are favorable to concentrated mental activity.
4. Plan and follow a definite time schedule for study.
5. Intersperse study with rest periods.
6. Look for the topic sentences of paragraphs.
7. During study use the method of silent recitation.
8. Employ the " whole" method of studying whenever possible.
9. Make an effort to read rapidly and carefully.
10. Take brief well-organized notes.
11. Raise significant questions and attempt to find answers.
12. Study with intent to recall.
13. Make sure to complete the study assignment.
14. Analyze study habits and attempt to correct weaknesses.

## **1.2. Statement of the problem**

The title of problem undertaken may be stated as "Comparison of students studying in Residential and Non-Residential schools with respect to their study habits and academic achievement."

## **1.3. Objectives of the Study**

This study an attempt to explore the relationship between study habits and academic achievement. Following objectives were formulated for conducting the investigation :-

1. To assess the pattern of study habits in relation to time & style of class VIII students studying at Residential school.
2. To access the pattern of study habit in relation to time & style of class VIII student studying at non- residential school.
3. To study the relationship between study habits & academic achievement of student studying in Residential school .
4. To study the relationship between study habits and academic achievement of student studying in non-residential school .
5. To compare the study habits and academic achievement of students studying in residential and Non-Residential school .

#### **1.4. Delimitations of the study**

- ❖ The study was delimited to the elementary schools of Bhopal.
- ❖ It was further restricted to students studying in class VIII.
- ❖ The study was delimited to the schools affiliated to Central Board of Secondary Education.
- ❖ Study habits were assessed in relation to time and style only.

#### **1.5 Definition and explanation of the terms**

##### **STUDY HABITS :-**

"Study habits may be defined as interest, concentration and logical attitudes of a learners in study and his way of learning at school as well as home to achieve greater, success in educational and vocational plans."

Good (1973) defines the term study habits as the students ways of study whether systematic efficient or inefficient etc.

Good study habits are perceived and the determined the academic performance.

For the purpose of the present study the study habits will be considered as the regular time period, the students devote on their studies.

## **Achievement**

Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see what the learner achieves. Quality control, quality assurance and total quality management of achievement have increasingly gained the attention of researchers in education.

Academic Achievement is of paramount importance, particularly in the socio economic and cultural context. Academic success depends upon persistent effort and self confidence. In general terms, achievement refers to the scholastic or academic achievement of the students at the end of an educational program.

### **1.6. Hypothesis of the Study**

The major hypothesis of the study were formulated and presented here .

Ho1- There will be no significant difference in study habits of student studying in Residential and Non- Residential school.

Ho2- There will be no significant difference in academic achievement of student studying in Residential and non-residential school.

Ho3- There will be no relationship between study habits and academic achievement of student studying in residential school.

Ho4- There will be no relationship between study habits and academic achievement of student studying in non residential school .

## **1.7. Need and Significance of the Study**

The need of the study is arises due to the less academic achievement in relation to their study habits. Students who are having good study habits they may possess a better academic achievement and same as student whose study habits is not good they are having less academic achievement. To see the difference and relationship between the study habits and academic achievement this problem arises.

The significance of this study is to understand and Identify the good study habits by which the students will be able to have a better and bright academic achievement.