Chapter -III
The Present Study
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THE PRESENT STUDY

This chapter deals with statement of the problem, title of the problem, need for the study, purpose of the study, scope of the study, definitions of the terms, objectives and hypotheses of the study, variables included in the study and limitations of the study.

3.1. INTRODUCTION

A student is one who is supposed to study. Studying is his more or less full time job. Therefore, we should expect him to do it with the skill of a professional. Yet, in the average school, one finds very little training in the art of the study.

For different types of study, different methods are required. The tool must vary with the job in hand. Insufficient attention is being paid in our schools to the use of the proper methods of study. In fact little attention is being paid to the tools at all. Some students use methods of work which are not only twice as efficient as those used by other students, but six or even ten times as efficient. Some students are struggling to get along with methods of study that can never result in substantial accomplishments. It is surprising that some students get through an examination at all, considering the poor work habits they have. The lack of stress on the proper training of a professional student in his professional job is amazing. The one thing a student should be expected to learn is how to study properly. But, our schools are filled with so called students who have had little experience in real application of their minds to understand and mastering of knowledge. For this, the system is to
be blamed. There are a number of factors which may be regarded as strong contributing causes to the condition of poor study-habits on the part of our students.

Qualitative improvement of education depends on several factors such as curricula, duration of the course of study, equipment, the teacher and the taught. The central point in the business of teaching is what to teach and whom to teach. The teaching would be in vain, if we do not succeed in the development of proper study habits among our students. Self-study depends upon some factors such as concentration, reading skills, command of language, observation, interest in learning and skill of memorization. All these have to be developed in our students.

In order to make the students understand the nature of their problems and to suggest some measures to solve them, it is necessary to enlighten them about the techniques in developing the sound and effective study-habits. Many factors contribute to good outstanding achievement like general scholastic aptitudes, subject matter background and drives and study habits.

It is easy to find excuse for the lack of good study habits among the present day school and college students. One usual compliant that the present examination system still sets much store by the capacity of the students to remember what they may have learnt by rote. To overcome the problem, we provide the art of how to study.

The study-habits have such a great importance with regard to educational improvement. Even good students are often found to have not
only disabilities and personal problems but also inefficient study methods. Their academic success is a result of brilliance rather than good study methods. But this is not true in all cases. In spite of their average scholastic aptitude, most of the students do poorly in their course of study because of their inefficient study habits. By providing proper training, sound study habits can be fostered among the students.

After a glance at the review of related literature in the area of study habits, the investigator observed that it is rare to find a study on study-habits of B.Ed. students. Hence, the investigator has shown interest to take up a study on the study habits of B.Ed. students.

3.2. STATEMENT OF THE PROBLEM

The present study is concerned with the study habits of the B.Ed. students in relation to certain variables. It examines the differences in the performance of students studying B.Ed. in the three districts - Chittoor, Kadapa and Nellore in S.V. University area, men and women in Government/University and Private aided colleges of education, Ed. CET. subject, and achievement in theory and practical / project examinations. It establishes the relationship between the study habits and other variables viz., attitude towards teaching profession, personality factors, self-concept constructs, academic achievements and socio-economic status and socio-demographic variables of the students studying B.Ed. course in Colleges of Education affiliated to S.V. University.
3.3. TITLE OF THE PROBLEM

The title of the present study is ‘STUDY HABITS OF B.ED. STUDENTS IN RELATION TO CERTAIN PSYCHO-SOCIOLOGICAL FACTORS’

3.4. NEED FOR THE STUDY

If we observe in the traditional Indian system of education, the teacher and taught devoted their time exclusively for study. They lived together and the process of education was continuous one carried through discourse, discussion and dissemination. We know that there is an explosion of knowledge and it is not possible to teach everything of everything. It is also not possible to spoon-feed pupils. And even if spoon-feeding is possible, it does not result in good education.

As the societies have come under the impact of science and technology, there are many means and many sources for learning. The teacher should be aware of the various laws and theories of learning and their educational implications and application. It is not only the responsibility of the teacher to provide learning experiences, but it is also the responsibility of the pupils to utilize them properly by adopting efficient procedures of learning. One will be able to learn by himself if he has developed proper study habits which can lead him to learn and read efficiently and effectively, how to memorize quickly and how to read systematically. The problem of study is of immense importance both from theoretical and practical point of view. To be a good student, it is necessary to be able to read, memorize and write speedily and effectively.
Accepting study habit as an important factor in learning, it is necessary to investigate into its nature and also to know whether it is related to factors like personality, self-concept, attitude, scholastic achievement, gender, education and occupation of parents, economic status of the family, family members, community, etc.

3.6 PURPOSE OF THE STUDY

The present study aims at investigating the pattern of the study-habits of the B.Ed. students in the Colleges of Education in relation to certain psycho-sociological factors. The purpose of the study is an attempt to answer the following aspects.

1. Whether there is any significant influence of the socio-psychological factors on the study habits of B.Ed. students in general.
2. Whether there is any relationship between the Ed.CET. subject and the study-habits.
3. Whether there is any influence of attitude towards teaching profession and study habits of B.Ed. students.
4. Whether there is any relationship between the 16PF factors and the study- habits.
5. Whether there is any relationship between the constructs of self-concept and the study habits.
6. Whether there is any impact of the socio-demographic variables / factors on the study habits.
7. Whether there is any relationship between academic achievement and study-habits of the B.Ed. students.
8. Whether there is any influence of socio-economic status on the study-habits of the students.

9. Whether is it possible to predict the study habits of B.Ed. students with the help of psycho-sociological factors?

3.6. SCOPE OF THE STUDY

The main intention of the study is to find the relation of study habits of B.Ed. students with personality factors, attitude towards teaching profession and teachers, self-concepts, academic achievement, socio-economic status, socio-demographic and some other variables. The Study Habits Inventory and Teaching Attitude Inventory are developed by the investigator. The personality factors, self-concepts and socio-demographic variables are measured by using the relevant tools. University examination marks are taken as scholastic achievement.

The study attempted to identify the type of relation between the dependent variable (study-habits score) and independent variables viz., psycho-sociological variables.

3.7. DEFINITIONS OF THE TERMS

The definitions of the some of the important terms used in this study are given below.

1. STUDY

- Act or process of acquiring knowledge of a subject by one's own efforts.
Application of the mind to books, art, or any subject for the purpose of acquiring knowledge.

To fix the mind closely upon a subject, also to ponder or meditate (Webster's collegiate dictionary).

To read and to examine so as to understand (EMIL W. Menzel, 1952).

Application of the mind to a problem or subject. (GOOD, 1973).

2. HABIT

The tendency or capacity resulting from frequent repetition.

A persistent readiness in certain phenomena to recur in the same way as it has been originally acquired by repeated occurrence (CLARK, 1937).

3. STUDY-HABITS

The basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people (GOOD, 1973).

4. STUDY SKILLS

The facile command of one of the numerous techniques for performing well in education and learning, such as reading with high speed and comprehension, planning and writing accomplished student compositions, memorizing and note-taking. Specific skills that students
can be taught to assist them in learning curriculum content such as note-taking, organization, test taking or library use (JOHN BELLINGHAM, 2004)

5. STUDY METHODS / SKILLS / TECHNIQUES

- Methods used by students in studying, reading, listening critically to lectures, participating in discussions, note-making, writing essays, memorizing formulae, revising the examinations, etc., (DEREK ROWN TREE, 1981).

6. STUDENT

- A person attending an educational institution or enrolled in an educational programme; also pupil, any individual of a bookish, thoughtful, or studious bent. An individual for whom instruction is provided in an educational programme under the jurisdiction of a school, school system, or other educational institution. (JOHN BELLINGHAM, 2004).

7. STUDENT- TEACHER

- A person enrolled in a school / college of education who has been assigned to assist a regular teacher in a real school situation (GOOD, 1973).

8. TEACHERS’ COLLEGE/ COLLEGE OF EDUCATION

- A higher education institution offering study programmes in professional teacher education and other professional specialties in education. (JOHN BELLINGHAM, 2004).
9. TEACHER
- A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private (GOOD, 1973).

10. TEACHING
- It is the work of occupation of teachers (TANEJA, 1991).
- The process of helping pupils to acquire knowledge, skills, attitudes and/or appreciations by means of a systematic method of instruction (MADHU RAJ, 1996; JOHN BELLINGHAM, 2004).

11. PROFESSION
- An occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics (GOOD, 1973).
- An occupation requiring specialized knowledge that can only be gained after intensive preparation (MADHU RAJ, 1996; JOHN BELLINGHAM, 2004).

12. ATTITUDE
- Refers to pre-disposition to perceive, feel or behave towards specific objects in a particular manner (TANEJA, 1991).
- A general predisposition or mental set with regard to any persons, beliefs or other entities; educational systems typically seek to encourage the development of certain
attitudes in their students, in addition to inculcating knowledge (JOHN BELLING HAM, 2004).

13. ATTITUDE – SCALE
- Any series of attitude indices that have given quantitative values relative to each other (MADHU RAJ, 1996; JOHN BELLINGHAM, 2004).

13 (a) ATTITUDE INVENTORY /TEST
- An examination tool to measure the mental and emotional set or pattern of likes and dislikes held by an individual or group, often in relation to such considerations as controversial issues and personal adjustments. (MADHU RAJ, 1996; JOHN BELLINGHAM 2004).

14. FACTOR
- (i) An element in the composition of anything, or in bringing about a certain result. (ii) A fact which has to be taken into account or which affects the course of events (DAVIDSON, et. al., 1998).

15. VARIABLE
- In an educational research, any entity that can vary. An Independent variable is one that the researcher manipulates eg., a type of instructional programme. A dependent variable is one that changes in consequence with changes in the independent variable. (JOHN BELLINGHAM, 2004).
16. PSYCHO-SOCIOLOGICAL FACTORS

Behavioural and societal indicators of an individual.

17. SOCIO-ECONOMIC STATUS

- The background or standing of one or more persons in the society on the basis both of social class and financial situation (JOHN BELLINGHAM, 2004).

18. ACADEMIC ACHIEVEMENT

- Knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both (GOOD, 1973).

19. PERSONALITY

- A psychological term that refers to the predictable and unique indicator of the way an individual might respond to the environment. A personal reference that usually connotes acceptability and likability (MADHU RAJ, 1996; JOHN BELLINGHAM, 2004).

20. PERSONALITY TRAIT

- A general aspect of a person that may pre-dispose how he or she reacts to particular situations (MADHU RAJ, 1996; JOHN BELLINGHAM, 2004).

3.8. OBJECTIVES OF THE STUDY

The study has been designed with the following specific objectives.

1. To identify the study habits of B.Ed. students.

2. To study the influence of sex / gender, college, and Ed. CET. subject on the study habits of B.Ed. students.
3. To study the influence of teaching attitude of B.Ed. students on their study habits.

4. To study the relationship of personality factors of the B.Ed. students with their study habits.

5. To identify the impact of self concepts on the study habits.

6. To observe the influence of academic achievement of B.Ed. students on their study-habits.

7. To establish the relationship of study-habits with personal variables like age, birth order, subject of teaching, educational qualifications of B.Ed. student, family size, marital status, educational and occupational status of the parents, annual income of the family etc.

8. To observe the relationship of study habits of B.Ed. students with socio-demographic variables like caste, religion, native place, socio-economic status, etc.

9. To develop multiple regression equations in order to predict the study-habits score.

3.9. HYPOTHESES TO BE TESTED

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of the present investigation.

1. All the B.Ed. Students do not have the same study habits.

2. Sex / Gender, College and Ed.CET. subject would not have significant influence on the study habits.

3. There exists no significant relationship between the personality factors and study habits of the B.Ed. students.
4. Attitude towards teaching profession and teachers would not have any significant influence on the study habits.

5. There exists no significant relationship between the self-concepts and study-habits.

6. The scholastic achievement of B.Ed. students would not have significant impact on their study-habits.

7. Caste, religion, native place and economic position of the family would not have significant effect on the study habits.

8. There would be no significant influence of personal variables like age, birth order, subject of teaching (methodology/ Ed.CET subject), educational qualifications of B.Ed. student, marital status, family size, educational status and occupation of parents, annual income of the family etc., on the study habits.

9. It would not be possible to predict the study-habits score of the B.Ed. students with the help of psycho-sociological variables.

10. None of the 48 independent variables in the study turns out to be significant predictor of study-habits score of B.Ed. students.

3.10. VARIABLES INCLUDED IN THE STUDY

The review of literature in the field of Study-Habits reveals the fact that the study-habits of the students have been influenced by a number of psycho-sociological variables. Hence, the following psycho-sociological variables are included in the present study.

A. DEPENDENT VARIABLE

Study habits score (i.e., study-habits total score) is taken as the dependent variable.
B. INDEPENDENT VARIABLES

Independent variables such as attitude towards teaching, personality factors, self-concepts, academic achievements, socio-demographic variables of B.Ed. students are studied in this investigation.

They are as follows:

1. Teaching Attitude Inventory (TAI)
   a. Attitude towards Teaching profession
   b. Attitude towards classroom teaching.
   c. Attitude towards Teachers.

2. Personality Factors
   - Catell’s 16 Personality Factors (16PF), Form–C, (First order factors only).

3. Self-concept
   - Mukta Rani Rastogi’s Self-Concept Scale (SCS) has 10 constructs.

4. Socio-Demographic Variables
   - Socio-demographic variables like Gender/sex, college, marital status, community, religion, native place, economic position, age, educational qualifications of the student, birth order, total children to the parents, educational and occupational status of the parents, etc., are included.

5. Other Variables
   - Other variables like Ed.CET. subject, achievement are included.

Total number of variables in this investigation is one dependent variable and 48 independent variables.
3.11 LIMITATIONS OF THE STUDY

The following limitations are observed in the present investigation:

1. The study is confined to B.Ed. students of S.V. University only.

2. The study-habits of B.Ed. students depend on many psychological, sociological, demographic, and environmental factors. It is not possible to include each and every factor in the present investigation.

3. It is only a presage-product study in the area of study-habits.

4. The study-habits are measured only through the SHI constructed by the investigator.

5. Due to laborious calculations, only certain factors are studied in this investigation.

6. This study is based on survey research wherein the techniques of analyzing data based on questionnaires and records are adopted.