



## STUDY HABITS FOR ALL-ROUND DEVELOPMENT

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Major task of education programs is to come up with guidelines and tools to enable students to learn effectively, it includes both the aspect of studying or acquiring knowledge and to imply or to regenerate it in appropriate time and need. Education also ensures that students are able to acquire skills for them to carry out their academic and problem solving tasks, not only academically but throughout their whole life. This objective of educational program needs acquisition of specific traits like, Intelligence, Personality, reasoning skills, logic etc which not only enhance their academic achievement but also enables them to face and react appropriately in the changing situations of life. Generally in academic life of any student they primarily lays their emphasis on good study habits and positive attitudes, which directly or indirectly affects their academic achievement in a short period of time and in a long run of life it enable students to deal up with changing situations of life, keeping in mind the good contextual reinforcers and influences is needed which effect their life positively. Many educators have noted that learning and study habits are the important factor which is dynamic in nature and that it does not occur in a vacuum. Learning happens due to various factors and influences, and thus keeping this fact in mind it is important to mark some important variables and their extent to which they get affected by study habits of students and vice-versa, so that they may be focused to develop overall calibre of students.

Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students can't use effective study skills, until they are not having good study habits. One individual learn more quickly and thoroughly than other due to good study habits. No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively

communicate it to students and while students have a clear view of their abilities, have good study habits and are able to use effective study skills.

Learning how to study involves putting away the habits and ideas which have made study unpleasant and burden some, and talking on habits and ideas which make study more pleasant and fruitful. Why does one individual learn more quickly and thoroughly than other? The main reason for inefficiency in learning is ones carelessness and ineffective study habits. According to New Standard Dictionary of Education, study habits mean '*theme setting of subject to be learned or investigated*', and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts, it affects various other factors on the whole as well as it also gets affected by the type of personality set-up of students, it calls for knowing where and how to obtain important information and ability to make intelligent use of it.

According to Crow & Crow (1992) the effective habits of study include plan/place, a definite time table and taking brief of well organized notes. To study successfully a student must decide what information is important and then from opinions concerning it. Like any other activity, skill and dedication are the key points for studying and learning, how to learn. According to Azikiwe (1998) study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning and are directly influenced with the other prime factors of student's personality. So as to attain mastery of the studying of that subject is must, which affects and gets affected by various other factors of student's personality.

To enhance the overall personality of any student it is important to improve factors Intelligence, Personality, academic achievement etc of students, which can be improved, by improving the study habits of the students. To improve study habits, those factors are needed to be identified which affect this character positively as well as adversely.

Good (1973) defined the term study habits as: '*the student's way of study whether systematic, efficient or inefficient.*' Good study habits are perceived to be the determinants of academic achievements.

According to Azikiwe (1998) good study skills are good asset to learners because, these assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure. Sorenson (1991) while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through instead sustained concentration is necessary. According to Chastain and

Thurbor(1989) and Martin(1985) there are many different types of effective studying techniques which effects the primary psychological capabilities if individual resulting in overall development of them.

Some primary psychological factors are considered as the variables in this study. The most important is 'Intelligence', which has been recognized as an inherent quality, with unified and stable characteristics, distributed unequally among individuals, it may be explained as the capacity for knowledge and understanding, especially as applied to the handling of novel situations and the power of meeting a novel situation successfully by adjusting behaviour to the situation.

Binet, Simen and Terman(1916) made investigations taking their intelligence tests as predictors of scholastic achievement. Their findings are similar to those revealed from extremely large numbers of subsequent studies, using various tests and different criteria of scholastic achievement. The co-efficient of correlations commonly fall in the range of 0.40 and 0.50. Today we refer to these predictive studies or investigations as measured values of academic aptitude. Question arises, '*Is intelligence related to academic achievement?*' if yes, then to what extent. Historically, this question has been addressed by researchers many times. The relationship between measures of intelligence and achievement is significant to research, if there is a strong relation between them. It might be deduced that the intelligence test has an important contribution in connection with other variables like reasoning, problem solving, reacting in unknown situations etc.

Another important variable taken in this study is, 'Personality' which include not only physical aspect of any individual but also the psychological aspect. According to Allport (1937), "*Personality is the dynamic organization within the individual of those psychophysical systems that determines his uniquely adjustment to his environment.*"

Personality is not the independent character but the unique collection of psychophysical systems which includes many specific character like Tolerance of ambiguity(Veron,1970; Gruber,1986), Willingness to surmount obstacles, willingness to grow(Gruber,1986), Intrinsic motivation(Amabile,1983), moderate risk-taking, desire to recognition etc which affects various important factor and also gets affected by it. It is there for very essential to enhance specific personality character of the individual which are involved in the processes of overall development in all aspects of life.

The most important aspect which is primarily focused during the academic life of any individual is 'academic achievement' which is supposed to be at its best during their academic life. Achievement of an individual is an outcome of his mental and physical potential, besides the experience he has gained in the process of exploration and learning. In a study considering the factors of school achievement, it is possible to ignore those aspects in which individuals differ from one another, but it is almost impossible to overlook the prime variables which enhance academic achievement of any individual. The starting point may be academic achievement itself where wide ranging variations occur from the point of non-performance to the point of outstanding achievement.

If we consider a group of students, it is normal that a few students are found to be high achievers on the one hand, and a few are underachievers on the other, while a sizable number of students usually appear as moderate achievers. The question arises why such a difference in achievement appears when the schools provide more or less uniform instructional and environmental facilities? Is this difference is due to certain psychological factors only? Does this difference depend upon inherent qualities? Is there any single factor or host of all factors, which account for all differences in scholastic achievement?

These questions often appear in the minds of educators, educationists and the psychologists, but with hardly any satisfactory answers. Various investigations have explored numerous factors which are found responsible for academic success and failure. It has been widely documented that the factor held responsible primarily for the desired academic achievement of any individual during their academic life is their 'study habits', which covers almost all the aspect of personality development, to achieve high in academics.

*"Academic achievement is the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him by various methods of studying".* (Crow and Crow, 1969).

Apart of all the primary needs of any individual during their academics, Study Habits also accounts for some other vital effects also. According to Apps (1982) Reed (1996) Rooney & Lipume (1992) sound and persistent study habits reduce test anxiety, enhance student's ability, improve his performance and develop confidence in him. According to Mirza & Malik (2000) educational institutions are mirror of the society. The plight of individual needs to excel in their academics pursuit in order to compete with their counter parts, for which they need to adopt good study habits and effective study skills. Nausheen

(2002) suggested that, '*proper investment of time in students*' life is much important. The actual amount of study time required by an individual depends on his speed and efficiency in the work and his preparation and adaptability for each type of work in which he/she is engaged.

It is believed that good study habits and positive attitude towards learning, as proven in many studies, enhances the processes of learning particular skills, including reasoning skills, logics, answering capabilities etc. Good study habits lead to enhancement in learning, as '*ability improves and sharpens through mastery of principles and by means of training, exercise and constancy of application*' (ortinero,2000; p.56). Weiner's (1972) study postulates that Study habits, student's ability, as well as effort given by students to their studies, affects the acquisition of thinking skills and academic performance.

In this study, researcher tries to find out the relation between Study Habits and the variables which collectively are responsible for an ideal overall development of any secondary school level students i.e. intelligence, personality and academic achievement and the difference in between and overall difference of these variables, (if any) on gender basis.

**Objectives\*:**

The Objectives of the study are as follows-

- To study the effect of Study Habits on Intelligence.
- To study the effect of Study Habits on Personality.
- To study the effect of Study Habits on Academic Achievement.

Results of the three way analysis done, clearly reveals that the factor Study habits is differentiated significantly by the variables of Intelligence and academic achievement at 0.05 level of significance. This also means that the factor of study habit is clearly differentiated by the Intelligence level of the students as well as it also affects the academic achievement of students. Students scoring high on the factor of study habits indicates, having better intelligence than the students having low score on the same. This factor also affects the factor of academic achievement of students. Students having high scores in academic achievement test are also found significantly related to have better study habits.

Although the factor of personality is found having low relation with the factor of study habits of the students. This indicates that the factor of study habits do not affect overall personality of either male students or female students. But the detailed analysis of difference in mean scores on all the 16 factors of personality clearly indicates that the factor of study habits have a clear effect on various dimensions of personality on gender differentiation also. The mean differences in factors like reserved tendency, intelligence, soberness, shyness,

group dependency etc are found in favour of female students, whereas male students have a positive influence of study habits on personality factors like aggression, enthusiastic, stronger superego, self sufficiency etc. then their female counterparts.

Whereas the factors like emotional feelings, excitability, spontaneous natures, tender mindedness, Co-asthenia, control and tense reactions in situations have a very little mean difference on gender-discrimination in relation with their study habits.

### **SUGGESTIONS:**

- » Learning is doing and it is an active process in which a student must be involved and participating in what he / she is trying to learn. Study habits and learning experiences should be such that it majorly, involves student's activity, to maximize their learning.
- » Different methods of effective learning should be included in Teaching-Learning experience. Overall the study habits of any individual should include:
  - ✓ Observation,
  - ✓ Learning by doing,
  - ✓ Reading and reviewing,
  - ✓ Discussing with others,
  - ✓ Experimenting,
  - ✓ Thinking around new ideas and concepts,
  - ✓ Reflecting on what the subject means,
  - ✓ Thinking about practical applications,
  - ✓ Listening and asking questions and,
  - ✓ Reformulating-putting something into one's words.

One popular study technique is called the SQ<sub>4</sub>R method which can be taken in practice to enhance study skills. The 'S' and 'Q' stand for 'Survey' and 'Question', and the '4R' stands for 'Read', 'Recite', 'Relate' and 'Review'.

- » Generally it is expected that students should spend two hours on self study for every hours spent in class, especially at the higher level of education and these hours should be properly scheduled for a day or a week and deadline should be settled for each task.
- » Regular counseling services should be taken into practice, to train students on not only study skills, but also helping them to develop strategies to all round development. These sessions are advocated in order to boost their study habit and enhance their academic achievement along with their whole personality.

- » Before beginning to think about the process of developing ideal study habits or studying, students should be taught to develop a schedule. If they don't have a schedule or plan for studying, then they will not have any way of allocating their valuable time when the unexpected comes up. A good, well thought out schedule can be a lifesaver. It's up to students to learn how developing a schedule that meets your needs, revise it if necessary and most important part, follow it.
- » Effective study habits must be practiced in order to improve academic as well as whole personality of students. It is not enough to simply 'think about' studying, students should have to actually 'indulge' to do so, and in the process use information from what they should do to make it better.

All that follows depends on a single concept of "*Practice doesn't make perfect, perfect practice makes perfect.*" Study habits too, not only need to plan and prepare for ideal academic achievement or wholesome personality development, but also demands for proper implementation of ideal study habits ideally, so that the ideal objective of all-round perfection may be achieved.

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