Study Habits and Attitudes of the Students of B.Ed of Aizawl City, Mizoram, India

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Abstract: The study focuses on the Study Habits and Attitudes of B.Ed students. The sample of the study consisted of 50 B.Ed students studying Aizawl city, Mizoram who were randomly selected. 'Test of Study Habits and Attitudes' developed by Dr. C. P Mathur was used to determine the level of Study Habits and Attitudes of the students. T-test was used to test the level of significance of hypotheses. Result showed that there was no significant between male and female B.Ed students. The study also revealed that most of the students fall under the category of satisfactory and poor Study Habits and Attitudes.

Keywords: Study Habits, Attitudes, B.Ed Students.

Habit is a second nature, it is routine of a person what he or she does in every condition. They are the product of experience and practice. A habit is something that is done on a regular scheduled, planned basis and that is not relegated to a second place or optional place in one’s life. It is simply done with no reservations, no excuses and no expectations. Habit according to ‘Introduction to Psychology’, means ‘a learned, or fixed way of behaving to satisfy a given motive’.

In the field of education, habits exercise a strong impact. Students are perpetually in search of academic success in every educational settings, the success of academic performance is their ultimate goal. Academic performance can be expressed in the form of good scores and prizes as a result of hard work and exceptional performance in classroom tests, assignments and examination. Habit saves time and saves effort. It is through the help of habits that we carry out daily routines. Therefore, good study habits are important ingredients in the life of a successful student. Since it help students to accomplish tasks effectively and efficiently, inculcation of a good desirable Study Habits can ensure success in academic performance.

Study Habits have been defined as the students way of study whether systematic, efficient or inefficient (Good, 1973). Good study habit refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one’s cognitive process during learning (Nuthana and Yenegi, 2009). Patel (1976) narrated that study Habits include home environment and planning for work, reading and note taking habits’ planning of subjects, habits of concentration, preparation for examination, general habits and attitude, and school environment. Study Habits are the learning tendencies that enable students to work privately.

Attitude is a manner of thinking, feeling, or behaving that reflects a state of mind or disposition which can be either positive or negative evaluation of people, objects, events, activities or ideas. Eagly and Chaiken, define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor".

It can thus be concluded that Study Habit is the pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate study routines (e.g. reviews of material, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying. Study Attitudes, on the other hand, refers to a students’ positive attitude toward the specific act of studying and the students’ acceptance and approval of the broader goals of education. In short, Study Habits and Attitudes of students are determined through their time management ability, work methods, attitudes toward teachers and acceptance of education.

SIGNIFICANCE OF THE STUDY

The importance of Study Habits in student's life is that it plays a major role in their academic achievement because without studying no one can be successful. Effective Study Habits and positive Attitude help students to achieve good results. Efficient Study Habits are associated with a
favorable attitude toward learning in general. Attitudes towards the value of intellectual pursuits and education are positively related to academic performance. The present study assumes that if students’ study habits and attitudes are improved, the academic performance would also be improved.

OBJECTIVES OF THE STUDY

The following were the objectives for the present study -

1. To study the level of Study Habits and Attitudes of the B.Ed students of Aizawl city.
2. To compare the level of Study Habits and Attitudes among male and female B.Ed students of Aizawl City.

HYPOTHESIS of the study

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

1. There exists different level of Study Habits and Attitudes among the B.Ed students of Aizawl city.
2. There is no significant difference between the male and female B.Ed students of Aizawl city in their Study Habits and Attitudes.

RESEARCH DESIGN

Descriptive Survey type of research was used for this study.

Population and sample:

The population for the test consisted of all the B. Ed students of Aizawl city, Mizoram for the academic year 2015 – 17. The sample consist of 50 student-teachers of B. Ed studying in Institute of Advanced Study in Education, Aizawl, Mizoram.

Tools used:

The investigators used standardized test ‘Test of Study Habits and Attitudes’ developed by Dr. C. P Mathur, Retd. Principal, Shri Jain T.T College, ALWAR (RAJ) published by National Psychological Corporation, 4/230, Kacheri Ghat, Agra as a tool for the present study.

Procedure for data collection:

For the purpose of collecting data, good rapport was established with the students of B.Ed. 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 and Attitudes were entered following the column designed for the selected variable, i.e., sex. For analyzing the data, the following statistical techniques were used –

1. Percentage
2. Mean
3. Standard deviation
4. ‘t’ values

ANALYSIS AND INTERPRETATION OF THE DATA COLLECTED

The details of the analysis are given as given below –

Objective No 1 - To study the level of Study Habits and Attitudes of the B.Ed students of Aizawl city.

The following table shows the number and percentage of the 50 students of B.Ed along with their Study Habits and Attitudes.

<table>
<thead>
<tr>
<th>Score</th>
<th>T- SCORE</th>
<th>Number</th>
<th>Percentage</th>
<th>Degree of satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 and above</td>
<td>71 and above</td>
<td>0</td>
<td>0%</td>
<td>A</td>
</tr>
<tr>
<td>49 – 54</td>
<td>64 – 70</td>
<td>0</td>
<td>0%</td>
<td>B</td>
</tr>
<tr>
<td>43 – 48</td>
<td>56 – 63</td>
<td>2</td>
<td>4%</td>
<td>C</td>
</tr>
<tr>
<td>34 – 42</td>
<td>45 – 55</td>
<td>23</td>
<td>46%</td>
<td>D</td>
</tr>
<tr>
<td>28 – 33</td>
<td>37 – 44</td>
<td>16</td>
<td>32%</td>
<td>E</td>
</tr>
<tr>
<td>22 – 27</td>
<td>30 – 36</td>
<td>7</td>
<td>14%</td>
<td>F</td>
</tr>
<tr>
<td>00 – 21</td>
<td>02 – 29</td>
<td>1</td>
<td>4%</td>
<td>G</td>
</tr>
</tbody>
</table>

Table No – 1
Study Habits and Attitudes among B.Ed Students (N = 43)
The above table (table no. 1) reveals that 4% of the students were having good Study Habits and Attitudes, 46% of the students have a satisfactory level Study Habits and Attitudes, 32% have poor Study Habits and Attitudes, 14% of the students have very poor Study Habits and Attitudes and there were 4% students who have extremely poor Study Habits and Attitudes. There were no students having excellent and very good Study Habits and Attitudes.

It is interesting to note that not even a single student have excellent and very good study habits. Majority of the students have satisfactory and poor Study Habits and Attitudes.

Objective No 2 - To compare the level of Study Habits and Attitudes between male and female B.Ed students of Aizawl city.

The mean score of male and female B.Ed students of Aizawl city are computed and compared on the sample of 22 male and 21 female students. The mean, standard deviation (SD), Standard Error (SE) and ‘t’ values are computed for the comparison of the mean scores on Study Habits and Attitudes which is shown in Table No. 2.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>32.82</td>
<td>6.6</td>
<td>1.44</td>
<td>0.09</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>33.00</td>
<td>5.8</td>
<td>1.29</td>
<td></td>
</tr>
</tbody>
</table>

A perusal of the result vide Table No. 2 reveals that the ‘t’ values for the significance difference between the mean Study Habits and Attitudes scores of male and female students of B.Ed is not statistically significant since the calculated ‘t’ values is less than the criterion ‘t’ value. Therefore, there is no significant difference between male and female students of B.Ed in their Study Habits and Attitudes. Thus, the null hypothesis that there is no significant difference between the male and female students of B.Ed of Aizawl city in their Study Habits and Attitudes is accepted.

CONCLUSIONS AND DISCUSSIONS

From the findings, the following conclusions were drawn and discussions were made-

The study revealed that less than 50% of the B.Ed students have satisfactory Study Habits and Attitudes. Only a very few students were found to have a good Study Habits and Attitudes. There were no students having excellent or very good Study Habits and Attitudes. This finding indicates that there is a need for improving the Study Habits and Attitudes among the B.Ed students as a whole in order to improve their academic achievement. More than half of the students were found to have poor Study Habits and Attitudes. Most of the B.Ed students are from the rural areas who are temporarily residing in Aizawl city. The space available for them for studying is very limited. Most of the students residing permanently within the city are active members of the society and the church. They are actively participating in the different activities of the society as well as the church which leave them with a very limited time for their study. This may account for the poor Study Habits among the B.Ed Students.

The study also revealed that there was no significant difference between male and female B.Ed students. In a Mizo society, the difference in the status of man and woman are considered to be minimal. Women enjoy the same opportunities, amenities and condition in their home, society as well as in the educational institutions as their male counterparts. This may account for the same level of Study Habits and Attitudes among the male and female B.Ed students.

SUGGESTIONS FOR IMPROVEMENT

The following are suggestions given for the improvement of Study Habits and Attitudes among the B.Ed students.

1. Teachers play an important role in any educational system. The attitudes of the teachers towards the student-teachers as well as their approached to the subject matter greatly influence the students’ attitude towards their studies. Study Habits and Attitudes among the student-teachers can be improved by improving the attitudes of the teacher toward the
1. Student-teachers and their approaches to the lesson taught in the class.

2. Motivations play an important role in learning. If the students are motivated, they develop healthy habits of studying and give more attention to their lessons. Steps should be taken to motivate the students of B.Ed so that they are more interested in their lessons.

3. Consistent short study times each night can make a big difference in developing a good habit as well as attitude. In fact, 15-20 minutes a day can be more effective than a 5-6 hour study marathon. These simple study-habits can go a long way to improving grades and to developing a healthy attitude. The students should be encouraged to chalk out regular time for studying. Cutting recreational time and reserving a specific hour of the night for studying may seem difficult at first, but the longer they stick with it, the quicker it becomes a habit.

4. The students may learn to balance their time regarding the activities and the part they play in the church and society with their study timings. They may be encouraged to organize their time in such a way that there is a time for work, for play, for studying and for family.

5. The areas of deficiency in Study Habit may be identified so that appropriate guidance and counseling can be arranged for the students having poorer Study Habits and Attitudes.

Attitude is often tied to success so, to improve a student's attitude, the best starting point is to reinforce the basics, such as developing more effective study habits. Studies have proven that strong study habits go a long way in improving how a student performs academically and when grades improve, attitudes go right along with them.

REFERENCES:


