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Effect of study habits and attitudes on class room performance among urban and rural adolescent girl

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Abstract

Besides biological need like food, water and sex. There are also some social needs of man. He wants respect from the society. He wants to lead happy & prosperous life. There are many methods and sources for the fulfillment of these needs. Education gives him knowledge of the suitability of particular method for the satisfaction of these needs. From the point of view of learning, the formation of good habits is very useful. In the absence of habit the child runs away from the school but after the formation of habit. Going to school becomes interesting to him. "Poor habits of study not only retard school progress but develops frustration, destroy initiative a confidence and make prominent the feeling of worthlessness towards herself and the subject of study whereas effective methods ensure success, happiness & sense of accomplishment" Smith Sammual & Little Field (1948) The present study aims to establish relationship in study habits and attitudes with class room performance. In India the problem is all the more acute with the girls, where because do not get exposed to world of work, As such, their choices of occupation are generally not found congruent with their study habit & attitude The above facts led the researches to think and select, a problem related to study habits and attitudes among urban / and rural adolescent girls.

Keywords: Adolescent, rural, urban, habits, attitudes, education

Introduction

The term habits refer to the product of learning rather than a reflex and instinct, which denote unlearned behavior at tendencies. Johnes (1952) defines "habit as a customary pattern of behavior either cognitive or emotional response predictable according to the condition that operate at the time of learning or the underlying acquired set." Pietrasinlki (1961) refers to study habits and study skills as two different things adding that study skill is first formed and is then transformed by practice into habit" Defining study habits refers to the studying of something, which requires accurate repetition of acquired study skills susceptible to auto mobilization. Which are permanent study elements. Defective study habits often result, in poor academic performance. even among the naturally bright students.

"Education aims at topping the potentialities of an individual to the maximum.

Efforts are made to make the teaching-learning process most effective Sometimes we hear that some student in bright and intelligent still he/she does not score good marks. Such instances show that many school children work for below than that could be expected of their level of intellectual functioning. Consequently a great deal of intellectual potential is wasted. School performances constitute another aspect of cognitive growth. About three decades back the excellence in academic performance was viewed in terms of scores alone irrespective of the basic potential. An under achiever is one whose academic performances falls below the normative range of his potentialities. By under achievement see refer to that level of attainment which does not measure up to the potential capabilities of individual. There are many factors responsible for under achievement like, motivation, study habits, attitude towards teacher, attitude towards education, school and home back ground, concentration, mental conflicts, level of aspiration, self-confidence, examination fear etc.

In other words the qualitative aspect of study is more important than quantitative aspect, that is, if the style of study is good then it may yield better results as compared to the little devoted to it. Another important aspect is to have a right and positive attitude. An attitude is taken to be the readiness to act in a certain way expressed by a person's words, gestures or facial expressions.

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A teacher must take account of learner's attitudes and if necessary, build up new attitudes in order to facilitate the learning of skills and knowledge. "Good work habits and skills are not acquired theoretically or in vacuum, it is proper habit of work and insistence on them in every detail and over a long period of time that create right attitudes and values (Secondary Education Commission 1952).

The under achievers need some form of special help or remedial education and guidance to overcome their difficulties and achieve up to the maximum of their potential. To plan remedial education and guidance program for under achievers we need to know about the factors related to and their possible contribution towards under achievement. This has led to the present investigation entitled. "A study of habits and attitudes aiming at finding the possible contribution of study habits and attitude in class room performance. The operational definitions in these spheres are as follows:

1. Study habits: - Fixed or established custom; ordinary source of conduct. Practice, usage, hence, prominently, the involuntary tendency or aptitude to perform certain action which is acquired by their frequent repetition, as habit is second nature, also peculiar ways of acting, characteristics forms of behaviour."

Attitude: A compels mental state involving beliefs and feelings values and disposition to act in certain ways.

Methodology: Statement of the problem under study's. To study the effect of study habits and attitudes on classroom performance among urban and rural adolescent girls.

Objectives

Major Aims

- To study the effect of study habits and attitudes on class room performance. Among urban adolescent girls.
- To study the effect of study habits and attitudes on class room performance among rural adolescent girls.
- To established relationship among rural and urban adolescent girls about the effect of study habits & attitudes on classroom performance.
- To give suggestions to improve the study habits & attitudes on class room performance of adolescent girls of rural & urban and their parents.

Hypotheses

Hypotheses of the present study have been laid down in the light of foresaid objectives as under.

There is no significant difference of effect of study habits & attitudes on class room performance among urban & rural adolescent girls.

Sample of the study

The investigators have employed non probability, purposive sampling technique in order to select particular group from the population which is considered to mirror the whole with reference to the characteristics in question. The sample consists of 50 adolescent girls of intermediate colleges of Aligarh and 50 adolescent girls of intermediate colleges from khair. For the present investigation the survey method in adopted. Simple statistical techniques are employed for the analysis of data collected for the study.

Tool: A study habit & attitude questionnaire available in Hindi and developed by Dr. C.P. Mathur, is employed to measure the level of study habit & attitudes. The questionnaire is considered as a new aid for investigators to

serve as a more comprehensive, reliable, and valid tool for recoding the information about the study habits and its areas.

It consists of 60 statements based on 9 major areas namely attitudes towards teachers, Home environment, Attitudes towards education. Study habits Mental concentration conversion. Home assignment, self-confidence and Examination. These 60 statements have been distributed in these areas in different percentage level.

A high score on this indicate high order of correct study habits and proper attitudes, while a low score shows poor study techniques. Each statement may be answered with three alternatives yes. Doubtful and no. The reliability of the questionnaire has been reported on 0.87 for aged 13 to 16 and 0.89 for 16 and above.

Procedure: The investigator personally met the respondents individually and sometimes in group of 5 to 10 and the inventory was administered. They were requested to read the instructions given in the questionnaire carefully and proceed to work on the questionnaire without leaving any item unanswered. They were assured that information collected from them would be kept confidential and used only for academic purposes. The scoring was done with the help of test norms developed by Dr. C.P. Mathur.

Results and Discussions

Table 1: Indicates mean, SD and t-value of adolescent girls of urban and rural areas on various dimension of study habits & attitudes.

Dimension	Groups	Mean	SD	t-Value	P
Study habits & attitudes	Urban	38.14	4.90	2.25	<.05
	Rural	36.40	2.50		
Attitude towards teachers	Urban	3.84	1.08	2.52	<.05
	Rural	2.44	1.13		
Home Environment	Urban	2.48	1.009	3.15	<.05
	Rural	1.90	0.82		
Attitude towards education	Urban	1.04	0.805	2.227	<.05
	Rural	0.74	0.51		
Study habits	Urban	9.20	2.476	3.45	<.05
	Rural	7.66	1.95		
Mental conflict	Urban	1.98	0.561	5.180	<.05
	Rural	1.12	1.04		
Concentration	Urban	6.12	1.49	6.96	<.05
	Rural	7.78	1.87		
Home assignment	Urban	1.38	0.273	3.214	<.05
	Rural	1.02	0.754		
Self confidence	Urban	2.82	0.66	14.871	<.05
	Rural	1.08	0.50		
Examination	Urban	4.32	1.38	6.787	<.05
	Rural	2.82	0.76		

The result reported in the table 1 reveals that there is significant difference between adolescent girls of urban and rural areas on all the measured dimensions of study habits and attitudes (study habits and attitudes) Attitudes towards teacher, Home environment, Attitudes towards education, Study habits, Mental conflict, Concentration Home assignment, Self-confidence and Examination) at 0.05 level of significance On the basis of mean and SD of the score, it appears that adolescent girls of urban areas scored higher than the girls of rural areas on overall study habits and attitudes and its various dimensions.

It can be concluded that urban adolescent girls have better study habits and attitudes than rural adolescent girls. Urban girls have better classroom performance due to good study habits and attitudes while rural adolescent girl have poor

classroom performance in comparison to their urban counter parts. May be because urban parents are much concerned about their studies, whereas in rural areas girls have been more household work to be done, they have to take care of their younger siblings, parents are not interested in their performances in class that is why they can not develop good study habits & attitudes towards studies which affect their class room performance. School needs to have a good trained & devoted teachers, they can understand the problems of poor students, use various teaching aids to develop their interest, motivate them to improve their class room performance. Parents needs to create positive learning environment for their children.

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