

A Study of Relationship between Study Habits with Adjustment and its Dimensions of Rural and Urban Secondary School Students

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Abstract – The purpose of the study is to find out the A Study of Relationship between Study Habits with Adjustment and its Dimensions of Rural and Urban Secondary School Students. The sample of the present study includes 200 secondary school students of Gokak. The sample were randomly selected from the population base gender and locality of the schools. Descriptive method was applied for the study. From the findings it is concluded that; There is a positive and significant relationship between all the variables of adjustment and Study Habits of rural students. There is a positive and significant relationship between all the variables of adjustment and Study Habits of urban students studying in different secondary schools.

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INTRODUCTION

When you talk about someone's personality, what do you really mean? Have you ever heard someone say, 'She's very aggressive' or 'He's so shy -- such an introvert!' or 'My mother is really sweet'? Or how about 'He's very dependent' or 'She's got a terrific personality -- a lot of sparkle!' You may not have heard exactly those words, but you can see what we're suggesting. In contrast to psychologists' use of the term, when the average person uses the term, "personality" has a variety of meanings, each unique to the situation in which it appears. Many different descriptions are possible, but when most people use the term "personality," they are using it for one of two purposes. In several of the examples we just gave you, personality is labeling an obvious feature. Someone is sweet, or introverted, or shy, or aggressive. Of the many things that a person may be, we often identify him or her in terms of the single characteristic that is most obvious. The impression we make on people may be used by them to label our "personality."

L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs".

Gates, Jersli's and others, "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

You do! Students work with deadlines to assignments. No matter how a person may like or dislike a subject or class they devote a certain amount time and energy to it by exam time and the end of the semester. This work must be done regardless of parties, football games, boyfriends and girlfriends, McDonald's or other employment. We all can't make our urges for vacations the school calendar. We all can't afford to work at our own speed. School is your job, and failure to maintain good work habits is likely to result in being fired (dropped) from school. Eating meals at "mealtime" is a habit. You don't think much about it, or worry about forgetting it—you just do it. If studying were like that, you would not have trouble meeting deadlines and being all prepared for exams. That's what a study habit is, and you can develop one if it is important enough in your scheme of value.

Why are you going to school in the first place...why are you here?. Is the hunger that studying could satisfy? Good grades? A good job later? Personal fulfillment? Or acceptance at college or graduate school? Once you've decided to form a study habit, use your reasons as fuel to keep it together when your willpower weakens. The only way to form a study habit is to study, study, study in the face of temptations until it's as unquestionable as eating lunch at noontime. With a reason to study...a goal to work for...to pull strength from, you can develop the habit.

Techniques for Forming the Habit

If you don't have the strength to resist temptation, or if your goals aren't clear enough for you to draw strength from, you can use a reward System of studying. If you smoke cigarettes, allow yourself one cigarette tomorrow for every 15 minutes of studying you do today. If you can afford the time, make Saturdays and Sundays "free" days, when you can smoke regardless of study time. Make your interests and vices work for you:

2 hours = 1 phone call

3 hours = 1 hour of TV

4 hours = 1 Big Mac

6 hours = 1 weekend movie

Use your imagination. As long as you're strict with yourself by taking only what you've earned, you'll be developing a study habit. Your family and friends also need to know of and be willing to accept your goals and help achieve them. If they control reward systems (car, TV, leisure funds, etc) agreements should be made with them that reinforce your efforts to develop the habit.

Provide the Right Atmosphere

Your approach to reading, whether it is for pleasure, information or study, will influence your ability to do it well. Learn to enjoy it in an atmosphere conducive to reading.

Choose an area where you can read with a minimum of interruption. This should include proper light, a pencil for marking highlights in books or taking notes and a dictionary near at hand.

Location and posture can influence your attitude. Sitting up in a good chair will make you more alert. Reading in bed is usually not the place to concentrate since it is an area associated with relaxation and sleep.

Average readers should hold a book about fifteen inches away from their eyes. It should be held on a slant for optimum viewing.

The sounds of radio, television or music are distracting. You can understand and remember better when your full attention is given to the process of reading.

Use Your Eyes Efficiently

It is the eyes that see printed words and transmit them to the brain. Understand how they work and give them the opportunity to perform well. Eyes perceive words only when they stop moving or make

what is called a "fixation". It is during this pause that the brain records what the eyes have seen. Depending upon your "eye span" you will perceive one, two or more words in each fixation. The average college student, for example, has a span of 1.1 words and makes 4 fixations per second.

Vocalizing words impedes reading progress. Poor readers are inclined to whisper, use their lips, enunciate silently in their throat or visualize the words in their minds. If you have any of these bad habits, they should be broken because they slow down understanding. Learn to move your eyes continually forward at a pace that allows your brain to understand the meaning of the printed matter.

OBJECTIVES OF THE STUDY

1. To investigate the relationship between adjustment and study habits of urban students.
2. To investigate the relationship between adjustment and study habits of rural students.

HYPOTHESES

1. There is no significant relationship between adjustment and study habits of urban students.
2. There is no significant relationship between adjustment and study habits of rural students.

METHODOLOGY

The investigator in consultation with his guide felt that Normative Survey method could be the most appropriate one to study the personality and adjustment in relation to study habits of secondary school students.

SAMPLE

In this study Random sampling will be used as it will be thought to be the most convenient one. It represents a total sample.

A total number of 169 primary Students will be selected using random sampling technique.

TOOLS

Adjustment Inventory

The adjustment inventory developed by A.K.P. Sinha and R. P. Singh (1980) has been designed for use with Hindi knowing college students of India.

Study Habits Inventory

For the present study the tool developed by Dr. (Mrs). Asha, Bhatnagar (1982) the tool was prepared in English version the researchers has made translation into local language that is in Kannada for the convenient of the students.

STATISTICAL TECHNIQUES

Simple Correlation Coefficient-test of the scientific creativity scores and academic achievement of students

ANALYSIS AND INTERPRETATION

Table – 1: Correlation between Study Habits with Adjustment Inventory and its Dimensions (Rural)

Variables	Study Habits (Rural)			
	Correlation coefficient	t-value	p-value	Signi.
Adjustment inventory	0.8446	15.2955	<0.05	S
Home	0.5329	6.1066	<0.05	S
Health	0.5186	5.8803	<0.05	S
Social	0.6898	9.2386	<0.05	S
Emotional	0.7243	10.1861	<0.05	S
Educational	0.6025	7.3196	<0.05	S

The above table reveals that there is a positive and significant relationship between adjustment variables such as home, health, social, emotional, and educational and Study Habits of rural student teachers.

Findings

There is a positive and significant relationship between all the variables of adjustment and Study Habits of rural student teachers studying in different training institutions.

Table–2: Correlation between Study Habits with Adjustment Inventory and its Dimensions (Urban)

Variables	Study Habits (Urban)			
	Correlation coefficient	t-value	p-value	Signi.
Adjustment inventory	0.7345	9.1200	<0.05	S
Home	0.5883	6.1294	<0.05	S
Health	0.6180	6.6230	<0.05	S
Social	0.5374	5.3690	<0.05	S
Emotional	0.6595	7.3933	<0.05	S
Educational	0.6272	6.7853	<0.05	S

The above table reveals that there is a positive and significant relationship between adjustment variables such as home, health, social, emotional, and educational and Study Habits of urban student teachers.

Findings

There is a positive and significant relationship between all the variables of adjustment and Study Habits of urban student teachers studying in different training institutions.

DISCUSSION AND CONCLUSION

Kolwadkar, V. (1980) Study of Gifted Children in Relation to their Personality Variables, Level of Adjustment and Scholastic Achievement found that The variables such as study habits(both high and low), father's education, occupation, mother's education, size of the family, ordinal position, health status were significantly related to scholastic achievement. Sapru, A.K. (1988) Personality correlates (extraversion, introversion, neuroticism and delinquency) and reaction to frustration among high and higher secondary school boys of Strinagar District found that Introverts and normals differed significantly on their group conformity ratings of Picture Frustration study. Mukhopadhyay, Dilip Kumar (1988) Identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of students of secondary schools, found that Six distinct organisational climate types were identified on the basis of nine determinants.

From the findings it is concluded that; There is a positive and significant relationship between all the variables of adjustment and Study Habits of rural students. There is a positive and significant relationship between all the variables of adjustment and Study Habits of urban students.

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