

A Study of Relationship between Study Habits with Adjustment and its Dimensions of Male and Female Secondary School Students

Rajashekhar Hatti^{1*} Dr. Seema Pandey²

¹ Research Scholar, SSSUTMS, Sehore, MP, India

² Sri Satya Sai University of Technology and Medical Sciences, Sehore, MP

Abstract – The purpose of the study is to find out the A Study of Relationship between Study Habits with Adjustment and its Dimensions of Male and Female 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 the all the variables of adjustment and Study Habits of male students studying in different training institutions. There is a positive and significant relationship between all the variables of adjustment and Study Habits of female student teachers studying in different training institutions.

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INTRODUCTION

Definition and Meaning of Adjustment

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".

Vonhaller, "We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival.

Types of Adjustment

There are two types of adjustment : (1) Normal Adjustment ; (2) Abnormal Adjustment.

Normal Adjustment : When a relationship between an individual and his environment is according to established norm then that relationship is considered as normal adjustment child who obeys his parents, who is not unduly stubborn, when studies regularly and has neat habits is considered adjusted on the contrary a child, who disobeys his parents, who is quite stubby born, who does not study, deviates from established norms, considered as 'problem child'

Abnormal Adjustment: Abnormal adjustment mean problem behaviour or popularly speaking maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is maladjusted child because he is violating certain moral codes.

Study Habits

Who Needs Them

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.

If you are reading for enjoyment you can skim more easily over the lines, paragraphs and pages. It is not important that you take in every word or sentence in depth. As in most writing, each paragraph usually has one main idea supported by details in which you may or may not be interested. Try to span as many words as possible with a continuous rhythm of eye movements or fixations.

When you read a newspaper or magazine, or non-fiction, you want to grasp the highlights and some details. This kind of reading is for general information. It differs from your leisure reading because the material is more serious, not as light or as easy to comprehend as fiction. But it still might not be necessary to take in every word or every sentence completely.

Studying requires close reading because you still need to remember more details to support the main ideas. Read each chapter for the important concepts and as many details as necessary to comprehend the material. Underline major points and make margin notes to highlight your observations. After you have finished reading, question yourself, review the summary if there is one, and then look back to see if you have understood the material.

Graphic material can help reading comprehension. Do not overlook the importance of tables, maps, graphs, drawings and photographs which are included to reinforce your understanding of the text.

Practice on a Regular Basis

Like any skill, reading requires practice. In order to develop the habit of good reading you must train your eyes and mind to perform well together. You don't have to take a speed-reading course. The rewards will be most worthwhile if you take the time and persevere.

There are established norms against which you may test yourself. The speeds generally accepted for average readers are: easy or light material, 250-350 words per minute (wpm); medium to difficult material, 200-250 wpm; and difficult material, 100-150 wpm.

Time yourself exactly for two pages with a clock that has a second hand. Calculate the minutes and seconds and divide the time into the number of words on the page. This will tell you what your current

reading speed is in words per minute. You can get the average number of words on a page by taking the average per line and multiplying it by the number of lines, omitting headings. Using the previous page as an example, compute the number of words on a page. The average number of words per line is 11, with 40 lines of type, totaling 440 words on the page. If you read it in 1 minute and 45 seconds (105 seconds) you read 4 words a second, or 240 words per minute.

Ask yourself questions on the material and review it to see if you are correct. If you miss important details, your speed is probably too fast for your present reading ability. Don't get discouraged, just keep practicing.

Read 3 or 4 articles each day for two or three weeks. Use the same length and type of material each day. Push yourself but use discretion, making sure you check your comprehension of the material. Record your speed faithfully each time so you can check your progress.

Then switch to something more difficult in vocabulary, style and content. Do this for two more weeks, questioning yourself and recording your time. After a total of six weeks you should have increased your reading ability considerably.

Try to get your speed on easy material to about 300 words per minute. Once you have reached this level you will know you can do as well as the average good reader.

Maintain the habit by reading at least a half hour a day. You will be enriched by keeping up with newspapers, magazines and books. You will also enjoy reading more as your proficiency increases.

OBJECTIVES OF THE STUDY

1. To investigate the relationship between adjustment and study habits of male students.
2. To investigate the relationship between adjustment and study habits of female students.

HYPOTHESES

1. There is no significant relationship between adjustment and study habits of male students.
2. There is no significant relationship between adjustment and study habits of female students.

METHODOLOGY

The investigator in consultation with his guide felt that Normative Survey method could be the most appropriate one to study the 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 Hind 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 (Males)

Variables	Study Habits (Males)			
	Correlation coefficient	t-value	p-value	Signi.
Adjustment inventory	0.8788	16.1561	<0.05	S
Home	0.5515	5.8013	<0.05	S
Health	0.5899	6.4101	<0.05	S
Social	0.6546	7.5980	<0.05	S
Emotional	0.7927	11.4088	<0.05	S
Educational	0.6356	7.2244	<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 male student teachers.

Findings

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

Table – 5.21 : Correlation between Study Habits with Adjustment Inventory and its Dimensions (Females)

Variables	Study Habits (Females)			
	Correlation coefficient	t-value	p-value	Signi.
Adjustment inventory	0.7029	9.2709	<0.05	S
Home	0.5642	6.4105	<0.05	S
Health	0.5127	5.6014	<0.05	S
Social	0.5401	6.0202	<0.05	S
Emotional	0.5888	6.8332	<0.05	S
Educational	0.5443	6.0864	<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 female student teachers.

Findings

There is a positive and significant relationship between all the variables of adjustment and Study Habits of female 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. Mukhopadhyaya, 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 the all the variables of adjustment and Study Habits of male students studying in different training institutions. There is a positive and significant

relationship between all the variables of adjustment and Study Habits of female student teachers studying in different training institutions.

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Corresponding Author

Rajashekhar Hatti*

Research Scholar, SSSUTMS, Sehore, MP, India

rajhatti1977@gmail.com