



PROMOTING STUDY HABITS AMONG STUDENTS OF SECONDARY LEVEL: ROLE OF PARENTS, TEACHERS AND STAKEHOLDERS

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RESEARCH ARTICLE



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Abstract

Most of our work is done through our habitual actions. So, it is essential for every individual to make good habits for his own. As far as learning is concerned, the learners should develop good habits for themselves. Study habits is such habits which are essential to develop among students. The more the study habits of the secondary students, the more will be the extent of knowledge and the more will be the possibility to absorb the prescribed curriculum in a given time. It is difficult for most of the students of secondary level to concentrate their attention on studying for a sufficient time. Rather, they are easily distracted towards unproductive works such as sparing time in social media, discussing on unbeneficial topics with friends and so on and cause to inconsistent study habits. On the contrary, study habits are considered as good habits that would minimise the distractions towards unproductive works as well as maximise learners' concentration to put forth their best energy and time towards study. In West Bengal, the students of secondary level sit for the first time the board examination conducted by the West Bengal Board of Secondary Education. According to the findings of previous researches, many students in spite of required intelligence are found to be failed to bring expected academic achievements because of their poor study habits. Construction of time table and its regular follow-up, systematic maintains of calm and quiet environment during study, cultivating keen attention and practice of finding interest in study are the important positive catalysts to make consistent study habits among the learners. The present study emphasizes on how to develop consistent study habits and aims at deriving some suggestions for conscious parents, teachers and stakeholders about the needs and importance of providing appropriate environment for their children in order to promoting the consistent study habits for the academic pursuit.

Keywords: *Sustainable development, Sustainability, Lifelong learning, Higher order thinking skills*

Introduction

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990). The extent of a student's learning in academics may be determined by the grades a student earns for a period of learning. High grades indicate higher learning while low grades indicate lesser learning. We are living in a more and more complex world, active, competitive and exciting world. We must be well prepared and well trained to succeed in this world. So, getting a good education has become the important goal for a student to achieve. School achievement may be affected by various factors. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Some students, in spite of having above average scholastic aptitude, are found to be poor performers in academic activities. A large number of students, despite having required intelligence are found to be unable to bring expected academic standard and possibly fall short on their study habits (Vyas, 2002).

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. This

question is sometimes considered to be closely related to learning than teaching. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers are incapable and deprived of employment, which may all the result of Study habits. Many students do badly in academic performance due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal students' personality. Learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning. According to Crow and Crow (1992), the effective habits of study include plan/place, a definite timetable and taking brief of well-organized notes.

The National Assessment of Educational Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic performance of the students. Findings of the study revealed a positive correlation between study habit and academic achievement. A major reason for students' under-developed potentialities may be in their lack of learning strategies. To them, the student's personal, emotional, and social development may suffer from the pressures created by the use of relatively inefficient learning strategies.

Objectives

- To identify the basic requirements for fostering study habits of secondary level.
- To identify the useful strategies for promoting study habits of secondary level.
- To explore the various dimensions of Study habits
- To derive the roles of teachers, parents and stakeholders in promoting study habits of secondary level.

Concept of Study Habits

Study Habits

Habit is formed when ones exercise the same behaviour repeatedly in a consistent and sincere way. So, it is repeated occurrence of same behaviour of same individual for doing same thing. Study is the application of time and energy in the process of acquiring knowledge. It is one's drill and practice in concentrating mind in the process of learning. So, the term study habit can be explained as the regular follow-up of the planned study schedule and regular try out to devote full of energy in the task of learning.

Students develop certain styles of reading and study for mastery over the subject matter. These styles after a span of time become study habit of respective students. According to Lyle Tussing (1959-1962) "Psychologically study habit is an automatically learned behaviour pattern that enable the students to handle a specific type of situation easily." Subudhi (1986) defines study habits as "Habit is a conformed way of doing things and study habit is confirmed way of studying and preparing lesson to achieve learning objectives and to get success in future educational and vocational plans. In international Encyclopaedia of Education, study skill is defined as "Those techniques such as summarizing, note taking, outlining or locating materials which learners employ to assist themselves in the efficient learning of the material at hand. In short, study habits is defined as "Interest, concentration and logical attitudes of a learner in his study and his way of learning at school as well as at home to achieve success in educational and vocational plans". Study habits cover all related aspects of study procedure. Study habits are the student's aptitude and motivation toward studying.

Study is the process of acquiring knowledge. It is the sum of all habits, determined purposes and enforced practices that the individual use in order to learn. Study habits involve reading, learning and recitation habits

Discussion Regarding Basic Requirement for Fostering Effective Study Habits

1. There should be a time-schedule for study of specific lessons. A plan of action should be prepared and followed. Planning is generally necessary for efficiency. This applies particularly to the observance of a suitable time schedule. The learner of whatever age who makes an inventory of his time and also plans his daily work, can develop habit that will help him to succeed not only during his schooling but helpful in further occasion. If the work for each day and time is planned, then it is expected that greater enjoyment and efficiency may result.
2. Constant practices of any action create good habits. So, consistent try out of study according to a well organised plan may results in efficient study habits. The more the practice, the more will be the efficiency in promoting study habits.
3. The place of study should be suitable with least number of distraction and disturbances. Favourable environments of study make for good concentration. A cosy and comfortable room with suitable furniture, light and without any distractions from the outside is certainly a conducive environment.
4. Long hours of study without break will put a strain. So, rest periods are necessary for good study. Especially in reading, the eyes work very rapidly and our consequently subjected to considerable fatigue. This may lead to headache, which may interfere seriously with further mental work. For this reason. it is desirable to plan the study schedules with rest periods. Rest periods should however not be too frequent.
5. Doubts should be made clear and difficulties in the subject matter should be removed.
6. Proper reading conditions should be developed. The book should be developed. The book should be held 25 centimetres away from eyes. Avoid reading in dim or light of in glare.

7. And last of all, subject your progress to evaluation so that the available time is put to the best use and the goals are achieved.

Discussion Regarding Identification of Useful Strategies for Promoting Consistent Study Habits

The following strategies may be followed by the students of secondary level for developing good study habits. Teachers and family members can contribute their role as motivators in developing good study habits through the given practices:

1. Plan to over learn: Over learning is learning by the point of which the material can first be produced. Over learning prevents confusion and builds greater self-confidence.
2. Attack the assignment vigorously: Make contact with a material through as many sense avenues as possible.
3. Watch for stagnation period in learning: - As the subject matter becomes more difficult a period of no progress is often encountered and the student feels he is making no gain but progress goes forward again after the levelling off the periods.
4. Start with difficult studies first: A fresh mind is easier to make association with material, which is difficult.
5. Spacing - One can learn more if he spaces study period than by using up all the time in one sitting.
6. Review the previous day learning: - This help to fix in mind the points already learnt form the bridge for the next assignment. Revision of previous work is necessary before new material is studied. It refreshes the material previously learnt and helps to understand the new material.
7. Be on time to class: - Quit often at the very beginning of the period an important point is discussed or else is given which helps in studying or understanding the assignment.
8. Taking notes: - Systematic notes can also help in effective learning. The technique of taking note is a part and parcel of study habits. Efficient techniques of notes taking saves students time and raises the level of his academic achievement.
9. Recitation: - Self-recitation may consist of mentally reviewing the answer or the main points or writing it out. Recite the part of the material, paragraphs, rules, and principles as you proceed.
10. Outline method: - Outline a chapter briefly helps in memorization and bring about more thorough reading. After reading an assignment the learner should attempt to make a mental summary of the salient points that are related to each topic. This kind of summarization gives experience in organizing and unifying the ideas gained from study.
11. Preparation for examination: - The technique of preparation for examination also effects the student's scholastic achievement. Student's ways of solving their examination papers, the technique of answering affects the student's scholastic achievement.

Discussion Regarding Various Dimensions of Study Habits

In present work student's study habits are considered from the following dimensions:

Time Table : It is written planning of study schedule mentioning specified duration for specific school subjects. It helps student to study all the subjects giving due weightage to each one. Regular follow-up of time table enables student to develop good study habits. It is prepared usually for a week or for a month.

Environment : It is such a medium that might have catalytic impact on the process of learning at a great extent. No one can concentrate mind into reading in a chaotic environment. Calm and quiet environment is helpful to concentrate for learning any subject. Teachers and parents need to be informed about what type of learning environment is required and how it would be provided to the learners so that consistent study habits may be promoted minimising noises and barriers.

Attitude : Students who want to build effective study habits must have a positive mindset. Activity based pedagogy, learning by doing, group activity — are very helpful for cultivating positive attitude towards learning.

Attention : Study with full attention makes learner to grasp content more clearly in less time. Keeping attention in study for a definite time span is a good habit. Repeated try out may develop good study habits.

Interest: Interest is a key requirement to do any work. Hence, interest in learning any subject may also develop good study habits. Easy tricks of learning, relevant charts and models, smooth and clear understanding of concepts, experiments, effective interactions with teachers and peers may produce a sense of interest towards learning.

Discussion Regarding Role of Parents, Teachers and Stakeholders

Role of parents

- Parents should motivate students by advising to solve problems by own efforts
- Parents should exercise reflective practices in their daily life activities so that their children follow them.
- Parents should inspire their children to observe the demonstration of different problem-solving methods and scientific experiments in educational channels.
- Parents should be more responsible to provide appropriate home environment so that the learners could follow the systematic study schedule.

- Parents should motivate students to participate in quiz, debate and other like creative activities.
- Parents should motivate students to write on creative issues.
- Parents should motivate students to ask teachers as well as themselves the WH questions as raised in their minds.
- Parents should care their children and build up a smooth relationship so that they can ask more questions to construct the meaningful and comprehensive ideas.

Role of teachers

- Teaching Inventories
The inventories are usually designed in order to help teachers to think more broadly about the teaching approaches they have employed.
- Video-recorded teaching practices
If the teachers record their lessons while teaching in the classroom then they could be able to use this recording for their self-assessment.
- Peer review of teaching
Instructor should ask other instructors to observe their classroom and give necessary feedback on the basis of his teaching.
- Teaching portfolio
It is an opportunity of the instructors to reflect on all the components of teaching and integrate into a cohesive whole.
- Formative assessment and reinforcement
Teachers should take formative assessment and reinforce students to reflect on their academic activity.
- Motivating students
Teachers should motivate students to plan systematic study schedule and follow the same regularly.
- Attention
Teachers should adopt such a pedagogy in transaction of lessons so that they could able to draw the students' attention properly.

Role of Stakeholders

- Stakeholders should be more responsible to inculcating appropriate atmosphere in the institutions and offer so many opportunities to the students for regular exercising reflective thinking and reflective practices related to their academic activities.
- The environment of the educational institutions should be favourable for the students to participate in creative activities, innovative teaching learning processes, higher order problem solving methods, organising co-curricular activities and so on for promoting reflective practices among students.
- Institutions should assure that the classes to be taken regularly by the teachers to motivate the students to follow systematic study habits in the classroom situations.

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