



AN INVESTIGATION INTO RELATIONSHIP OF STUDY HABITS AND MOTIVATION AMONG CLASS 10TH STUDENTS OF JAMMU CITY

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Introduction

The field of motivation constitutes one of the most investigated spheres of human behaviour. The scope of motivation research today has grown and expanded vastly. The much flaunted concept of “reinforcement” bears ample testimony to this. However, in recent years, there has been a decline in the volume and variety of motivation research in relation to learning in particular in India. Motivational techniques can result in significant all round development among learners. Motivation is defined as an urge in an individual to perform goal directed behaviour. Therefore, motivation cannot be inflicted from outside but it is an intrinsic desire in a man to achieve the target goal through performance or activity.

Habit is a well learned performance. Habit can be defined as acquired automatic mechanical and cognitive disposition that is tendencies to behave in a practical way. Study habits are habitual way of exercising and practicing the ability for learning. These are techniques, which students employ to go about his or her studies, which are consistent and have become stereotyped as a result of long application nor practice.

Study habits should be logical, dynamic, functional and relevant to the personal characteristics of the individual students. The students approach to learning is highly individualistic with a wide variation of techniques observable. One student may prefer the quiet of the library, another student lounge, one may underline text, another takes notes, one may

study intensively for several hours, another may take many breaks. The variations are endless, the educationist feels the study process could be more productive if learners were taught specific skills and techniques which would formalize the study process and thereby make it more efficient.

Study habits are those activities that are necessary to complete school work task and prepare for taking test. Study habits are those techniques, such as summarizing, note taking, outlining or locating, material which learners employ to assist themselves in the efficient learning of the material at hand. The term 'Study habit' implies a sort of more or less permanent method of studying. Study habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. Good study habits lead to good educational record and bad study habits lead to poor educational record.

Motives are expression of person's need. Hence, they are personal and internal. Incentives on the other hand are external to the person. They are made part of work environment by management in order to encourage workers to accomplish task. The motivational model indicates that a sense of felt deprivation generates needs and such needs create tension in an individual. The individual perceive and makes cost benefit analysis on the ways and means of releasing such tension. Once such perception is cleared, individual pounces upon the activities and achieves some results. If it is success he feels rewarded and falls in the cycle of motivation again. If it is failure he feels punished and once again after due modification of ways and means pounces back on the cycle or feels frustrated. Therefore, motivation leads to a goal directed behavior.

Motivation is typically defined as the force that accounts for the arousal, selection, direction and continuation of behaviour. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly statement as long as a student chooses goals and expends a certain amount of effort to achieve them, he is by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teacher would like them to behave the second misconception is that one person can directly motivate another.

Statement of the problem: An investigation into relationship of Study Habits and Motivation among class 10th students of Jammu city.

Justification: The present study is justified, since it would help in finding out the study habits of class 10th student of Jammu. Motivation is arousing interest in learning. Motivation initiates and energizes activity in learning. Motivation leads to self actualization in learning. Motivation stimulates learning activity. A person who has high achievement motivation possesses high level of aspiration than those who have weak achievement motive. The persons who have high achievement motivation are more persistent in working at an achievement related task. The persons who have achievement motivation show more efficiency than less motivated persons. The person who has achievement motivation show more anxiety about getting success than the people who are weak in achievement of motive. The persons who have high achievement motivation derive more pleasure from success than those who are weak in achievement motive.

It is very important that students form good study habits. Often, the parents and teachers are at a loss to understand the reason for the discrepancy between the ability of their children and their actual accomplishment. This study is justified because it will help teachers, parents and students to know the relationship of study habits and motivation.

Operational Definitions: According to Good Dictionary of Education, “Study habit is a “The tendency of a pupil or student to study when opportunities are given, the pupil’s way of studying, whether systematic, efficient or inefficient etc.”

Hermer, Motivation is defined as “some kind of internal drive which pushes someone to do things in order to achieve something.”

Objectives of the study

1. To find whether 10th class boys and girls differ in their study habits.
2. To find whether 10th class^s boys and girls differ in their levels of motivation.
3. To find the relationship between study habits and motivation of class 10th students.

Hypothesis

1. There exists no significant difference in study habits of boys and girls of class 10th.
2. There exists no significant difference in the level of motivation of boys and girls of class 10th.

3. There exists no significant relationship between study habits and motivation of class 10th students.

Design of the study: The method of investigation to conduct the present study was essentially descriptive in nature. The study was carried out to see the level of motivation and its relationship with study habits. The field of investigation was the school students studying in 10th standard, from Jammu city, affiliated to JK BOSE.

Sample: For the present study the population was school students. Due to storage of time only the schools of Jammu city were taken. Random sampling technique was used to select the sample. A sample of 200 students of 10th standard studying in Schools affiliated to JK BOSE was taken.

Tools used

1. Dr. B.V. Patel Study-Habits Inventory
2. Rao's Achievement Motivation Test.

Statistical techniques: In order to analyse & interpret the data and to draw meaningful conclusions, the data were analyzed using the following statistical techniques:

(i) mean, (ii) median, (iii) standard deviation, (iv) Correlations, (v) t-test

After collection, organization of data analysis was done using the statistical techniques viz. the measure of central tendency (Arithmetic means measure of dispersion S.D.). To see the significant differences 't-ratio' was calculated. and finally the results were interpreted as given in next section.

Results

There exists no significant difference in study habits of boys and girls of class 10th. To verify hypothesis I mean score, S.D. of boys and girls of X class students were calculated. To test the significant difference between mean scores of study habits of boys and girls of 10th class student 't' value was calculated.

Table 1: Showing Mean, S.D. D.F. and 't' value for mean scores of study habits of boys and girls of 10th class students.

Category	N	M	S.D.	't' value	Inference
Boys	100	150.29	17.723	320	No significant difference at 0.05 and 0.01 levels
Girls	100	151.08	17.216		

A look at table 1 shows that the mean score of study habits of boys is 150.29 and girls in 151.08. The obtained 't' value 320 is less than the table value at both level (0.05 and 0.01). It shows that no significant difference exists on the variable of study habits. So the hypothesis I is accepted.

Hypothesis II

There exists no significant difference in the level of motivation of boys and girls of class 10th

To verify hypothesis II mean scores, S.D. of motivation among boys and girls students were calculated. To test the significance of difference between mean score of motivation among boys and girls and 't' value were calculated.

Table 2: Showing the mean, S.D. df and 't' value for mean scores on variable of motivation of boys and girls of 10th class students

Category	N	M	S.D.	't' value	Inference
Boys	100	40.92	5.173	1.572	No significant difference at 0.05 and 0.01 levels
Girls	100	42.09	5.351		

A look at table 2 shows that the mean score of motivation of boys is 40.92 and girls in 42.09. The obtained 't' value is (1.572) less than table value at both levels 0.05 and 0.01. It shows that no significant difference exist on the variable of motivation. So, the II hypothesis is accepted.

Hypothesis III

There exists no significant relationship between study habits and motivation of class 10th

students. To verify hypothesis III raw scores obtained on study habits and motivation were entered. Than Pearson's product moment co-efficient of correlation was calculated to find out the nature of relationship between study habits and motivation.

Table 3: Showing the correlation of study habits and motivation

Variable	N	Coefficient Correlation	Inferences
Study habits	200	.224	Significant at .01 level
Motivation	200		

**Correlation is significant on the test 0.01 level (2-tailed)

Table 3 shows the correlation between study habits and motivation is .224 it is significant at level 0.01. So study habits and motivation have a significant relationship. Therefore hypothesis III is rejected.

Main findings

The main finding of the study were as follow

1. There exists no significant difference in the level of study habits of boys and girls of class 10th.
2. There exists no significant difference in motivation of boys and girls of class 10th.
3. There exists positive relationship between the study habits and motivation of class 10th students.

Educational implications

The educational implications of the study are that the parents and teacher can help in the development of motivation level, by creating a conducive environment for the development of motivation level among the adolescents. This will help in the improvement in study habits of the students. So the motivation programs should be organized for adolescent students. This program will be beneficial and helpful to adolescent student in improving their motivation level and also improving in study habits. It helps them to continue their study with positive motivation, behaviour, furthermore positive study habits. By having good study habits students should motivated to learn.

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