

### Abstract

*The aim of the present research was to do a comparative study between the two different groups of students of B.Ed; the general group and the special group with respect to their study habit and academic achievement. The study was conducted on 80 students, 40 from each group of education faculty, BHU. Findings reveal that though the two groups vary in their curriculum modes and methods of teaching and learning and there exists a positive relationship between organized study habit and academic achievement yet there exists no significant difference between the study habits of both the groups.*

**Key words:** Study habit, academic achievement, learning styles.

## Comparative Study between B.Ed (General) and B.Ed (Special) Students with Respect to their Study Habit and Academic Achievement

**Dr. Ajay Kr. Singh**

*Assistant Professor, Faculty of Education, BHU, Huma Kayoom, Research Scholar, Faculty of Education, BHU, Varanasi.*

### Introduction

Study habit is an important factor which determines the scholastic performance of students. The efficient acquisition of knowledge depends upon the effective method of learning. Many students do not enjoy their studies because they do not know how to study. Learning becomes unattractive and an average achievement level becomes impossible. Even the most intelligent students cannot show their best results, if they do not possess sound study habit. According to Webster's Dictionary study skill is defined as "the set of techniques, strategies and behavior pattern which form a structured approach to learning, often based on psychological theory, but also on experiences acquired and transmitted less formally". Failure in examination is often attributed to the lack of purpose and ineffective method of study such as reading in small units, failure to take notes, summarizing, recalling or

answering questions pertaining to the reading material. The level of achievement of a student depends upon his mental ability and also on the competence with which he masters the skill necessary for college work. Little can be done to improve one's mental ability but it is of course possible to develop effective habits of study. Those study skills revolve around reading, writing, note taking, institutional environment, working conditions during study, concentration skill, time table formulation and following it, learning skills and strategies, taking examination and teacher consultation. An improvement in these aspects of study improves the scholastic performance of the student. It is noticeable to determine whether the students of B.Ed (special) and B.Ed (general) differ in their motivation, level of aspiration or study habit. How different strategies adopted by these students help in their study which leads to academic achievement? Thus, academic achievement, quite possible is affected by the study habit and learning strategies formulated by the students. Study habits of students play a major role in his/her academic success. Positive attitude towards study is a prime factor of learning and the formation of the effective habits of study results to a better comprehension and scholastic success. The Learner's Dictionary defines study as, "mental effort to obtain knowledge". This means that studying is an art of learning which helps the individual not only to acquire knowledge but also the skill and the habit of study. Study habit, therefore refers to learning which leads to achievement of a learner's goal through a prescribed pattern of steady behavior. In the present study, the investigator is eager to find out the effect of study habits on the academic achievement of those who have developed a study habit with various dimensions of learning strategies which involves:-

1. Scheduling and institutional environment.
2. Concentration.
3. Learning.
4. Reading.

5. Note taking.
6. Taking examination
7. Time table
8. Teacher consultation.

With those who do not have a study habit. Also the researcher observes a clear cut distinction between the courses of B.Ed (general) and B.Ed (special) like:-

1. Syllabus/curriculum for both the groups is different.
2. The prospective teachers of both the groups have to teach two very different group of students, i.e. B.Ed(general) has to deal with normal students and the B.Ed (special) has to deal with children with special needs or differently able students generally who are visually or hearing impaired.
3. Formation of lesson plans different for both the groups.
4. Use of teaching aids are different because normally the students of B.Ed (general) uses audio-video aids but in case with visually impaired and hearing impaired student, one has to modify with regular teaching aids.
5. Since the preparation of teaching aids and lesson plans are different, so there must be differences in their attitudes, towards motivation, teaching, their study habit, their academic achievement etc.

### Objectives of the Study

1. To determine the relationship between study habit and academic achievement of students of B.Ed (special and general).
2. To determine the difference between the study habit of students of B.Ed (special and general).
3. To determine the difference between the academic achievement of students of B.Ed (special and general).

### Hypotheses of the Study

1. There is no significant difference between the study habit and academic achievement of students of B.Ed (general) and B.Ed (special).
2. There is no significant difference between the study habit of students of B.Ed (general) and B.Ed (special).
3. There is no significant difference between the academic achievement of students of B.Ed (general) and B.Ed (special).

### Method

The method adopted for this study is descriptive survey type.

1. **Population:** Students of B.Ed (general and special) of faculty of education, Banaras Hindu University.
2. **Sample and Sampling technique:** A represented sample of 40 students each from both the groups was selected randomly from the sample frame.
3. **Tools of the study:** A 3-point rating scale made by the researcher herself was used in seeking information related to 'study habit'. The questionnaire consisted of 40 questions from the following 8 areas-
  - Scheduling and institutional environment.
  - Concentration skill.
  - Learning skill.

## Comparative Study between B.Ed (General) and B.Ed (Special) . . .

- Reading skill.
  - Note-taking skill.
  - Taking examination.
  - Time-table.
  - Teacher consultation.
4. **Statistics used:** After seeing the nature of the data obtained, Product – moment technique of correlation and ‘t’ test was applied to determine the result.

### Analysis of Data

In order to test the various hypotheses of the study the following type of inferential statistics were employed:-

1. Study habit score of 80 students was calculated.
2. Group wise score of 80 students was calculated.
3. Mean, Standard deviation and correlation were calculated.
4. ‘t’ test had been employed for testing hypotheses.

The raw scores were tabulated, and then mean and standard deviation were calculated. Null hypotheses were tested from “mean difference” i.e. through ‘t’ test by comparing the different group of students break accordingly. The data so obtained was first of all subjected to be checked whether it follows the normal distribution or not. For this the data was analyzed on the various properties of Normal Probability Curve. The following table shows the nature of data, if normally distributed or not.

**Table 1: Mean Median, Mode, Skewness and Kurtosis of distribution**

<i>Variable</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>S.D.</i>	<i>Skewness</i>	<i>Kurtosis</i>
Academic achievement	0.754	0.755	0.756	0.041	0.879	1.551
study habit	50.38	51.5	56	9.002	-0.477	-0.583

In NPC the mean, median, mode all fall exactly at the midpoint of the distribution and are numerically equal. All the measures of central tendency coincide at the centre of distribution.

Table 1- shows that the numerical value of mean, median, mode is about same for academic achievement. The value of skewness was found to be as 0.879, it shows that the distribution is slightly positively skewed. The value of kurtosis is 1.551; showing that the distribution is platykurtic, the value of skewness and kurtosis is negligible. Hence, sample can be considered to be normally distributed. Whereas for the distribution of study habit the mean, median and mode varies slightly. The value of skewness was found to be -0.477, it shows that the distribution is slightly negatively skewed. The value of kurtosis is -0.583

### Interpretation of Data

Objective 1:- To determine the relationship between academic achievement and study habit of B.Ed students.

**Table 2: Showing the Mean, Standard Deviation and Product Moment Correlation value(r) for the scores of academic achievement and study habit of B.Ed students:**

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>r-value</i>	<i>Inference</i>
Academic Achievement	80	0.754	0.0414	0.414	Moderate Positive Correlation
Study Habit	80	62.984	11.253		

Table 2 shows that the correlation (r) value between academic achievement and study habit is moderately positive, which means that good study habit definitely helps in securing good marks thereby improving the academic performance.

Objective 2:- To determine the difference between the study habit of students of B.Ed (general) and B.Ed (special).

**Table 3: Showing the Mean, Standard Deviation and ‘t’ value for the study habit scores of B.Ed(general) and B.Ed(special) students.**

Group	N	Mean	S.D.	t-value significance	Level of	Inference
B.Ed (special)	40	59.15	10.59	0.0018	0.05	NS
B.Ed (general)	40	66.81	10.68			

NS= not significant

Table 4.3.2 reveals that the obtained ‘t’ value was found to be ‘not significant’ at 0.05 level of significance at df=78. It means that both the groups do not differ to each other with respect to their study habits. The above table also shows that the mean value of B.Ed (general) group is higher than the mean value of B.Ed (special) group which may be a matter of chance only.

Objective 3:- To determine the difference between the academic achievement of B.Ed (general) and B, Ed (special) students. Table 4.3.3 showing the Mean, Standard Deviation and ‘t’-value for the scores of academic achievement of students of B.Ed(general) and B.Ed(special)

Group	N	Mean	S.D.	t-value significance	Level of	Inference
B.Ed(special)	40	75%	0.0449	0.0371	0.05	NS
B.Ed(general)	40	76%	0.0356			

NS= not significant

Table 4.3.3 reveals that the obtained value was found to be ‘not significant’ at df=78. It means that both the groups do not differ to each with respect to their academic achievement.

### Discussion and Conclusion

With respect to the first objective that was to determine the relationship between study habit and academic achievement, as it was assumed and previous researches also supported the view that good study habit yields better academic performance, so in this study also, the results show that there is a positive relationship between study habit and academic achievement. Though the result is not much significant, because the degree of positive relationship is very moderate, but then also we may very safely arrive at the conclusion that good study habit effect the academic achievement of student.

With respect to the second objective that was to compare the study habit of the two group (special and general), the result show no significant difference between the study habit of both the group. It may be attributed that since, both the groups, either special or general are enrolled in a same type of professional course, i.e. teaching, this may be the reason that both the group adopt almost similar type of study habit and thus show no significant difference between the study patterns.

Now, as far as the third objective is concerned that is to compare the difference between the academic achievement of both the groups, the study reveals that there is no significant difference between the academic achievement of both the group. It may be attributed to the reason that since, both the groups have one common background that is both the groups have completed the three years of graduation course and then enrolled to a common educational institute, there are some common teacher too who are teaching both the

## **Comparative Study between B.Ed (General) and B.Ed (Special) . . .**

groups equally well, that may be the reason that both the groups do not show any significant difference on the basis of their academic achievement.

### **REFERENCES**

1. Anastasi, A. (1976). *Psychological Testing* (4<sup>th</sup> ed.). NY, Macmillan.
2. Aanu, E.M. and Olate, R.A. (2011). Use of library resources, Study Habit and Science Achievement of junior secondary school students. *Educational Research* (ISSN: 2141-5161) vol. 2(7), pp. 1265-1269. July (2011), available at <http://www.interestjournals.org/ER>.
3. Bardou, J.A. (1996). Poor Study Habits. Available at [http://www.librarythinkquest.org/3354\\_resources\\_Center/visual\\_librarystudent\\_study\\_habits/](http://www.librarythinkquest.org/3354_resources_Center/visual_librarystudent_study_habits/).
4. Liu, Z. Reading behavior in the digital environment: Change in Reading behavior over the past Ten Years. *J. Doc.* 61 (6):700-12.
5. Mbah, T.B. (2010). The Impact of ITC on students study habit. Case Study, *Journal of Science and Technology Education Research*, vol.1 (5), pp. 107-110.2010, available at <http://www.academicjournals.org/JSTER>.
6. Nirmal, K. (1979). A comparative study of study habits of high school students. Ph.D. thesis, BHU, Varanasi.
7. Ogbodo, R.O. (2010). Effective Study habits in Educational Sector: Counseling Implication. *Edo Journal of Counseling*, Vol. 3. No. 2, pp. 229-239. July, 2010.
8. Tope, O. (2011). The effects of Study Habit on the Academic performance of Students: A Case Study of some Secondary Schools in Ogun State. Ego Booster Books, Ogun state, Nigeria. Traxler, A.E. (1944). *Survey of study habits*. Experimental Edition. Educational Record Bureau, New York.