



A COMPARATIVE STUDY ON STUDY HABITS AND PERSONALITY ADJUSTMENT OF SCIENCE STUDENTS OF PRIVATE AND GOVERNMENT SCHOOL IN HISAR DISTRICT IN HARYANA

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Abstract : Education is as old as the human race. It is never ending process of inner growth and development. Present day student is haphazard and desultory in his habit of study as he selects the way of least resistance and resorts to cheap market notes to get through the examination and neglects the important sources of knowledge. The basic assumption of the present study was that study habit and personality adjustment are related factor. With this background, the investigator assumed that the students of Govt. and Private school differ in the above quoted factors.

ISSN : 2278-6848



© International Journal for
Research Publication and Seminar

Introduction : Education is rightly regarded as the key to national prosperity and welfare and it is one of the most important forms of national investment. The skill that it generates is not only highly valued by the society but is indispensable for various occupations. It is therefore not surprising that there has been an even increasing demand for education all over the world. Present day student is haphazard and desultory in his habit of study as he selects the way of least resistance and resorts to cheap market notes to get through the examination and neglects the important sources of knowledge. This may be because the educational system has neglected the cultivation of good study habits.

The ultimate value for the individual of the outcome of his education lives in the extent to what has been learnt in the process of learning which fits him for adequate adoption to his own life need and to the demand of the society. There is need for concentration on study habit because it helps the new type of learning. In spite of the growing role of all learning aids, study habit will continue to be the most important method of acquiring information.

The study habit and personality adjustment of a student are deeply related with each other. Any student having good personality adjustment and study habit always a good achiever and if any student does not learn good study habit and personality adjustment he can not become a good



achiveer. So we can say that these two factors study habit and personality adjustment are deeply related with each other and directly affect each other.

The basic assumption of the present study was that study habit and personality adjustment are related factor. With this background, the investigator assumed that the students of Govt. and Private school differ in the above quoted factors. Hence the present study on “A comparative study of study habit and personality adjustment of science students of private and Govt. school in Hisar District of Haryana” was carried out with the following objectives:

Statement of the problem

A comparative study on study habit and personality adjustment of science students of private and government school in Hisar district in Haryana.

Objectives

1. To evaluate the general pattern of study habits, general personality adjustment, emotional adjustment, social adjustment and educational adjustment of students studying in Govt. and Private Schools.
2. To find out the relationship between the study habit and personality adjustment of students studying in Govt. and Private Schools individually as well as collectively.

Hypothesis

1. The students of govt. and private schools do not differ significantly in study habits.
2. The students of govt. and private schools do not differ significantly in general personality adjustment.
3. The students of govt. and private schools do not have any significant relationship between the study habit and personality adjustment.

Sample : The sample of the present study comprised of 100 students studying in private schools and 100 students from Govt. Schools from different schools situated in the Hisar District. In the present study for the collection of relevant data, the following tools were used:-

Study habit inventory - Palsane (Pune) & Sharma (Agra) (PSSHI).



Personality adjustment inventory – Shina & Singh (Patna), (AISS).

The analysis of the data obtained was done by calculating their means and SD's and finding out SED, 't' ratio and correlation.

Methodology : The sample consisted of 100 Govt. School students and 100 Private school student selected from various schools situated in Hisar District of Haryana on the basis of approachability, responsivity and availability.

Tools used : For collecting the data a researcher may use variety of devices keeping in view the need of the study. Therefore, selection of appropriate tools is of vital importance for of data which depends on various considerations such objectives of investigator to administer, score and interpret the data keeping the nature of the problem, the tools used for the study work as:

1. Study habit inventory -
M.N. Palsane (Pune) and A. Sharma (Agra) (PSSHI)
2. Personality adjustment inventory -
A.K.P. Shina (Patna) and R.P. Singh (Patna) (AISS)

Statistical techniques used : The raw scores obtained from these tests by study habit inventory and personality adjustment inventory were tabulated in frequency distribution table in order to calculate the, standard deviation, standard error of the difference, test and correlation.

Major finding

The major findings of the study are:

1. The statistical analysis revealed that the difference between the two means was non-significant which indicated that the students of Govt. and Private Schools do not differ in the study habit.
2. A significant difference between the means score values showed that Govt. and Private Schools students differ in their general personality adjustment. The lower mean score value in case of private schools students showed their better general personality adjustment than Govt. schools student.



3. The categorywise comparison also confirmed that the students in Private schools had comparatively better general personality adjustment as compared to Govt. schools.
4. That Govt. and Private Schools students do not differ significantly in emotional adjustment as the difference between the mean score values were statistically at par. However the categorywise comparison showed that the Govt. school students had slightly superior emotional adjustment as compared to Govt. schools students.
5. The standard error of the difference between the mean score values for socail adjustment was 0.33 and calculated 't' ratio was 2.85 which showed significant variation at 5% level of significance. The private schools students had significantly superior socail adjustment as compared to Govt. schools students.
6. The categorywise comparison also revealed that Private schools students are superior in socail adjustment as compared to Govt. schools students.
7. The stdudents of Govt. and Private Schools did not differ in educational adjustment as the difference between the mean score values remained statistically non- significant.
8. However, the categorywise comparison showed that Private schools provide better educational adjustment of science students that Govt. school.
9. The students of Govt. and Private Schools collectively did not have any significant correlation between the study habit and personality adjustment ($r=0.00401$).
10. The students of Govt. schools had no significant correlation between the study habit and personality adjustment ($r= 0.09551$). So we accept our hypothesis.

Educational implication

1. The present study can be undertaken by having different variables viz., intelligence, interest and social economic status.
2. The present study can be undertaken by taking students of different states.
3. The present study can be undertaken by taking separate schools for boys and girls i.e. study can be undertaken for showing comparison between male and female.

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