



# A Comparative Study of Study Habits Among NSS and Non-NSS Volunteers

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## ABSTRACT

This paper aimed at compare the study habit of NSS and Non-NSS volunteers. The study was delimited to NSS and Non -NSS volunteers of degree college affiliated to Sambalpur University within age range of 17-19 years in Boudh district of Odisha only. For this study, descriptive survey method was employed. Purposive sampling method has been adopted for the present study. Participants 200 students from different Degree Colleges who have under 19 years age of Boudh district in Odisha. 50 of them were NSS girls volunteers, 50 were Non NSS girls students, 50 of them were NSS boys volunteers and 50 were Non NSS boys students. In order to collect the data in the present study, the investigator used Study Habit Scale developed by Dimple Rani and M.L Jaidkawas (2015). To find the significance of difference between the various group's "t" test was applied. Finally, it was found that NSS boys have better study habits than non-NSS volunteer and also NSS girls have better study habits than non-NSS girl's volunteer but no significant difference is found in the study habits between NSS boys and NSS girl's volunteer.

Key words: Study Habit, Adolescence Students, NSS boys volunteer, Non-NSS boys volunteer, NSS girls volunteer, Non-NSS girls volunteer

## INTRODUCTION

The National Service Scheme is Popularly known as NSS. It is an Indian government sector public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. It was launched in Gandhiji's Centenary year in 1969. The motto of NSS is "Not Me, But You". The objective of NSS is develop student's personality through community service. It is also a voluntary association in Colleges, Universities and at +2 level working for a campus-community linkage.

## Study Habit

The term 'Habit' has been defined differently. According to the Encyclopedia of Psychology Vol. I (A-K) edited by Eysneck et al. (1975) the term 'Habit' derived from Latin noun "Habitus" verb "Hebere" to nave. Similarly, According to Oxford Advanced Learner Dictionary, "habits" means thing that a person does offer and almost without thinking, especially that is hard to stop doing. In psychology, 'Habit' refers to an individual's 'tendency to act or automatic ways, especially when these are acquired by practice or experience. According to Aristotle, Habit is what we repeatedly do. Anything we practice long enough becomes ingrained into our system and becomes a habit. Having good habits will lead to an effective life while the bad may lead to failures. Habits indicate the personality of an individual. Habit shapes characters and defines personalities. Habits can be extremely useful and it would be impossible to run one's lives without them. They automate many of the routine activities in human's lives and free up minds to be capable of concentrating on higher level activities

Even from educational point of view, study habit plays an important role for students to achieve better and higher goal. Study habits are the behaviour used when preparing for tests or learning academic materials. It implies to how one studies. For students at various levels, it is crucial to enhance their learning style or suitable study habits as it will keep them focusing on their ultimate goal that is academic. Effective study habits make the students smarter. These habits includes how the student approaches his/her study with the right attitude, chooses the right environment, minimize distractions, set a realistic schedule etc. (Grohol, 2020).

Study habits occupies a very important place in education. It also helps students in their learning process it plays a very important role in the academic life of students. Researchers have revealed that study habits are one of the major factors affecting academic achievement of students. Psychologists and educationists believe that good study habits are the gateways of knowledge and wisdom. Abid (2006) stated that the quality of nation depends upon the quality of its citizen while quality of citizen depends on the quality of its education which in turn depends on the study habits of the students. Quality of education is reflected through academic achievements which is a function of students' study habits. Study habit is auto nominally, learned behavior pattern that enables the student to acquire how to study. Study habits typically denote degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is beneficial to studying. Study habits are learning tendencies that enable students to work privately and also intended to elicit and guide one's own cognitive processes during learning.

Study habits are the essence of a dynamic personality. A proper study habit enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Study habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. Study habits are habitual way of exercising and

practicing the abilities for learning. These are techniques which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice (Onubugwu, 1990)..

Thus, study habits are sum total of all habits, determines purposes enforced practices that individual has, in order to learn. These are true indicators of individuality of a person. These are planned programme of subject mastery. They characterize the learner's learning character. In fact, every learner has a peculiar method or style of pursuing his or her academic tasks. Such consistent and stereotyped acquisition of knowledge is referred to as study habits. These also serve as the vehicle of learning. It may be seen both as the means and ends in learning.

In today's world of exponential growth of knowledge, the issue of quality education and students' learning has become a topic of debate. It has resulted in two fundamental changes in the field of educational enterprise: (i) change in the philosophy of education and (ii) change in pedagogical approaches. In the past, knowledge was considered as a body of information to be transmitted to students and the job of the teacher was to present this information to the students in an organized way. But, view of knowledge has now been profoundly changed. Today, the students are no longer required to memorize piece meal facts and isolated bits of information. Now, if they are required to demonstrate high intellectual abilities to develop proper understanding of the subject matter and also to be able to apply this knowledge in real life situations. It is believed that students have to play much greater and active role in the acquisition of knowledge and also in the development of their cognitive abilities. Since the last few decades, a new pedagogical approach, 'constructivism' has become well-established. According to this approach, students should play an active role in their learning. They should be provided with an opportunity to construct their own knowledge and meaning, instead of cramming the factual information. One among chief requirements of constructivism is that the students should adopt desired, effective and efficient study habits, so that they may learn independently at their own pace and as per their requirements. If, the teachers do not believe in constructivism and do not teach accordingly, then the students have to work hard to achieve good marks in examinations.

Our educational system suffers from a lot of hazards and poor study habits is one of them. Poor study habit is one of the important causes of educational backwardness whereas the educational progress of students depends on their study habits. All often, students perform poorly in school simply because they lack good study habits. Lack of effective study habits is a common educational problem among school and college students. It has been realized that students who possess adequate mental abilities sometimes do not perform well in their academic work either because they do not know how to study effectively or they do not use the most effective method of studying. In many cases, students do not know where to begin. "Poor habits of study not only retard school progress, but develop frustration, destroy initiative & confidence and make prominent the feeling of worthlessness towards himself & the subject of study whereas effective methods ensure success, happiness and sense of accomplishment," (Smith, Sammuel, and Field, 1948).

## LITERATURE REVIEW

The review studied has been divided into two categories.

1. The studies related to National Service Scheme.

2. The studies related to Study Habit.

1. The studies related to National Service Scheme.

Jyoti and Shaikh (2011) studied on impact of NSS on personality development college students. It concluded that NSS volunteers develop their personality more than other students. Also, Kale (2015) studied on development on leadership qualities among the students through NSS medium. He found that NSS is a good media to develop personality among the students in colleges. Further, Savio and Mon (2018) studied on emotional maturity and self-concept of NSS volunteers. They concluded that the self-concept of NSS volunteers is higher than their level of emotional maturity. There is no significant difference between the level of emotional maturity and self-concept of students depending on their gender and stream of subjects. The difference NSS activities help the volunteers to build their self-concept and emotional maturity. Similarly, Das (2020) studied on higher education and social responsibilities: a case study on the role of NSS in higher educational institutes in rural area of Assam, India. He concluded that NSS is a tool for the best social program me initiated by the government of India for the students to serve the society at large. The student community and society are highly benefited by NSS. Also, Sivaraman (2021) studied on empowerment on rural women in Tamilnadu through NSS- a study. He concluded that for achieving complete equality bin the society between two genders. It is necessary to eliminate all kinds of domination, oppression and discrimination by the male counterpart. There need to be provide with equal opportunities in economic, social, political, education, religious and legal spheres. Mohammed, Rajan and Haridas (2021) studied on helping attitude on NSS volunteers and non-volunteer adolescent students. They concluded gender plays a role in positive emotions like a helping attitude because females are more positive than males. Volunteerism does not affect such emotions, as the results say that NSS volunteers and non-volunteering students differ too little in terms of helping attitudes. Finally, Yadla Ramana (2023) studied on perceptions of volunteers of NSS on knowledge and practice of voluntary blood donation in greater Visakhapatnam municipal corporation of Andhra Pradesh. He found that the male volunteers are having more perception in their practice on voluntary blood donation than female volunteers. Also , he concluded that the rural nativity background students found more practice in voluntary blood donation than urban area students.

2. The studies related to Study Habit.

Razia (2015), conducted a study on study habits in relation to their gender and socioeconomic status. He found that the significant difference was found between study habits and gender. The same findings revealed that there was not interaction effect between study habits and socioeconomic status. Singh and Mahipal (2015) presented a study on academic achievement of secondary school students in relation to their study habits. The results indicate that there was a significant relationship between government and private, male

and female secondary school students' academic achievement and study habits and it was observed that the students who have better study habits have better academic achievement. Again, Singh (2019) studied on study habits of senior secondary school students. He found that there is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students. Similarly, Jafari et al. (2019) investigated relationship between study habits and academic achievement in students of medical sciences. The results of the study revealed that there is a direct and significant relationship between study habits and academic achievement. Alam and Islam (2020) conducted a study on academic performance of secondary students in relation to their study habits and socio-economic status: A Descriptive survey study. The objective of the study was to investigate the relationship between academic achievement of secondary students with their study habits and socio-economic status. The results showed that study habits, socio-economic status and academic achievement are correlated with each other. Bonia and Moran (2020) studied on study habit and educational aspiration of the class X students of Jorhat district, Assam. The study revealed that no significant difference was found between study habit and educational aspiration and a high negative correlation between study habits and educational aspiration of the students. Pathak S. (2020) investigated academic stress and self-efficacy in relation to study habits among adolescents. The main purpose of the study was to find out the relationship between academic stress and study habits among secondary students and to investigate the between self-efficacy and study habits secondary students. The results showed a significant negative relationship between academic stress and study habits of students. Also the results showed a significant positive relationship between self-efficacy and study habits of students. Finally, Uslu, et al., (2021) investigated middle school students' thoughts and attitudes towards study habits. The results showed that participants had a moderate level of study habits. Gender and grade level were not correlated with study habits. Participants with appropriate study space had better study habits. Participants associated study habits with success in the future. The results showed that the Internet, tablet, and TV had adverse impacts on study habits and positive or negative effects on parents and teacher.

Thus, From the given reviews of related literature, it can be noticed that several studies have been conducted on study habit with variables like academic achievement, scholastic achievement, academic performance, educational aspiration, self-efficacy, and school environment etc. From the given reviews of related literature, it can be noticed that several studies have been conducted on NSS and Study Habit. But, in Odisha, But not a single study has been conducted on a comparatively on Study Habit of NSS and Non NSS volunteers. Therefore, the present study is a humble attempt to compare study habit on NSS and Non NSS volunteers.

The experience of the investigators as an Ex- NSS volunteer, motivated him to take up a study in this area.

## **RATIONALE OF THE STUDY**

The NSS programme has been introduced in its present form in the year 1969 and since then this programme is going in various college and universities in this country. A huge amount of money is being invested in this programme by Government of India. But the question arises “Are the students joining this programme really benefitted? Is this any positive effect of NSS programme on study habits of all volunteers? Do the all volunteers prove themselves useful for the community and nation at large having undergone NSS programme?”

Study habit plays an important role in the life of students. Success or failure of each student depends upon his own study habit. Success of each student depends upon study habit of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success. This study habits play vital role in NSS volunteers. Because, NSS programme such as camps by which develop their study habits for to fulfill their curiosity to know various things through different types of community service. There is need to know study habits among NSS volunteers. So, this study will undertake to compare study habits of NSS volunteer and Non NSS volunteers of degree college of Boudh District, Odisha and which make this study much significant and needed one. It will create awareness among students and their parents to make them enjoy equal status as their male counter parts for their holistic development.

## **RESEARCH QUESTIONS**

1. Is there any difference between in the study habit of NSS and Non-NSS boys volunteers ?
2. Is there any difference between in the study habit of NSS and Non-NSS girls volunteers ?
3. Is there any difference between in the study habit of NSS boys and NSS girls volunteers ?

## **OBJECTIVES OF THE STUDY**

The followings objectives are formulated for the proposed study.

1. To compare the study habit between NSS and Non-NSS boys volunteer.
2. To compare the study habit between NSS and Non-NSS girls volunteer.
3. To compare the study habit between NSS boys and NSS girls volunteer.

## **HYPOTHESES OF THE STUDY**

All the hypotheses are formulated in null form for testing as elucidated below:

H01: There is no significant differences between in study habit of NSS and Non-NSS boys volunteer.

H02: There is no significant differences between in study habit of NSS and Non-NSS girl’s volunteer.

H03: There is no significant differences between in Study habit of NSS boys and NSS girl’s volunteer.

## DELIMITATION OF THE STUDY

The study were delimited to NSS volunteers and Non -NSS volunteers of adolescent students among degree college within age range of 17-19 years in Boudh district of Odisha only is limited to the academic year 2023-24.

## MATERIALS AND METHODS

The methodology of the study comprises of Research Method, Population, Sample, Tools, Procedure of data collection, Procedure of data analyses.

### Research Method

Descriptive survey method has been adopted for the present study.

### Population

All N.S.S boys and girls volunteers as well as non N.S.S. boys and girls' students of Boudh district of Odisha constitutes the population of the study.

### Sample

Purposive sampling method has been adopted for the present study. Participants 200 adolescent students From different Degree Colleges who have under 19 years age of Boudh district in Odisha . 50 of them were NSS boys' volunteers, 50 them were NSS girls' volunteers, 50 were Non NSS boys' students and 50 were Non NSS girls' students.

### Tools

To collect the required data, the following tools have been used by the Investigator:

#### 1. Dimple Rani and Dr M. L . Jaidka (SHS-2015)

The present test is intended to measure study habits. The scale consists of 46 items and seven dimension namely concentration, comprehension, planning, use of e-resources, interaction, study sets and drilling. It combines 33 positive items and 13 negative items. The split half method was used to test the reliability of the scale. The test was divided into two parts i.e. of odd items and even items. The coefficient of correlation between odd items and even items was found to be 0.872 which is significant at .01 level of significance.

## Dimensions of study habit scale

1. **Concentration:** Concentration is an important aspect of good study habits. Some students can easily concentrate and their concentration does not break by a little interruption whereas some students take more time to concentrate. Some students want pin drop silence to concentrate whereas some students can concentrate even in noise.
2. **Comprehension:** Students have specific behaviors for better comprehension. Some students read the headings and chapter outlines first while reading a text. By doing so he/she may want to comprehend that what about the text is some students can't proceed until they comprehend the previous material because they may try to relate the material with new knowledge.
3. **Planning:** Good planning is half done. Some students plan their studies and follow the planned time table. Some students planned very well but could not follow their planning. Planning is also a good predictor of efficient study habits.
4. **Use of e-resources:** In modern era, to achieve more students cannot depend only on classroom teaching. Use of e- resources in their studies is also an important aspect of good study habits. Wise use of e-books, e-mail, whatsapp, facebook may help to achieve more in their studies.
5. **Interaction:** Interaction is a significant and positive component of study habit. Interaction with friends is beneficial when concept is not understood in classroom. Some students learn better by interacting others. Some students are shy and cannot interact or discuss the concept with friends or teachers when they need. Interaction of a student with his friends, teachers and parents contributes positively towards better learning.
6. **Study sets:** From study sets we mean the physical and situational characteristics which a student adopts for study. For example some students read aloud while some silently. some students read in open and natural environment while some can read only in closed room. Some read in the morning while some at night.
7. **Drilling:** Practice makes a man perfect. As much the practice is there , there will be better learning. So drilling is a positive contribution towards study habits. Drilling is almost essential in some subjects like mathematics, physics, chemistry, fine arts, engineering, etc. to some extent drilling or revision is essential in all subjects.

## Scoring System

The scoring of positive items of Study Habits Scale was done by giving a score 4,3,2,1,0 for 'Always', 'Frequently', 'Sometimes', 'Rarely' and 'Never' respectively and negative items were scored as 0,1,2,3,and 4 respectively.

## Procedure of Data Collection

Data has been collected using questionnaire tools from the NSS and Non NSS volunteers to achieve the objectives of the present study. The investigator has visited the various college student of Boudh district in Odisha for collecting data.



## Procedure of Data Analysis

Data has been analyzed with the help of Mean, Standard Deviation, and ‘t’ test.

## DATA ANALYSIS AND RESULTS

Table No.1. Showing the comparison between mean of total study habits scores NSS boys and non-NSS boys’ volunteer.

Table No -1

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Study Habits	NSS boys volunteer	50	136.3	22.48	98	2.875	0.05	Significant
	Non-NSS boys volunteer	50	123.5	22.03				

The Table No-1 indicates that the mean scores of both the groups indicate that NSS boys have better study habits than non-NSS boys volunteer. The obtained “t” value is 2.875, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of study habits scores NSS boys and Non-NSS boys volunteer. Hence, the null hypothesis of existing significant differences between in study habits of NSS and Non-NSS boys volunteer is rejected.

Table No.2. Showing the comparison between mean of total study habits scores NSS girls and non-NSS girls volunteer.

Table No -2

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Study Habits	NSS girls volunteer	50	135.1	24.40	98	2.703	0.05	Significant
	Non-NSS girls volunteer	50	122.5	22.15				

The Table no-2 indicates that the mean scores of both the groups indicate that NSS girls have better study habits than Non-NSS girls volunteer. The obtained “t” value is 2.703 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98).This shows that there is significant difference between mean scores of study habits scores NSS girls and Non-NSS girls volunteer. Hence, the null hypothesis of existing no significant differences between in study habits of NSS and Non-NSS girls volunteer is rejected.

Table No.3. Showing the comparison between mean of total study habits scores NSS boys and NSS girls volunteer.

Table No -3

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Study Habits	NSS boys	50	136.3	22.48	98	0.267	0.05	Not Significant
	volunteer							
	NSS girls	50	135.1	24.40				
	volunteer							

The Table No-3 indicates that the mean scores of both the groups indicate that NSS boys have better study habits than NSS girls volunteer. The obtained “t” value is 0.267, which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98).This shows that there is not significant difference between mean scores of study habits scores NSS boys and NSS girls volunteer. Hence, the null hypothesis of existing no significant differences between in study habits of NSS boys and NSS girls volunteer is accepted .

## FINDINGS

On the basis of analysis of the data the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

1. There is significant difference between study habits of NSS boys and non-NSS boys’ volunteer. The NSS boys have better study habits than non-NSS boys’ volunteer.
2. There is significant difference between study habits of NSS girls and non-NSS girl’s volunteer. The NSS girls have better study habits than non-NSS girls’ volunteer.
3. There is no significant difference between study habits of NSS boys and NSS girl’s volunteer. The NSS boys’ volunteers have better study habits than NSS girl’s volunteer.

## IMPLICATION OF THE STUDY

This study can be help educationalist and education planners, parents and community at largely large to understand the effectiveness of this programme for developing study habits of adolescent boys and girls in degree college students. This may provide empirical basis for educational administration and planners to vitalize such programmed in educational institutions more vigorously. It will be encouraged to join NSS programme for adolescent boys and girl's students

1. Teachers should be provide different techniques for developing study habits among NSS boys and NSS girl volunteers.
2. The Govt. should be organizing various training programme through NSS for developing study habits among NSS boys and NSS girl volunteers.
3. Students should be taught the importance of study habits during their adolescence period as this would help them to have a better outlook on life.
4. Students should be taught to identify the setbacks of study habits and develop a better study habits standard through appropriate training and development programme.
5. The inclusion of study habits should be considered as a part of co- curriculum during adolescence period of college students that would enhance their wellbeing.

## SUGGESTION FOR FURTHER RESEARCH:

The following are the suggestions for further research work-

- (i) Similar study can be conducted on large sample size such as university level and state level.
- (ii) Similar study can be conducted on inter comparison basis i.e. between two districts.
- (iii) Similar study can be conducted with the NCC and Red Cross programme.

## CONCLUSIONS

NSS programme is a platform in which develop their emotional intelligence of boys and girls volunteers. In the present scenario, parents, teachers and also the educational institutions are very aware about developing emotional intelligence because it is very necessary to strengthening emotional intelligence for harmonious development by which easily solve of different problems in competitive future life. It will be very helpful encourage to joining NSS programme among adolescence boys and girls volunteers.

This study is an attempt to know the significant difference of educational aspiration between male and female class X students of Jorhat District, Assam and found no significant difference between them. It also reveals a high negative correlation between study habits and educational aspiration of the students. Educational aspiration generally refers to the desire or longingness of the students to achieve success in the educational

area. Teacher's role and school environment always plays an important factor in moulding the aspiration of the students and every time it encourages and supports the students to co-operate in directing their development and success in life.

## FUNDING DETAILS

We have not received any financial grant from any person or agency in completing the research work. This work is the result of our self-funding.

## ACKNOWLEDGEMENT

For the present research work we are very much thankful to the Sambalpur University, Jyoti Vihar, Burla, Odisha for providing such an opportunity to undertake the research. WE are also very much thankful to the Principals, Programme officers and NSS volunteers as well as Non- NSS students of degree colleges of Boudh district for providing necessary data for research purposes, without which it would never been successful.

## DISCLOSURE STATEMENT

No potential conflict is reported.

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