

# Developing a programme for inculcating self-learning habits

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**Abstract:** Education is regarded as the instrument of social change which occurs silently. There are different ways and means to perform this role and to share the responsibility by education. Education is now not limited to formal methods and institutions. The individual has to remain a learner even after acquiring the necessary formal qualification. Because of the speed of the knowledge explosion lifelong learning has become necessary at all levels and in all types of education. Learning by individual himself and self guidance is needed. Orientation for self learning on a continuous basis should therefore, constitutes the most important objective of education. To achieve this objective the present educational system needs to promote self learning. The teachers should learn to apply it in such a way that it becomes their habit and is reflected in their behaviours. The facts noted above, led the researcher to undertake the study of the following problem – “Developing a programme for inculcating self-learning habits among student-teachers of B. Ed. course and finding out its effectiveness.” Survey and experimental method are used. Main conclusions are as follows- Teacher’s help and guidance is important in developing self-learning amongst student-teachers. Student-teachers readily accept the self-learning habit which is useful from the point of view of examination. The programme prepared for developing self-learning habits is effective for the factors namely time management, reading, writing and memory.

**Key Words:** self-learning habit, time management, reading, writing and memory.

## 1. INTRODUCTION:

Freedom and self-reliance are two different concepts, but both are significantly related and interlinked to the development of an individual and collectively to the development of the human resource of the country. The individual development is at the centre of the total development in an independent democratic country.

This thought was reflected in the National Education Policy, 1986. In this policy the individual development has been kept in focus. Education would develop manpower for different levels of economy (and through this, would develop the human resources) and India would become a powerful country. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

India's ex-Prime Minister Shri. Rajeev Gandhi had raised a relevant question in 1985. While inaugurating the conference of State Education Ministers, he said, “The world is progressing tremendously rapidly. The only thing that can keep India abreast of this progress is a solid grounding in education for all our people. How are we going to prepare the nation to meet the challenges of the latest and newest technology as it comes?” [Shukla, P. D. 1988, P. 34]

There are several ways through which human resource can be developed. The most obvious process is formal education in schools and colleges. It can also be developed through in-service training and through adult education programmes.

A third method is self-development by individuals through reading books, journals and other literature and by making use of latest mass media. However, for proper utilization of facilities, tools of education and educational extension need to be used.

Education is regarded as the instrument of social change which occurs silently. There are different ways and means to perform this role and to share the responsibility by education. In this context the original concept of education has changed. Education is now not limited to formal methods and institutions. The individual has to remain a learner even after acquiring the necessary formal qualification. Because of the speed of the knowledge explosion life long learning has become necessary at all levels and in all types of education.

Learning by individual himself and self guidance is needed. Orientation for self learning on a continuous basis should therefore, constitute the most important objective of education. To achieve this objective the present educational system needs to promote self learning.

## 2. LITERATURE REVIEW:-

**Learning :** Learning is explained with two different meanings –

- A) Learning as a process and
- B) Learning as a product.

**A) Learning as a process :**

In a broader sense learning can be defined as the process of effecting change in a person's thoughts and observable actions as the result of experience. [Husen, T. and Postlethwaite T. N. (1989) P. 451].

**B) Learning as a product :**

A relatively permanent change in knowledge, behaviour or understanding that results from experience. Innate behaviours such as maturation and fatigue are excluded. [Straffon, P., Hayes, N. (1988) P. 101]

**Self-learning :** When we think learning as a process, the change in behaviour takes place as a result of experience, activities, training, observation, exercise etc. But for this learner must be active. He has to take the efforts for the change. Without efforts there will not be a change.

**Self-learning Habit :** Habit is an act, movement or pattern of behaviour that through practice has become easy and familiar and is performed without conscious thought, hesitancy or concentration.

**Self-learning Habit :** It refers to the pupil's or the student's way of studying [Good, C. V. (1973) P. 197, 305]. Self-learning and studying are used as synonyms in school learning.

**Student's role in self-learning :**

Student's activity is in the centre/focus. He takes the decisions regarding his own learning. With the help of experiences, he thinks and changes his behaviour in right direction. What to learn, when to learn, how to learn etc. are his own decisions. The change is observed in behaviour.

**Teacher's role in self-learning :**

The role of the teacher is important in self-learning of a student; but it is not central. Teaching and learning is a purposeful activity in education. So teacher has to choose the experiences taking into account the student's age, his previous experiences, external environment etc. to motivate a child for self-learning.

The self-learning should not merely remain at the knowledge level. The teachers should learn to apply it in such a way that it becomes their habit and is reflected in their behaviours.

**Relevance of the review for the present study :**

- Most of the researchers had focused their studies on the study habits and the factors affecting it.
- Most of the researchers had focused learning study as product.
- Nobody had focused on the study habits of student-teachers of B. Ed. colleges.
- Nobody has focused their studies to know about the process of self-learning or study.
- The review helped the researcher to formulate the assumptions of the study.
- The review helped researcher for selecting the standardized tool.
- The researcher could plan about the areas of self-learning to be focused in developing the programme.
- The researcher was able to select the material to be used.

**Salient features of the study :**

- The study is related to the pre-service teachers' training.
- The study is related to the development of self-learning.
- The focus of the study is to know the process of self-learning.
- The focus of the study is to know the role and functions of students and teachers in self-learning.

The facts noted above, led the researcher to undertake the study of the following problem –

**Statement of the problem :**

“Developing a programme for inculcating self-learning habits among student-teachers of B. Ed. course and finding out its effectiveness.”

**Objectives of the study :**

- To find out the study habits among the B. Ed. Students from the colleges affiliated to University of Pune, and situated in Pune city
- To develop a programme to inculcate self-learning habits in student-teachers.
- To help the student-teachers to know the functions of the teacher in helping one's own students in the school in developing self-learning habits.
- To measure the effectiveness of the programme.

**Importance of the Study :**

- The programme of inculcating self-learning habits in student-teachers would be useful for schools of Education, as well as colleges of Education.
- Inculcation of self-learning method during in-service training of teachers would be useful for the teachers in their future service and indirectly it will be useful for their school students as well as their own children.

- Self-learning habits would make the student-teachers independent and it would be helpful for effective study. It would be helpful to students for the success in their future career

### 3. MATERIAL:-

#### Data Collection tools :

**For Survey – Study Habit Inventory (SHI) :** To find out the present status.

**For Experiment – Questionnaire :** The questionnaire was prepared by the researcher to get information about the process of self-learning among student-teachers.

**Study Habit Exercise Inventory :** SHEI study exercise inventory was prepared by the researcher to get information about the progress, regarding the development of self-learning after knowing the process.

#### Mathematical Tool :

**Percentage :** It was used in the analysis of the responses given by the student-teachers in the questionnaires and inventory.

#### Statistical Tools :

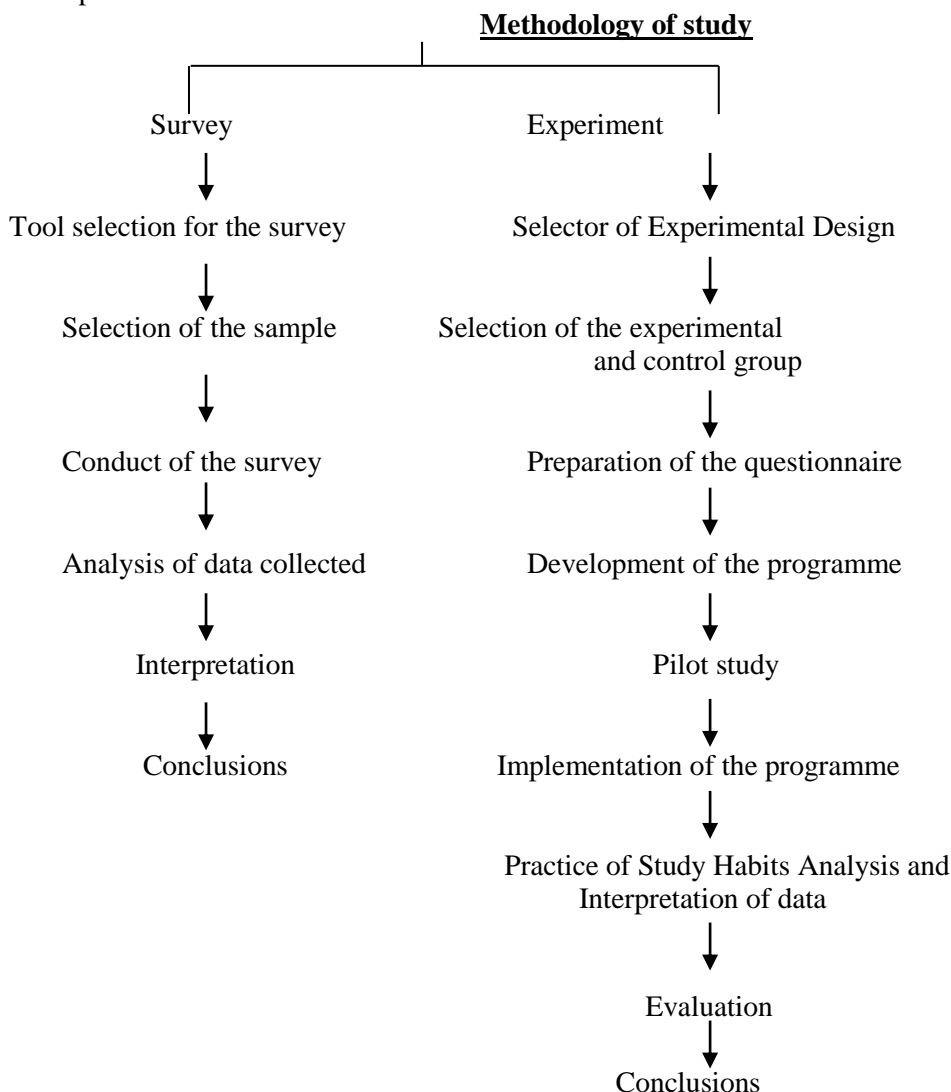
**Critical Ratio (C. R.) :** It was used to find out the effectiveness of the programme with the help of significant difference between the two percentages.

**Data Presentation Tool – Graphs :** It was used to compare the percentages of two groups.

### 4. METHOD:-

The research study was conducted in two parts –

- A) Survey
- B) An Experiment



Researcher completed research work through the following stages :

- I] Survey

- II] Development of self-learning programme
- III] Pilot Study
- IV] Implementation of programme
- V] Practice given for self-learning
- VI] Evaluation of self-learning habits.

**Sampling Procedure :**

**For the Survey :**

**Population** – All the students who had taken admission to the B. Ed. Course of four B. Ed. Colleges in Pune city affiliated to Pune University formed the population.

**Sample** – Out of these, the 429 out of 480 students present on the day of data collection are the sample for survey, hence are incidental sample.

**For the Experiment :**

**Population** – All the students who had taken admission to the B. Ed. Course of the four B. Ed. Colleges in Pune city affiliated to Pune University formed the population.

**Sample** - 80 students of Adarsha College were selected by random number table for experiment as the sample. Out of that, 2 groups were prepared each of forty students. One was treated as an experimental group and another as control group.

Another group of 40 students from another college was selected as the control group to avoid contagious effect.

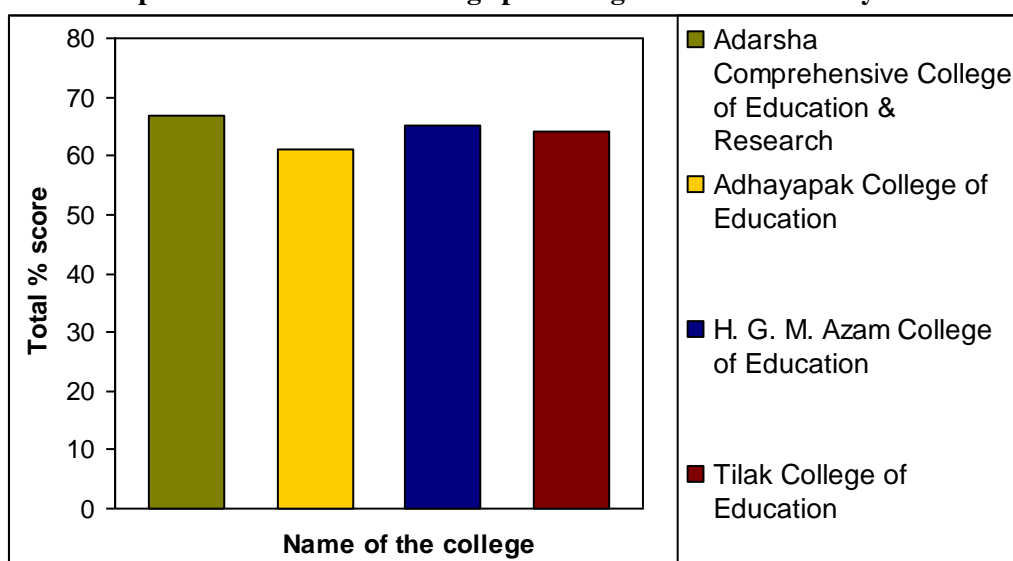
**5. ANALYSIS OF DATA AND INTERPRETATION: -**

[I] Comparison between the average percentage scores of the study habits is shown below.

**Table No. 1 : Comparison between the average percentage scores of the study habit at the beginning of the study**

No.	Name of the college	Total % score	C. R.	CR .05 at signi level
1.	Adarsha Comprehensive College of Education & Research	67		
2.	Adhayapak College of Education	61	0.87	< 1.96
3.	H. G. M. Azam College of Education	65	0.29	
4.	Tilak College of Education	64	0.52	

**Comparison between the average percentage scores of the study habits**



**Graph No. 1**

**Observation :** The above information indicates that the student-teachers of all the four colleges had similar study habits. There was no significant difference in their percentage scores of study habit.

**Interpretation :** All the four groups of student-teachers were equal as far as study habits were concerned. The admissions of these students were done in different colleges because of the central admission procedure and the available seats and subjects of that particular college. So, there was no bias in their placement.

**II] Time Management :**

**Table No. 2 : Time Distribution for self-study**

Time allotted for self decided study		Experimental Group		Control Group – 1		Control Group – 2	
		Pre- test	Post-test	Pre-test	Post-test	Pre-test	Post-test
		(1)	(2)	(3)	(4)	(5)	(6)
More than 1 hour	No.	16	31	12	10	16	17
	Percentage	40.00	77.50	30.00	25.00	40.00	42.50
	C.R. 1.99<		3.90		4.17		3.19

**Observation :**

From the above table it is clear that there was significant increase in the percentage of student-teachers from the experimental group who were able to decide how to distribute time for self-study after the implementation of the programme (Column 1 & 2)

There was significant difference in the percentage of student-teachers of experimental group and control groups in the post-test with respect to time distribution for self study (Column 2, 4 & 6).

**Interpretation :**

The programme was effective in developing the factor of time distribution of the self study among the student-teachers of the experimental group.

The programme was effective in developing the method to prepare a list for time management among the student-teachers of the experimental group and also in its execution.

**[III] Listening : Activities for development of listening process**

**Table No. 3 : Listening : Activities for development of listening process**

Activities	Experimental Group		Control Group-1		Control Group-2	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	(1)	(2)	(3)	(4)	(5)	(6)
Discussion outside classroom	12	13	16	13	10	8
Discussion about lectures	26	38	28	29	28	27
Discussion about what is listened (correct or wrong)	26	39	25	24	23	25
To answer the questions asked	27	36	25	24	23	25
To ask the question	27	33	24	23	22	25
<b>Total No.</b>	<b>188</b>	<b>159</b>	<b>121</b>	<b>118</b>	<b>111</b>	<b>112</b>
<b>Average percentage</b>	<b>59.00</b>	<b>79.50</b>	<b>60.00</b>	<b>59.00</b>	<b>55.50</b>	<b>56.00</b>
<b>C.R. 1.99 &lt;</b>		<b>1.99</b>		<b>1.99</b>		<b>2.19</b>

**Observation :**

From the above table, it is clear that there was significant increase in the average percentage of student-teachers from the experimental group who were able to follow listening process in self-learning after the implementation of programme (columns 1 & 2).

There was significant difference in the average percentage of student-teachers from the experimental group and control groups who were able to follow the listening process in the self-learning in the post-test (Columns 2, 4 & 6).

**Interpretation :**

The programme was effective in developing the factor of 'listening process' in the self-learning among the student-teachers of experimental group.

[IV] Reading Process – Study Habit

Table No. 4 : Reading Process – Study Habit

Reading process		Experimental Group		Control Group-1		Control Group-2	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
		(1)	(2)	(3)	(4)	(5)	(6)
Reading for the study	No.	37	38	35	33	36	35
	Percentage	92.50	95.00	87.50	82.50	90.00	87.50
Reading with Comprehension	No.	28	36	27	26	28	24
	Percentage	70.00	90.00	67.50	65.00	70.00	60.00
	C.R.1.99 <		2.23		2.67		3.09
Reading effectively different literature types	No.	14	30	16	18	13	14
	Percentage	35.00	75.00	40.00	45.00	32.50	35.00
	C.R.1.99 <		3.59		2.73		3.59
Reading Regularly with speed	No.	32	38	30	28	32	32
	Percentage	80.00	95.00	75.00	70.00	80.00	80.00
	C.R.1.99 <		2.02		2.35		2.02
Aided Reading	No.	28	36	26	25	29	29
	Percentage	70.00	90.00	65.00	62.50	72.50	72.50
	C.R.1.99 <		2.23		2.89		2.00

**Observation :**

From the above table, it is clear that most of the students from all three groups read for their study as well as they follow the reading process for their reading. But there is a significant difference when it comes to reading with comprehension, Reading effectively different literature types, Reading regularly with speed, aided reading.

**Interpretation :**

The programme was effective in developing the factor of following the process of reading for the study among the student-teachers of the experimental group.

[V] Writing Process :

Table No. 5 : Writing Process / Taking and making notes

Activities		Experimental Group		Control Group-1		Control Group-2	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
		(1)	(2)	(3)	(4)	(5)	(6)
Making notes	No.	31	38	33	32	32	32
	Percentage	77.50	95.00	82.50	80.00	80.00	80.00
Note taking in classroom	No.	31	38	34	30	32	30
	Percentage	77.50	95.00	85.00	75.00	80.00	75.00
Taking the help of	No.	27	36	30	30	28	32

Reference book	Percentage	67.50	90.00	75.00	75.00	70.00	80.00
Discussion of notes	No.	27	38	28	28	25	26
	Percentage	67.50	95.00	70.00	70.00	62.50	65.00
Reading own notes	No.	39	40	40	40	40	40
	Percentage	97.50	100.00	100.00	100.00	100.00	100.00
	<b>Total No.</b>	<b>155</b>	<b>190</b>	<b>165</b>	<b>160</b>	<b>157</b>	<b>160</b>
	<b>Average Percentage</b>	<b>77.50</b>	<b>95.00</b>	<b>82.50</b>	<b>80.00</b>	<b>78.50</b>	<b>80.00</b>
	<b>C. R. 1.99</b>		<b>2.27</b>		<b>2.02</b>		<b>2.02</b>

**Observation :**

From the above table, it is clear that there was significant increase in the average percentage of the student-teachers from the experimental group who were able to follow the writing process in self-learning after the implementation of programme (Column 1 & 2).

There was significant difference in the average percentage of student-teachers from experimental and control groups who were able to follow the writing process in the self-learning in the post-test (Column 2, 4 & 6).

**Interpretation :**

The programme was effective in developing the factor of writing process in the self-learning among the student-teachers of the experimental group.

**[VI] Use of Library**

**Table No. 6 : Use of library : Search for book**

Following required activities to search books	Experimental Group		Control Group-1		Control Group-2	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	(1)	(2)	(3)	(4)	(5)	(6)
No.	19	35	21	23	21	24
Percentage	47.50	87.50	52.50	57.50	52.50	60.00
C. R. 1.99 <		3.82		3.00		2.79

**Observation :**

From the above table, it is clear that there was significant increase in the percentage of student-teachers from the experimental group for getting the information from the library work for self-learning after implementation of programme (Column 1 & 2).

There is significant difference in the percentage of student-teachers from the experimental and the control groups for getting information from the library work for self-learning in the post-test (Column 2, 4 & 6).

**Interpretation :**

The programme was effective in developing a factor of getting use to library for the self-learning among student-teachers of the experimental group.

**[VII] Examination Management**

**Table No. 7 : Management of Examination**

Activities		Experimental Group		Control Group-1		Control Group-2	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
		(1)	(2)	(3)	(4)	(5)	(6)
To decide subject	No.	25	--	20	21	22	24

	Percentage	62.50	--	50.00	52.50	55.00	60.00
To decide time	No.	10	--	15	16	10	12
	Percentage	25.00	--	37.50	40.00	25.00	30.00
To decide time and specific activities	No.	--	36	--	--	--	--
	Percentage	--	90	--	--	--	--

**Observation :**

From the above table, it is clear that there was significant increase in the percentage of student-teachers from the experimental group for deciding subject as well as time and specific activities together for examination after implementation of programme (Column 1 & 2).

**Interpretation :**

The programme was effective in developing the awareness of deciding subject, time and specific activities for preparing examination.

**[VIII] Memory**

**Table No. 8 : Memory – Study Habits**

Activities		Experimental Group		Control Group-1		Control Group-2	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
		(1)	(2)	(3)	(4)	(5)	(6)
Reading before teaching	No.	22	33	21	20	22	21
	Percentage	55.00	82.50	52.50	50.00	55.00	52.50
Reading immediately after teaching	No.	27	37	28	28	26	24
	Percentage	67.50	92.50	70.00	70.00	65.00	60.00
Revision	No.	30	39	30	31	29	31
	Percentage	75.00	97.50	75.00	77.50	7.50	77.50
Timely revision of important part	No.	28	32	28	30	30	31
	Percentage	70.00	80.00	70.00	75.00	75.00	77.50
<b>Total No.</b>		<b>107</b>	<b>141</b>	<b>107</b>	<b>109</b>	<b>107</b>	<b>107</b>
<b>Average Percentage</b>		<b>67.50</b>	<b>87.50</b>	<b>67.50</b>	<b>67.50</b>	<b>67.50</b>	<b>67.50</b>
<b>C. R. 1.99 &lt;</b>			<b>2.14</b>		<b>2.14</b>		<b>2.14</b>

**Observation :**

From the above table, it is clear that there was significant increase in the average percentage of student-teachers from the experimental group for the process of memorization after implementation of programme.

**Interpretation :**

The programme was effective for knowing the process of memorization.

**[IX] Self Motivation**

**Table No. 9 : Self Motivation**

Activities		Experimental Group		Control Group-1		Control Group-2	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
		(1)	(2)	(3)	(4)	(5)	(6)
Stages of work	No.	29	37	27	27	28	29



Complete the work in decided time	No.	26	37	26	25	25	27
Satisfaction of work done	No.	27	39	27	29	26	29
<b>Total No.</b>		<b>82</b>	<b>113</b>	<b>80</b>	<b>81</b>	<b>79</b>	<b>85</b>
<b>Average Percentage</b>		<b>68.00</b>	<b>94.00</b>	<b>67.00</b>	<b>67.50</b>	<b>66.00</b>	<b>70.00</b>
<b>C.R. 1.99 &lt;</b>			<b>2.96</b>		<b>3.00</b>		<b>2.79</b>

**Observation :**

From the above table, it is clear that there was significant increase in the average percentage of student-teachers from the experimental group for getting the self motivation for self learning after implementation of programme. (Column 1 & 2)

There was significant difference in the percentage of student-teachers from experimental and control group for getting self-motivation in the post-test (Column 2, 4 & 6).

**Interpretation :**

The programme was effective in developing a factor of getting self-motivation for the self-learning among student-teachers of the experimental group.

**[X] Development of self-learning Habit**

**Development of self-learning Habit in Experimental Group**

**Table No. 10 : Comparison of scores of first and last week**

Week	Time management	Listening	Reading	Writing	Memory	Motivation
1						
Average percentage	78.12	87.5	64.28	66.66	70.83	78.12
10						
Average percentage	96.87	93.75	89.83	95.83	91.66	84.37
C. R. 1.99	2.26	0.97	2.71	2.99	2.13	0.71

**Observation :**

From the above table, it is clear that there is significant increase in the percentage score of time management, reading, writing, memory factors for the development of self learning habits of the experimental group after implementation of programme.

**Interpretation :**

The programme was effective in developing a factor of time management, reading, writing, memory for the development of self-learning habit among student-teachers of the experimental group.

**6. FINDINGS:-**

**Major findings from the survey :**

- 1) The study habits of the students of all the four colleges were similar at the beginning of the year.
- 2) Amongst the study habit areas the student-teachers appeared to lag behind in the two areas- comprehension and concentration.

**Major Findings from Experiment :**

Student-teachers of the Experimental group understood –

- 1) Importance of deciding the objectives of study.
- 2) Importance of allotting separate time for self-learning.
- 3) Importance of the method of listing activities in time management.
- 4) The steps in the listening process.
- 5) The steps in the reading process.
- 6) Steps in the writing process.
- 7) To make use of library.
- 8) The process of memorization.
- 9) How intrinsic motivation is important for sustaining self-learning.
- 10) The importance and role of teacher in transferring self-learning habits among his/her students.

Student-teachers were able to inculcate the following self-study habits:

- Time Management
- Reading
- Writing

and were unable to inculcate **listening** and self **motivation**.

## 7. CONCLUSIONS:-

- 1) Following changes were seen in student-teachers after going through specific experiences.
  - Deciding the objectives in self-learning.
  - Allotting separate time for self-learning.
  - Understanding various activities in the reading and writing process.
  - Accepting the techniques of memorization in self-learning.
- 2) Importance of library in self-learning.
- 3) Teacher's help and guidance is important in developing self-learning amongst student-teachers.
- 4) Student-teachers readily accept the self-learning habit which is useful from the point of view of examination.
- 5) The programme prepared for developing self-learning habits is effective for the factors namely time management, reading, writing and memory.

## 8. RECOMMENDATIONS:

- 1) Training in self-learning should be included as an important unit in the curriculum of pre-service and in-service teacher training programme.
- 2) Teachers should be trained in understanding the importance of their role for developing self-learning in their students.

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