

Research Article

Effect of Articulation Speed on Study Habit of High School Students

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ABSTRACT

Reading is one of the essential components of good study habits. For a student belonging to any grade academic success has a strong correlation with reading. An effective reader is someone who is actively engaged and is responsible for understanding and comprehending the idea expressed in the text. Reading not only helps in academic success but also aids in developing critical thinking and problem solving ability. Unfortunately reading ability among students is somewhere lost amidst the digital world. Therefore in order to see the impact of reading ability on study habits of high school students we conducted a study on 226 eighth grade students. 122 of them belong to state board syllabus, 56 from CBSE and 48 from ICSE syllabus. We administered study habit inventory (Palsane and sharma, 1989) for all the students before and after intervention. The intervention included 16 sessions of 15 minutes each for the experimental group, of 76 students (34 from state syllabus, 22 from CBSE and 20 from ICSE) 5 days a week. We recorded the time taken by each student to read a list of 30 English words (selected from prescribed text books for English, social science and science).we noted the no, of trials and time taken for each trial during 15 minutes per student. The statistical analysis using ANOVA indicates a significant increase in study habit score as a result of intervention for the experimental group.

Keywords: *Reading ability, study habits, articulation speed, academic success, comprehension and active reading*

It is widely recognized that reading plays an important role in improving the comprehensive language competence in English learning and is regarded as the core and focus of English teaching. Reading is one of the four language skills that has important role for the student. One who has a good achievement in classroom usually likes to read. That is one of the reasons why reading ability should be built as early as possible. In reading, learners are actively responsible for making sense and catch the idea of texts. Reading has a different way in interaction with the reader because the writer is not available. That interaction will see in

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Received: August 30, 2017; Revision Received: December 01, 2017; Accepted: December 05, 2017

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getting all the information from the writer. Reading can be defined as the ability to get understanding from the written text.

Study habits are behaviours used while preparing for tests or learning an academic material.

Once a student figures out how to study, where to study, when to study, other important factors like what study aids should be used to study better becomes clear. Consistency is the key and once a student gets into good study habits it becomes a routine. Reading comprehension is one of the essential literacy skills needed for all grade levels student to excel in academic studies and for effective participation in social and cultural activities in our information and knowledge based society. Students coming from different environments differ in their reading abilities .Reading makes way for a better understanding of one's own experiences and it can be a exciting voyage to self discovery. Student who possesses good study habits can perform well in academics and in every situation. It helps in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for students to excel in life. According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of an individual and helps them to develop proper thinking methods and create new ideas. Palani is of the opinion that effective reading is important avenue of effective learning and reading is inter related into the total educational process and hence educational success requires successful reading habit. Reading requires identification and comprehension .comprehension skills help the learner to understand the meaning of words in isolation and in context.

Reading is an essential tool for lifelong learning .It is important to develop the rudiments of reading to survive in life. Reading according to Holte (1998) adds quality to life and provides access to cultural heritage. He pointed out that reading empowers and emancipates citizens and bring people together. Okeke (2000) reaffirms that the art of reading is a priceless instrument for everyone. It is one of the most important activities of life through which we enter into the life and experiences of others and extend our knowledge, scope of experience and enjoyment.

Students now lack the skill of reading. Instead they spend more hours on electronic media. Browsing the net, playing with funky handsets and passing non-stop SMSs seem to be the order of the day, thereby making reading a book or any piece of written material an archaic idea for most school children.

Before the advent of television people had enough time to read. Apart from teachers, other professionals used to spend their leisure time in reading both English and vernacular literature. English medium schools almost always demanded extra reading from the students. But all these have become a thing of past. Reading habit has lost its importance and as far as educational institutions are concerned preparing students for the examinations seems to be the be-all and end-all of our education system.

MATERIALS AND METHODS

Objectives

1. To study the effect of reading ability on study habits of high school students.
2. To study the effect of reading ability on students belonging to three different boards, namely state, CBSE and ICSE.

Hypothesis

H1 Reading ability improves study habits

H2 Students belonging to CBSE and ICSE board have good reading ability and thereby good study habits than students from state syllabus.

Participants

Total 226 students from three different boards .122 students from state board, 56 from cbse board and 48 from ICSE board. Control group has 150 students and experimental group has 76 students.

Materials

Study habit inventory by M.N. Palsane and Sadhana sharma(1989).it has 45 items measuring 8 areas.

To measure articulation speed 4 lists of 30 words each is used. Words are selected from the prescribed text books.

Data collection

Study habit inventory is administered pre and post intervention to all the students.

Intervention given to experimental group students for 16 sessions, in each session 15 minutes per student, reading time is measured.

Scoring

Study habit inventory has three point rating .positive items scoring is 2, 1, 0

For negative items scoring is 0, 1, 2

For articulation speed difference between time taken in initial reading and last reading is taken.

Variables

Independent variables; articulation speed

Dependent variable; study habit score

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RESULTS AND DISCUSSION

Table 1. Showing mean and standard deviation for the control group on study habit inventory in pre and post test situation

SCHOOL BOARD	N	PRE TEST		POST TEST		CHANGE
		MEAN	SD	MEAN	SD	
STATE	88	64.92	7.61	57.86	6.97	7.06
CBSE	34	67.59	4.62	64.06	6.84	3.53
ICSE	28	58	6.30	59.43	7.55	1.43

It is seen that the mean score for state board and CBSE board has decreased whereas for ICSE board there is an increase in study habit score in post test situation.

Table 2. Showing mean and standard deviation scores for study habit inventory for the experimental group in pre and post test situation

SCHOOL BOARD	N	PRE TEST		POST TEST		CHANGE
		MEAN	SD	MEAN	SD	
STATE	34	54.41	6.92	61.06	8.01	6.65
CBSE	22	55.36	4.84	53.95	9.84	1.41
ICSE	20	53.03	6.66	58.15	8.03	5.12

It can be seen that the mean score for state and ICSE board has increased whereas for CBSE board there is decrease in study habit score in post test situation.

Table 3. Within subject effect ANOVA

Within Subject Effects					
Source of variance	Sum of squares	df	Mean squares	F	P
Pre & post test	92.156	1	92.156	2.202	0.139
Groups	1406.772	1	1406.772	33.613	0.001**
Boards	1263.445	2	631.722	15.094	0.001**

The difference between the control and the experimental group and between the boards is highly significant.

Table 4. showing mean and standard deviation for the experimental group on intervention of articulation speed.

School Board	N	Initial Reading		Last Reading	
		MEAN	SD	MEAN	SD
STATE	34	68.82	37.52	30.03	23.45
CBSE	22	30.50	11.77	12.32	1.78
ICSE	20	29.25	9.54	13.7	3.42

It is seen that for all the three boards the time taken for initial reading to last reading has decreased. Maximum benefits for the state board and least benefit for CBSE board.

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Table 5.showing ANOVA for within subjects in reading ability for the experimental group.

Within Subjects Effects					
Source of variance	Sum of squares	df	Mean squares	F	P
Initial & Last reading	21165.558	1	21165.558	100.520	0.001**
Boards	4800.441	2	2400.220	11.399	0.001**

There is significant difference between the state, cbse and icse boards

CONCLUSION

1. There is slight increase in study habit score for control group ICSE students in post test situation.
2. There is decrease in study habit score after intervention for CBSE students
3. Minimum benefit is seen in ICSE students for articulation speed.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Shylashree G S & Rekha S V (2017). Effect of Articulation Speed on Study Habit of High School Students. *International Journal of Indian Psychology*, Vol. 5, (1), DIP: 18.01.073/20170501, DOI: 10.25215/0501.073