

Relationship between Study Habits and Neo Five Factor Inventory 'S Factors Among Private and Government School Student

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ABSTRACT

Study habits are habitual way of exercising and practicing abilities for learning they are one of the effective means of systematic development of knowledge, language and personality of an individual. At the other end personality traits are expressed in learning styles which are in turn reflected in learning strategies and study habits. The relationship between study habits and neo five factor inventory's factors among private and government school student was investigated. This is a co relational study. Students of age 17 or above were selected from private and government school. Their study habits and personality traits were assessed through Study habit Inventory and Neo five factor Inventory. Forty students participated in the study. Three factors i.e. extraversion, conscientiousness and openness to experience have significant relationship with study habits. This may be because self discipline, the habit of trying new ideas and altruism have more impact on the ability of individual for learning.

Keywords: Relationship, Study, Habits, Factor, Inventory, 'S Factors, Private and Government School Student

Study habits are habitual way of exercising and practicing abilities for learning, these are one of the effective means of systematic development of language, knowledge and personality of an individual. At the other end personality traits are demonstrated in learning styles which are in turn reflected in learning strategies and study habits. Introverts tended to have better study methods, but this does not completely reason out their high academic performance. N. J. Entwistle, and Dorothy Entwistle (1970). In order to motivate, the students should be offered a small orientation program which must include study habits and personality development. Students may be trained on time management and planning for learning the subjects. Due to better management of time, the students may make themselves occupied in all the co-curricular activities and extracurricular activities. K. Nuvetha Sheebha (2016).

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Identifying a relationship between personality type and learning style *Mark D. Threeton & Richard A. Walter (2009)* Two of the Big Five traits, conscientiousness and agreeableness, were positively related with all four learning styles (synthesis analysis, methodical study, fact retention, and elaborative processing), On the other hand neuroticism was negatively related with all four learning styles. Along with that, extraversion and openness were positively related with elaborative processing. *Meera Komarraju. et.al (2011)*.

There is an expected negative correlation between Neuroticism and Reading skills. There is a slight correlation between Agreeableness and Reading skills and Conscientiousness and Reading Skills. There is a slight significant relationship between Openness and Reading skills this study demonstrated the association between Reading skills and personality types *Dilshad AkberAli (2012)* Extraverts preferred multiple choice, oral, and group work assessment, while openness was positively associated with essays and oral exams but negatively related with multiple choice and group work. *Adrian Furnham .et.al(2007)* Fast surfing could be related to a surface study approach and emotionality, as well as to low openness to experience and low conscientiousness. Broad scanning was linked to extraversion, openness, and competitiveness, whereas deep diving was a search pattern typical of analytical students with a deep and strategic study approach. *Jannica Heinstrom (2005)*. Hence it can be concluded that there exists relationship between study habits and big five factors of personality.

Objectives

1. To understand and explore the relationship between personality traits or the five factors of an individual's personality and the study habits of post secondary school students.

Hypothesis

2. It is hypothesized that on all the factors of NEO FFI and Study habits there will be no significant relationship between private and government school students.

METHODOLOGY

Design

This is a co relational study in which Independent variable is study habits of private and government school students and dependent variable is five factors of personality. In this study controls like similar school environment, same medium of instruction in the school and same age group for the subjects were taken.

Sample

A total of 40 students were selected from both private and government school. Researcher approached 50-50 students of both the groups and explained the research purpose out of which

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20 for each group showed their willingness to participate in the research. Sample was randomly selected irrespective of the gender.

Tools

For assessing the study habits of students the Study Habit Inventory by *Mukhopadhyaya and Sansanwal (1983)*. This five point scale test is apt for identifying the study habits of post secondary students. The reliability coefficient is .91 which is fairly high and indicates that the inventory is fairly high. For assessing the personality type of students NEO-Five Factor Inventory (NEO-FFI) by *Costa and Macrae (1991)* was used. The reliability of the subscales of conscientiousness and neuroticism were 0.83 and 0.80, respectively, and that the subscales of agreeableness and extraversion were acceptable at 0.60 and 0.58, respectively. However, the subscale of openness to experience is not internally correlated (0.39).

RESULT

TABLE A: Highlights the Mean and SD of private and government groups on NEO-FFI and SHI

TRAIT	GROUPS	MEAN	SD
Agreeableness	Private	38.25	4.66
	Government	39.65	7.02
Conscientiousness	Private	45.20	5.60
	Government	49.95	3.89
Extraversion	Private	40.80	5.81
	Government	42.90	5.22
Neuroticism	Private	33.45	4.82
	Government	35.85	7.09
Openness to experience	Private	31.65	6.43
	Government	42.05	5.25
Study habits	Private	128.05	18.74
	Government	121.85	18.33

TABLE B: Highlights the correlation among factors of NEO FFI and study habits. Table indicates product moment correlation of NEO FFI along with SHI.

TRAITS	Agr.	Con.	Ext.	Neu.	O to E	Study Habits
Agreeableness		0.19	0.11	0.15.	0.10	-0.01
Conscientiousness			0.27	-0.14	-0.15	0.01
Extraversion				-0.14	0.001	*-0.298
Neuroticism					0.13	-0.040
Openness to experience						-0.37

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TABLE C: Highlights the correlation among factors of NEO FFI and study habits. Table indicates product moment correlation of NEO FFI along with SHI

TRAITS	Agr.	Con.	Ext.	Neu.	O to E	Study Habits
Agreeableness		0.35	0.21	0.61	0.32	-0.16
Conscientiousness			0.34	-0.01	0.25	**0.42
Extraversion				0.07	0.23	-0.006
Neuroticism					-0.13	-0.17
Openness to experience						*-0.38

Interpretation

The above table A shows that Agreeableness: factor has mean and SD value of 38.25 and 4.65 respectively for private school whereas for government school these values are 39.65 and 7.02 respectively. Conscientiousness: factor has mean and SD value of 45.20 and 5.80 respectively for private school whereas for government school these values are 45.95 and 3.89 respectively. Extraversion: factor has mean and SD value of 40.80 and 5.81 respectively for private school whereas for government school these values are 42.90 and 5.22 respectively. Neuroticism: factor has mean and SD value of 33.45 and 4.82 respectively for private school whereas for government school these values are 35.85 and 7.09 respectively. Openness to experience factor has mean and SD value of 31.65 and 6.43 respectively for private school whereas for government school these values are 42.05 and 5.25 respectively. Study habits have mean and SD value of 128.05 and 18.74 respectively for private school whereas for government school these values are 121.95 and 18.33 respectively.

The above table B shows that agreeableness factor has no significant correlation with rest of the personality factors and as well as with study habits of private group. It indicates that the traits of altruism, self discipline, novelty, outgoing attitude, emotional stability and ability for concentration are not related. The above table B shows that conscientiousness factor has no significant correlation with rest of the personality factors and as well as with study habits of private group. It indicates that the traits of self discipline, novelty, outgoing attitude, emotional stability and ability for concentration and comprehension are not related. The above table B shows that extraversion factor has negative significant correlation with study habits ($r = -0.298$, $P < .05$) and no significant relationship with rest of the personality factors of private group. It indicates that the traits of talkativeness, domineering attitude, task orientation, concentration and reading are negatively correlated. On the other hand the traits of assertiveness, positive energy, novelty and, emotional stability are not related. Neuroticism factor has no significant correlation with factor Openness to Experience and study habits of private group. It indicates that the traits of novelty, adventurous attitude and ability for concentration and comprehension are not related. Openness to Experience factor has no significant correlation with study habits of private group. It indicates that the traits of novelty, adventurous attitude and ability for concentration and comprehension are not related.

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The above table C shows that agreeableness factor is not having significant correlation study habits of government group. It indicates that the traits of altruism, outgoing attitude, modesty and straightforwardness are not related with the traits of concentration, comprehension, task orientation and reading. On the other hand agreeableness factor has significant positive relationship with rest of the personality factors i.e. Conscientiousness($r=0.35$ $P<.01$), Extraversion($r=0.21$ $P<.05$), Neuroticism($r=0.61$ $P<.01$) and Openness to experience($r=0.32$ $P<.01$) It reveals that the traits of modesty, altruism, self discipline assertiveness, emotional stability and novelty are significantly related. Conscientiousness factor has no significant correlation with Neuroticism factor of government group. It indicates that there is no significant relationship between traits of self discipline and emotional stability. On the other hand Conscientiousness factor has significant positive relationship with rest of the factors i.e. Extraversion($r=0.34$ $P<.01$), Openness to Experience($r=0.25$ $P<.05$) and Study habits ($r=0.42$ $P<.01$) of the government group It reveals that the traits of positive attitude, novelty, task orientation and concentration are significantly related..Extraversion factor has positive significant correlation with Openness to experience ($r=-0.23$ $P<.05$) of government group. It indicates that the traits of domineering, attitude, assertiveness, novelty and intellectual curiosity are significantly related. On the other hand Extraversion has no significant relationship with Neuroticism and study habits of government group. It shows that the traits of emotional stability, anxiety, concentration and comprehension are not related. Neuroticism factor has no significant correlation with factor Openness to Experience and study habits of government group It indicates that the traits of novelty, adventurous attitude and ability for concentration and comprehension are not related. Openness to Experience factor has negative significant correlation with study habits of private group.. It indicates that the traits of novelty, adventurous attitude and ability for concentration and comprehension are related.

DISCUSSION

On the basis of analysis of responses given by the respondents on NEO-FFI and Study Habits Inventory it is revealed that some of the previous findings are supported by the present investigation. Estabrook and Sommer (1966) found that more extraverted students preferred to study in a leisure manner. For example, they liked to study in casual spaces, such as on a bed or a couch. Also extroverts took frequent breaks and liked to study in a group setting, while the introverts enjoyed the contrasting habits and settings It also further demonstrated that an individual with a higher score in extraversion had less good study habits. These views are in collaboration with the present findings in which Extraversion factor is correlated to study habits of private group. Furthermore, Conscientiousness is related to work discipline, interest in subject matter, concentration and considering studying as quite easy. Entwistle & Tait (1996) are of the view that Students using the strategic approach are good at organizing their work, managing their time and work hard in their academics. They care about their working conditions and have clear targets for their studies. These views are in line with the results of the present study in which

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Conscientiousness factor is found to be correlated to Study habits of the government group Also Blickle,(1996) highlighted that Openness is related to critical evaluation, searching literature and making relationships (deep approach).Such students have an intrinsic motivation and they look for a personal comprehension independent of the study curriculum(Entwistle,et.al 1988). These views are in the collaboration with the present findings in which Openness to experience is found to be correlated with Study habits of the government group.

CONCLUSION

The present study which aims at investigating “Relationship between Study Habits and Neo-FFI’s Factors among Private and Government School Students’ through the use of Study habit Inventory and NEO –Five factor inventory concludes on the basis of findings that the traits of assertiveness, positive emotions, task orientation and comprehension are significantly correlated in the private group. It is also found out that the traits of self discipline, dutifulness, self actualization, task orientation, concentration, and study sets are significantly correlated for government group.

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Conflict of Interests

The author declared no conflict of interests.

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