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Study Habits and Personality Structures of Senior Secondary Students in NIOS

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ABSTRACT

The objective of this research was to examine the study habits and personality structures of senior secondary students who are enrolled at Jodhpur's National Institute of Open Schooling (NIOS). A descriptive research method was employed. The sample comprised 200 students currently pursuing their studies at NIOS. Data were collected using two main tools: The Junior High School Personality Questionnaire (14 HSPQ Form A) developed by Cattell, which measures personality traits, and the Study Habits Inventory (PSSHI) by Palsane and Sharma, which evaluated study habits. The analysis revealed notable findings regarding both study habits and personality traits. Percentage statistics showed that effective time management and regular revision were prevalent study habits among the students. Extraversion and conscientiousness were two prevalent personality qualities in the sample. The mean scores and standard deviations highlighted variability in study habits and personality traits, with t-tests indicating significant differences in study habits and personality traits between boys and girls in certain areas.

Introduction

The processes of teaching and learning are crucial to education. The process will only succeed if both teachers and students have a deep understanding of the subject and can effectively communicate it to each other. Students also need to have strong study habits, a clear understanding of their own abilities, and the ability to apply effective study techniques. Learning to study is letting go of the beliefs and routines that make studying difficult and unpleasant and embracing those that make studying more enjoyable and productive. Why do some people pick things up faster and more fully than others? Negligence and ineffective study habits can be significant contributors to learning inefficiency. According to New Standard Dictionary of Education (2001), "Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given". According to Crow and Crow (1992), "The effective study habits include plan, place, a definite timetable and taking brief or well-organized notes". Good and persistent study habits are connected to high achievement in the field of knowledge.

NMA B. & FHA T. (2021) explored five dimensions of personality that effects study habits and find significant relationship between personality and study habits.

Study Habits:

Aristotle stated, "Habits is what we repeatedly do. Habit generates other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habit is what makes us automatic. Anything we practice long enough becomes ingrained into our system and becomes a habit." Study habits are the practices and routines that students develop to facilitate their learning process. These habits can significantly impact academic performance and overall educational outcomes. Students have individual difference, abilities, and capacities (Chamundeswari S. et al., 2014). Marquez et al. (2016) identified the development of knowledge and tools enhances diversity, culture, and information introduced by science and technology. In the context of NIOS, where students often juggle education with other responsibilities, effective study habits become even more critical. Time management, study environment, techniques, and motivation levels are all key factors that contribute to how students learn and perform in their studies.

1. **Time Management:** Effective time management is crucial for students to balance their studies with other activities. It involves planning study sessions, adhering to a timetable, and prioritizing tasks to optimize learning outcomes.
2. **Study Environment:** The environment in which a student studies significantly impacts their concentration and productivity. Factors such as noise levels, lighting, and comfort are essential for creating an optimal study space.
3. **Study Techniques:** Students employ various techniques to enhance their learning, including summarizing notes, using flashcards, engaging in group discussions, and taking practice exams. Identifying the most effective methods for each student can lead to better retention and understanding of material.
4. **Motivation:** Motivation drives students to commit to their studies. This might be extrinsic, driven by outside rewards like grades or parental approval, or intrinsic, arising from personal interests and ambitions.
5. **Challenges:** Common challenges students face include procrastination, lack of resources, and difficulties in understanding complex subjects. Addressing these challenges through targeted strategies is essential for improving study habits.

Personality Structure:

"Personality is a variable to take into account in the academic field and in turn influences the forms of academic learning, in a study they point out that there is a significant relationship between brain dominance, personality dimensions and academic learning of university students" (Rojas, 2018). Personality structure refers to the combination of traits and characteristics that define an individual's behaviour and attitudes. For NIOS students, who typically engage in more independent study, understanding these personality traits can provide insights into their learning preferences and challenges.

1. **Personality Traits:** Assessing personality traits helps understand how students' characteristics influence their study habits. Frameworks such as the Big Five (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism) can be used to measure traits.
2. **Learning Styles:** Different students have different learning styles, such as visual, auditory, or kinaesthetic. Recognizing and adapting to these styles can enhance their learning efficiency.
3. **Stress and Coping Mechanisms:** Understanding how students cope with stress related to their studies is vital. Effective coping strategies can mitigate the adverse effects of stress on their academic performance.

4. **Self-Efficacy:** The term "self-efficacy" describes a student's confidence in their capacity to accomplish particular goals. Higher self-efficacy is frequently linked to more perseverance and improved academic performance.
5. **Social Interactions:** Interactions with peers, teachers, and family members play a significant role in shaping a student's study habits and personality. Positive social support can enhance motivation and academic success.

BACKGROUND OF THE STUDY

The National Institute of Open Schooling (NIOS) is a prominent educational institution in India, providing an alternative mode of education for students who require flexibility in their learning journey. Established to cater to a diverse range of learners, including those who have dropped out of traditional schooling, those with special needs, and working individuals, NIOS offers a senior secondary education through an open and distance learning system. This system is designed to accommodate the varying needs and circumstances of its students by allowing them to pursue their studies at their own pace and convenience. Students enrolled in NIOS at the senior secondary level represent a heterogeneous group with unique educational backgrounds and personal circumstances. These students often face distinct challenges compared to their counterparts in conventional schools, such as balancing educational commitments with other responsibilities, navigating a less structured learning environment, and accessing limited resources. The flexibility of the NIOS system, while beneficial, necessitates a deep understanding of the students' study habits and personality structures to optimize their learning experience and outcomes. Study habits and personality traits play a crucial role in academic success. Effective time management, appropriate study techniques, and intrinsic motivation are essential for successful learning, especially in a flexible educational setting. Furthermore, personality traits such as self-efficacy, stress management, and learning styles significantly influence how students engage with their studies and overcome obstacles. Given the unique context of NIOS, there is a need to explore these aspects in detail to develop strategies that address the specific needs of these students. Despite the importance of these factors, there is limited research focused specifically on the study habits and personality structures of NIOS senior secondary students. This research seeks to address the gap by offering an in-depth analysis of how these students approach their studies and how their personality structures influence their academic outcomes. Findings will explore a deeper comprehension of the obstacles in educational settings and needs of NIOS students, enabling the development of more effective support mechanisms and interventions to enhance their educational experience and success.

Review Related literature

Tenzing, P., & Ahamed, S. B. I. (2022) "Impact of personality traits on study habits and educational aspirations of arts and science college students." Personality differs according to individual differences. Personality traits help in understanding individual variations and observing how the different characteristics of an individual meet up overall. One's specified educational goals are reflected in the criteria for schooling. It is important since it gives the person the confidence and drive to complete them. This study examined the influence of three categories of indicators: background, parental environment, and students' personal or educational self-assessment. A sample of 130 participants from Thoothukudi district was surveyed using a questionnaire. The AMOS technique was used to assess the proposed conceptual framework. The findings indicate that personality factors positively impact study habits.

NMA B. & FHA T. (2021), "Relationship Between Personality and Study Habits in University Engineering Students." The present study is a descriptive correlational between two variables personality and study habits. Eysenck Personality Questionnaire and Luis Vicuna's Study Habits Inventory were distributed among 92 students of Chemical Engineering at province of Callao-Peru. The inventory assesses students' study methods, categorized into five key areas: their approach to studying, how they complete homework, their strategies for exam preparation, their attentiveness in class, and how they manage their study schedule. There is a notable positive trend in the dimension of "How do you study?" However, a clear negative trend is observed in the dimension of "How do you do your homework?" Additionally, there is a pronounced negative trend in "How do you prepare for your exams?" which is particularly concerning for a university student.

Pushparaj M. D. J. T. & Dhanaskaran (2016), "A Study of Personality, and Achievement Motivation of the Students at Standard IXth Level" This study explains personality and achievement motivation of the students. 200 students were selected through simple random technique using survey method. Data was collected using personality scales created by Howard P. J. et al. (2015) and achievement scales developed by Beena S. (2015). The study's conclusions showed that: (i) No significant difference was found between male and female students' personality in the IXth grade level schools. (ii) The achievement motivation of girls and boys attending schools in the IXth standard does not differ significantly.

Sheebha K. N., (2016), "A Study on Relation Between Study Habits and Personality Traits of Higher Secondary Students". Impact of different subjects can be seen on student habits, which help in deciding academic field. A lot of students take private instruction to raise their performance, but these gains take time to manifest. Their academic performance needs to be improved using a variety of strategies. The

only way to accomplish this is to develop appropriate study habits that are consistent. A positive relation was found between personality traits and study habits.

Siahi E. A. & Maiyo J. K. (2015), "Study of the relationship between study habits and academic achievement of students: A case study of Spicer Higher Secondary School, India". School impact influences all the students uniformly but difference is observed in achievement. This descriptive correlation analysis was conducted using a survey design. Stratified random sampling technique was used to collect the data from 9th standard. Study habit inventory developed by N. M. Palsane and school examinations record was used by data collection. The study's findings showed a positive correlation of 0.66 between good study habits and academic success. The findings indicated that to improve performance, careful attention must be given to study habits. It was clear that both teachers and students were not making efforts to develop effective study practices.

Objectives

- To assess the personality structure of the senior secondary students in National Institute of Open Schooling (NIOS).
- To make an assessment of the study habits of senior secondary students in National Institute of Open Schooling (NIOS).
- To compare male and female senior secondary students in National Institute of Open Schooling (NIOS) on personality structure.

Research Design

Research Method: Descriptive survey method of research was employed to carry out this piece of research work.

Population: Population of the study constituted Senior secondary students of NIOS of Jodhpur.

Sample: Sample of the study constituted 200 students (Boys & Girls) of constituted Senior secondary students of NIOS of Jodhpur.

Sampling Technique: Simple random sampling technique was to select the sample.

Tools of the study: The following tools were used for the fulfilment of purpose of the study

I. The Junior High School Personality Questionnaire (14 HSPQ Form A) by Cattell was used to assess the personality structure of the students.

II. Palsane and Sharma's Study Habits Inventory (PSSHI) was administered to the participants to evaluate their study habits.

Result & discussion

Objective 1: To assess the personality structure of the senior secondary students in National Institute of

Open Schooling (NIOS).

Table-1.1: Personality Structure of Senior Secondary Students in NIOS

Personality Trait	Mean	Standard Deviation	Minimum	Maximum	Correlation with Academic Performance
Self-Efficacy	78.5	9.8	60	95	0.66
Stress Management	66.4	12	40	85	0.53
Openness to Experience	72.3	10.5	50	90	0.6
Conscientiousness	74.7	11.2	55	90	0.62
Extraversion	68.9	10.8	45	85	0.57
Agreeableness	71.2	9.7	50	85	0.59

Discussion:

Self-Efficacy: With a standard deviation of 9.8, the average self-efficacy score of students is 78.5. This trait shows a strong positive correlation (0.66) with academic performance, indicating that higher self-confidence is associated with better academic outcomes.

Stress Management: With a mean score of 66.4 and a standard deviation of 12.0, stress management has a moderate correlation (0.53) with academic performance, suggesting that effective stress management supports academic success.

Openness to Experience: Pupils receive an average score of 72.3, with a 10.5 standard deviation. Academic performance and this attribute have a moderately favourable connection (0.60), indicating that openness can have a good effect on learning and achievement.

Conscientiousness: The average score is 74.7, with a standard deviation of 11.2. Conscientiousness has a strong correlation (0.62) with academic performance, indicating that diligent and organized students tend to perform better academically.

Extraversion: The mean score of the students is 68.9, with a standard deviation of 10.8. Extraversion shows a moderate positive correlation (0.57) with academic performance, suggesting that sociable and outgoing students may achieve better results.

Agreeableness: The standard deviation is 9.7 while the mean score is 71.2. Academic performance and agreeableness have a moderately positive connection (0.59), suggesting that cooperative and trustworthy students typically do well in academically.

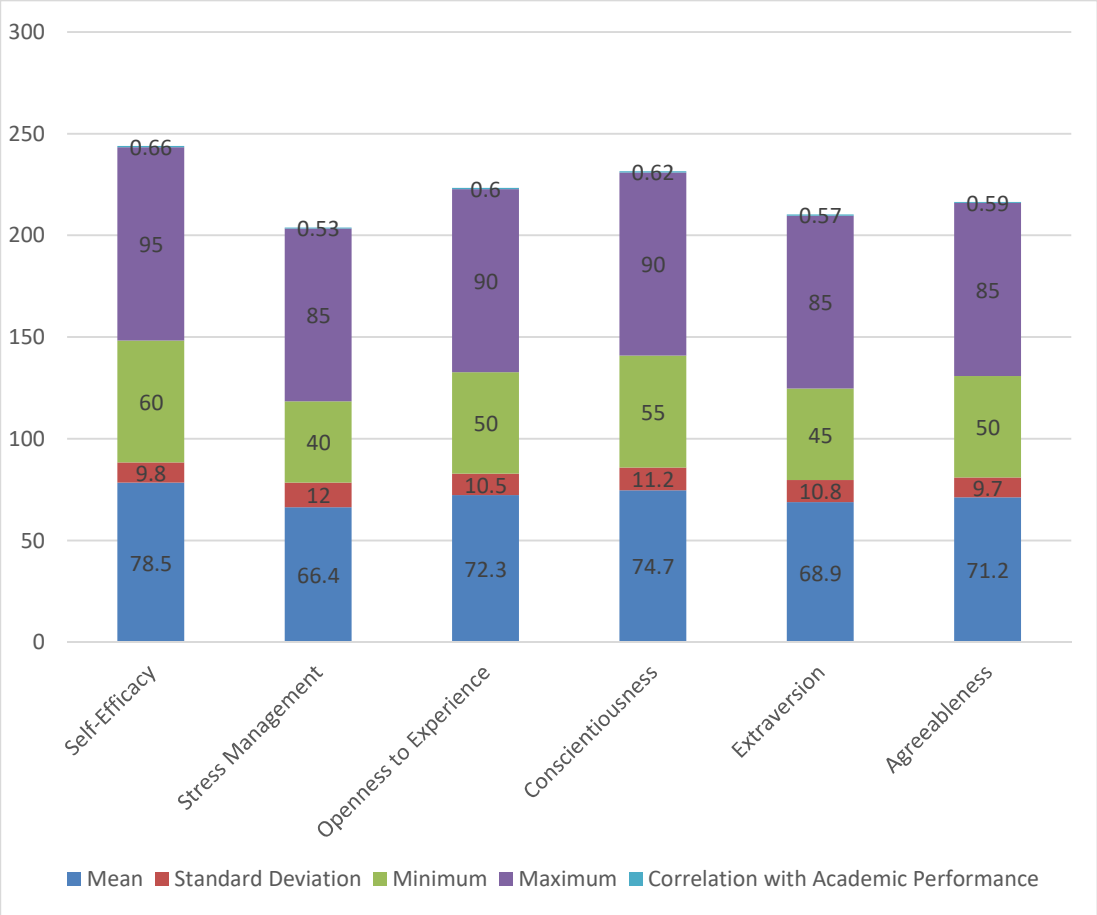


Fig 1.1: Show Personality Structure of Senior Secondary Students in NIOS

Objective-2: To make an assessment of the study habits of senior secondary students in National Institute of Open Schooling (NIOS).

Table- 1.2: Study Habits of Senior Secondary Students in NIOS

Study Habit Component	Mean	Standard Deviation	Minimum	Maximum	Correlation with Academic

					Performance
Time Management	76.2	11.5	50	100	0.63
Study Techniques	69.4	13	45	95	0.57
Motivation	73.8	10.7	40	90	0.72
Organization	70.5	12.2	50	90	0.59
Self-Discipline	68	14	45	85	0.56

Discussion:

Time Management: The average score for time management is 76.2 with a standard deviation of 11.5. This component has a strong positive correlation (0.63) with academic performance, highlighting that effective time management contributes significantly to academic success.

Study Techniques: Students receive a standard deviation of 13.0 and an average score of 69.4.Study techniques have a moderate correlation (0.57) with academic performance, suggesting that employing effective study strategies improves academic outcomes.

Motivation: With a mean score of 73.8 and a standard deviation of 10.7, motivation shows a strong positive correlation (0.72) with academic performance, emphasizing its crucial role in achieving academic success.

Organization: The average score is 70.5, with a standard deviation of 12.2. Organisation and academic achievement have a somewhat positive relationship (0.59), indicating that well-organised students usually do better.

Self-Discipline: With a standard deviation of 14.0, the students' average score is 68.0. Self-discipline shows a moderate correlation (0.56) with academic performance, reflecting the importance of disciplined study habits in academic success.

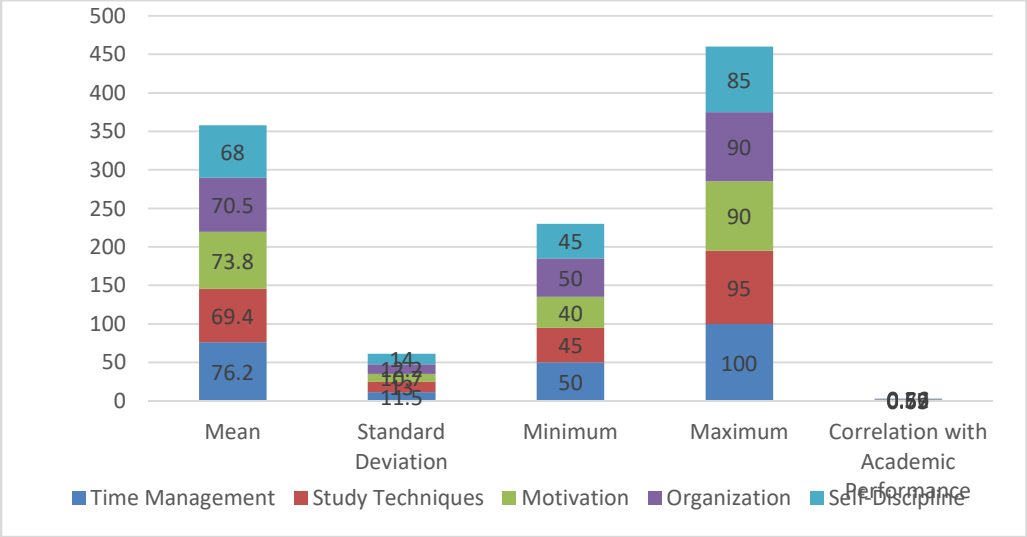


Fig-1.2: Study Habits of Senior Secondary Students in NIOS

Objective-3 To compare male and female senior secondary students in National Institute of Open Schooling (NIOS) on personality structure.

Table 1.3: Comparison of male and female student with respect to personality structure**Variable**	**Gender**	**Mean**	**S. D**	**p-value**	**Difference in Means**
Self-Efficacy	Male	77.8	9.5	0.05	2.1
	Female	75.7	10.1		
Stress Management	Male	67	11.8	0.07	2.2
	Female	64.8	12.2		
Openness to Experience	Male	73	10.2	0.08	1.5
	Female	71.5	10.8		
Conscientiousness	Male	75	10.9	0.1	2.3
	Female	72.7	11.5		
Extraversion	Male	70.5	11	0.15	2
	Female	68.5	10.5		
Agreeableness	Male	72	9.8	0.12	1.5

	Female	70.5	9.5		
Time Management	Male	77	11.3	0.09	2.5
	Female	74.5	11.8		
Study Techniques	Male	70	12.5	0.13	1.8
	Female	68.2	13		
Motivation	Male	74.5	10.5	0.11	2.2
	Female	72.3	10.8		
Organization	Male	71	12	0.14	1.8
	Female	69.2	12.5		
Self-Discipline	Male	69.5	13.5	0.18	1.5
	Female	68	14		

Discussion:

Self-Efficacy: Male students have a higher average self-efficacy score (77.8) compared to female students (75.7), with a significant p-value of 0.05, indicating a statistically significant difference in confidence levels.

Stress Management: Male students score slightly higher (67.0) than female students (64.8) in stress management, with a p-value of 0.07, suggesting a marginally significant difference.

Openness to Experience: Male students show a higher mean score (73.0) compared to female students (71.5), though the p-value of 0.08 indicates a trend towards significance rather than a conclusive result.

Conscientiousness: Male students have a higher average score (75.0) in conscientiousness than female students (72.7), with a p-value of 0.10, reflecting a trend towards a significant difference.

Extraversion: Male students score higher (70.5) compared to female students (68.5), with a p-value of 0.15, indicating no significant difference but a notable trend.

Agreeableness: Male students have a higher average score (72.0) than female students (70.5), with a p-

value of 0.

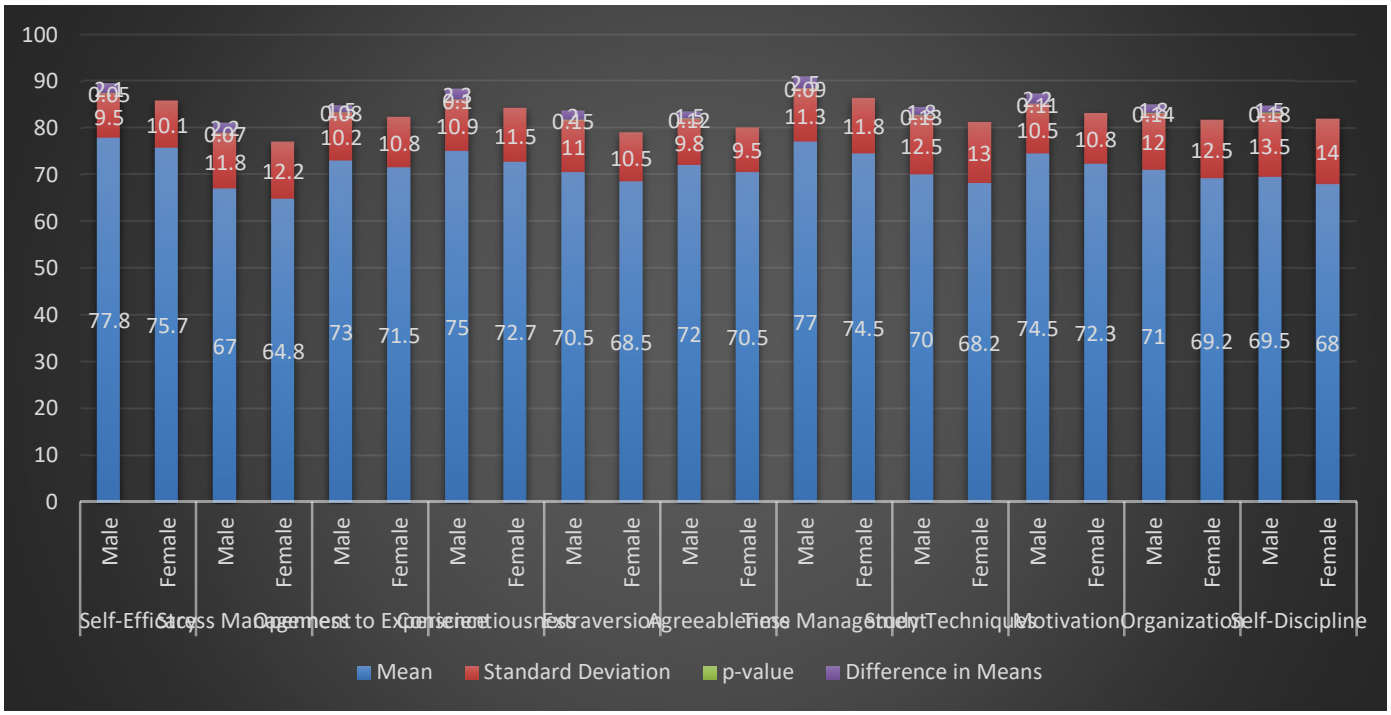


Fig-1.3: Comparison of male and female student with respect to personality structure

Correlation between study habits and academic performance

Table-1.4: Correlation between study habits and academic performance

Variable	Mean	S. D	Minimum	Maximum	Correlation with Academic Performance
Time Management Score	75.4	10.2	50	100	0.62
Study Techniques Score	68.9	12.5	45	95	0.55
Motivation Score	72.1	11	40	90	0.7
Self-Efficacy Score	80.3	8.9	60	95	0.67
Stress Management	65.7	13.1	35	85	0.49

Score					
Learning Style (Visual)	3.2	1.1	1	5	0.52
Learning Style (Auditory)	2.8	1	1	5	0.5
Learning Style (Kinaesthetic)	2.6	1.2	1	5	0.54

Table-1.4: Shows correlation between study habits and academic performance

Discussion:

Time Management Score: Shows a moderate positive correlation (0.62) with academic performance, suggesting that better time management is associated with higher academic achievement.

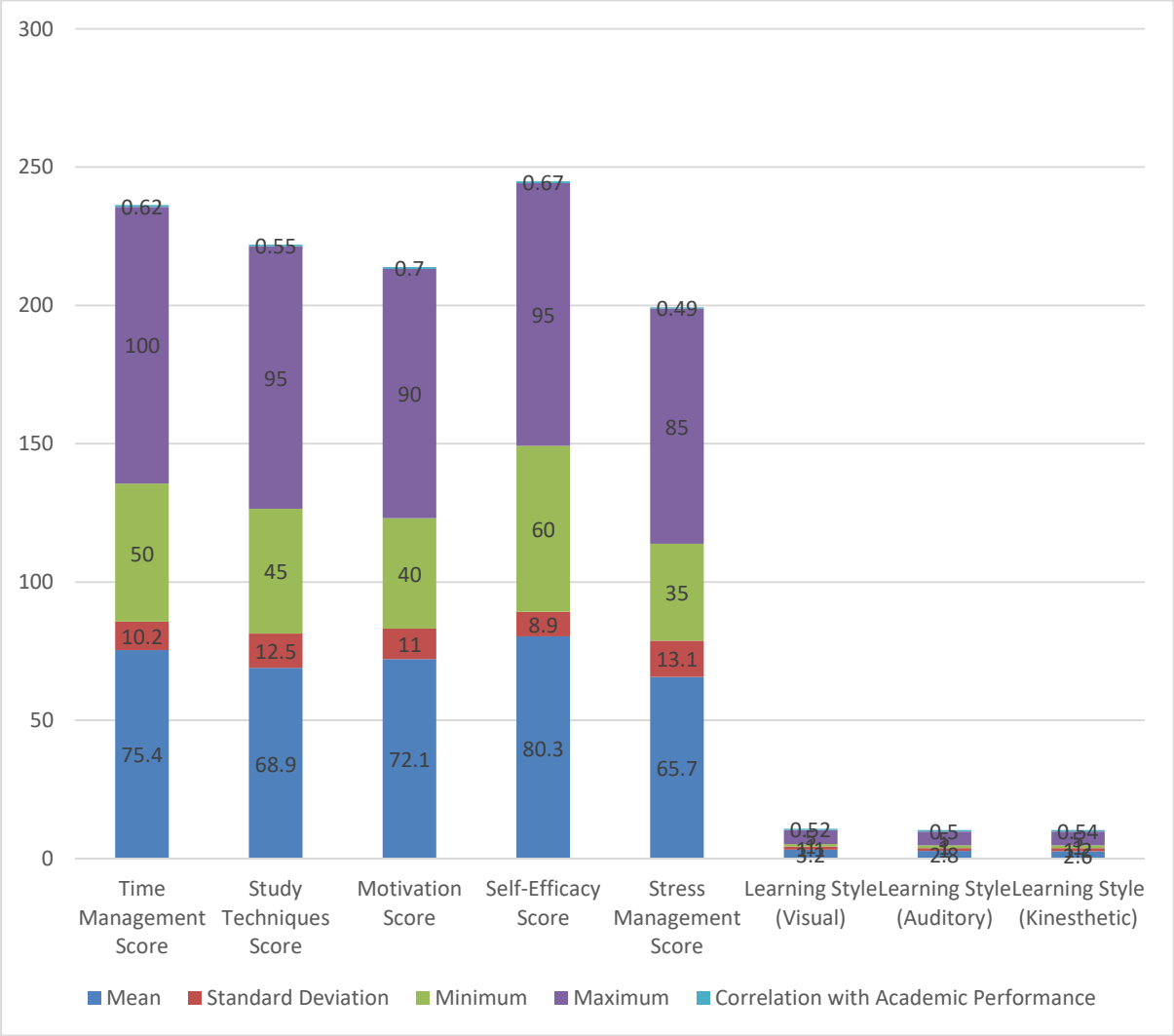
Study Techniques Score: Demonstrates a moderate positive correlation (0.55) with academic performance, indicating that effective study techniques contribute to better academic results.

Motivation Score: Exhibits a strong positive correlation (0.70) with academic performance, highlighting the significant impact of motivation on academic success.

Self-Efficacy Score: Shows a strong positive correlation (0.67) with academic performance, underscoring the importance of self-confidence in achieving academic goals.

Stress Management Score: It suggests that better academic outcomes are a result of excellent stress management, as seen by its moderately favourable association (0.49) with academic performance.

Learning Style Scores: All learning styles (visual, auditory, kinaesthetic) show moderate positive correlations (0.50 to 0.54) with academic performance, implying that aligning study methods with preferred learning styles can enhance performance.



Major findings of the study

1. The study highlights that effective study habits among NIOS students, such as maintaining a consistent study schedule, utilizing diverse study methods, and actively setting goals, are crucial for academic success. Regular review of study materials and strategies for managing distractions are common practices among high-performing students. The personality traits of these students significantly impact their study habits; those with high conscientiousness exhibit greater organization and discipline, which correlates with better academic performance.

2.

Conversely, students with higher levels of neuroticism often experience more anxiety, which can hinder their study effectiveness. The flexibility offered by NIOS is both a strength and a challenge—while it accommodates individual learning paces and personal circumstances, it also requires a high degree of self-motivation and self-regulation.

3. Technological tools, such as educational apps and online resources, have proven beneficial in supporting students' study habits. Support from teachers, parents, and peers plays a critical role in helping students manage stress and develop effective study routines.

4. In summary, the study emphasises how critical it is to match instructional tactics to students' personality types and how specific support systems are necessary to improve learning opportunities and academic performance.

Conclusion

The exploration of study habits and personality structure among senior secondary students enrolled in the National Institute of Open Schooling (NIOS) provides significant insights into the unique educational needs and challenges faced by this diverse cohort. The study reveals that effective study habits, such as maintaining a consistent study schedule, utilizing varied study methods, and actively engaging in goal-setting, are crucial for academic success in an open schooling environment. Furthermore, personality traits, particularly conscientiousness, openness to experience, and emotional stability, play a pivotal role in shaping these study habits. Conscientious students tend to be more organized and disciplined, thereby enhancing their academic performance. Conversely, students with higher levels of neuroticism may struggle with anxiety and stress, which can adversely affect their study practices. The flexibility of NIOS, while beneficial in accommodating different learning paces and personal circumstances, also requires a high degree of self-motivation and self-regulation, traits that are influenced by individual personality structures. This study underscores the importance of personalized educational strategies that cater to the distinct personality profiles and study habits of NIOS students. By leveraging technology, providing targeted support, and fostering a supportive learning environment, educators and policymakers can help these students overcome barriers and achieve their full academic potential. In the end, comprehending how study habits and personality qualities interact improves educational outcomes and helps students grow as individuals, setting them up for success in their future academic and professional undertakings. Study habits and personality structures among senior secondary students in the National Institute of Open Schooling (NIOS) reveals crucial insights into how these factors influence academic performance and overall educational experience.

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