

## IMPACT OF CURRICULUM TRANSACTION STRATEGIES ON STUDY HABITS OF SENIOR SECONDARY SCHOOL STUDENTS

**Prachi Nadra**\*

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### **Abstract**

In school, high academic performance has been attributed to students' effective study habits. This is the reason why the teacher tries to adopt many techniques to help the students to have proper study habits for better learning. Curriculum transaction involves two processes, one is the context in which transaction is carried out in terms of the physical and social characteristics of the setting and second relates to teachers who actually are to transact the curriculum, their capabilities and attitudinal dispositions. The study investigated the impact of various curriculum transaction strategies on students study habits by making a comparison of two school boards and suggested ways for improving them

**Key Words: Curriculum, Curriculum Transaction, Study Habits**

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\* **Research Scholar, Department of Education, Himachal Pradesh University, Shimla, India**

## **Introduction**

Curriculum is very comprehensive in its scope. It touches all aspects of the life of the students, environment which should be educationally congenial to them, ways and manners in which their interests can be handled and warmed up, the procedures and approaches which cause effective learning among them, the social efficiency of the individuals and how they fit in with the community around them. It is intimately related with the individual as a member of the society. It embodies the educational philosophy and the values which it aims to achieve, the purpose it wants to realize and the specific goals that it wants to achieve. Curriculum is the core of educational system. While education is a process, curriculum is the means to the process; while education is learning, curriculum signifies situation for learning; while education deals with “how” and “when”, curriculum deals with “what”; and while education is the product, curriculum is the means.

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. Curriculum transaction incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field. The process of curriculum transaction is the touchstone of success of any curriculum programme. A curriculum could fail to achieve its expectations if the process of transaction is faulty and ineffective. Transaction of curriculum is a much difficult task because it is based on theoretical and practical aspects as well. Transaction of curriculum refers to conscious choice from a variety of alternatives plus proposals and furthermore streams that such choices involve purposeful commitment to recognized and derived objectives. The 'transaction of curriculum' depends upon the objectives of education. It is a commitment for realizing the desired objectives of education, translated into practical terms. Two basic considerations need to be born in mind while planning transaction processes, one is the context in which transaction is carried out in terms of the physical and social characteristics of the setting and second relates to teachers who actually are to transact the curriculum, their capabilities and attitudinal dispositions. Thus, adaptations by teachers to the changing demands of the physical and social settings where the curriculum is transacted, as well as their own

proficiency in various methods of transaction becomes a pre-requisite for making the process of curriculum transaction effective and meaningful.

In school, high academic performance has been attributed to students' effective study habits. This is the reason why the teacher tries to adopt many techniques to help the students to have proper study habits for better learning. The learner's dictionary has defined study as a "mental effort to obtain knowledge." This means that studying is an art of learning which helps the individual not only to acquire knowledge but also the skill and the habit to study. Narramore (1974) defined habit as "a pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effort". Positive study habits refer to a situation in which learners study regularly to achieve maximum success in their school work. Study habits, therefore, refers to learning which leads to the achievement of a learner's goal, through a prescribed pattern of steady behaviour. Study-habits mean the ways of studying, whether systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed with respect to their learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study-habits of learners'. The patterns of behaviour adopted by students in the pursuit of their studies are considered under the caption of their study habits. The efficient acquisition of knowledge depends upon the methods of acquiring study-habits. Kohli (1977) pointed out that in the academic field, study habits are of particular theoretical and practical importance.

Parents send their children to school to learn. In the school, children are exposed to various experiences which influence their behaviour. Therefore, learning is a change in behaviour. Such a change is seen in their mental reasoning, physical growth, manipulative skills and development of values and interests. The change may be easy or difficult depending on the home and the school environment.

Various factors like attitude toward study, attending to the task at hand, fatigue, distractions, home, school/ college (institution), curriculum, community and apart from these factors gender (sex), caste, physical and social environment of the students also influence their study-habits.

## REVIEW

**Abid (2006)** had undertaken an experimental study to examine the effect of guidance service on students' study attitude, study habits and academic achievement. Results of the study indicated that guidance service had significant effect on students' study attitude, study habits and academic achievement. **Ozsoy, et. al. (2009)** investigated the relationship between metacognition knowledge and skills and study habits and attitudes of fifth grade students. The result revealed that there is a significant relation between the metacognition scores and SSHA scores of students' in medium level. Metacognition scores are significantly related to both study habits and study attitudes. **Mbah (2010)** conducted a study to investigate the impact of information and communication technology (ICT) on students study habits. The results revealed that students had a positive attitude towards ICT usage and likely to find that ICT helps them in their studies. As such students' constantly change their study habits based on the type of ICT. **Dhar (2011)** conducted a study on study habits and achievement in science of secondary school students. The result showed a significant correlation between achievement in Science and study habits of secondary school students'. **Singh (2011)** investigated study habits in relation to anxiety and achievement. The main findings of the study were: (1) high, average and low anxiety groups showed significant difference in their means of study habits scores. Average anxiety group possessed significantly better study habits than the high anxiety group as well as low anxiety group;(2) there was no significant difference in the study habits of high and low anxiety groups; (3) there was significant difference in the study habits of first grade and second grade achievers; (4) second and third grade achievers did not differ significantly in their study habits and (5) students' with average anxiety level showed

significantly better study habits than the students' with high and very low anxiety level. **Hassan and Rao (2012)** investigated the relationship between study habits, socio-economic status and academic achievement of class X students. The finding of the study revealed that there was no significant difference between male and female students' study habits. **Oluwatimilehin & Owoyele (2012)** investigated the relationship between study habits and students' academic achievement in core subjects at the junior secondary school level. Findings revealed that of all the study habits' sub-scales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking reading and assignments were regarded as less integral to students' academic performances. Therefore, regular counseling services to train students' on study skills strategies were advocated in order to boost their study habits and enhance their academic achievement. **Dua (2013)** conducted a study on study habits and academic achievement in economics of students' at secondary level. The results of the study revealed that students' with good study habits were also good on achievement in economics and vice versa. **Bhat and Khandai (2015)** conducted a study on academic achievement and study habits of college students of district Pulwama. The findings of the study revealed that 73.5% college students had excellent study habits, 15% had very good study habits, 5.5% were having average, 3.5% were having unsatisfactory study habits and a very small proportion of students 2.5% were having very unsatisfactory study habits and there exists no significant difference in the study habits of college male and female students. Though the mean difference slightly favoured female gifted students but the difference was not statistically significant. **Chawla (2016)** conducted a study on achievement in chemistry of IX graders in relation to study habits. The study showed a positive relationship between achievement in Chemistry and study habits of students.

## **OBJECTIVE OF THE STUDY**

The present study aims to study and compare the impact of curriculum transaction strategies on study habits of students studying in schools affiliated

to Himachal Pradesh Board of School of Education (HPBSE) and Central Board of Secondary Education (CBSE).

## **HYPOTHESIS**

- 1) There will not be a significant difference in the study habits pattern of eleventh grade students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transition strategies by their teachers.
- (2) The study habits of HPBSE students will improve significantly as a result of the curriculum transaction strategies used by the teachers.
- (3) The study habits of CBSE school students will improve significantly as a result of the curriculum transaction strategies used by the teachers.
- (4) The study habits of the students studying in eleventh grade in schools affiliated to HPBSE will differ significantly from eleventh grade students studying in schools affiliated to CBSE as a result of the use of various curriculum transaction strategies by their teachers.

## **DELIMITATION OF THE STUDY**

- (1) The study was delimited to the schools affiliated to HPBSE and CBSE and situated in urban areas of Shimla city.
- (2) The study was confined to the impact of curriculum transaction strategies on the study habits of eleventh grade students.

## **METHOD**

The method used in the present study was Randomized Groups Pre-Test-Post-Test Design. This design was used to measure the impact of curriculum transaction strategies on study habits of eleventh grade students. For this, a pre-test assessing this variable was administered to the two groups of HPBSE and CBSE students at the beginning of the academic session. Then throughout the session the two groups were taught by the usage of combination of curriculum transaction strategies by their respective teachers. At the end of the session, in order to study the impact of transaction strategies on students' study habits, the tool was re-administered to both the groups of students.

## **SAMPLING**

For data collection multi stage sampling was used in the following manner: in the first stage the schools and teachers were selected. For this, two separate lists of all the schools affiliated to HPBSE (only government schools) and CBSE in Shimla Urban was prepared. There are a total of eleven senior secondary schools affiliated to HPBSE and thirteen senior secondary schools affiliated to CBSE in Shimla urban. For data collection four HPBSE schools and five CBSE schools were selected randomly through draw of lots. Thus nine schools were selected in the final sample.

From the sampled schools, 400 students were selected (200 from each school board) randomly by making use of random numbers table. The final data was collected in the academic session of 2015.

## **TOOL USED IN DATA COLLECTION**

A study habit inventory developed by Mukhopadhyay and Sansanwal (1985) was used to measure the study habits of eleventh grade students studying under HPBSE and CBSE Board.

Data was analysed by using the t-ratio.

## **ANALYSIS AND DISCUSSION**

The major objective of the research was to study the impact of curriculum transaction strategies on study habits of eleventh grade students studying in schools affiliated to HPBSE and CBSE. To achieve this objective the data were subjected to t-test. The results are given in table no. 1.1, 1.2, 1.3 and 1.4.

### **1.1 Comparison of Means of Pre-test Study Habits Scores of Students Studying in Schools Affiliated to HPBSE and CBSE**

In order to test the significance of the difference in the means of study habits scores of students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transaction strategies the t-ratio was calculated from the pre-test means of study habits scores. The result is given in table no. 1.1 as under.

#### **Table 1.1**

**Means of Study Habits Scores, SD, MD, SE<sub>D</sub> and t-Ratio**

Board	N	Means of Pre-Test Study Habits Scores	SD	MD	SE <sub>D</sub>	t-Ratio
HPBSE	200	150.46	28.48	4.91	2.69	1.81 <sup>NS</sup>
CBSE	200	151.55	25.38			

NS: Not Significant

Table no 1.1 reveals that the calculated value of 't' for df 398, for comparing the study habits scores of students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transaction strategies, came out to be 1.81, which is not significant even at the 0.05 level of significance.

Therefore the hypothesis that, " There will not be a significant difference in the study habits pattern between the two group of XI grade students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transaction strategies by the teachers" was accepted.

It may be inferred that before the transactional process XI grade students studying in schools affiliated to HPBSE and CBSE did not differ significantly in their study habits.

## **1.2 Impact of Curriculum Transaction Strategies on the Study Habits of Students Studying in HPBSE Schools**

In order to find out the impact of curriculum transaction strategies on the study habits of students studying in HPBSE schools 't' test was applied on the means of the pre-test and post-test study habits scores. The result is given in table no 1.2



**Table 1.2****Means of Study Habits Scores, MD, SE<sub>D</sub> and t-Ratio**

<b>HPBSE Board</b>	<b>N</b>	<b>Means of Study Habits Scores</b>	<b>MD</b>	<b>SE<sub>D</sub></b>	<b>t-Ratio</b>
Pre-Test	200	156.46	2.16	2.66	0.811 <sup>NS</sup>
Post-Test	200	158.62			

NS: Not Significant

It is evident from the table no 1.2 that on comparing the means of study habits pre-test and post-test scores for degree of freedom 398, came out to be 0.811 which is not significant even the 0.05 level of significance.

Therefore the hypothesis that “The study habits of HPBSE school students will improve significantly as a result of curriculum transaction strategies used by the teachers” was not accepted.

It may be inferred that the curriculum transaction strategies used by the teachers in schools affiliated to HPBSE did not help in improving the study habits of the students significantly. However, the mean of study habits scores increased from 156.46 to 158.62.

### **1.3 Impact of Curriculum Transaction Strategies on the Study Habits of Students Studying in Schools Affiliated to CBSE**

In order to test the significance in the means of study habits scores on pre-test and post-test of students studying in schools affiliated to CBSE as a result of the use of various curriculum transaction strategies, the t-test was applied. The result is given in table no. 1.3

**Table 1.3****Means of Study Habit Scores, MD, SE<sub>D</sub> and t-Ratio**

<b>CBSE Board</b>	<b>N</b>	<b>Means of Study Habits Scores</b>	<b>MD</b>	<b>SE<sub>D</sub></b>	<b>t-Ratio</b>
Pre-Test	200	151.55	0.83	2.46	0.33 <sup>NS</sup>
Post-Test	200	152.38			

NS: Not Significant

It is evident from the table no.1.3 that the calculated value of 't' on comparing the means of study habits pre-test and post-test scores of students studying in schools affiliated to CBSE for 398 degree of freedom, came out to be 0.33, which is not significant even at the 0.05 level of significance.

Therefore the hypothesis that, "The study habits of CBSE school students will improve significantly as a result by curriculum transaction strategies used by the teachers", was not accepted.

It may be inferred that the various curriculum transaction strategies used by the teachers teaching in schools affiliated to CBSE did not help in improving the study habits of the students.

#### **1.4 Testing the Significance of Difference between the Post-Test Means of Study Habits of Students Studying in Schools Affiliated to HPBSE and CBSE**

In order to test the significance of difference in the post-test means of study habits scores of students studying in schools affiliated to HPBSE and CBSE, as a result of the usage of curriculum transaction strategies by the teachers, the t-ratio was calculated. The result is given in table no. 1.4:

**Table 1.4****Means of Study Habits Scores, SD, MD, SE<sub>D</sub>, and t- Ratio**

Board	N	Mean	SD	MD	SE <sub>D</sub>	t-Ratio
HPBSE Post-Test	200	158.62	24.77	0.24	2.43	2.55**
CBSE Post-Test	200	152.38	23.97			

\*\* : 0.05 Level of Significance

It is evident from the table no. 1.4 that the calculated value of 't' on comparing the means of study habits post-test scores of students studying in HPBSE and CBSE schools for degree of freedom 398, came out to be 2.55, which is significant at the 0.05 level of significance.

Therefore the hypothesis that, "The study habits of the students studying in XI grade in schools affiliated to HPBSE will differ significantly from the XI grade students studying in schools affiliated to CBSE as a result of the usage of various curriculum transaction strategies by the teachers" was accepted.

It may be interpreted that after the use of curriculum transaction strategies, students studying in schools affiliated to HPBSE had significantly higher mean of study habits scores (158.62) than their counterparts studying in schools affiliated to CBSE (152.38).

## **FINDINGS OF THE STUDY**

- ❖ No significant difference was found in the study habits of HPBSE and CBSE school students before the transaction of the curriculum.
- ❖ The various curriculum transaction strategies used by the teachers of HPBSE schools did not help in improving the study habits of the students in general.

- ❖ The various curriculum transaction strategies used by the teachers of CBSE schools did not help in improving the study habits of the students.
- ❖ The impact of curriculum transaction strategies on improving the study habits of students was higher among the HPBSE schools than in CBSE schools.

## CONCLUSIONS AND SUGGESTIONS

The present study revealed that the various curriculum transaction strategies used by the teachers of HPBSE and CBSE schools did help in improving the study habits of the students. Though the impact of transaction strategies on improving the study habits was more in case of students studying in HPBSE schools. The comparatively poor study habits of CBSE school students may be due to a number of reasons namely: lack of interest in subject of students, traditional teaching methods and styles used by the teachers and difficulty level of the subject,

The teachers should realize that students grapple with many issues in their lives, and because of all the competing things for attention, it's hard to concentrate on studying. Being in school, students have to at least do a little studying in order to progress from year to year. The key to effective studying isn't cramming or studying for longer duration any more, but studying smarter. Studying smarter is possible with the help of effective study habits. Here are some suggestions which teachers can use as aids in the development of effective study habits of students: the teachers can help students plan and follow a definite time schedule for study by spacing time for studying and recreation, they can guide the students to make use of whole method of studying whenever possible, underline important definitions and write down brief notes, they can guide students to be alert to instances in which the subject-matter learned in one course may apply to the subject-matter in another course and should encourage students to develop the habit of summarizing and reviewing. Studying presents problems to students in various forms. Some students have the eagerness to study but may not know the strategies to study effectively. Students from this group can benefit if positive study habits are inculcated in the students. A planned program of study is a good strategy to motivate students to explore, ask questions and solve questions that confront them. Gordon (1977) concluded that classroom teachers should teach students good study habits and self-management skills together with

appropriate self-attribution strategies. These strategies could influence students' persistence and academic self- concept that in turn would promote academic achievement.

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