ULUSLARARASI SOSYAL ARAŞTIRMALAR DERGİSİ
THE JOURNAL OF INTERNATIONAL SOCIAL RESEARCH

Cilt: 13 Sayı: 69 Mart 2020 & Volume: 13 Issue: 69 March 2020
www.sosyalarastirmalar.com Issn: 1307-9581
Doi Number: http://dx.doi.org/10.17719/jisr.2020.3997

BAZI KİŞİSEL DEĞİŞKENLERİN ÖĞRENCİLERİN ÇALIŞMA ALIŞKANLIKLARI ÜZERİNDEKİ ETKİLERİNİN İNCELENMESİ

INVESTIGATION OF THE EFFECTS OF SOME PERSONAL VARIABLES ON STUDENTS' WORKING HABIT

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Öz

Bu araştırmada, ilköğretim öğrencilerinin cinsiyetlerinin, çalışma odalarının, akademik başarılarının ve sınıf düzeylerinin bağımsız (bireysel), bir partnerle (bir arkadaş) ve bir grupta çalışma alışkanlıkları üzerinde önemli bir etkisi olup olmadığı incelenmiştir. Öğrencilerin akademik başarılarını etkileyen çesitli faktörler vardır. Bu faktörler arasında, öğrencilerin daha iyi öğrenmeleri için, alıştırma yapmayı, alışkanlık oluşturmayı ve okul içinde ve okul dışında yapmayı tercih ettikleri, çalışma alışkanlıkları adı verilen bazı aktiviteler vardır. Programın ana varsayımlarının yerine getirilmesi açısından, öğrencilerin çalışma alışkanlıklarını belirleyerek, uygulanan programın anlaşılmasına yatkınlığın sunulması önemlidir. Araştırma 570 ilkokul öğrencisine uygulanmıştır. Veri toplamak için "Çalışma Alışkanlıkları Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Veri analizinde frekans değerleri, nokta ortalamaları ve standart sapmalar belirlenir ve çalışma alışkanlıkları ANOVA ile analiz edilirken, bireysel değişkenlerin çalışma alışkanlıkları üzerindeki etkisi MANOVA ile analiz edilmiştir. Önemli farklılıkların kaynağını belirlemek için Tukey HSD testi kullanılmış ve sonuçların yorumlanmasında anlamlılık düzeyi .05 olarak kabul edilmiştir. Araştırma sonucunda; öğrencilerin bağımsız, bir parnerle ve grup halinde çalışma alışkanlıkları arasında "bir partnerle çalışma alışkanlığı lehine, cinsiyet değişkenine göre bir partnerle çalışma alışkanlığı arasında "erkek" öğrencilerin lehine, öğrencilerin sınıf düzeyleri ile bağımsız, bir partnerle ve grupla çalışma alışkanlıkları arasında da anlamlı bir farklılılar tespit edilmiştir. Ancak öğrencilerin çalışma odası olup olmadığı, akademik başarı değişkenleri ve çalışma alışkanlıkları arasında anlamlı bir fark bulunamamıştır.

Anahtar Kelimeler: Bağımsız Çalışma Alışkanlığı, Partnerle Çalışma Alışkanlığı, Grupla Çalışma Alışkanlığı.

Abstract

In this research, it is examined whether genders, study rooms, academic achievements and class levels of primary school students have any significant influence on their habits of studying independently (individually), with a partner (a friend) and in a group. There are various factors that affect students' academic achievements. Among these factors, there are some activities called study habits which students like to perform, form a habit of and prefer to do in and out of school on the behalf of learning. In terms of fulfilling the main assumptions of the program, it is considered important to present the predisposition of understanding of the implemented program by determining students' study habits. The research is implemented on 570 primary school students. In order to collect data, "The Study Habits Scale" and "Personal Information Form" are used. Frequency values, point averages and standard deviations are determined in data analysis and the study habits are analyzed with ANOVA while the influence of individual variables on the study habits is analyzed with MANOVA. Tukey HSD test is used to determine the source of the significant differences and the significance level is deemed as .05 in interpretation of the results. As a consequence of the research, it is observed that there is a significant difference in favor of "habits of studying with a partner" among the points of the students' habits of studying independently, with a partner and in a group. Another significant difference is found in favor of "male" students between gender and the habit of studying with a partner. Also, a significant difference occurs among class levels of students and their habits of studying independently, with a partner and in a group. However, no significant difference is found among whether students have a study room or not, their academic achievement variables and study habits.

Keywords: Independent Study Habits, Study Habits with a Partner, Study Habits in a Group.

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1. INTRODUCTION

All the formal and non-formal educational institutions give place to group trainings. The primary goal here is to constitute an intentional enculturation process that involve the largest populations of the society which are in need of education. The second goal is to cultivate qualified labor force that will meet the roles and status, which come forward due to distributions of social roles, by enabling individuals to discover their own limits. Thus, while ensuring the social continuity on one side, education cultivates labor force that will take the same society a step further and add new attainments to the cultural heritage on the other. Students' failure at the end of the education process, which was planned to serve these purposes, not only causes waste of economic resources, time and energy, but it also strengthens the concern of not being able to cultivate the labor force that is appropriate for the expectations and needs of the education process, itself, in the society.

There are various factors that affect the students' academic achievements. Individuals' emotional development, academic sense of self, motivation, time management, attention, mental development, learning styles, parents' attitudes, friends, genders, anxiety levels and personal characteristics are some of them (Moneta, Marcantonia ve Felicitas, 2006). Besides these factors, another important one is students' "study habits". When the related studies are reviewed (Alıcıgüzel, 1990; Korkmaz, 2001; Sırmacı, 2003), it is seen that the term "study skills" is used for the activities that affect students' academic achievement and involve their studying-learning activities. In literature, the term "skill" in "study skills" is described as "speciality, dexterity, ability and mastership at doing something", "the ability that ensures performing an action or an activity efficiently" (Kaptan et al., 2007, 16) or "putting memorised and comprehended information into practice" (Spence, 2003). In this study, the term "study habits" is used to signify "life style, life philosophy, delight in doing, to make a habit of something." Since achievement is not only a consequence related to a person's ability or hard work, but one that depends on one's habits as he/she attains positive and effective results for themselves (Telman, 1999). According to many educators, study habits are important educational phenomena that determine students' achievements directly (Küçükahmet, 2000; Atılgan, 1998). According to Nneji (2002), study habit is "a method that students adopt deliberately in their study behaviors and that ensures students to master a subject after class". Alıcıgüzel (1990) defines study as ''learning activity based on a meticulous planning'' and for study skills, lists ''noting down what is lectured, summarizing a text, making lists of resources and materials, solving problems, reading by scanning and reading carefully, effective listening''. Sırmacı (2003) on the other hand, explains study skills as ''what students need to do before and after class'' and groups these as skills related to time management, motivation for courses, study methods and selected places to study.

Şahin (2007) used the term study skills in their study and put these skills in order as "using the time that students spare to study by being aware of their own learning styles, taking notes by listening effectively and reading efficiently." The fact that student are aware of their own learning styles means that they are conscious of which method they learn more effectively with. How a student studies, in other words, whether or not they prefer studying alone or with a friend, taking notes or reading and explaining should be specified. Korkmaz (2001) states that students cannot learn just by sitting, instead, they need to do other things rather than listening to their teacher; hence, they need to read, write, speak, argue, compare new information with their background knowledge, make connections, solve problems, collaborate for a common purpose and share the findings. Effective learning is a process that involves open-ended formative learning experiences, in which students participate in the learning process actively and control it (Başaran, 2004). Study habit can be defined briefly as "a method that students adopt in their study behaviors, which affects the way of their participating in-class activities and their learning efforts outside the classroom -thus, their academic achievement as well- positively."

In the process of acquiring study habits, preschool and primary education play an important role. Due to the fact that preschool education is not very common in Turkey, some of the basic skills that needed to be acquired at preschool (e.g. sharing, collaboration, helping each other, etc.) have to be acquired during primary education process, that is; they should be routinised by then. It is observed that the child in this stage (7-12) is influenced by the group he formed with his peers and shapes his behaviours according to this group (Şahin, 2007). This stage, which is an important process in shaping the personality of the individual and acquiring the basic habits, has an important role both in adoption of the basic study habits that provide academic success and in adoption of the basic thinking and working habits required by the business life in the future. It has been alleged that student's study habits may be affected by his attitude towards the lecturer and the course, as well as his personality traits, knowledge level and environmental factors according to

Ocak and Koç (2006). To enable individuals to survive in competitive conditions of today's business life, it is needed to bring them in skills of critical thinking, problem solving, teamwork-collaboration, learning on one's own, continuous learning, and written and verbal expression during their education, besides technical content (Boyraz, 2004). As the students who do not have the habit of studying effectively and efficiently cannot recompense the efforts they put into learning and the time they spend, their achievement levels both in school and career will be low (Tuŕkoğlu, Doğanay, Yıldırım, 1998; Aktr: Teker, 2002).

The constructivist learning theory behind the new primary school curriculum suggests new learning approaches such as project-based learning, problem-based learning and cooperative learning which is based on collaboration, enabling students to take more responsibilities and participate actively in educational environments. While constructivist concept uses these methods to aim for "ensuring information is organized in mind," pragmatic educational philosophy makes use of the same methods to reveal the information, gain knowledge and experience with problem solving (Osborne, 1997). Learning how to learn can occur by studying individually, with a partner or in a group. It is so valuable to make a habit of studying independently, with a friend or a partner or in a group in the education process, in terms of business life and academic achievements of students, as well as in terms of constructivist approach.

Students are collaborative, they evaluate their friends and sometimes they are experts (Koc, 2002, p.32). Although a problem solving process is an individual phenomenon, it is also a social process. Group experience is a participatory entertainment that group members share with one another. The more they share, the more the development possibilities increase (Gutek, 1997, 108).

1.1 The Goal and Importance of the Research

The goal of this research is to examine the effects of some individual variables on the study habits by specifying primary school students' independent study habits, study habits with a partner and in a group. As it is known, the new primary school curriculum is predicated on constructivist learning theory and it is based on interaction, collaboration and active participation to the learning-teaching methods and techniques this learning theory prescribes. Students' apprehending information can be made possible by comparing it with their own background knowledge, interpreting, reproducing collaborating with their teacher, friends and social circle and sharing the results with them. This research is important in terms of specifying whether the students' habits of studying independently, with a partner or in a group tally with the expectations of society and business life and whether it is appropriate with the main principles of the new primary school curriculum.

2. METHOD

The problem sentence of this research is formed as "Do some individual variables such as gender, study room, class level and academic achievement status have an effect on primary school students' habits of studying independently (individually), with a partner (with a friend) and in a group?"

Survey model in descriptive research approaches, which is predicated on describing a situation as it is (Karasar, 2002), is used, as primary school students' habits of studying independently (individually), with a partner (with a friend) and in a group is examined in the research.

2.1 Study Group

153 students from 4th grade, 144 students form 5th grade, 81 students from 6th grade, 88 students from 7th grade and 104 students from 8th grade -570 students in total- in two official primary schools in Bakırköy, İstanbul form the study group of the research.

2.2 Data Collection Tools

"Study Habits Scale" and "Student Personal Information Form" are used to collect the data required in the research.

"Study Habits Scale"

This scale is developed by the researcher to specify students' habits of studying independently (individually), with a partner (with a friend) and in a group. It is formed initially by 3 sub-dimensions and 21 criteria in total (independent=7, with a partner=7 and in a group=7). At the end of the implementation, Kaiser-Mayer-Olkin (KMO) and Barletts test results which show the efficiency of scale (sample) number specified initially for the factor analysis are examined and Kaiser-Mayer-Olkin (KMO)=.80, Barletts test=3195.552 ($p<.01$) results are obtained. Taking these results into consideration, factor analysis is carried

out by using the Lisrel program suggested for the points that are entered as 0 and 1 for the construct validity of the scale (Bartholomew et al., 2004). In consequence of the factor analysis that is conducted in order to specify to what extent properly the assessment instrument can assess the abstract phenomenon (Tavşancıl, 2002, p.45), it is seen that 5 criteria in the first sub-dimension (a sample sentence for independent study habits; Generally I learn better when I study by myself), all the 7 criteria in the second one (a sample sentence for habits of studying with a partner; Generally I am more successful when I study a subject with a partner/a friend at home or in the class) and 6 criteria in the third sub-dimension (a sample sentence for habits of studying in a group; I hope that I can have the opportunity to study as a group in the class) (18 criteria in total) cling to the factors related to the load values .300 and more that are approved in social sciences.

In consequence of the factor analysis carried out for the final scale formed within the context of the related criteria; it is seen that 3 sub-dimensions of the scale explain 61.01% (cumulative variance) of the study habits the scale aims to assess, each of the factor eigenvalue occurs above 1.00 and there is a correlation between each factor total and test total, and the correlation cut-off points of each factor is over .300.

In order to compare reliability, KR-20 values can be used in two-category (1, 0) scoring according to Atılgan (2004) and Cochran chi-square test can be applied if all the criteria are based on a two-choice answer (dichotomisation) according to Ergün (1995). Thus, for the final scale which consists of 18 criteria and 3 sub-dimensions, KR-20= .71 and ANOVA with Cochran's Test F=1859.62 (p<.01) results are obtained.

"Student Personal Information Form"

In "Student Personal Information Form" which is used to collect the required data related to students in the research, there are questions that specify the students' genders, academic achievement levels, class levels and whether they have a study room at home. The evaluation is done by entering the data according to students' answers to these questions.

2.3 Collecting and Analyzing the Data

The data gathered from the research is used by analyzing with SPSS 15.0 Windows statistical program and Lisrel 8.4 version is used for the factor analysis which is applied for structure validity. The scoring of the criteria is as follows: 1 for the students who agree with the opinion given in the research and 0 for the students who do not. Frequency, point averages and standard deviations of the data obtained through the generated scale are found. Study habits (independent, with a partner and in a group) are dependent variables; and the gender status, whether there is a study room at home, academic achievement levels, and class levels which appear in the Personal Information Form are considered as independent variables. Study habits are examined with ANOVA and the effects of study habits on individual variables with MANOVA. Tukey HSD test is used for the source of significant differences, and the level of significance is accepted as .05 in the interpretation of results.

3. FINDINGS

In this section, the results related to the findings gathered in consequence of analyzing the statistical data collected for the solution of the problem discussed in the research can be found.

In Table 1a, student numbers, point averages and standard deviations of primary school 4th, 5th, 6th, 7th and 8th graders' habits of studying independently (individually), with a partner (a friend) and in a group who participate in the research can be found.

Table 1a: Student Numbers(n), Point Averages(x), Standard Deviations(SD) Related to Study Skills Points and Tukey HSD Results

				Tukey HSD		
Total Points	N	$\bar{X}$	SD	(1)	(2)	(3)
Independent (1)	46	7.76	2.85	----	-3.98394*	-2.44203*
With a Partner (2)	337	11.74	2.16	3.98394*	----	1.54191*
In a Group (3)	69	10.20	2.17	2.44203*	-1.54191*	----
Total	452	11.10	2.54			

*= p<.05

When Table 1a is analyzed, it is seen that primary school students' points are the highest in the field of habits of studying with a partner and are lowest in the field of habits of studying independently. In Table 1b, it is given place to ANOVA results which is carried out to determine the difference between the points of "the habits of studying independently, with a partner and in a group" and the total points.

Table 1b: The Sub-dimensions of Students' Study Habits and ANOVA Results of the Total Points

Total Points	Sum of Squares	SD	Quadratic Mean	F	P
Intergroup	708.53	2	354.26	72.05	.000
In-Group	2207.58	449	4.91		
Total	2916.11	451			

When Table 1b is examined, it is seen that there is a significant difference among the sub-dimensions of the study habits of the students at .01 level, and when Tukey HSD results that show the source of this difference and appear in Table 1a are analyzed, it is observed that there are significant differences in favor of "with a partner" between "studying independently" and "with a partner," in favor of "in a group" between "studying independently" and "in a group" and in favor of "with a partner" between "studying with a partner" and "in a group". In Table 2a, student numbers, point averages and standard deviations of the primary school students who participate in the research according to their genders can be found.

Tablo 2a: Student Numbers(n), Point Averages(x) and Standard Deviations(SD) According to Genders of Students

	Students' Genders	N	$\bar{X}$	SD
Habits of Studying Independently	Girl	321	2.36	1.28
	Boy	249	2.44	1.06
Habits of Studying with a Partner	Girl	321	4.78	1.61
	Boy	249	4.81	1.64
Habits of Studying in a Group	Girl	321	3.81	1.36
	Boy	249	3.74	1.35

When Table 2a is examined; in the data related to habits of studying independently, with partner or in a group according to genders of the students, the point average in habit of studying ''with a partner'' is found to be the highest. In Table 2b, MANOVA results are presented to determine the difference between the genders and point averages of the students.

Table 2b: MANOVA Results of Students According to Their Genders

Source	Variables	Sum of Squares	SD	Quadratic Mean	F	P
Gender	Independent (Individual)	1.050	1	1.50	.47	.49
	With a Partner	21.473	1	21.473	4.57*	.03
	In a Group	2.379	1	2.379	.83	.36

Wilks'λ=0.99, Fmeasured(3, 566)=1.65, p=0.178>.05

When the scores of the MANOVA results gathered according to genders of students in Table 2b is examined, it is found that the scores related to habits of studying independently, with partner or in a group according to genders of the students do not create a significant difference (Wilks'λ=0.99, Fmeasured(3, 566)=1.65, p=0.178>.05). However, in the ANOVA results, it is seen that there is a significant difference at p<.05 level between the gender status of students and the sub-dimension of studying with a partner. As gender is a dual variable, when the point averages in Table 2a is examined again, it is seen that the difference arisen among the habit of studying with a partner according to the gender of the students is in favor of "male" students.

In Table 3a, student numbers, point averages, and standard deviations of students according to their study rooms are given.

Table 3a: Student Numbers(n), Point Averages(x) and Standard Deviations(SD) According to The Study Rooms of Primary School Students

	Students' Study Rooms	N	$\bar{X}$	SD
Habits of Studying Independently (Individually)	Available	512	2.39	1.20
	Not Available	58	2.41	1.20
Habits of Studying with a Partner (with a Friend)	Available	512	4.79	1.63
	Not Available	58	4.77	1.57
Habits of Studying in a Group	Available	512	3.77	1.37
	Not Available	58	3.87	1.25

When the values in Table 3a are examined, it is seen that students' point averages related to their "habits of studying independently, with a partner and in a group" according to whether they have a study room are highest in studying ''with a partner'' sub-dimension. In Table 3b, it is given place to MANOVA test results which show the simultaneous differentiation status of students' point values in their study habits according to whether the students have a study room.

Table 3b: MANOVA Results of the Students' Study Habits According to Whether They Have a Study Room

Source	Variables	Sum of Squares	SD	Quadratic Mean	F	P
Students' Study Rooms	Independent (Individual)	4.50	1	4.50	2.00	.158
	With a Partner	.012	1	.012	.003	.959
	In a Group	4.38	1	4.38	1.53	.217

Wilks'λ=0.99, Fmeasured(3, 566)=.87, p=0.45>0.05

When the scores of MANOVA results gathered according to whether the students have a study room in Table 3b is examined, it is found that the scores ((Wilks'λ=0.99, Fmeasured(3, 566)=1.65, p=0.178>.05) related to the habits of studying independently, with partner or in a group do not create a significant difference. That is, whether or not the students have a study room does not have any influence on their study habits.

In Table 4a, student numbers, point averages and standard deviations according to academic achievement levels are given.

Table 4a: Student Numbers (n), Point Averages (x) and Standard Deviations (SD) According to Academic Achievement Level

	Academic Achievement	N	$\bar{X}$	SD
Habit of Studying Independently (Individually)	I have got a letter of appreciation	227	2.37	1.08
	I have got a letter of thanks	200	2.40	1.09
	Others	143	2.43	1.46
Habit of Studying with a Partner	I have got a letter of appreciation	227	4.84	1.67
	I have got a letter of thanks	200	4.87	1.52
	Others	143	4.61	1.68
Habit of Studying in a Group	I have got a letter of appreciation	227	3.75	1.32
	I have got a letter of thanks	200	3.88	1.43
	Others	143	3.69	1.30

When the values in Table 4a are examined, it is seen that students' point averages in their "habits of studying independently, with a partner and in a group" according to their academic achievement levels are highest in studying ''with a partner'' sub-dimension. In Table 4b, MANOVA test results which show the simultaneous differentiation status of students' point values in their study habits according to their academic achievement levels can be seen.

Table 4b: MANOVA Results of the Students' Study Habits According to Their Academic Achievement Levels

Source	Variables	Sum of Squares	SD	Quadratic Mean	F	P
Students' Academic Degrees	Independent (Individual)	8.33	2	4.166	1.85	.158
	With a Partner	.93	2	.46	.99	.906
	In a Group	.53	2	.26	.92	.912

Wilks'λ=0.99, Fmeasured(6, 1130)=.79, p>.05

When the scores of MANOVA results gathered according to the students' academic achievement levels in Table 4b is examined, it is found that the scores (Wilks'λ=0.99, Fmeasured(6, 1130)=.79, p=0.57>.05) related to students' habits of studying independently, with partner or in a group according to their academic degrees do not create a significant difference. That is, students' academic achievement levels have no influence on their study habits.

In Table 5a, student numbers, point averages and standard deviations according to their class levels are given.

Table 5a: Student Numbers (n), Point Averages (x) and Standard Deviations (SD) According to Their Class Level and Turkey HSD Results

Class Level		N	X	SD	Tukey HSD (1)	(2)	(3)	(4)	(5)
Habits of Studying Independently (Individually)	4th Grade (1)	153	2.37	1.12	---	.13	.40	.69*	.43
	5th Grade (2)	144	2.24	1.07	-.13	---	.26	.55*	.29
	6th Grade (3)	81	2.58	1.52	-.40	-.26	---	.28	.02
	7th Grade (4)	88	2.40	1.14	-.69*	-.55*	-.28	---	-.25
	8th Grade (5)	104	2.52	1.66	-.43	-.29	-.02	.25	---
	Total	570	2.40	1.19					
Habits of Studying with a Partner (with a Friend)	4th Grade (1)	153	4.98	1.50	---	.00	-.71	.51	1.07*
	5th Grade (2)	144	5.00	1.46	-.00	---	-.72	.51	1.06*
	6th Grade (3)	81	4.93	1.58	.71	.72	---	1.23**	1.78**
	7th Grade (4)	88	4.73	1.78	-.51	-.51	-1.23**	---	.55
	8th Grade (5)	104	4.16	1.76	-1.07*	-1.06	-1.79**	-.55	---
	Total	570	4.79	1.62					
Habits of Studying in a Group	4th Grade (1)	153	3.96	1.29	---	-.04	.51	-.56	-.64*
	5th Grade (2)	144	3.98	1.32	.04	---	.55	-.51	-.59*
	6th Grade (3)	81	3.75	1.24	-.51	-.55	---	-1.07**	-1.15**
	7th Grade (4)	88	3.78	1.21	.56	.51	1.07**	---	-.08
	8th Grade (5)	104	3.27	1.60	.64*	.59*	1.15**	.08	---
	Total	570	3.78	1.36					

**= p<.001 *= p<.05

When the values in Table 5a are examined; it is seen that students' point averages in their "habits of studying independently, with a partner and in a group" according to their class levels are highest in studying ''with a partner'' sub-dimension. In Table 5b, MANOVA test results which show the simultaneous differentiation status of students' point values in their Study habits according to their class levels can be found.

Table 5b: Students' Study Habits According to Their Class Levels

Source	Variables	Sum of Squares	SD	Quadratic Mean	F	P
Class Level	Independent (Individual)	33.69	4	8.42	3.80	.005*
	With a Partner	188.38	4	47.09	10.63	.000**
	In a Group	93.96	4	23.49	8.62	.000**

Wilks'λ=0.82, Fmeasured(12, 1489.85)=9.11, p=0.000<.00

In Table 5b, MANOVA results gathered according to students' class levels are given and it is seen that the scores (Wilks'λ=0.82, Fmeasured (12, 1489.85)=9.11, p<.0) related to habits of studying

independently, with partner or in a group create significant differences. When the results of Tukey HSD which is conducted to determine the source of these differences are analyzed in Table 5a, it is observed that according to students' class levels, there are significant differences among the students who have the habit of studying independently, in favor of 4th graders between 4th and 7th graders, in favor of 5th graders between 5th and 7th graders at p<.0a5 level; among the students who have the habit of studying with a partner, in favor of 4th graders between 4th and 8th graders, in favor of 5th graders between 5th and 8th graders at p<.05 level, in favor of 6th graders between 6th and 7th graders, in favor of 6th graders between 6th and 8th graders at p<.01 level; among the students who have the habit of studying in a group, in favor of 8th graders between 4th and 8th graders, in favor of 8th graders between 5th and 8th graders at p<.05 level, in favor of 7th graders between 6th and 7th graders, in favor of 8th graders between 6th and 8th graders at p<.01 level.

4. DISCUSSION AND CONCLUSION

When students' habits of studying independently, with a partner and in a group is examined, it is seen that there is a significant difference in favor of "with a partner" between "students who have habits of studying independently" and "students who have habits of studying with a partner;" in favor of "in a group" between "students who have habits of studying independently" and "students who have habits of studying in a group;" in favor of "with a partner" between "students who have habits of studying with a partner" and "students who have habits of studying in a group.

It is observed that there is a significant difference between gender of the students and study habits with a partner in favor of "male" students; between class level and habits of studying independently, with a partner and in a group. However, no significant difference is seen between students' habits of studying independently, with a partner and in a group and whether they have a study room or not and among the variables of their academic achievement levels.

When the results gathered is examined, it may be stated that primary school students have habits of studying with a partner rather than habits of studying independently and in a group. The fact that children in these ages have the tendency and habits of studying together with their peers may be related to their developmental characteristics. The tendencies of the individuals to be a part of a group, adopt their norms and to be with them is considered normal for this group of age. Making use of these developmental characteristics, their habits of studying with a partner or in a group may be improved.

It is seen that there is a significant difference between the genders of primary school students and their habits of studying "with a partner" in study habits in favor of "male" students. Male students may be claimed to have the tendency to study with a partner rather than female students in this case. It is specified that there are significant relations/differences between study skills and genders of students among the local and foreign studies carried out in this issue (Sırmacı, 2003; Arslantas, 2001 and Thomas and William, 1996; Yüksel-Şahin, 2007).

It is observed that there is no significant difference at any sub-dimension between study habits of primary school students and whether students have a study room or not. That is, whether they have a study room does not affect their habits of studying independently, with a partner or in a group. In fact, a study environment is the place where a person feels physically comfortable and finds the necessary equipments in an order; thereby, he may increase the efficiency of his study (Harvey, 2003). However, in the research on students' study skills carried out by Sırmacı (2003) and Yüksel-Şahin (2007), no significant difference is found between students' study skills and the variable of whether they have a study room or not. These consequences may be evaluated as the fact that whether to have a study room does not affect students' study habits and skills.

It is seen that no significant difference occurs at any sub-dimension between study habits of primary school students and their academic achievements. However, in many studies on students' study habits and skills (Arslantas, 2001; Atılgan, 1998; Bailey and Onwueguzie, 2002; Burson, 1985; Ersoy, 2003; Garcia, 2006; Jegede, Jegede and Ugodulunwa, 1997; Okpala, Ellis and Okpala, 2000; Sırmacı, 2003; Yeh, 1990; Yip and Chung, 2005; Yüksel-Şahin, 2007; Yüksel, 1997), it is observed that there are significant differences/relations between study habits and skills of students and their academic achievements. The fact that there are no significant differences between students' study habits and their academic achievements in this study may be evaluated as the possibility that students may have not stated the truth but have exhibited their own self-perceptions and particularly, avoidence behaviour instead of their real academic achievements.

It is seen that there are significant differences between class levels of primary school students and their habits of studying independently, with a partner and in a group. According to students' class levels, it is seen that there is a significant difference among the students who have the habit of studying independently, in favor of 4th graders between 4th and 7th graders, in favor of 5th graders between 5th and 7th graders; among the students who have the habit of studying with a partner, in favor of 4th graders between 4th and 8th graders, in favor of 5th graders between 5th and 8th graders, in favor of 6th graders between 6th and 7th graders, in favor of 6th graders between 6th and 8th graders; among the students who have the habit of studying in a group, in favor of 8th graders between 4th and 8th graders, in favor of 8th graders between 5th and 8th graders, in favor of 7th graders between 6th and 7th graders, in favor of 8th graders between 6th and 8th graders. It is considered that primary school students have more tendency to have the habits of studying independently and with a partner. This threshold simply evokes the transition process from concrete operational stage to formal operational stage. It is seen that secondary school students tend more to have habits of studying in a group. In the studies of Tulum (2000) and Bay, Tuğluk and Gençdoğan (2005) who researches into the correlation between study habits and class levels, it is found that there are significant differences between students' class levels and their study skills.

Research findings indicate that the sample group prefers to study with a partner. Specifying the situation in Turkey in general by increasing the numbers of similar studies is important in terms of making decisions in planning teachers' in-class activities, taking these truths into consideration. Although there are no significant differences between students' habits of studying independently, with a partner and in a group and their academic achievements, there are more findings that show adverse outcomes. Thus, it is as important to form habits of studying with a partner or in a group as well as studying individually in the primary school period which is an educational process and a developmental stage that fundamental habits are formed. As the era we are in produces not problems that cannot be overcome individually but rather the ones that entail more than one individual or specialty to collaborate, the skills and habits of collaborating need to be developed to ensure that students would be able to overcome a problem at a young age.

As business life needs organizations that collaborate to achieve a common goal by coming together with more than one individual, being able to solve individuals' both economic and social problems easily and economically, contributes to community development, as it is compulsory to turn information into a product. Besides, the constructivist approach that Ministry of Education put into practice requires individuals to get information, reconstruct them and share the results with the class by collaborating. From this point of view, it is considered that it would be more beneficial for teachers to plan activities that would require collobration with a partner or a group instead of individual activities in order to develop students' habits and skills of collobration in the primary school process.

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