

A Study of Study Habits of Senior Secondary School Students

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ABSTRACT: *This study explores the study habits of senior secondary school students. The simple random sampling technique was used to draw the sample of 200 students of Allahabad city. The researcher used the tool of study habits inventory by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal. The major findings of the study were: (i) There is no significant difference between students of working and non-working mothers on the measure of study habits. Students of non-working mothers are having higher study habits than students of working mothers.(ii) There is no significant difference between students belonging to urban and rural background on the measure of study habits. Students belonging to urban background are having higher study habits than students belonging to rural background.(iii) There is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.*

Keywords: *Study habits, working and non-working mothers, urban background*

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I. INTRODUCTION

Study habit is the pattern of behavior of students adopting during their studies which is mean of learning. Study habit also shows the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedule like frequency of studying sessions, reviews of material, etc. by taking place in an environment which is helpful to studying. Study attitude is the positive attitude of the students towards the particular act of study and the acceptance and approval of the students to whole goals of college education. Study attitude is different from the study habits but both the study habits and attitudes of students are measured by their time management and attitudes toward teachers, work methods and acceptance of education.

According to Crow & Crow (1992) the effective habits of study include place a definite time table and taking brief of well-organized notes. To study effectively a student should decide which fact is important and then from opinions concerning it. All these things must be done to the best of his ability in the shortest possible span of time. Because, knowledge is very important to every person, hence it is wise to learn how to study in the most effective way. Experts acknowledged that success in the field of knowledge is determined by good and consistent study habits. Like any other activity artistry and enthusiasm are the most important part for learning. Accordingly study habits are the acquired method and style, when a learner plans his study out of the classroom to gain proficiency of the subject. According to Azikiwe (1998) good study skills are good asset to learners because good study skills assist students to gain proficiency in areas of specialization and subsequent wonderful presentation while the opposite constitute restricts to learning. Sorenson (1991) stated about good study habits stated that the primary intention of the study must be the understanding. For the requirement of this, the study should not be in hurry but the concentration without interruption is mandatory.

According to Apps (1982), Reed (1996), Rooney & Lipume (1992) sound and persistent study habits reduce test anxiety, enhance student's ability, improve his performance and appear confidence in him. According to Mirza & Malik (2000) educational institutions are mirror of the society. The unfortunate situation of women needs to proficient in the activities of academics to compete with the male and for which they should acquire good study habits and effective study skills. Nausheen (2002) suggested that proper investment of time in students' life is much important. The actual amount of study time required by an individual depends on his speed and efficiency in the work and his preparation and adaptability for each type of work in which he is engaged. Actually it is believed that learners give two hours on self-study for every period of class at the higher level of education and the students should regularly schedule these hours for a day or a week and they should have make time limit to complete each task. Iqbal & Shezadi (2002) conducted a research on study habits of female students of the university and found that there is lack of good study habits and effective study skills in female students of all the departments.

Review of Related Literature

Bhatta, N. G. (2009) conducted a study on “study habits and students achievement in relation to some influencing factors”. This study aimed at finding the relationship between study habits and student achievement of secondary students in relation to socio economic status, learning environment, school adjustment and intelligence. The investigator found that there is significant relationship between study habits and these influencing factors.

Fazal, S. et.al (2012) in the study identified various study skills used by learners and ascertain which study skills is more related to academic achievement. The sample for the study consisted 1200 students. Results of the study indicate significant relationship of time-management skills, reading and note taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement.

Iqbal, H.M. &Shezadi, S. (2002) conducted a research on “study habits of female students of the university” and for this study sample selected was 400 female students of University. It was concluded that female students of all the departments lack good study habits as well effective study skills.

Jagannath, M.C and Dange, K.K (2007) made a study on “study habits and achievement in Physics of students of class XII”. The objectives of the study were to find out the difference between boys and girls in their study habits and to find out the relationship between study habits and achievement in physics of XII standard students. The researcher has adopted stratified random sampling method. Five colleges have been selected from Shimoga district. One is government and remaining four are private colleges. A standardized readymade tool prepared by Palsane and Sharma was used to find out the study habits of XII students. The major findings of the study were that there is no significant difference between boys and girls in their study habits. There is a relationship between study habit and achievement in Physics.

Kumaran, A. and Kamala, R. (2001) conducted a research which deals with the study habit variables such as study habits, study involvement, science interest and scientific attitude on the successful and unsuccessful learning of science subjects by higher secondary students. The sample consisted of 319 students drawn from six different types of higher Secondary schools in the city of Chennai. Four standardized tools were used to measure the variables. The achievement scores in the science subject on the basis of which the students in the sample were classified as successful and unsuccessful learners were collected from the school records. The data were subjected to statistical analysis such as descriptive differential the discriminant. Findings of the study revealed that there is significant relationship between the study habits and achievement in science subjects.

Mendezabal, Marie Jean N. (2013) conducted a study on study habits and attitudes: the road to academic success to investigate the relationship of students’ study habits and attitudes and their performance in licensure examinations. The participants were graduates in school year 2009-2010 from the different programs of the University. Results of the study are that the participants had favourable study habits, exhibited fairly favourable attitude towards teachers’ classroom behavior and methods, and performed well in the licensure examinations. Students who have more favourable study habits and attitudes obtained better rating in the licensure examination

Nonis, S. and Hudson, G. (2010) conducted a study on performance of college students-impact of study time and study habits. The sample for the study consisted 500 students. In this study they found that some study habits had a positive direct relationship on student performance but others had a negative direct relationship.

Onwuegbuzie, A.J. et.al (2001) conducted a study to find out the relationship between academic success and study habits and the sample for the study was 800 students. In this research it was reported that there is positive relationship between the two variables, academic success and study habits.

Osa-Edoh, G. and Alutu, A. (2012) in the study examined the usefulness of imbibing in the students study habit as a means of enhancing their academic performance. The sample for the study consisted 600 students. This study revealed a high correlation between study habits and students’ academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon.

Parua, R.K and Archana, Kumari (2011) conducted a study on “study habits of secondary school students in relation to their Scholastic Achievement”. This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement student on study habits in general.

Riaz, Aisha and Kiran, A. (2002) found the “Relationship of study habits with educational Achievement”. The objective of the study was to find the relationship of study habits with educational

achievement. The sample consisted of 150 students of B.Sc., Home economics and M.Sc., Home Economics during the year 2000-2001. The data were collected with the help of an Interview schedule and analyzed by χ^2 test to draw the conclusions. Findings of the study revealed that there is significant positive relationship between the achievement and proper study schedule drawn by the students.

Sivakumar, A. (2009) The study aims at finding the relationship between study habits and academic achievement of post graduate students. For the study, the investigator randomly selected 100 post graduate students from Govindammal College Tiruchendur. Data was collected by Study Habit Inventory of Palsane and Sharma and for the academic achievement their academic results have been considered. The findings indicate that there is a significant relation between study habits and academic achievement.

Suda, S. and Sujata, K. (2006) conducted a study on "Academic performance in relation to self-handicapping, test anxiety and study habits of high school children." The sample consisted of 200 students from government senior secondary school of Himachal Pradesh. The scales used were self-handicapping questionnaire by Sujata (2003), test anxiety inventory (TAT-H) Sud&Sud (1997), Study habits inventory by Palsane& Sharma (1989). For the academic performance school marks were considered. The results revealed that boys were poorer in study habits than girls.

Tope, Omotere (2011) conducted a study on 'the effects of study habits on the academic performance of students: a case study of some secondary schools in Ogun State'. The study investigated the effects of study habit on the academic performance of students using some selected senior secondary schools in Ijebu-Ode local government area of Ogun State as a case study. Two hundred students were randomly selected from five senior secondary schools in the area. Study Habit and Study Attitude Scale (SHSAS) was used as tool. The result showed that family background, peer group pressure, personality type of the student and the school environment all affect the reading habit of students in secondary schools.

Yenagi, G.V (2006) conducted a study on "Study habit as a function of self-perception among intellectually gifted and non-gifted students". A sample of 1020 pre university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habit inventory by Patel (1976) and self- perception inventory by Soars and Soars (1976) were considered for data collection. The results revealed that the overall study habit was significantly differed from gifted and non-gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits, habits of concentration were also found to be significant.

Significance of the Study

Study Habit is the system of behaviour followed by students in the activity of their studies which helps as the mean of learning. Study habit is the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedule like frequency of studying sessions, reviews of material, etc. by taking place in an environment which is helpful to studying. Good study habits are important for the students. Therefore it is important to study the study habits of the students.

Objectives of the Study:

1. To study the difference between students of working and non-working mothers on the measure of study habits.
2. To study the difference between students belonging to urban and rural background on the measure of study habits.
3. To study the difference between male and female students on the measure of study habits.

Hypotheses of the Study:

1. There is no significant difference between students of working and non-working mothers on the measure of study habits.
2. There is no significant difference between students belonging to urban and rural background on the measure of study habits
3. There is no significant difference between male and female students on the measure of study habits.

Sample of the Study:

The sample was selected from the schools of Allahabad. The size of the sample was of 200 students (100 male and 100 female students) of class XI.

Tool of the Study:

The investigator used the tool of study habits inventory by Dr. M.Mukhopadhyay and Dr. D.N. Sansanwalto measure the study habits of the students.

Statistical Techniques Used:

For the analysis of data, investigator used Mean, S.D and t-test statistics were used.

Analysis and Interpretation:

For the analysis of the data, the data collected was tabulated.

Objective.1. Significance of difference between the students of working and non-working mothers on the measure of study habits

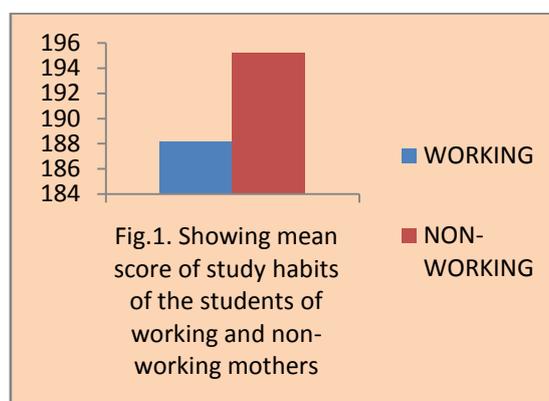
*Significant at 0.05 level

Students whose mothers are	N	Mean	S.D	Df	t-value	Level of significance
Working	56	188.15	14.64	198	4.55	0.05*
Non-Working	144	195.24	23.02			

Table.1. Showing significance of difference between the students of working and non-working mothers

It is quite clear from the table 1 that students of working and non-working mothers are differing significantly on the measure of study habits. The mean score of students of working mothers is 188.15 while the mean score of students of non-working mothers is 195.24, whereas their S.D are 14.64 and 23.02 respectively. When the t-test was applied to find out the significance of difference between these two means, the value of t was found as 4.55 which is significant at 0.05 level of significance and 198 degree of freedom.

Since the mean score of students of non-working mothers is greater than students of working mothers. It means students of non-working mothers are having higher study habits than students of working mothers. Therefore the hypothesis stated 'there is no significant difference between students of working and non-working mothers on the measure of study habits' is rejected.



Objective.2. Significance of difference between the students belonging to urban and rural background on the measure of study habits

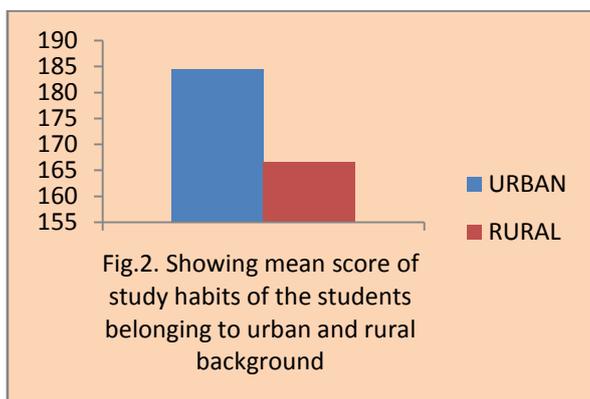
*Significant at 0.05 level

Locality	N	Mean	S.D	df	t-value	Level of significance
Urban	105	184.61	19.54	198	4.79	0.05*
Rural	95	166.62	12.46			

Table.2. Showing significance of difference between the students belonging to urban and rural background

It is quite clear from the table 2 that students belonging to urban and rural background are differing significantly on the measure of study habits. The mean score of students belonging to urban background is 184.61 while the mean score of students belonging to rural background is 166.62, whereas their S.D are 19.54 and 12.46 respectively. When the t-test was applied to find out the significance of difference between these two means, the value of t was found as 4.79 which is significant at 0.05 level of significance and 198 degree of freedom..

Since the mean score of students belonging to urban background is greater than students belonging to rural background. It means students belonging to urban background are having higher study habits than students belonging to rural background. Therefore the hypothesis stated ‘there is no significant difference between students belonging to urban and rural background on the measure of study habits’ is rejected.



Objective.3. Significance of difference between male and female students on the measure of study habits.

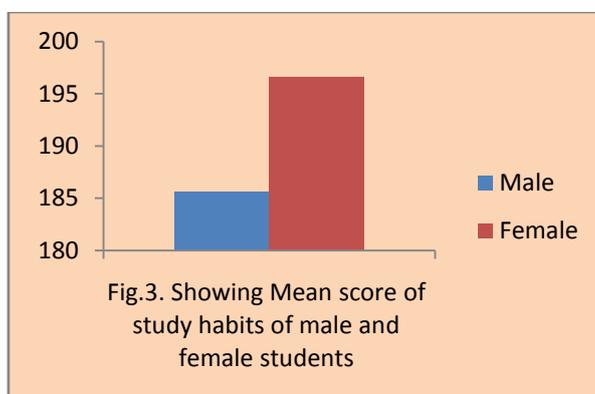
*Significant at 0.05 level

Gender	N	Mean	S.D	df	t-value	Level of significance
Male	100	185.61	18.54	198	4.42	0.05*
Female	100	196.62	15.46			

Table.3. Showing significance of difference between male and female students

It is quite clear from the table 3 that male and female students are differing significantly on the measure of study habits. The mean score of female students is 196.62 while the mean score of male students is 185.61, whereas their S.D are 15.46 and 18.54 respectively. When the t-test was applied to find out the significance of difference between these two means, the value of t was found as 4.42 which is significant at 0.05 level of significance and 198 degree of freedom.

Since the mean score of female students is greater than male students. It means female students are having higher study habits than male students. Therefore the hypothesis stated ‘there is no significant difference between male and female students on the measure of scholastic achievement’ is rejected.



II. CONCLUSIONS:

1. There is no significant difference between students of working and non-working mothers on the measure of study habits. Students of non-working mothers are having higher study habits than students of working mothers.
2. There is no significant difference between students belonging to urban and rural background on the measure of study habits. Students belonging to urban background are having higher study habits than students belonging to rural background.

3. There is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.

Implications:

The present study explores the variables of the study habits. On the basis of the results of the study, diagnosis of problems of the students in study can be done in reference of working and non-working mothers, urban and rural background and gender. Accordingly remedial teaching can be provided so that students can improve their study habits.

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