



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## AN INVESTIGATION IN TO STUDY HABITS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, STREAM OF STUDIES AND TYPE OF INSTITUTION

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### Abstract

The present study investigated the study habits of senior secondary school students in relation to their gender, stream and type of institution. This study is conducted on a random sample of 520 Students (10+1, 10+2) from 20 (10 Government and 10 Private) senior secondary schools of Mandi district of Himachal Pradesh. Descriptive Survey method is used to collect the data by using Study Habits Inventory (SHI) developed by Mukhopadhyay and Sansanwal. The findings of the study reveal that private senior secondary school students has poor study habits in concentration area as compare to Government senior secondary school students. Therefore, the students of private schools should be given more personal attention by teachers and parents as for as study habits are concerned. Students of Government senior secondary schools have poor study habits as compare to students of private schools in supports area. Therefore, there is a pressing need to facilitate Government schools with rich supports material.

**Keywords:** Study Habits, Senior Secondary School Students, Stream of Studies, Type of Institution

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### Introduction

The objective of education is the creation of individuals possessing a high character and good habits. This is role which can be fulfilled only when the teacher performs his task to the best of his abilities. No teacher really wants his students to become individual of low character and victims of bad habits. The various factors which are included in good study habits are style of learning, motivation, concentration, utilization of time, study conditions, reading, writing, taking, memorization etc.

All human beings have their own special techniques, patterns, imagination and ideas about a particular thing. Out of these, some are innate and some are due to environmental effects. Different individuals can behave in different manners even in similar situations. In the same way, different individuals have different study habits.

Study habits means the way of studying, whatever systematic or unsystematic, efficient or otherwise. Study habits means that an individual might have formed with respect to his learning activities. In the process of learning, habitual with of exercising and practicing their abilities for learning are considered as study in the pursuit of their studies is considered under the caption of study habits.

Study habits are defined as “the complex of reading behavior of a person, resulting from the varying of interaction, of a number of variable factors, when he seeks graphic records for acquiring information or knowledge”. The efficient acquisition of knowledge depends on methods of acquiring study habits. For acquiring good study habits, on methods of acquiring study habits. For acquiring good study habits, one must have the desire to learn with full working abilities and talent. All these are fulfilled in his assignment work, in classroom interaction and for examination purpose. Besides, he must have good memory, self-discipline in studying and skill in assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skill of fixing it up in one’s mind requires the development of good study habits.

According to Crede and Kuncel (2008) “Study habits are study routines, including but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment”. Some students with high scholastic abilities

Perform poorly in examinations while others with average abilities often do well. Such unpredictable occurrences have been found to be intimately connected with study habits and skills. Each learner is unique with different abilities, interests, way of thinking and responding thus these characteristics have a significant influence on study habits.

**Objectives of the Study:** The study was conducted to achieve the following objectives:

1. To study the gender-wise difference in study habits of senior secondary school students.
2. To study the stream-wise difference in study habits of senior secondary school students.
3. To study the institution-wise difference in study habits of senior secondary school students.
4. To study the institution-wise difference in study habits of senior secondary school students on the following nine areas of Study Habit Inventory:
  - (i) Comprehension
  - (ii) Concentration
  - (iii) Task Orientation
  - (iv) Study Sets
  - (v) Interaction
  - (vi) Drilling
  - (vii) Supports
  - (viii) Recording
  - (ix) Language

**Hypotheses of the Study:** The following hypotheses were formulated for the present study:

1. There will be no significant difference in study habits of senior secondary school students with respect to their gender.
2. There will be no significant difference in study habits of senior secondary school students with respect to their stream.
3. There will be no significant difference in study habits of senior secondary school students on the basis of type of management.
4. There will be no significant difference in study habits of Government and Private school senior secondary school students with respect to:
  - (i) Comprehension
  - (ii) Concentration
  - (iii) Task Orientation
  - (iv) Study Sets
  - (v) Interaction
  - (vi) Drilling
  - (vii) Supports
  - (viii) Recording
  - (ix) Language

### Method

Descriptive Survey method was used in the present study.

### Sample

In the present study multistage sampling was done. At the first stage district Mandi was selected randomly out of 12 districts of Himachal Pradesh. In the second stage, 20 schools (10 Government and 10 Private) were taken randomly, while selecting schools care was taken to give due representation to boys and girls, type of stream and type of institution as well. At the third stage 520 senior secondary school students (10+1 and 10+2) were selected randomly from the sample twenty (Government and Private) schools taking 26 students randomly from each of the selected schools by giving due weight age to their type of stream and gender.

### Tool Used

In order to collect the requisite data, Study Habits Inventory (SHI) by Mukhopadhyay and Sansanwal was used.

### Statistical Technique Used

For studying the significance of difference in the mean scores of study habits of senior secondary school students in relation to their gender, stream of studies and type of institution the technique of ‘t’- test was applied.

### Results & Discussion

**Table -1 Gender Wise Difference in Study Habits of Senior Secondary School Students**

| Gender | Number | M      | SD    | df  | ‘t’ Value |
|--------|--------|--------|-------|-----|-----------|
| Male   | 260    | 177.78 | 19.36 | 518 | 1.73 NS   |
| Female | 260    | 180.41 | 14.96 |     |           |

NS = Not Significant at 0.05 level of Significance

Table-1 shows that the calculated 't' value for comparing the significance of difference between mean scores of study habits of male and female senior secondary school students came out to be '1.73' which is not significant even at 0.05 level of significance for degree of freedom (df) = 518. Because the calculated 't' value '1.73' is less than the table 't' value '1.96' at 0.05 level of significance. Therefore, it may be interpreted that there is no significant difference in mean scores of study habits of male and female senior secondary school students. It may be said that apparent difference in the mean scores of two groups (Male and Female) may be attributed due to chance factors or sampling fluctuations. Therefore, the hypothesis that "There will be no significant difference in over all study habits of senior secondary school students on the basis of their gender" was accepted.

**Table -2 Stream Wise Difference in Study Habits of Senior Secondary School Students**

| Stream  | Number | M      | SD    | df  | 't' Value |
|---------|--------|--------|-------|-----|-----------|
| Arts    | 260    | 180.00 | 16.23 | 518 | 1.19 NS   |
| Science | 260    | 178.19 | 18.36 |     |           |

*NS = Not Significant at 0.05 level of Significance*

Table-2 shows that the calculated 't' value '1.91' is less than the table 't' value '1.96' for degree of freedom (df) = 518 at 0.05 level of significance. It means arts and science senior secondary school students do not differ significantly in their study habits. Thus, the hypothesis that, "There will be no significant difference in study habits of senior secondary school students on the basis of their stream," was accepted.

**Table – 3 Institution Wise Difference in study habits of Senior Secondary School Students**

| Institution | Number | M      | SD    | df  | 't' Value |
|-------------|--------|--------|-------|-----|-----------|
| Government  | 260    | 178.55 | 16.34 | 518 | 0.72NS    |
| Private     | 260    | 179.64 | 18.28 |     |           |

*NS = Not Significant at 0.05 level of Significance*

It is quite evident from the above table that the calculated 't' value '0.72' is less than the table 't' value '1.96' for degree of freedom (df) = 518 at 0.05 level of significance. It may be said that apparent difference in mean scores of two groups (Government and Private) may be attributed to chance factors or sampling fluctuations. It means male and female senior secondary school students do not differ significantly in their study habits. Thus the hypothesis that, "There will be no significant difference in study habits of Government and Private senior secondary school students" was accepted.

**Table -4 Institution Wise Differences in Study Habits of Senior Secondary School Students with respect to Comprehension Area**

| Institution | Number | M     | SD   | df  | 't' Value |
|-------------|--------|-------|------|-----|-----------|
| Government  | 260    | 32.21 | 4.97 | 518 | 0.05NS    |
| Private     | 260    | 32.18 | 5.42 |     |           |

*NS = Not Significant at 0.05 level of Significance*

It is evident from the above table that 't' 0.05 is not significant even at 0.05 level of significance. This shows that institution wise, senior secondary school students do not differ significantly in their study habits on comprehension area of study habits. Thus, the hypothesis that, "there will be no significant difference in study habits of Government and private senior secondary school students with respect to comprehension area" was accepted.

**Table -5 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Concentration Area**

| Institution | Number | M     | SD   | df  | 't' value |
|-------------|--------|-------|------|-----|-----------|
| Government  | 260    | 24.74 | 5.91 | 518 | 2.68*     |
| Private     | 260    | 23.34 | 5.96 |     |           |

*\*= Significant at 0.05 level of Significance*

It is quite evident from the above table that the 't' value this '2.68' is significant at 0.05 level of significance. This shows that institution wise senior secondary school students differ significantly in their study habits on concentration area. further, the higher mean score '24.74' of Government senior secondary school students is showing their better study habits regarding the concentration area as compare to private senior secondary school students. Hence, the hypothesis that, "There will be no significant difference in study habits of Government and private senior secondary school students with respect to concentration area," was rejected.

**Table -6 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Task Orientation Area**

| Institution | Number | M     | SD   | df  | 't' Value |
|-------------|--------|-------|------|-----|-----------|
| Government  | 260    | 21.61 | 4.96 | 518 | 1.33NS    |
| Private     | 260    | 22.21 | 5.39 |     |           |

*NS= Significant at 0.05 level of Significance*

It is quite evident from the above table that the calculated 't' value '1.33' for degree of freedom (df) = 518 is less than the table 't' value '1.96' at 0.05 level of significance. It means Government and private senior secondary school students do not differ significantly in their study habits over task orientation area.

Thus, the hypothesis "There will be no significant difference in study habits of Government and private senior secondary school students with respect to task orientation area," was accepted.

**Table -7 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Study Sets Area**

| Institution | Number | M     | SD   | df  | 't' Value |
|-------------|--------|-------|------|-----|-----------|
| Government  | 260    | 16.31 | 3.86 | 518 | 0.19NS    |
| Private     | 260    | 16.24 | 4.16 |     |           |

*NS= Significant at 0.05 level of Significance*

It is obvious from the table-7 that calculated 't' value '0.19' is smaller than the table 't' value '1.96' at 0.05 level of significance. It means institution wise senior secondary school students shows almost equal level of study habits on study sets area. Hence, the hypothesis "There will be no significant difference in study habits of Government and private senior secondary school students with respect to study sets area," was accepted".

**Table - 8 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Interaction Area**

| Institution | Number | M    | SD   | df  | 't' Value |
|-------------|--------|------|------|-----|-----------|
| Government  | 260    | 7.97 | 2.43 | 518 | 0.33NS    |
| Private     | 260    | 7.90 | 2.49 |     |           |

*NS = Not Significant at 0.05 level of Significance*

It is apparent from the above table that the calculated 't' value for comparing the difference between mean scores of interaction area of study habits of Government and private senior secondary school students came out to be '0.33' which is not significant even at 0.05 level of significance for two tailed test for degree of freedom (df)= 518. Because, the table 't'- value '1.96' is greater than the calculated 't' value '0.33' at 0.05 level of significance. Therefore, it may be interpreted that is no significant difference in mean scores of interaction area of study habits of Government and private senior secondary school students.

Hence, the hypothesis "There will be no significant difference in study habits of Government and private senior secondary school students with respect to interaction area," was accepted.

**Table -9 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Drilling Area**

| Institution | Number | M     | SD   | df  | 't' Value |
|-------------|--------|-------|------|-----|-----------|
| Government  | 260    | 10.70 | 2.45 | 518 | 0.48NS    |
| Private     | 260    | 10.59 | 2.62 |     |           |

*NS= Significant at 0.05 level of Significance*

It is quite evident from the above table that the calculated 't' value '0.48' for degree of freedom (df) = 518 is less than the table 't' value '1.96' at 0.05 level of significance. It means Government and private senior secondary school students do not differ significantly in their study habits on drilling area. Thus, the hypothesis " There will be no significant difference in study habits of Government and private senior secondary school students with respect to drilling area," was accepted.

**Table -10 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Supports Area**

| Institution | Number | M     | SD   | df  | 't' Value |
|-------------|--------|-------|------|-----|-----------|
| Government  | 260    | 55.90 | 7.70 | 518 | 2.80*     |
| Private     | 260    | 57.93 | 8.84 |     |           |

\*= Significant at 0.05 level of Significance

It is quite evident from the above table that the 't' value '2.80' is significant at 0.05 level of significance. This shows that institution wise senior secondary school students differ significantly in their study habits on supports area. Further, the higher mean score (M) '57.93' of private senior secondary school students is showing their better study habits regarding the supports area as compare to Government senior secondary school students. Hence, the hypothesis "There will be no significant difference in study habits of Government and private senior secondary school students with respect to supports area," was rejected.

**Table -11 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Recording Area**

| Institution | Number | M    | SD   | df  | 't' Value |
|-------------|--------|------|------|-----|-----------|
| Government  | 260    | 6.64 | 1.67 | 518 | 0.68NS    |
| Private     | 260    | 6.55 | 1.50 |     |           |

NS= Significant at 0.05 level of Significance

It is evident from table that the 't' value 0.68 is not significant even at 0.50 level of significance. This shows that Government as well as Private senior secondary school students do not differ significantly on recording area of study habits. Hence, hypothesis that, "There will be no significance difference in study habits of Government and private senior secondary school students with respect to recording area," was accepted.

**Table - 12 Institution Wise Difference in Study Habits of Senior Secondary School Students with respect to Language Area**

| Institution | Number | M    | SD   | df  | 't' Value |
|-------------|--------|------|------|-----|-----------|
| Government  | 260    | 2.62 | 1.28 | 518 | 0.23NS    |
| Private     | 260    | 2.65 | 1.34 |     |           |

NS = Not Significant at 0.05 level of Significance

It is quite evident from the above table that the calculated 't' value '0.23' is less than the table 't' value '1.96' for degree of freedom (df) = 518 at 0.05 level of significance. It means Government and private senior secondary school students do not differ significantly in their study habits of language area. Thus the hypothesis "There will be no significant difference in study habits of Government and private senior secondary school students with respect to language area" was accepted.

### Conclusions

On the basis of the findings of the study we may conclude that:

1. There exist no significant differences in study habits of male and female senior secondary school students.
2. There exist no significant differences in the Arts and science students of senior secondary schools in their study habits.
3. There exist no significant differences in study habits of Government and Private senior secondary school students.
4. With regard to the type of institution of senior secondary school students they were found to differ significantly in concentration area of study habits. The higher mean score of Government senior secondary school students shows their better study habits regarding concentration area then the private school students.
5. Government and private senior secondary school students were found to differ significantly in supports area of study habits. However, higher mean score of private senior secondary school students in comparison to government students shows their better study habits in supports area.
6. There exist no significant differences in Government and Private senior secondary school students in comprehension area, task orientation area, study sets area, interaction area, drilling area, recording area and language area of study habits respectively.

### Educational Implications:

The findings of the study reveal that private senior secondary school students has poor study habits in concentration area as compare to Government senior secondary school students. Therefore, the students of private schools should be given more personal attention by the teachers and parents as for as study habits are concerned. Students of Government senior secondary schools have poor study habits as compare to students of private schools in supports area. Therefore, there is urgent need to provide more facilities in

Government schools like strengthening of library with variety of books, journals, news papers and magazines etc so that students can get best from it.

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