



# COMPARATIVE ANALYSIS OF THE STUDY HABITS AMONG SECONDARY SCHOOL STUDENTS

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**Abstract:** This comparative study delves into the examination of study habits among secondary school students, particularly from government and private schools. Drawing on a survey conducted in Gurdaspur district, Punjab, India, the research aims to discern any notable distinctions in study habits between these two groups, as well as between male and female students. A sample of 150 students, evenly divided between government and private schools, participated in the study. The tool utilized for data collection was the Study Habits Inventory (PSSHI) by Palsane and Sharma. Statistical analyses including mean, standard deviation, and t-tests were employed to examine the data.

The findings reveal significant differences in study habits between government and private school students, with the latter demonstrating superior study habits. Additionally, the study highlights a significant disparity in study habits between male and female secondary school students.

These outcomes underscore the importance of recognizing and enhancing good study habits among students, as they are strongly associated with academic success. Recommendations are made for educators and parents to identify and foster effective study habits among students to promote their educational attainment.

**Index Terms** - Study habits, Secondary school students, Government schools, Private schools, Comparative analysis, Gender differences, Academic performance.

## I. INTRODUCTION

The process of developing a person into their individuality and personality is known as education. Every person is unique and has some potential that is unlike anyone else's in some aspect of their lives. Education is more than just how many years a person spends in school. It describes the shift in a person's behavior, attitude, and culture that occurs as a result of that person receiving education during a specific time. Therefore, the primary goal of any educational process is to bring out the best in each student.

A study habit is a combination of two words, namely study and habit. A study is a process by which the mind acquires knowledge. It is to be eager, diligent, and in, a state of absorbed contemplation.

**Dictionary of Education by C.V. Good (1959)**, "Study is an application of mind to a problem or subject. It is an investigation of a particular subject or the published findings of such an investigation."

According to **Crow and Crow (2007)**, the chief purposes of study are: to acquire knowledge and habits that are useful in meeting new situations, interpreting ideas, making judgments, creating new ideas, and perfecting skills.

**Burt (1957)** defines habits as an accomplished form of behavior in which things are done quickly, accurately, and automatically with little voluntary attention.

**Dictionary of Education by C.V. Good (1959)**, “Habit is an acquired predisposition to the ways or modes of response, not to particular acts except as under special conditions. These express a way of behaving.”

In the light of the above statements, “study Habits” can be defined as, “The sum total of all the habits, determined purposes and enforced practices that the individual; has in order to learn.”

Study habits is a well-planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examinations (**Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Oyedeji**).

**Onubugwn (1990)**, “Study Habits is a technique, a student employ to go about his or her studies which are consistent and have become stereotyped as a result of long application or practice.”

**According to M.T.V Nagaraju(2004)** “study habit serves as the vehicle of learning and poor study habit creates anxiety in the student. He also explained that if the student has a good study habit it makes them to have a good performance” He also explained that if the student has a good study habit it makes them to have a good performance”

Study habits implies a sort of more or less permanent mode or methods of studying.

### Factors Affecting Study Habits

Some of the important factors that affect the study habits are given below.

- Home is the first school for every child and mother is the first teacher. If the home environment is good, automatically the child's nature in the school is good. Hence the relationship with family members such as parents, brothers and sisters influence the child’s performances.
- After home, the child spends more time in his school. Hence the school environment should be good. The teachers and the peer group also play an important role in his study habits. Parents should keep an eye on the friends of their child. Because with good friends, he/she learns good habits.
- Curriculum is also one of the factors for developing good study habits. Curriculum should be constructed on the standards of the child. Beside the above three, the personality of the child is a very important factor in developing good study habits. If the child gets easily adjusted with the environment, he/she develops good study habits.
- If personality factors are good, the intelligence factors are also very good. Intelligence also plays a pivotal role in developing good study habits of the child. It is a general observation that intelligent students stand in top positions.
- Community is also an important factor for developing good study habits. Community has to arrange the community centers such as library facilities, community resource centers, information centers, etc. a good community provides necessary facilities for good study habits.

## II. REVIEW OF RELATED RESEARCHES TO STUDY HABITS

**Sawar et al. (2009)** in their analysis on “Study Orientation of High and Low Academic Achievers at Secondary School Level in Pakistan” revealed that the high achievers had better study orientation, study attitude than the low achievers.

**Aggarwal and Aggarwal (2002)** in their study “A study on tele-viewing pattern of adolescents” concluded that the liking for particular type of programs did not significantly affect the study habits of higher secondary level students. Interest in watching the educational program is more suitable for good study habits.”

**Kohli (1995)** in her study “Impact of security feelings of high students on study habits” concluded that study habits had a significant relationship between two variables.

**Verma, B.P. (1996)** in his study “Study habits, locus of control and academic performance”, found that study habits had significant effect on academic performance in Hindi, English and Social Studies.

**Singh (1998)** in his study “Scholastic achievements of students are related to study habits” found that there is a positive relationship between study habits and scholastic achievements of students.

**Vasudev, A. (2015)** in her study “Study Habits and Mental Health: A Comparative Study”, found that There is a highly significant relation between Study habits and mental health of adolescents.

**Subramanian, R. and Ramakrishnan, V. (2015)** in their analysis on “A Study-on-Study Habits Among Secondary School Students” revealed that girls showed higher scores on study habits than boys.

**Sharma, D. (2014)** conducted a study “A Comparative Analysis of the Study Habits Among Adolescents” and found that there is no difference in study habits in male and female adolescents.

From the above found researches it can be well concluded that not much work has been done on comparative analysis of study habits. So, it was realized that this type of study can disclose some hidden facts.

### III. STATEMENT OF THE PROBLEM

A Comparative Analysis of Study Habits Among Secondary School Students from Govt. and Private Schools.

### IV. OBJECTIVES OF THE STUDY

1. To find the difference in study habits of Govt. Secondary School Students and Private Secondary School Students.
2. To find the difference in study habits of the male and female Secondary School Students.

### V. HYPOTHESES OF THE STUDY

1. There exists no significant difference in study habits of the Govt. Secondary School Students and Private Secondary School Students.
2. There exists no significant difference in study habits of the male and female Secondary School Students.

### VI. METHODOLOGY

The present study is the survey type and descriptive in nature. So, a descriptive survey method was used to conduct the present study.

### V. DESIGN AND SAMPLE

In the present study a sample of 150 students (75 students from Private Schools and 75 students from Govt. Schools) of Gurdaspur district only, was taken. The study was carried out on both boys and girls students studying in secondary schools. The sample selected by random sampling technique from the schools.

The following tool was used for the present study:

#### 5.1 Study Habits Inventory (PSSHI) by Palsane and Sharma.

Procedure of scoring is quite simple. For 'Always' or 'Mostly' response, score of 2 is awarded whereas 1 and 0 scores are to be given for 'Sometimes' and 'Never' responses respectively. In case of statement Nos. 6, 9, 13, 15, 24, 34, 36, 37, 41, & 42 the weightage is reversed and it is as 0, 1, and 2 for 'always', 'sometimes' and 'never' responses respectively. The maximum obtainable score is 90. Higher score indicates good study habits.

#### 5.2 Statistical Techniques

Raw scores have no values unless they are subjected to statistical treatment. In the present study, to find out significance of difference between the above said variables-their means, standard deviations, standard error of difference between mean and t-ratio were calculated. On the whole following techniques were used: -

1. Mean
2. Standard deviation
3. t-ratio (to check the significance)

### VI. HYPOTHESIS 1.

"There exists no significant difference in study habits of the Govt. Secondary School Students and Private Secondary School Students."

For the verification of above-mentioned hypothesis, first of all raw scores obtained from the Govt. Secondary School Students and Private Secondary School Students were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference between means is significant or not, t-test was applied.

Table 1.1

Showing means (X) standard deviation ( $\sigma$ ), difference between means (D), Standard error of difference between means (D) and t- test to check the level of study habits of the Govt. Secondary School Students and Private Secondary School Students.

Group	Sample	Mean (X)	Standard Deviation ( $\sigma$ )	Difference between Means(D)	Standard Error of difference between Means (D)	t- value
Students of Govt. Sec. Schools	75	62.37	7.40	5.25	1.141	4.60
Students of Private Sec. Schools	75	57.12	6.44			

### 6.1 Discussion Based on Table 1.1

While observing the table 1.1, it is clear that Mean values of students of Govt. sec. Schools and students of Private Sec. Schools for study habits come out to be 62.37 and 57.12 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 4.60. When compared with tabulated value the calculated value found to be significant leading to rejection of null hypothesis.

From the above results it could be inferred that students of Govt. School and Private School differ with regard to study habits. Thus Hypothesis 1 "There exists no significant difference in study habits of the Govt. Secondary School Students and Private Secondary School Students." is rejected.

### VII. HYPOTHESIS 2.

"There exists no significant difference in study habits of the male and female Secondary School Students."

For the verification of above-mentioned hypothesis, first of all raw scores obtained from Govt. Secondary School Students and Private Secondary School Students were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference between means is significant or not, t-test was applied.

**Table 1.2**

Showing means (X), standard deviation ( $\sigma$ ), difference between means (D), Standard error of difference between means (D) and t- test to check the level of study habits of the male and female Secondary School Students.

Group	Sample	Mean (X)	Standard Deviation ( $\sigma$ )	Difference between Means(D)	Standard Error of difference between Means(D)	t- value
Boys Secondary Schools	of 75	65.63	7.88	5.91	1.140	5.184
Girls Secondary Schools	of 75	59.72	5.92			

### 7.1 Discussion Based on Table 1.2

While observing the table 1.2, it is clear that Mean values of Boys of Secondary Schools and Girls of Secondary Schools comes out to be 65.63 and 59.72 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 5.184. When compared with tabulated value the calculated value found to be significant leading to rejection of null hypothesis.

From the above results it could be inferred that male and female Secondary School students differ with regards to study habits. Thus Hypothesis 2 “There exists no significant difference in study habits of the male and female Secondary School Students.” is rejected.

## VIII CONCLUSION

The following are some of the important conclusions of the study:

1. It is found that Private Secondary School Students had better study habits than Govt. Secondary school students. This shows that Private Secondary School students had more interest in reading their academic subjects and hence they developed better study habits.
2. There is a significant difference among male and female Secondary School Students in respect of Study habits, both show equal characteristics of study habits and one cannot distinguish them on the bases of this variable.

## IX RECOMMENDATIONS

No research effort can be said to be worthwhile if it does not emanate some of the important educational implications. The previous research that found that students who invest more in school do better” (Battle and Lewis, 2002) and that those who exude more effort also perform better (Carbonaro, 2005 cited by Barry, 2006). Therefore, the teachers and parents should identify good study habits and find ways and means of enhancing them among students, thereby enhancing their academic success.

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