

Study Habits Of Secondary School Students In Relation To Gender And Locality Of The School

^aManisha Majumdar, ^bKaberi Saha

^aResearch scholar, Department of Education, Gauhati University, Assam, India

^bProfessor, Department of Education, Gauhati University, Assam, India

Abstract

The present study was conducted on 100 secondary school students to find out the study habit of the students studying in provincialised assamese medium high school of Kamrup district of Assam. Study Habits Inventory developed by M. N. Plsane and Anuradha Sharma was used to measure the study habit of secondary school students. Mean, S.D, and 't' test was used to analyse the data. The findings revealed that there exists no significant difference between boy and girl secondary school students in all the areas of study habits. There exists no significant difference between urban and rural secondary school students on budgeting time, reading ability, note taking, memory and taking examination. However, a significant difference exists between urban and rural secondary students on physical conditions for study, factors in learning motivation and health areas of study habit.

KEYWORDS : Study Habits , Secondary School Students ,Gender ,Locality of School.

Introduction

The success or excellence of students mainly depends on their study habits, the key factor of learning process. All the students can not be successful equally, because of the diverse characters in their study habit, although the teacher delivers same study materials to the students in the classroom. Study habit is a learning tendency which enables the learner to study efficiently, systematically in adequate time. Moreover, some students inspite of spending enough time in studies fail to gain high scores in examination. While other students who spent only few hours get high scores. The differences among the students in academic achievement are mainly due to study habits. Poor study habits are the main reason behind educational backwardness. While good study habits are the key to achieve their goal.

Good (1998) defined the term study habits as : “ The student’s way of study whether systematic, efficient or inefficient etc”.

From this definition it is clear that good study habit will definitely produce positive academic performance and inefficient study habit leads to academic failure.

Armstrong (1956) defined study habits as the sum total of all the habits, determined purposes and enforced practices that the individual uses in order to learn.

Wardle (2010) argued that habit strength is a continuum, with habits of weak and moderate strength performed with lower frequency and/or in more variable contexts than strong habits.

SIGNIFICANCE OF THE STUDY

In the present era of competition everyone is running after success. But success is impossible without quality education. It plays a pivotal role in successful life of an individual. The parents always use to pressurize the teachers to provide quality education to their kids, so that they can reach the high achievement level. They ignores the pace of learning, efficiency and retention capacity of their children which are determined by study habit. There are many factors in learning process which influences educational achievement of students such as intelligence, personality, socio-economic status, family environment etc. Among the fundamental factors study habit is one of the major factors which influences most on academic achievement of the students. Generally study habit can be classified into two – good study habit and bad or poor study habit. It is the real fact that poor study habit of students have an adverse influences on academic achievement . Good study habit is only one highway that increases students confidence, competence and self-esteem . Some, students develop good study habit automatically without receiving any formal training in learning process but some students do not know to study effectively, The parents as well as teachers also are not interested to develop good study habits in the students .They only seeks better achievement from their children than the others. Study habit is the major reason behind failure of the students.

STATEMENT OF THE PROBLEM :

The problem under taken by the investigators is stated as : “ Study Habits of Secondary School Students in Relation to Gender and Locality of the School”.

OBJECTIVES OF THE STUDY :

1. To know the difference in the areas of study habit of secondary school students on the basis of gender.
2. To know the difference in the areas of study habit of secondary school students on the basis of locality.

HYPOTHESES OF THE STUDY :

Ho1:There exists no significant difference in the areas of study habit between boy and girl secondary school students.

Ho2:There exists no significant difference in the areas of study habit between urban and rural secondary school students.

OPERATIONAL DEFINITION :

Study Habits : The study habits of the individual cover mainly the reading habits, learning techniques, memory, time- schedule, physical conditions, examination, evaluation etc. in the present study.

Secondary School Students : By secondary school students, the investigators mean the students studying in class IX .

DELIMITATION OF THE STUDY :

- The present study is delimited to the provincialised high schools of Kamrup district of Assam.
- The present study includes only the Assamese medium co- educational high schools.

REVIEW OF RELATED LITERATURE :

Dey, C. (2014) studied the Effect of Study Habits on Academic Achievement. The result indicated that there is a significant relationship between the study habits and academic achievement of the male and female university students.

ArulLawrence,A.S. (2014) conducted a study on Relationship Between Study Habits and Academic Achievement of Higher Secondary School Students. The data for the study were collected from 300 students by using Study Habit Inventory by V.G. Anantha (2004) and quarterly Achievement Test Questions. Mean, S.D., “t”test, ANOVA and Pearson’s Co- efficient correlation were used to analyse the data . The results of the study revealed there was no significant difference between study habit and academic achievement of higher secondary school students. The study also found that there is no significant relationship between study habits and academic achievement of higher secondary students.

Satyarthi, G. S. (2018) in her study on Secondary School Students of India : Needs to Improve their Study Habits investigated the relationship between study habits and academic achievement of secondary school students having good and poor study habits. Sample was 164 students of Hindi medium secondary schools of Agra district of India. T- test was used for data analysis. The result showed that there is no significant difference between academic achievement and study habits of secondary school students in terms of gender. This study also found that positive relationship between academic achievement and study habits and significant relationship in academic achievement of secondary school students having good and poor study habits.

Razia, B. (2015) conducted a study to explore the relationship of study habits with socio- economic status and gender. The study was carried out on a sample of 224 students studying in class IX of Aligarh district. The findings revealed that significant difference exists in the study habits of students in relation to gender. Significant and positive relationship exists between study habits and socio-economic status but interaction effect of gender and socio-economic status was not found on study habits. Finally the study puts forth some suggestions to enhance the study habits of secondary school students.

METHODOLOGY

Method : Descriptive survey method was applied in the present study.

Population : All the students who are studying in class IX belonging to the urban and rural provincialised assamese medium high school of Kamrup District of Assam.

Sample : In the present study the investigators selected 12 provincialised assamese medium high schools (urban-4 and rural-8) by using stratified random sampling technique. From these schools 100 students (urban -30 and rural- 70) were selected as sample with the help of proportionate stratified random sampling technique.

Tools used for the study :

Study Habits Inventory consisted of 45 items constructed by M. N. Palsane and Anuradha Sharma was used to measure the study habit of secondary school students. The items of the inventory belong to the following eight areas :

- Budgeting time
- Physical conditions for study
- Reading ability
- Note taking
- Factors in learning motivation
- Memory
- Taking examination
- Health

Scoring :

The 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 'Sometime' and 'Never' response respectively. In case of statement Nos. 6 9 13 15 24 26 34 36 37 41 42 the weightage of scoring 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.

The reliability co-efficient was found to be .82 by test re-test method and the validity of the tool appeared to be significantly high.

Statistical Techniques used for the study :

Mean, S,D, and 't' test was applied in the present study.

ANALYSIS AND INTERPRETATION:

Objective 1 : To know the difference in the areas of study habit of secondary school students on the basis of gender. (Boys and Girls)

Ho1: There exists no significant difference in the areas of study habit between boy and girl secondary school students.

Table 1 :

Significance of Mean in the areas of study habit of secondary school students on the basis of gender.

Areas	Gender	N	Mean	S.D.	df	t-value	Level of significance
Budgeting time	Boys	47	7.35	2.21	98	1.09	NS
	Girls	53	7.59	1.13			
Physical conditions for study	Boys	47	7.94	.97	98	0.11	NS
	Girls	53	8.16	1.07			
Reading ability	Boys	47	9.45	1.86	98	1.47	NS
	Girls	53	9.95	1.77			
Note taking	Boys	47	3.5	1.23	98	0.63	NS
	Girls	53	3.64	1.25			
Factors in learning motivation	Boys	47	8.41	1.42	98	0.16	NS
	Girls	53	8.46	1.8			
Memory	Boys	47	4.32	1.35	98	0.59	NS
	Girls	53	4.19	1.12			
Taking examination	Boys	47	11.41	1.53	98	0.34	NS
	Girls	53	11.5	1.4			
Health	Boys	47	3.43	1.4	98	1.53	NS
	Girls	53	3.83	1.32			

NS- Not Significant at 0.05 level of significance.

Table 1 shows that the value of mean for budgeting time area of study habit of boy and girl secondary school students are 7.35 and 7.59 respectively. The t- value is 1.09 which is not significant at 0.05 level of significance. It means that there is no significant difference in budgeting time area of study habits between boy and girl secondary school students. The girl secondary school students have higher mean score than boy secondary school students (8.16 & 7.94) on the physical conditions for study area of study habit. The t- value came out to be 0.11 which is less than the critical value of 't' and therefore, not significant at 0.05 level of significance. The t- value for remaining areas namely reading ability, note taking, factors in learning motivation, memory, taking examination and health came out to be 1.47, 0.63, 0.16, 0.59, 0.34, and 1.53 respectively, which are less than the critical value of 't' and therefore, not significant at 0.05 level of significance. It indicates that there is no significant difference in reading ability, note taking, factor in learning motivation, memory, taking examination and health areas of study habit between boy and girl secondary school students. Hence, the null hypothesis that there exists no significant difference in the areas of study habit between boy and girl secondary school students is accepted.

Objective 2 : To know the difference in the areas of study habit of secondary school students on the basis of locality.

Ho2 : There exists no significant difference in the areas of study habit between urban and rural secondary school students.

Table 2 :

Significance of mean in the areas of the study habit of secondary school students on the basis of locality.

Areas	Locality	N	Mean	S.D	df	t-value	Level of significance
Budgeting time	Urban	30	7.66	1.12	98	1.0	NS
	Rural	70	7.44	1.18			
Physical conditions for study	Urban	30	8.3	.78	98	2.05	*
	Rural	70	7.95	1.11			
Reading ability	Urban	30	9.76	2.04	98	0.29	NS
	Rural	70	9.64	1.79			
Note taking	Urban	30	3.7	1.07	98	0.68	NS
	Rural	70	3.55	1.26			
Factors in learning motivation	Urban	30	8.9	1.49	98	2.12	*
	Rural	70	8.24	1.64			
Memory	Urban	30	4.53	1.26	98	1.53	NS
	Rural	70	4.13	1.22			
Taking examination	Urban	30	11.23	1.33	98	1.14	NS
	Rural	70	11.55	1.48			
Health	Urban	30	4.23	1.20	98	3.29	*
	Rural	70	3.44	1.30			

NS- Not significant at 0.05 level of significance

*S-Significant at 0.05 level of significance

- Table 2 reveals that the mean score for 'budgeting time' area of study habit of urban and rural secondary school students are 7.66 and 7.44 respectively. The t value came out to be 1.0 which is less than the critical value of 't' and therefore, not significant at 0.05 level of significance. In respect to the area of study habit 'physical conditions for study' the mean for urban and rural secondary school students are 8.3 and 7.95 respectively. The calculated t-value is 2.05 which is higher than the critical value of 't' and hence, significant at 0.05 level of significance. The value of mean of urban rural secondary school students in respect to the areas of 'reading ability', 'note taking', 'memory' and 'taking examination' of study habit are 9.76 , 3.7 , 4.53 , 11.23 and 9.64 , 3.55 , 4.13 and 11.55 respectively. The calculated 't' values are 0.29 , 0.68 , 1.53 and 1.14 respectively, which are not significant at 0.05 level of

significance. But, in the areas of 'factors in learning motivation' and 'health' the mean score of urban and rural secondary school students are 8.9, 4.23 and 8.24, 3.44 respectively. The calculated t-value is found to be higher than the critical value of 't' and therefore, significant at 0.05 level of significance. So, the null hypothesis i. e. there exists no significant difference in the areas of study habit between urban and rural secondary school students is rejected in case of 'physical conditions for study', 'factors in learning motivation' and 'health' and is accepted in case of 'budgeting time', 'reading ability', 'note taking', 'memory' and 'taking examination'.

FINDINGS OF THE STUDY :

- Study habit of boy and girl secondary school students do not differ significantly in the all areas of 'budgeting time', 'physical conditions for study', 'reading ability', 'note taking', 'factors in learning motivation', 'memory', 'taking examination' and 'health'.
- Urban and rural secondary school students do not differ significantly in the areas of study habit including 'budgeting time', 'reading ability', 'note taking', 'memory' and 'taking examination'. However, in the areas of 'physical conditions for study', 'factors in learning motivation' and 'health' the difference exists.

CONCLUSION : From the findings it may be concluded that both boy and girl secondary school students do not differ significantly in study habit. This finding supports the finding of Satyarthi ,G.S. (2018) that there is no significant difference in study habit of secondary school students irrespective of gender. This finding contradicts the finding of Razia , B. (2015) that significant difference exists in the study habits of students in relation to gender. Here, the investigators found that urban and rural secondary school students do not differ significantly in the areas of study habit in 'budgeting time', 'reading ability', 'note taking', 'memory' and 'taking examination'. However, significance difference is found in the areas of 'physical conditions for study', 'factors in learning motivation' and 'health'. Parents can help their children in developing good study habits to achieve their goal. The present study will help the teacher to make themselves interested for proper guidance to the students who should improve their study habits. Through this study the counselors also can help the students in the optimum use of their valuable time and energy.

REFERENCES :

- Arul Lawrence, A. S (2014). Relationship Between Study Habits and Academic Achievement of Higher Secondary School Students. Indian Journal of Applied Research, Vol. 4 (6): 143-145.
- Dey, C. (2014) . Effect of Study Habit on Academic Achievement. International Journal of Research in Humanities and Social Sciences, Vol. 2, Issue: 5

- Laxmi, V. & Kaur, P. (2017). Study Habits and Attitudes Among Secondary School Students With Respect to Gender. International Journal of Information Movement, Vol. 2 (8) : 106-111.
- Palsane, M.N. & Sharma, A. (2014). Mannual for Study Habits Inventory. National Psychological Corporation, Bhargava Bhawan, 4/230, Kacheri Ghat, Agra-282004 (India)
- Razia, B. (2015). Study Habits of Secondary School Students in relation to their Socio-economic Status and Gender. International Journal of Social Sciences and Management, Vol. 2, Issue-1: 68-73.
- Saha, K. (2012). Statistics in Education and Psychology , Asian Books Private Limited, 7/28 Mahabir Lane, Vardan House, Ansari Road, Darya Ganja.
- Satyarthi , G.S. (2018). Study on Secondary School Students of India : Needs to improve their Study Habits. International Journal of Research in Social Sciences, Vol.8 Issue 1: 214-224.