

# Study Habits of Senior Secondary School Students

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## Abstract

This study explores the study habits of senior secondary school students. The study is descriptive-survey in nature. The stratified random sampling technique was used to select the sample of 100 senior secondary schools students of Baramulla district. For data collection process, the investigator used the tool of study habits inventory by Mukhopadhyay & Sansanwal (2011). The major findings of the study were: (i) mean scores of study habits of private and government senior secondary school students differ significantly (ii) mean scores of study habits of male and female senior secondary school students differ significantly.

**Keywords:** Study habits, Government, Private, Male, Female

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## Introduction

The competition around the world is getting fierce. The most important criteria for personal advancement are now performance qualities. Parents want their child to achieve the highest level possible on the performance ladder. This demand for high levels of accomplishment places a lot of pressure on students, instructors, schools, and the overall educational system. In fact, despite the fact that the system is also required to provide a number of other results, it seems as though the whole educational system is focused on students' academic success. Thus, the school devotes a significant amount of time and resources to assisting pupils in enhancing their academic performance. Important issues regarding the significance of academic accomplishment have been raised by educational scholars (Ramaswamy, 1990). Which elements aid students' achievement? How much of each factor's influence on academic success can you quantify? Good teachers, a conducive learning atmosphere, a rigorous course of study, parental support, top-notch textbooks, and most importantly, students' study habits, are the keys to improved learning and academic performance in schools (Robinson, 2000).

Study habits are a collection of actions students take to plan their time and environment for methodical study behavior. It implies that a student must be able to classify, organize, and place information in the right context with regard to the subject being studied. According to Good (1973), study habits are "the students' manner of studying, whether systematic, effective, or inefficient, etc." The practices that students engage in to enhance

their learning during the learning process are referred to as "good study habits." Study habits are intended to elicit and direct a student's cognitive process while studying (Nuthana & Yenagi, 2009). According to Patel (1976), good study habits should take into account one's home environment, work-planning habits, reading and note-taking habits, subject-planning habits, concentration habits, test preparation, general attitudes and habits, and the school environment. However, a student's academic background, including their study of the arts, sciences, and other fields, might be considered.

The literature suggests that students need to develop appropriate study habits in order to improve learning results (Kaur, 2005; Singla, 2007). Numerous demographic factors, including gender, residential background, academic stream, family type (nuclear or joint), school type (government or private), and parental education, have been shown to influence the study habits of adolescents enrolled in senior secondary schools, according to studies by Gakhar & Bains (2011), Rajakumar & Soundararajan (2012), Chand (2013), and Promila (2014). The results showed no discernible differences in secondary school pupils' general and specific study habits between those from nuclear and combined families. Secondary school students attending public schools perform significantly better than those attending private schools in terms of their living conditions, plans for their workload, and subject planning, but private school students perform significantly better than public school students in terms of their study habits' preparation for exams. Female students in the Arts and Sciences outperformed male students in terms of study habits (Promila, 2016). However, research by Dhankher (2016) found no statistically significant differences in study habits among IX grade pupils with regard to their gender, school administration, location, and parental education.

More than 400 worldwide assessments over the previous 30 years have called for modifications to the way that parents and teachers educate our children (Hawley, 2002; Hurd, 1994; NRC, 1996). These studies place a strong emphasis on pupils, particularly those in senior secondary schools, acquiring appropriate study habits.

### **Significance/Rationale Of The Study**

Students in senior secondary schools are in the teenage period of development. Essentially, it is a dynamic time of fast development and transformation. Frustration and poor adaptability are possible consequences of academic failure. Even a competent student with the potential to do better might not be able to meet expectations if effective time management, topic weighting, note-taking, and subject-specific preparation methods are not used. In other words, a person's study habits matter when assessing their academic success. The current study will help parents interact better with their kids and help them realize the significance of good study habits in connection to academic success. The instructors may instill healthy study habits at school by using this information to help them build a more loving, peaceful, friendly, and democratic environment. Additionally, based on the study's findings, teachers may assist students in changing their behavior in relation to their study habits. The purpose of the study was to gather knowledge on how to better prepare senior secondary school pupils for academic success by helping them build effective study habits.

**Objectives**

1. To compare mean scores of study habits of government and private senior secondary school students.
2. To compare mean scores of study habits of male and female senior secondary school students.

**Hypotheses**

1. There is no significant difference between mean scores of study habits of government and private senior secondary school students.
2. There is no significant difference between mean scores of study habits of male and female senior secondary school students.

**Research Methodology**

The study is descriptive-survey in nature.

**Sample Of The Study**

The sample was selected from the senior secondary schools of Baramulla district through stratified random sampling technique. The size of the sample was of 100 students (50 male and 50 female students) of class XI.

**Tools Of The Study**

The investigator used the tool of study habits inventory by Mukhopadhyay & Sansanwal (2011) to assess the study habits of senior secondary students.

**Statistical Treatment**

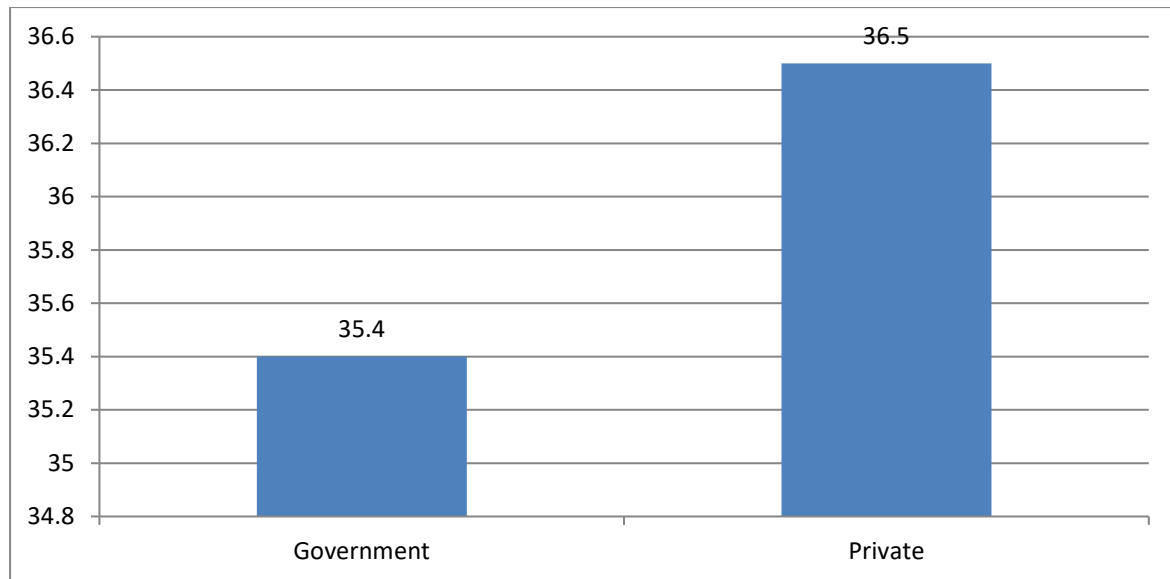
Data was statistically treated by using mean, S.D., and t-test.

**Analysis And Interpretation Of Data**

The Objective No. 1 which reads as “**To compare mean scores of study habits of government and private senior secondary school students**”. To achieve this objective, data was analyzed with the help of mean, standard deviation and t-test. The results, thus obtained are shown in table 1 as:

**Table 1: Showing the comparison of government and private senior secondary school students on study habits**

Variable	Locality	N	Mean	S.D.	df	t-value	Level of Significance
Study Habits	Government	50	35.40	10.95	98	2.35	0.05
	Private	50	36.50	12.3			



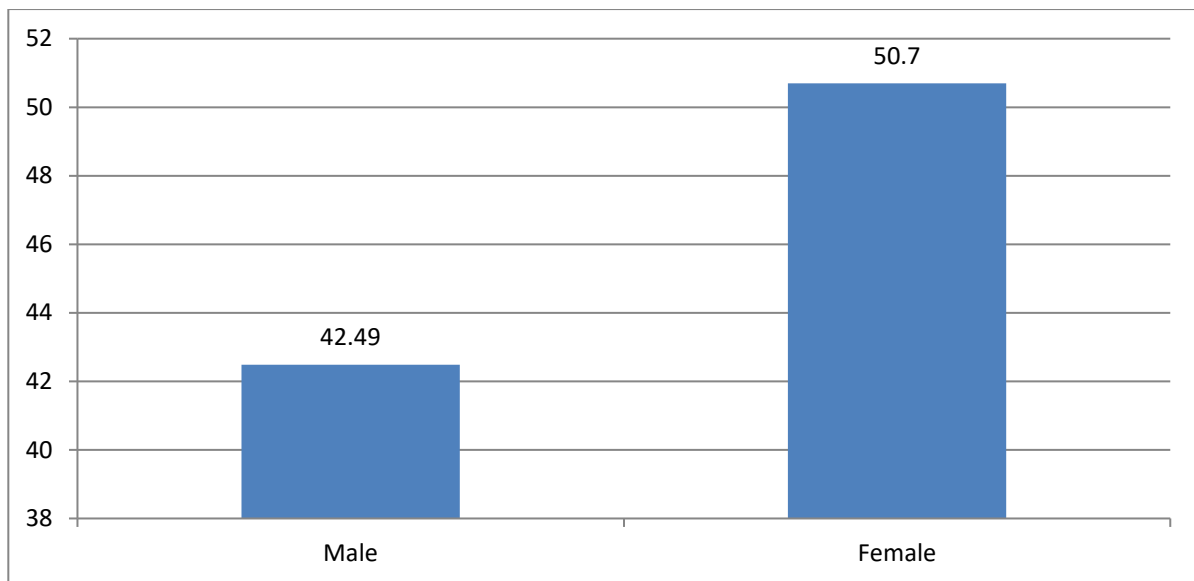
**Fig. 1: Comparison of study habits of government and private senior secondary school students**

Table 1 shows the comparison of government and private senior secondary school students on study habits. From table 1, it is clear that the t-value 2.35 which is significant at 0.05 level with  $df= 98$ . It shows that mean scores of study habits of government and private senior secondary school students differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of study habits of government and private senior secondary school students/ is rejected. Further the mean score of private senior secondary school students is 36.5 which is significantly higher than that of government senior secondary school students whose mean score of study habits is 35.4. It may, therefore, be said that private senior secondary school students were found to have better study habits than their government senior secondary school students.

The Objective No. 2 which reads as **“To compare mean scores of study habits of male and female senior secondary school students”**. To achieve this objective, data was analyzed with the help of mean, standard deviation and t-test. The results, thus obtained are shown in table 2 as:

**Table 2: Showing the comparison of male and female senior secondary school students on study habits**

Variable	Gender	N	Mean	S.D.	df	t-value	Level of Significance
Study Habits	Male	50	42.49	18.3	98	2.21	0.05
	Female	50	50.70	20.5			



**Fig. 2: Comparison of study habits of male and female senior secondary school students**

Table 2 shows the comparison of male and female senior secondary school students on study habits. From table 2, it is clear that the t-value 2.21 which is significant at 0.05 level with  $df= 98$ . It shows that mean scores of study habits of male and female senior secondary school students differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of study habits of male and female senior secondary school students/ is rejected. Further the mean score of female senior secondary school students is 50.7 which is significantly higher than that of male senior secondary school students whose mean score of study habits is 42.49. It may, therefore, be said that female senior secondary school students were found to have better study habits than their counter part male senior secondary school students.

### Findings Of The Study

The major findings of the study are:

1. There is significant difference between study habits of government and private senior secondary school students. Private senior secondary school students have better study habits as compared to government senior secondary school students.
2. There is significant difference between study habits of male and female senior secondary school students. Female senior secondary school students have better study habits as compared to male senior secondary school students.

### Conclusions And Discussion

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been drawn:

1. There is significant differences in the study habits of students studying in senior secondary schools have been observed with respect to the type of school in favour of students studying in private senior secondary schools. Study by Premalakshmi (2012) reported similar results

that study habits of private higher secondary school students are better than government higher secondary school students. Study by Yadav (2015) reported result contrary to the present study stating that students of government schools are having better study habits as compared to the students of private schools.

2. There is significant differences in the study habits of students studying in senior secondary schools have been observed with respect to gender in favour of females. Studies by Sud & Sujata (2006), Singh (2011) and Promila (2014) reported similar results stating that female students of senior secondary schools possess better study habits than male students. Studies by Singla (2007), Hasan & Rao (2012), Premalakshmi (2012) and Rajakumar & Soundararajan (2012) reported results contrary to the present study stating that there are no significant differences in the study habits of male and female students.

### **Educational Implications Of The Study**

1. The result of the present study revealed that the private senior secondary school students possess better study habits than government senior secondary school students. This may be due to the fact that private schools provide better facilities and opportunities such as better infrastructure, well equipped labs, libraries, small classroom size, use of smart class rooms, and use of ICT, etc. The teachers, principal, policy makers and administrators in government higher secondary schools should provide adequate infrastructure in respect classroom size, playground for physical activities, well equipped libraries and laboratories which in turn can increase the interest in learning and formation of good study habits among government senior secondary school students.
2. The study showed that female students of senior secondary schools possess better study habits in comparison to males; this may be due to the fact that females are more competitive, more focused towards their goal and have better interpersonal relations. The teachers, parents, policy makers and administrators have to think on a common platform so as to assess the reason of low study habits and provide appropriate measures to inculcate better study habits in males.

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