ISSN 2278-8808
UGC APPROVED SR. NO. 45269
SJIF 2016 = 6.177
An International Peer Reviewed & Referred
SCHOLARLY RESEARCH JOURNAL
FOR INTERDISCIPLINARY STUDIES

STUDY HABITS OF SCIENCE AND ARTS STUDENTS AT SENIOR SECONDARY SCHOOL LEVEL

Raj Kumar, Ph. D.

Assistant Professor, Department of Education, Chaudhary Devi Lal University, Sirsa, Haryana

Abstract

The study compared the study habits between science and arts students of senior secondary schools of Fatehabad district in Haryana. The method used for the study was descriptive survey. A sample of 100 students was randomly selected from senior secondary schools in Fatehabad district of Haryana. The investigator selected the Study Habit Inventory was used for collecting the data pertaining to the problem and mean, S.D. and t-test were used to analyze the data. The following were the major findings: there is significant difference between the study habit of Science and Arts students of senior secondary schools. There is equally study habits value in girls and boys student of senior secondary school. There is significant difference between the study habit of Arts boys and girl students of senior secondary schools.

Keywords: *Study Habits, Science, Arts, Students and Senior Secondary Schools.*

Introduction

In the literature, study skills are usually defined as students' ability to manage time and other resources to complete an academic task successfully (Ozsoy, Memis & Temur, 2009). 'Study habit' is the amount and kinds of studying routines which the student is used during a regular period of study occurred in a conducive environment. Crede and Kuncel (2008) defines study habit as 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.

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 examination. Mark and Howard (2009) viewed that the most common challenge to the success of students in all ramifications is lack of effective or positive study habits. Most

students do not have study plan to guide their studies. Some hardly attend classes, do their homework and prepare for their exams etc. although, everyone has different study habits. But, here are some good study habits like; attending classes regularly, taking down notes during teaching, concentrating on study, studying with aim of getting meaning not cramming, preparing a time table, following a time table, having proper rest periods, facing the problems regarding home environment and planning, facing the challenges posed by school environment, keeping daily survey of work done good study habits rest on the attitudes towards work and sense of responsibilities. Child (1981, p.95) reports that, "*studies with human and animal subjects have revealed that an ability to learn how to solve problems of a given kind can be developed with sufficient practice on tasks of a similar nature*." Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement. Crow and Crow (2007, p.261) "*Educational Psychology states that study requires a purpose and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim or purpose"*. To knowing exactly what does and does not work on a personal level, even tracking study patterns and correlating it with related grades and then proactively creating a study plan and schedule around the proven effective methods, is the most powerful study tool of all (Ashish, 2013). good study habits allows students to study independently at home and aspire for higher educational career. The formation of good study habits in secondary school level (Adeninyi, 2011).

Review of Related Literature

Odiri (2015) examined the relationship of study habits of students and their achievement in mathematics. 500 students were randomly selected from public secondary schools in Delta State, Nigeria as a sample and data were collected on students' study habits. Students' results in mathematics were also collected from their various schools to gather data on their achievement in mathematics and the major findings were i) there was significant relationship between students' study habits and mathematics achievement. ii) there was a significant difference in mathematics achievement between good study habits and poor study habits.

Nadeem, Puja & Bhat (2014) conducted a study on study habits and academic achievement of male and female college students of district Pulwama, J & k.The sample for the study was 410 including 193 male and 217 female college students. Further, it was divided into different groups of rural and urban area and random sampling was used for sample. Palsane and Sharma Study Habits Inventory and Aggregate marks percentage obtained by the sample

subjects in their first and second year examinations were collected from the official records of the colleges. The average of these percentages for each sample subject was used as measure of the academic achievement. The findings of the study were: i) the female college students had high academic achievement as compared to male college students. ii) study habits of college female students were slightly higher than the male. iii) the two groups under study do not show any significant difference in their study habits.

Chand (2013) conducted a study on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family and the findings revealed that there exists no significant difference between secondary school students from nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Government schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Government school students on preparation for exam component of study habit. However, no significant difference exists between Government and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habits and total study habits.

Justification of the Problem

Several studies have been conducted to investigate the relationships between the learning habit of student and their academic achievement whereas sonic other researchers studied the relationship between the learning habit of students and the level of their parents to school level. But rare studies have been conducted which studied learning habit of students in depth and there are few studies which comparatively studied learning habits of science and arts students. With this fact in mind, the investigator considers it worthwhile to take the present problem for the investigation in order to study the learning habits of students at senior secondary level in depth. Learning habit is important for academic achievement of students as much it is ' important for their fruitful use of leisure time. So, in this study learning habits of science and arts students are studied comparatively in order to find whether they have identical or similar learning habits or they differ in their learning habit. And thus the present investigator carried out the comparative learning of learning habits of science and arts students of Fatehabad district in Haryana. Thus, in view of the justification of the problem the investigator was motivated to take up the present investigation.

Objectives of the Study

- To compare the study habits between Science and Arts students of senior secondary schools.
- To compare the study habits between boys and girls of Science stream students of senior secondary schools.
- To compare the study habits between boys and girls of Arts stream students of senior secondary schools.
- To compare the study habits between Science and arts stream girl students of senior secondary schools.
- To compare the study habits between Science and Arts stream boy students of senior secondary schools.

Hypotheses of the Study

- There is no significant difference between the study habits of Science and Arts students of senior secondary schools.
- There is no significant difference between the study habits of Science boys and girls student of senior secondary schools.
- There is no. significant difference between the study habits of Arts boys and girls student of senior secondary schools.
- There is no significant difference between the study habits of Science and Arts girl students of senior secondary schools.
- There is no significant difference between the study habits of Science and Arts boy students of senior secondary schools.

Methodology

This study adopted a descriptive survey research method. All Senior Secondary School students studying in Science and Arts stream were taken as population of the research. The sample of the study comprised of 100 senior secondary school students drawn from Fatehabad district of Haryana. A simple random sampling technique was used. In order to gather data from the senior secondary school students the investigator selected the "Study Habit Inventory": prepared by M.N. Palsane and Sadhna Sharma (I 999). The inventory was administered on the respondents by the researcher to gather the data and gathered data was analyzed with statistical technique i.e. mean, S. D. and t-test.

Analysis and Interpretation of Data

Table-1: Mean, S.D. & 't' value of Study Habits of Science and Arts Students of Senior Secondary Schools.

Sr. No.	Variable	N	Mean	S.D.	't' value	Level of Significance
1	Science	50	101.98	9.087	2.89	Significant at 0.05 level
2	Arts	50	97.20	7.01		

The above table shows that the mean scores and S.D. scores of study habits of science and arts students are 101.98, 97.20 and 9.087, 7.01 respectively. The 't' value is 2.89 which is greater than table value at 0.05 at 0.05 level of significance which indicates that the hypothesis i.e. 'there is no significant difference between the study habits of science and arts students of senior secondary schools' is rejected. It may be concluded that there is significant difference between the study habits of science and arts students of senior secondary schools. It means science stream students give more time than arts students. Every student needs a perfect timing for their study in Science or Arts stream.

Table-2: Mean, S.D. & 't' value of Study Habits of Boys and Girls of Science Stream Students of Senior Secondary Schools.

Sr. N.	Variable	N	Mean	S.D.	't' value	Level of Significance
1	Girls	25	106.68	9.35	1.35	Significant at 0.05 level
2	Boys	25	103.80	7.67		

The above table shows that the mean scores and S.D. scores of study habits of Science stream girls and boy students are 106.68, 103.80 and 9.35, 7.67 respectively. The 't' value is 1.35 which is less than table value at 0.05 level of significance which indicates that the hypothesis i.e. 'there is no significant difference between the study habits of boys and girls of science stream students of senior secondary schools' is accepted.

It may be concluded that there is significant difference between the study habits of boys and girls of science stream students of senior secondary schools. It means there is equally study habits value in girls and boys of science stream students of senior secondary school.

Table-3: Mean, S.D. & 't' value Study Habits of Boys and Girls of Arts stream Students of Senior Secondary Schools.

Sr. No.	Variable	N	Mean	S.D.	't' value	Level of Significance
1	Girls	25	105.95	10.76	2.42	Significant at 0.05 level
2	Boys	25	99.16	8.74		

The above table shows that the mean scores and S.D. scores of study habits of girls and boys of arts stream students are 105.95, 99.16 and 10.76, 8.74 respectively. The 't' value is 2.42 which is greater than the table value at 0.05 level of significance which indicates that the hypothesis i.e. 'there is no significant difference of study habits of girls and boys of arts stream students of senior secondary school' is rejected.

It may be concluded that there is significant difference between the study habits of boys and girls of arts stream students of senior secondary schools. It means girl students of arts stream give more timing to their study than boys. They achieve higher level of study habits than boys.

Table-4: Mean, S.D. & 't' value of Study Habits of Science and Arts Streams Girl Students of Senior Secondary Schools.

Sr. No.	Variable	N	Mean	S.D.	't' value	Level of Significance
1	Science	25	100.96	7.03	2.37	Significant at 0.05 level
2	Arts	25	97.40	8.00		

The above table shows that the mean scores and S.D. scores of study habits of science and arts stream girl students are 100.96, 97.40 and 7.03, 8.00 respectively. The 't' value is 2.37 which is greater the table value at 0.05 level of significance which indicates that the hypothesis i.e. 'there is no significant difference between the study habits of Science and Arts streams girl students of senior secondary schools' is rejected.

It may be concluded that significant difference between the study habits of Science and Arts streams girl students of senior secondary schools. It means science stream girl students of senior secondary school have more study habits than arts stream girl students.

Table-5: Mean, S.D. & 't' value of Study Habits of Science and Arts Stream Boy Students of Senior Secondary Schools.

Sr. No.	Variable	N	Mean	S.D.	't' value	Level of Significance
1	Science	25	103.24	7.14	2.36	Significant at 0.05 level
2	Arts	25	97.40	8.00		

The above table shows that the mean scores and S.D. scores of study habits of science and arts stream boy students are 103.24, 97.40 and 7.14, 8.00 respectively. The 't' value is 2.36 which is greater than table value at 0.05 level of significance which indicate that the hypothesis i.e. 'there is no significant difference between the study habits of science and arts stream boy students of senior secondary schools' is rejected. It may be concluded that

significant difference between the study habits of science and arts stream boy students of senior secondary schools. It means science stream boy students have more study habits than arts stream boy students.

Findings

- It was found that that there is significant difference between the study habits of science and arts students of senior secondary schools. It means science stream students give more time than arts stream students. Every student needs a perfect timing for their study in science or arts stream.
- It was found that there is significant difference between the study habits of boys and girls of science stream students of senior secondary schools. It means there is equally study habits value in girls and boys of science stream students of senior secondary school.
- It was found that there is significant difference between the study habits of boys and girls of arts stream students of senior secondary schools. It means girl students of arts stream give more timing to their study than boys. They achieve higher level of study habits than boys.
- It was found that there is significant difference between the study habits of science and arts streams girl students of senior secondary schools. It means girl students of science stream of senior secondary school have more study habits than girl students of arts stream.
- It was found that there is significant difference between the study habits of science and arts stream boy students of senior secondary schools. It means science stream boy students have more study habits than arts stream boy students.

Conclusion

Generally, it is a proven fact that the study habits of the learner enabled him to take active part in the teaching learning process. If students are aware of their study habits, they can willingly involve themselves in the learning process. Thus knowledge of study habits of students can help the teacher as well as learning immensely to improve the teaching and learning. It is usually noticed students lack good study habits in the higher education they do not know, how to make notes, how to study, how to take notes from the make notes, how to study, not to take notes from the lectures of the teachers if student are taught how to take or make note and how to study, they can be benefited a lot even at higher education level.

Knowledge about study habits of students can help the teacher as well as student to improve and plan their teaching and learning accordingly thereby resulting in maximum outcome. Knowledge about study habits is of immense value both to learner and teacher. Students can know about the specific weakness in different study behaviors and can overcome them accordingly. Thus, we can infer that learning habits play an important role in teaching learning process. The teaching learning process can be made more effective and maximum learning can take place which is the main goal of teaching and learning process, at all levels of education, school, college as well as higher education or at university level.

References

Adeninyi, V. (2011). Studying to Pass: Implication for Students. Lagos: Macmillan.

Ashish, R. (2013). Study Habits for Students: Bad Ones to Avoid, Good Ones to Achieve Success. www.education.wisc .education/soe/newsevents.

Chand, S. (2013) Study Habits of Secondary School Students in Relation to Type of School and Type of Family, International Journal of Social Science & Interdisciplinary Research. 2(7), 90-96. Online available at indianresearchjournals.com

Child, D. (1981). Psychology and the Teacher. London: Holt, Rinehart and Winston.

Crede, M., & Kuncel, N. R.(2008). Study habits, skills, and attitudes: the third pillar supporting collegiate academic performance. Perspectives on Psychological Science. 3, 425-453.

Crow, D. L. & Crow, A. (2007). Educational Psychology. Delhi: Surject Publications.

Mark, A. & Howard, C. (2009). How to Study. Psychol. Sci. 20(4):516-522

Nadeem, N. A., Puja, J. A. and Bhat, S. A. (2014). Study Habits and Academic Achievement Of Kashmiri & Ladakhi Adolescent Girls: A Comparative Study, Turkish Online Journal of Distance Education-TOJDE. 15(2), 91-97.

Odiri, O. E. (2015). Relationship of Study Habits with Mathematics Achievement, Journal of Education and Practice. 6(10), 168-170.

Ozsoy, G., Memis, A. and Temur, T. (2009). Metacognition, study habits and attitudes, International Electronic Journal of Elementary Education. 2(1), 154-166.