

## STUDY HABITS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND TYPE OF SCHOOL

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### Abstract

*This study intended to explore the study habit of senior secondary school students in relation to Gender and type of school in the Una District of Himachal Pradesh. The sample of the study selected through simple random sampling technique. The sample comprised of 200 senior secondary school students. Study Habits Inventory (SHI) by Chandel and Paliwal (2012) has been used in this study. The results showed that female senior secondary school students obtained higher scores on the Interaction dimension while male students scored higher on the Support dimension of Study Habits Inventory (SHI). The results also revealed that students studying in government senior secondary schools had better study habits as compared to students studying in private senior secondary schools especially on the comprehension and Task-orientation whereas students studying in private senior secondary schools had better study habits as compared to government senior secondary schools in drilling dimension.*

**Keywords:** Study Habits, Comprehension, Concentration, Task Orientation, Senior Secondary School Students



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## INTRODUCTION

Study habits are defined as those techniques, such as summarizing, note taking, outlining, or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies a sort of more or less permanent method of studying. According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient”. Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for

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fittest exists. Pen has become mightier than sword. Study habit is the pattern of behavior of students adopting during their studies which is mean of learning. Study habit also shows the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedule like frequency of studying sessions, reviews of material, etc. by taking place in an environment which is helpful to studying. Study attitude is the positive attitude of the students towards the act of study and the acceptance and approval of the students to whole goals of college education. Study attitude is different from the study habits, but both the study habits and attitudes of students are measured by their time management and attitudes toward teachers, work methods and acceptance of education.

Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students' play important role in learning and fundamental to school success.

The literature goes on to suggest that to enhance the learning outcomes, good study habits must be inculcated among students (Kaur, 2005; Singla 2007). Studies by Gakhar and Bains (2011), Rajakumar and Soundararajan (2012), Chand, (2013) and Promila (2014) reported that various demographic characteristics viz. gender, residential background, academic stream, family type (nuclear/joint), school type (government and private) and parental education affect the study habits of adolescents studying in higher secondary schools. The findings revealed no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and overall 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 habits. Female students from both Arts and Science streams have better study habits than male students (Promila, 2016). However, a study by Dhankher (2016) indicated that there was no significant difference in study habits among IX grade students with regard to their gender, school management, school locale and their parental education.

From the perusal of related literature, it is evident that numbers of studies related to Study Habits have been conducted by various researchers, but there is lack of detailed investigation of Study Habits of Senior Secondary School Students of Himachal Pradesh. In the present study a humble attempt has been made to study the Study Habits of Senior Secondary School Students in relation to Gender and type of School.

**Objectives of the Study:**

- 1.To study the differences between male and female students on the measure of study habits.
2. To study the differences between students studying in government senior secondary schools and private senior secondary schools on the measure of study habits.

**Hypotheses of the Study:**

1. There is no significant difference between male and female students on the measure of study habits.
2. There is no significant differences between students studying in government senior secondary schools and private senior secondary schools on the measure of study habits.

**Sample of the Study:**

The sample was selected from the schools of Una district. The size of the sample was of 200 students (100 male and 100 female students) of class XI.

**Tool used in the study:**

For the purpose of the accomplishment of objectives, one standardized research tool namely Study Habits Inventory (SHI) by Lajwanti, Chandel and 115 Nishta Rana and Deepika Study Habits of Higher Secondary School Students 116 Paliwal (2012) has been used. This inventory consists of 40 items, with a view to measure several dimensions of study habits like Comprehension, Concentration, Task-Orientation and Sets, Interaction, Drilling, Writing and Recording. Each item is marked on 5 points rating scale viz. Always, Frequently, Sometimes, Rarely and Never.

**Statistical Techniques Used:**

For the analysis of data, investigator used Mean, S.D and t-test statistics were used.

**Findings of the Study**

**Objective 1:** To study the differences between male and female students on the measure of study habits.In order to compare the study habits of male and female higher secondary school students on the seven dimensions of Study Habits Inventory(Comprehension, Concentration, Task Orientation and Sets, Interaction, Drilling, Writing and Recording and Support), the

Mean, Standard Deviation and t- value were computed. The results obtained are given in the Table 1.

**Table 1 Descriptive Data for the Male and Female Senior Secondary School Students with respect to the Seven Dimensions of Study Habits Inventory.**

Dimensions of study habits	Gender	N	Mean	S.D.	SE	t
Comprehension	Male	100	22.42	3.68	0.37	0.48
	Female	100	22.18	3.43	0.34	
Concentration	Male	100	15.76	2.85	0.29	0.97
	Female	100	15.39	2.54	0.25	
Task- orientation and Sets	Male	100	21.57	4.55	0.46	1.39
	Female	100	22.42	4.07	0.41	
Interaction	Male	100	17.31	3.26	0.33	2.71**
	Female	100	18.64	3.68	0.37	
Drilling	Male	100	19.97	3.35	0.34	1.25
	Female	100	20.61	3.87	0.39	
Writing and Recording	Male	100	24.15	3.53	0.35	1.74
	Female	100	25.06	3.87	0.39	
Support	Male	100	21.70	4.86	0.49	2.52*
	Female	100	20.01	4.62	0.46	
Overall Study Habits	Male	100	142.88	17.19	1.72	0.58
	Female	100	144.31	17.94	1.79	

\*Significant at 0.05 Level, \*\*Significant at 0.01 Level

Results in Table 1 indicate that the t-value for Interaction (2.71) dimension of Study Habits Inventory has been found to be significant at 0.01 level of significance, whereas the t-value for Support (2.52) dimension of Study Habits Inventory has been found to be significant at 0.05 level of significance. However, t-values for Comprehension, Concentration, Task-orientation and Sets, Drilling, Writing and Recording dimensions as well as Overall Study Habits have not been found to be significant at 0.05 level of significance. Hence, it can be concluded that there are significant gender differences in the study habits of senior secondary school students on Interaction in favour of female students and on Support dimensions in favour of male students. Therefore, Hypothesis no. 1 has been partially not accepted.

**Objective 2:**To study the differences between students studying in government senior secondary schools and private senior secondary schools on the measure of study habits.

In order to compare the study habits of government and private senior secondary school students on seven dimensions of Study Habits Inventory, Mean, Standard Deviation and t-Value were computed. The results obtained are given in the Table 2.

**Table 2**  
**Descriptive Data for the Government and Private higher secondary school students with respect to seven dimensions of Study Habits Inventory**

Dimensions of study habits	Gender	N	Mean	S.D.	SE	t
Comprehension	Govt.	148	28.10	3.62	0.30	2.77**
	Private	52	27.17	3.59	0.50	
Concentration	Govt.	148	37.80	4.02	0.33	0.17
	Private	52	38.56	4.02	0.56	
Task- orientation and Sets	Govt.	148	21.32	2.50	0.21	8.67**
	Private	52	19.17	3.28	0.45	
Interaction	Govt.	148	15.29	2.57	0.21	0.15
	Private	52	15.35	2.41	0.33	
Drilling	Govt.	148	21.25	3.29	0.27	4.38**
	Private	52	22.48	3.29	0.46	
Writing and Recording	Govt.	148	32.14	4.72	0.39	1.40
	Private	52	31.29	3.37	0.47	
Support	Govt.	148	21.23	2.87	0.24	0.77
	Private	52	21.00	3.55	0.49	
Overall Study Habits	Govt.	148	177.05	15.94	1.31	1.27
	Private	52	175.21	13.86	1.92	

\*\*Significant at 0.01 Level

Results in Table 2 indicate that the t-values for Comprehension(2.77), Task-Orientation and Sets(8.67) and Drilling Dimensions (4.38) of Study Habits Inventory has been found to be significant at 0.01 level of significance. However, t-values for Concentration, Interaction, Writing and Recording, support and overall Study Habits dimensions of Study Habits Inventory have not been found to be significant at 0.05 level of significance.

Hence, it can be concluded that significant differences exist in favour of private schools in the study habits of secondary school students on Drilling dimension where significant differences exist in favour of government schools in the study habits of senior secondary school students on comprehension and task -orientation and sets dimensions. Therefore, Hypothesis no. 2 has been partially not accepted.

### Conclusions and Discussion

On the basis of the interpretation of the results drawn in the present study, the following conclusion have been drawn: 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 and 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 and Rao (2012), Premalakshmi (2012) and

Rajakumar and 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.

Senior secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than their counterparts studying in private school, but private secondary school students are significantly better than Govt. secondary school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and Private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

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