



# A Study of Study Habits of Higher Secondary School Students in Relation to Certain Variables

BHAUMIK PATEL

## 1. Introduction

The phrase “study habits” implies a short of more or less permanent method of studying. It is a process from which an individual gets proper input to feed his thirst thus are of great significance to unveil the excellence lying latent in an individual. Study Habits are usually defined as student’s ability to manage time and other resources to complete an academic task successfully. Study habits are, “learned patterns of studying that may occur with or without conscious awareness or deliberate efforts” ( Flippo & caverly,2000). According to Webster’s New world Dictionary (fifth edition,2014) “Study is the act or process of applying the mind in order to acquire knowledge, as is reading, investigation ect”. According to willam et al: (2014) “study is the total of all habits, determined purposes and enforced practices that the individual uses in order to learn”. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thirst for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual.

## 2. Statement of the Problem

**A Study of Study Habits of Higher Secondary School Students in Relation to Certain Variables**

## 3. Objectives

The objectives of the present research is as follows

1. To find out the level of study habits of higher secondary school students.
2. To find out difference between male and female higher secondary school students with respect to their study habits
3. To find out difference between XI and XII standard higher secondary school students with respect to their study habits.
4. To find out difference between private and government aided higher secondary school students with respect to their study habits.

## 3. Hypotheses

- Ho<sub>1</sub>**: There is no significant difference between male and female higher secondary students with respect to their study habits.
- Ho<sub>2</sub>**: There is no significant difference between private and government aided higher secondary school students with respect to their study habits.
- Ho<sub>3</sub>**: There is no significant difference between XI and XII standard higher secondary school students with respect to their study habits.

## 4. Methodology

Simple survey method was used in this study. In order to achieve the above – cited objectives, various aspects of the methodology followed by were: sample, tools, procedure of data collection and statistical techniques, scoring procedure.

## 5. Population and sample

All the students of XI and XII standards studying in different higher secondary school of Ahmedabad district is the population of the study.

## 6. Tools Used

For the study the tool published by the national psychological corporation was adopted by the investigator for collecting data.

a) Study habits inventory (SHI-PS) was developed by M.N.Palsane Pune (M.S) and anuradha Sharma agra (U.P). The scale consists of 45 items designed to measure the study habits of students.

## 7. Procedure of Data collection

After selecting the 200 students of selected schools, the investigator approached them individually and requested them to fill up the study habits inventory.

**Table 1**

Variable	Excellent Study Habits		Good Study Habits		Average Study Habits		Unsatisfactory Study Habits		Very Unsatisfactory Study Habits	
	N	%	N	%	N	%	N	%	N	%
<b>Male</b>	20	16.67	22	18.34	70	58.34	6	5	2	1.66
<b>Female</b>	9	11.25	10	12.5	55	68.75	3	3.75	3	3.75
<b>Total</b>	29	14.5	32	16	125	62.5	9	4.5	5	2.5

**Table 2**

Variable	Private (N=120)		Govt. aided (N=80)		't' value	Remarks
	Mean	S.D	Mean	S.D		
<b>Study Habits</b>	61.85	5.02	58.12	4.12	3.38	Significant

**Table 3**

Variable	XI (N=105)		XII (N=95)		't' value	Remarks
	Mean	S.D	Mean	S.D		
<b>Study Habits</b>	62.2	5.06	63.39	5.17	1.65	Not Significant

## 8. Procedure of Data Collection

After selecting the 200 students of selected schools, the investigator approached them individually and requested them to fill up the study habits inventory.

## 9. Testing of Hypothesis

### Hypothesis 1

There is no significant difference between male and female higher secondary students with respect to their Study Habits. The results presented in Table 1 show that there is a significant difference between male and female higher secondary school students in their Study Habits. Thus, it is concluded that both male and female students are not equally disposed towards their Study Habits. Male students have better Study Habits in Comparison to female students. Therefore, the null hypothesis is rejected.

### Hypothesis 2

There is no significant difference between private and government – aided higher secondary school students with respect to their Study Habits. Table 2 shows that the calculated t – value (5.73) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in selected 200 students from eight schools of XI and XII standards in private and government – aided schools.

### Hypothesis 3

There is no significant difference between XI and XII standard higher secondary school students with respect to their Study Habits. It is evident from Table 3 that the Mean score of Study Habits of XI and

XII students are 62.2 and 63.39 respectively. The t value is found to be 1.65. Therefore results are not significant. Thus it is concluded that there is no significant difference between XI and XII higher secondary students with respect to their Study Habits. Both XI and XII students are equally disposed towards their Study Habits. Therefore, the null hypothesis is retained.

### 10. Educational Implication

The findings reveal that male higher secondary students are better than female higher secondary teacher students in their Metacognition Awareness. This may be due to the fact that male students are energetic, physically fit, and enthusiastic in comprehending the concepts, with planning, courage, confidence and self – regulation. This may help them improve their knowledge of cognition when compared to their counterparts. There is significant difference between private and government aided higher secondary students in their Metacognition Awareness as well as their Study Habits. It is may be due to greater exposure of the private higher secondary students to self – awareness skills as compared to those of higher secondary school students. A second reason may be that the parents and guardians in a government aided school are less aware and conscious about the academics of their wards.

### References

1. Aggarwal J.C. (1983). Educational Research: An Introduction (Third Edition), New Delhi: Arya Book Depot.
2. Anastasi, Anne (1955). Psychological Testing New York: The McMillan & Co.
3. Best, John W. (1996). Educational Research New Delhi: Agra Book Depot.
4. Bhattacharya, Swaha (2006). Journal of Psychology for Learning and Research Vol.18 Ahmedabad: Gujarat Academy of Psychology P. 20-24.
5. Dave, C.B., Shah Deepak, Panchal, Dinesha, Saxenma, Heena, Vyas, Rudresh (2005). Psychology Standard – 12, GSTB.
6. Garret, H.E. (1971), Statistics in Psychology (3rd Ed.), Agra, Vinod Pustak Mandir.
7. George, Mouley G. (1994). The Science of Educational Research, New Delhi: Eurasia Publishing house.
8. Good, Carter V. (1945). Dictionary of Education, Macgraw Hill Book Co.
9. Gupta, Santosh (2005) Research Methodology and Statistical Technique, New Delhi: Deep and Deep Publication Pvt. Ltd.
10. Jha, Avdresh (2010). Educational Research, Rajkot: Ravi Prakashan & Co