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STUDY HABITS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND ACADEMIC STREAM

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The success or failure of a student depends upon numerous factors such as his ability, intelligence and study habits. Among these, study habits are of utmost importance in deciding the success of any individual. The purpose of this research was to find out differences in the study habits of higher secondary school students with respect to various variables. Random sampling technique was applied to draw a sample of 200 students studying in ten higher secondary schools of Kathua District (J&K). Study Habits Inventory (SHI) by Chandel and Paliwal (2012) has been used in this study. The results showed that female higher 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 private higher secondary schools had better study habits as compared to students studying in government higher secondary schools especially on the Drilling and Support dimensions as well as on overall study habits. Further, science students were found to possess better study habits in comparison to art students on the dimensions of Comprehension, Concentration, Task-orientation and Sets, Interaction, Drilling and Support as well as on overall study habits.

KEYWORDS: Study Habits, Comprehension, Concentration, Task-Orientation, Higher Secondary School Students

INTRODUCTION

The world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, school and in general education system itself. In fact, it appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and efforts of the school are used for helping students' to achieve better in their scholastic endeavours.

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The importance of academic achievement has raised important questions for educational researchers (Ramaswamy, 1990). What factors promote achievement in students? How far do the different factors contribute towards academic achievement? The key to better learning and better academic achievement in schools are good teachers, good study environment, course of study, parent's cooperation, high quality books and most important is the study habits of the students' (Robinson, 2000).

Study habits refer to a set of behaviours related to how students organize their time and space to promote systematic study behaviours. It means that a student must be able to organize, classify and arrange facts in their proper relationship to the subject being studied. Kohli pointed out that in the academic field study habits are of particular theoretical and practical importance. Good (1973) defines the phrase study habits as "the students' way of study whether systematic, efficient or inefficient etc." Good study habits refer to the activities carried out by learners during the learning process for improving learning. Study habits are intended to elicit and guide one's cognitive process during learning (Nuthana & Yenagi, 2009). Patel (1976), suggested that study habits include home environment and planning of work, reading and note taking habits' planning of subjects, habits of concentration, preparation for examination, general habits and attitude and the school environment. However, academic stream may be defined as subject background of students whether Arts, Science, Commerce etc.

The literature goes on to suggest that in order 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.

For the past 30 years, there have been more than 400 international reports calling for changes in how we educate our children as parents and teachers (Hawley, 2002; Hurd, 1994; NRC, 1996). These reports emphasize on developing good study habits among children especially at the secondary school level.

Need And Significance

Higher secondary school students belong to the adolescent stage of development. It is essentially a period of rapid development and transition and is full of complexities. Academic failure may lead to frustration and poor adjustment. Even a good student, who has the potential to achieve better, may not be able to achieve as per expectations if he/she fails to do proper management of time, allocation of weightage to various subjects, preparing notes and individual modes adopted for preparation of different subjects. In other words, study habits are relevant factors in determining the academic achievement of an individual. The present study will provide an insight to the parents to deal effectively with their children so that they will be able to develop an understanding of the importance of study habits in relation to academic achievement. This understanding also assists the teachers to create a more affectionate, harmonious, warm and democratic atmosphere in inculcating good study habits at school. Moreover, on the basis of the findings of the study, teachers may help the students to modify their behaviour with regard to their study habits. The inquiry sought to provide insights on how to better plan for developing good study habits among secondary school students and eventually improve their academic performance.

Objectives Of The Study

Following are the objectives of the study:

1. To find out the significant differences in the study habits of male and female students studying in higher secondary schools with respect to seven dimensions of Study Habits Inventory (Comprehension, Concentration, Task-orientation and Sets, Interaction, Drilling, Writing and Recording and Support).
2. To find out the significant differences in the study habits of students studying in government and private higher secondary schools with respect to seven dimensions of Study Habits Inventory.
3. To find out the significant differences in the study habits of arts and science stream students studying in higher secondary schools with respect to seven dimensions of Study Habits Inventory.

Hypotheses Of The Study

The hypotheses setup for the study are as follows:

1. There are no significant differences in the study habits of male and female students studying in higher secondary schools with respect to seven dimensions of Study Habits Inventory (Comprehension, Concentration, Task-orientation and Sets, Interaction, Drilling, Writing and Recording and Support).
2. There are no significant differences in the study habits of students studying in government and private higher secondary schools with respect to seven dimensions of Study Habits Inventory.
3. There are no significant differences in the study habits of arts and science stream students studying in higher secondary schools with respect to seven dimensions of Study Habits Inventory.

Research Methodology

Descriptive Survey Method has been used for the present study.

Sample Of The Study

Simple random sampling technique has been employed for selecting four Government and four Private Higher Secondary Schools from Kathua District of Jammu. Twenty-five students from each higher secondary school were also selected randomly. Thus, the sample consisted of 200 students by selecting 100 students from government higher secondary schools and 100 students from private higher secondary schools.

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

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 a 5 points rating scale viz. Always, Frequently, Sometimes, Rarely and Never.

FINDINGS OF THE STUDY

Objective 1: To find out the significant differences in the study habits of male and female higher secondary school students with respect to the seven dimensions of Study Habits Inventory (Comprehension, Concentration, Task-Orientation and Sets, Interaction, Drilling, Writing and Recording and Support)

In order to compare the study habits of male and female higher secondary school students on the seven dimensions of Study Habits Inventory, 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 Higher Secondary School Students with respect to the Seven Dimensions of Study Habits Inventory.

Dimensions of Study Habits	Gender	N	Mean	S.D.	SE_M	*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 higher 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 rejected.

Objective 2: To find out the significant differences in the study habits of government and private higher secondary school students with respect to seven dimensions of Study Habits Inventory

In order to compare the study habits of government and private higher 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	Type of school	N	Mean	S.D.	SE_M	*t*
Comprehension	Govt.	100	21.92	3.79	0.38	1.52
	Pvt.	100	22.68	3.26	0.33	
Concentration	Govt.	100	15.56	2.62	0.26	0.08
	Pvt.	100	15.59	2.79	0.28	
Task -orientation and Sets	Govt.	100	21.85	4.60	0.46	0.47
	Pvt.	100	22.14	4.05	0.41	
Interaction	Govt.	100	17.78	3.66	0.37	0.78
	Pvt.	100	18.17	3.40	0.34	
Drilling	Govt.	100	19.46	3.89	0.39	3.32**
	Pvt.	100	21.12	3.15	0.31	
Writing and Recording	Govt.	100	24.55	3.79	0.38	0.21
	Pvt.	100	24.66	3.67	0.37	
Support	Govt.	100	20.05	4.48	0.45	2.40*
	Pvt.	100	21.66	5.00	0.50	
Overall Study Habits	Govt.	100	141.17	18.79	1.87	1.97*
	Pvt.	100	146.02	15.91	1.59	

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

Results in Table 2 indicate that the t-value (3.32) on Drilling dimension of Study Habits Inventory has been found to be significant at 0.01 level of significance, whereas the t-value on (2.40) Support dimension of Study Habits Inventory as well as Overall Study Habits (1.97) have been found to be significant at 0.05 level of significance. However, t-values for Comprehension, Concentration, Task-orientation and Sets, Interaction, Writing and Recording 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 and Support dimensions as well as Overall Study Habits. Therefore, Hypothesis no. 2 has been partially rejected.

Objective 3: To find out the significant differences in the study habits of arts and science stream higher secondary school students with respect to seven dimensions of Study Habits Inventory.

In order to compare the study habits of Arts and Science stream higher 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 3.

Table 3

Descriptive Data for the Arts and Science Stream Higher Secondary School Students with respect to Seven Dimensions of Study Habits Inventory.

Dimensions of Study Habits	Stream	N	Mean	S.D.	SE_M	*t*
Comprehension	Arts	98	21.21	3.38	0.34	
	Science	102	23.34	3.40	0.34	4.44**
Concentration	Arts	98	15.09	2.57	0.26	
	Science	102	16.04	2.75	0.27	2.51*
Task-orientation and Sets	Arts	98	21.23	4.17	0.42	
	Science	102	22.73	4.37	0.43	2.47*
Inter action	Arts	98	17.18	3.18	0.32	
	Science	102	18.74	3.70	0.37	3.18**
Drilling	Arts	98	19.56	3.78	0.38	
	Science	102	20.99	3.34	0.33	2.83**
Writing and Recording	Arts	98	24.53	3.53	0.36	
	Science	102	24.68	3.92	0.39	0.28
Support	Arts	98	20.05	5.16	0.52	
	Science	102	21.63	4.33	0.43	2.35*
Overall Study Habits	Arts	98	138.87	16.82	1.70	
	Science	102	148.14	17.09	1.69	3.87**

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

The data given in Table 3 indicates that t-values for Comprehension (4.44), Interaction (3.18) and Drilling (2.83) dimensions of Study Habits Inventory as well as Overall Study Habits (3.87) have been found to be significant at 0.01 level of significance, whereas the t-values for Concentration (2.51), Task-orientation and Sets (2.47) and Support (2.35) dimensions of Study Habits Inventory have been found to be significant at 0.05 level of significance. However, t-value for Writing and Recording dimension of Study Habits Inventory has not been found to be significant at 0.05 level of significance.

Hence, it can be concluded that there are significant differences in the study habits of Arts and Science stream higher secondary school students with respect to six dimensions of Study Habits Inventory (Comprehension, Concentration, Task-orientation and Sets Interaction, Drilling, and Support dimensions) as well as Overall Study Habits, in favour of science stream students. Therefore, Hypothesis no. 3 has been partially rejected.

Conclusions And Discussion

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

1. Significant differences in the study habits of students studying in higher 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 higher 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.

2. Significant differences in the study habits of students studying in higher secondary schools have been observed with respect to the type of school in favour of students studying in private higher secondary schools. Study by Premalakshmi (2012) reported similar results that study habits of aided 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 public schools.

3. Significant differences in the study habits of students studying in higher secondary schools have been observed with respect to academic stream in favour of the science stream students. Studies by Kaur (2005) and Promila (2014) reported similar results stating that study habits of science stream senior secondary school students were better than arts stream senior secondary school students. However, studies by Singla (2007) and Gakhar

and Bains (2011) reported no significant differences in the study habits of arts and science stream students.

Educational Implications Of The Study

1. The study showed that female students of higher secondary schools possess better study habits on Interaction dimension in comparison to male, this may be due to the fact that females are more competitive, more focused towards their goal and have better interpersonal relations. Whereas male students of higher secondary schools possess better study habits on Support dimension in comparison to females, this may be due to the fact that males are less focused and have better at sharing ideas. In order to improve the level of study habits of both males and females on other dimensions (Comprehension, Concentration, Task-Orientation and Sets, Interaction, Drilling, Writing and Recording and Support), 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 and females.
2. The result of the present study revealed that the private higher secondary school students possess better study habits than government higher secondary school students. This may be due to the fact that private schools provide better facilities and opportunities such as better infrastructure, well equipped language labs, libraries, small classroom size, use of smart class rooms, 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 higher secondary school students.
3. The result revealed that the science stream higher secondary school students possess better study habits than arts stream higher secondary school students. This may be due to the fact that science stream students do more practical, drill and project work. Hence, teachers, parents, administrators should also try their best to increase the level of study habits of arts stream higher secondary school students do using activity based learning etc.

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