



AN ANALYSIS ON STUDY HABITS OF HIGHER SECONDARY STUDENTS IN THE PRESENT SCENARIO

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Abstract

Today's world is moving in a speed which was unheard in the past. Individual's success affects personal and social dimensions of life. It is anybody's guess that good habits and skills will help us to promote efficiency in our tasks. In education, proper study habits and skills entail to proficiency as well as high quality of learning (Dehghani & Soltanalgharaei, 2014). Productive study requires conceptualization and intention. It could include some skills such as note-taking, observation, asking question, listening, thinking and presented idea regarding discovering new information. Thus, learner should be interested in learning and must be able to apply needed skills. Hence the researcher felt the need to study the Study Habits of the higher secondary students. For the assessment the investigator used the Study Habits Inventory (SHI) by Jones and Slate (1992). 342 samples from 9 higher secondary schools in Tirupattur Educational District. The analysis reveals that the level of Study Habits among higher secondary school students is moderate. There is no significant difference in Study Habits among higher secondary school students based on their gender and there exist significant difference in Study Habits among higher secondary school students based on their Type of Management, School and family. Thus the study will be useful to the policy makers and to the educators in the field of education and also the findings of present study conserve as a database for further research.

Today's world is moving in a speed which was unheard in the past. Everyone wants to excel. Individual's success affects personal and social dimensions of life. It is anybody's guess that good habits and skills will help us to promote efficiency in our tasks. In education, proper study habits and skills entail to proficiency as well as high quality of learning (Dehghani & Soltanalgharaei, 2014). Productive study requires conceptualization and intention. It could include some skills such as note-taking, observation, asking question, listening, thinking and presented idea regarding discovering new information. Thus, learner should be interested in learning and must be able to apply needed skills. Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn't look forward to studying. Once an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study.

To study is to buy out the time and dedicate self to the application and the task of study which is to become engrossed in a process of learning, practice, enlightenment - education of one's self. Therefore, study habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

Effective study habits are a very import part of the learning process. Good study habits are all about keeping to a daily routine and giving all subjects equal treatment. If your study habits are weak, take a "study skills" course or have someone show you good study habits. The problem is that those high school study habits are hard to shake. Hard work and good study habits are assets that should be nurtured. Motivation and study habits are obviously crucial as well. Good habits are important for all students to protect investments of time and money and to achieve educational goals. After that experience your study habits are permanently altered, this will help your own preparation as you start teaching and last a lifetime. The main priorities are class attendance, time management, and great studying habits are necessary workings for an academic success.

Need and Importance of The Present Study

School and examinations are an inevitable aspect of most children's lives in today's world in which academic stress and test anxiety are ubiquitous problems. Because of the detrimental effects of test anxiety such as poor academic performance and achievement, this construct will continue to be researched by researchers and professionals who work with children and youth. Understanding the relationship among some contributing factors like study habits, achievement motivation, test anxiety, and also prediction of academic success in a different culture may contribute to the international knowledge base in this field.

Hence the researcher felt the need to study the Study Habits of the higher secondary students. In this context the researcher proposes the statement of the problem as "A Study on Study Habits of Higher Secondary Students".



Objectives of The Study

The following objectives have been formulated for the present study.

1. To find out the level of Study Habits among the Higher Secondary School Students.
2. To find out the significant difference in Study Habits among Higher Secondary School Students based on their gender, Age, Type of Management, School and family.

Hypotheses of the Study

The following hypotheses have been formulated and tested during the course of the study.

1. The level of Study Habits among the Higher Secondary School Students is moderate.
2. There is no significant difference in Study Habits among Higher Secondary School Students based on their gender.
3. There is significant difference in Study Habits among Higher Secondary School Students based on their Type of Management, School and Family.

Tool Used To Study

The investigator used the Study Habits Inventory (SHI) by **Jones and Slate (1992)** consists of 63 true or false Items describing appropriate (30 items) and inappropriate (33 items), academic behaviors (Jones & Slate, 1992).

Sample of The Study

The present study consists of 342 samples from 9 higher secondary schools in Tirupattur Educational District. The sum forms a representative sample of the total population.

Analysis and Interpretation of Data

Statistical techniques serve the fundamental purpose of the description and inferential analysis. The following statistical techniques were used in the study

1. Mean (m) and standard deviations (SD).
2. 't' test for determining the significance of difference between means of two subgroups.
3. 'F' test for determining the significance of difference between means of more than two subgroups.

Table 1 Showing the Level of Study Habits among the Higher Secondary School Students

Variable	Mean	SD	Category	Frequency	Percentage
Study Habits	50.07	11.321	Low	72	21.05
			Moderate	182	53.21
			High	88	25.74

From the above table, it is found that the moderate percentage of Study Habits level among higher secondary school students (50.29 %) is greater than the other values. Therefore the level of Study Habits among higher secondary school students is moderate.

Table 2 Showing The Mean Scores of Study Habits Among Higher Secondary School Students Based On Their Gender

Variable	Gender	N	Mean	Std. Deviation	SEM	Sig	Result
Study Habits	Male	152	52.06	11.412	.926	.248	Not Significant at 0.05 level
	Female	190	48.48	11.022	.800		

From the above table, the Study Habits reveals that the calculated 'Sig.' value (.248) is found to be greater at 0.05 level of significance. Hence there is no significant difference in Study Habits among higher secondary school students based on their gender.



Table 3, Showing the Mean Scores of Study Habits Among Higher Secondary School Students Based On Their Type of Management

Variable	Type of Management	N	Mean	Std. Deviation	SEM
Study Habits	Govt.	111	40.19	6.960	.661
	Govt.Aided	93	48.04	10.084	1.046
	Self financing	138	59.39	6.513	.554

	Sum of Squares	Df	Mean Square	F	Sig.	Result
Between Groups	23209.448	2	11604.724	191.943	.004	Significant at 0.05 level
Within Groups	20495.725	339	60.459			
Total	43705.173	341				

From the above table, the Study Habits reveals that the calculated 'Sig.' value (0.004) is found to be smaller at 0.05 level of significance. Hence there is significant difference in Study Habits among higher secondary school students based on their Type of Management.

Table 4, Showing the Mean Scores of Study Habits among Higher Secondary School Students Based On Their Type of School

Variable	Type of School	N	Mean	Std. Deviation	SEM
Study Habits	Boys	84	50.76	11.372	1.241
	Girls	95	44.31	9.946	1.020
	Co-Ed	163	53.08	10.830	.848

	Sum of Squares	Df	Mean Square	F	Sig.	Result
Between Groups	4673.824	2	2336.912	20.297	.012	Significant at 0.05 level
Within Groups	39031.349	339	115.137			
Total	43705.173	341				

From the above table, the Study Habits reveals that the calculated 'Sig.' value (0.12) is found to be Smaller at 0.05 level of significance. Hence there is significant difference in Study Habits among higher secondary school students based on their Type of School.

Table 5, Showing the mean scores of Study Habits among Higher Secondary School Students based on their Type of Family

Variable	Type of Family	N	Mean	Std. Deviation	SEM	Sig	Result
Study Habits	Joint	204	43.77	9.366	.656	.003	Significant at 0.05 level
	Nuclear	138	59.39	6.513	.554		



From the above table, the Study Habits reveals that the calculated 'Sig.' value (.003) is found to be greater at 0.05 level of significance. Hence there is significant difference in Study Habits among higher secondary school students based on type of family.

Summary of Findings

1. The level of Study Habits among higher secondary school students is moderate.
2. There is no significant difference in Study Habits among higher secondary school students based on their gender.
3. There is significant difference in Study Habits among higher secondary school students based on their Type of Management.
4. There is significant difference in Study Habits among higher secondary school students based on their Type of School.
5. There is significant difference in Study Habits among higher secondary school students based on type of family.

Suggestions and Recommendations

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. So the study states the following suggestions to improve the study habits of children as

The steps by which good study habits can be formed are given below:

1. It is much easier to replace one of our habits than to break it Entirely. So, one should not attempt to stop poor study habits, but just to learn the good ones that substitute them.
2. Go on practicing. There is no way around it. The more we do something, the more ingrained it becomes.
3. It is better to seek the help of friends and family to look into one's new practice of a study habit regularly followed. Added pressure by others is a good motivator.

The following is a list of ways teachers can help students develop good study habits and benefit from the total educational experience. Teachers should be concerned about all students and try to give them the kind of "road map" that will make studying more efficient and effective.

- Assume that students do not know how to study effectively and show them how to do homework and in-school study
- Treat homework and study habits as a subject
- Clarify everyone's role in the study process - students, parents and teachers
- Put in writing how much you value homework and good study habits
- Emphasize how often you expect homework to be done
- Explain how you expect homework to be done
- Explain the consequences of not completing assignments
- Explain the rewards of completing homework.

Conclusion

The present investigation aims to find out the study habits of higher secondary school students. This study will be useful to the policy makers and to the educators in the field of education and also the findings of present study conserve as a database for further research.

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