STUDY HABIT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO CERTAIN VARIABLES

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INTRODUCTION

Study Habit plays a vital role in career development. Contemporary researches depict that the way an individual perceives shapes his career patterns. Study Habit has a significant role in developing an individual. A detailed knowledge about the nature and relation of study habit with other related factors is likely to provide an objective and encouraging basis for the society which could be very enriching and useful. In today's competing world education needs to fulfil and meet the requirements of society. Education that aims at the overall development of a child or an individual should be imparted in a way that the individual is able to face the challenges of life and is able to solve the emerging problems of life with courage.

The knowledge of relationship between study habit with respect to the psychological, personal and scholastic variables would enhance the development of scientific creativity as required. The knowledge of this relationship will certainly enhance study habit amongst the high school students. It will work as a guide to the teachers, parents, schools and society striving for the enhancement of scientific creativity. Further this knowledge would lead to the better performance of the learner and his development and thus the development of society, state and Nation.

In present research researcher has selected to study the Study Habit of high school students in relation to certain variables as a research problem.

LITERATURE REVIEW

Study habits is the habitual practices one uses to help them study and learn. Good study habits can help students achieve and/or maintain good grades.

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' plays important role in learning and fundamental to school success.

For the study total eight dimension of study habit has been identified

1. **Planning of the Study:** The dimension study, how students allocate time to different subject, and assign the preference for the subject. Also it tries to understand, how students prepared the syllabus.
2. **In class Habits:** The dimension studied in class study habits of the student. It address the question like how students solve their doubt in the class, how they concentrate and do they participate in class or not etc.
3. **Study habits at Home:** The dimension addresses students study habits at home. It covers dimension like time table preparation for home study, preparation of the topic before the class, Assigning importance to certain subject preparation and taking help of family members.
4. **Homework and Revision Habits:** The dimension addresses how students do their homework and revision of class. The dimension studies when the students do the homework, what are the problem they face while completing homework and revision, how they enjoy doing homework/revision and are they enjoy doing homework.
5. **Reading Habits:** The dimension addresses, how students read/ study. They read speaking loud, or by walking or by watching TV. The dimension also covers issue, related to remembering the topic. How much time students have to read to remember the topic and time of reading is also covered in the dimension.
6. **Concentration in the Study:** The dimension addresses the concentration problem of students while doing study. It tries identify, whether students could be concentrate in the study and for how much time. It also identify, variable creation distraction in the study like family members, TV, Friends, and Hobbies etc.
7. **Usage of Reference Material:** The dimension of study identify types and usage of reference material used by students for study. It also tries to find, from where they access the reference material and reasons for using reference material.

8. Exam stress Management and study Habits: The dimension addresses study habits of students during the exam time. Aspects like time of study, stress management, collaborative study & method of study is covered.

Based on the above eight dimension, the study was planned and executed.

STATEMENT OF THE PROBLEM & OBJECTIVE OF THE RESEARCH

The study has been conducted to know the Study Habit of Higher Secondary School students of standard 11th in context to various variables like gender, types of school, medium of instruction, and geographical area.

The objectives of the present study are as under:

- To identify Study Habits of the students studying in higher secondary schools of five district of Gujarat.
- To study the effect of gender on the Study Habit of the students of higher Secondary Schools of five district of Gujarat.
- To study the effect of stream (Commerce/Science) on the Study Habit of the students of Higher Secondary Schools of five district of Gujarat.
- To study the effect of geographic area (Rural/Urban) on the Study Habit of the students of higher Secondary schools of five district of Gujarat.

HYPOTHESIS OF THE STUDY

The null hypotheses formed by researcher are as follows:

1. **H₀₁**: There is no significant difference between mean score of Boys and Girls of Higher Secondary School on Study Habit scale.
2. **H₀₂**: There is no significant difference between mean score of students studying in rural and urban area on Higher Secondary School on Study Habit scale.
3. **H₀₃**: There is no significant difference between mean score of high school students of Science and Commerce Stream on Study Habit scale.

RESEARCH VARIABLES

Variables are the conditions or characteristic that the experiment manipulators controls or observes. In present study the following variables were selected

Table – 1 Table showing types of variable and its level

Sr. No.	Types of variables	Variables	Level
1	Independent	Gender	1. Boys 2. Girls
2	Independent	Geographical Area	1. Rural 2. Urban
3	Independent	Stream	1. Commerce 2. Science
4	Dependent	Study Habit	-

RESEARCH METHODOLOGY

In the present research researcher have studied the study habit of grade 11 students thus the method of research is survey method.

- *Sample Size & Sampling Method:* Total sample size of the research is 1008 students of 11 grade selected from five districts of Gujarat. Sample size determine using Taro Yamen's Formula for sample size calculation. Stratified random sampling has been used as sampling method. Respondents are selected from Ahmedabad, Mehsana, Rajkot, Kutch/Bhuj and Surat district of Gujarat.
- *Research Instruments:* In present research researcher has used standardise Study Habit Inventory prepared by Bhavna Shah under the guidance of Dr. A. J. Bharwad. The reliability of the tool by test retest method was 0.91 & by spilt half method 0.71. The congruent validity of test is 0.69.
- *Data Collection:* The research used standardised study habit inventory which was designed by researcher for data collection. The researcher first collected the information and list of the all the Higher Secondary schools of five district from website. With prior permission of the principal the researcher went to schools and gave test to the students and thus collected data.
- *Analysis of Data:* Researcher has classified and interpreted data by Frequency Distribution. The data was analysed by statistical techniques like Mean, Median, Standard Deviation, ANOVA, Chi Square and Factor Analysis. Total 8 Dimension of Study habits of the students are studied in detail. These dimensions are planning for study, in class habits, study habits at home, homework and revision habits, reading habits, concentration in study, Usage of reference material and during the exam study habits. Total 35 Variable in all this eight dimension has been identified.

MAJOR FINDING OF THE STUDY

Sr. No.	Hypothesis	ANOVA	Significant level	Rejected/Accepted
1	Ho ₁	Annexure 1	0.05	Accepted
2	Ho ₂	Annexure 2	0.05	Accepted
3	Ho ₃	Annexure 3	0.05	Rejected

The following are the major findings of this study

- The study habits of Girls & Boys found similar in nature in 6 out of 8 component. Major variation found in “during exam preparation/ Stress Management” and “Concentration in the study”. Study habits found significantly different with respect to these two dimensions.
- The Study habits of rural and urban area students of the cities found similar in 6 dimension of habits. Variation found in terms of planning for the study, Exam preparation/ stress management & usage of reference material.
- The study habits of Science & Commerce Students of Higher Secondary school found significantly different in nature in 5 out of 8 component. Similarity in their habits founds only in planning for the study & concentration in the study dimension.

EDUCATIONAL IMPLICATIONS

Future of India is constructed in class room. For creating better future for India, it is necessary to address present problem of education system, teaching methodology, teacher's intention, study habits of students, frustration in students, academic achievement, problems of the students and problem of self-efficacy in the students.

The finding of the study can be used:

- To consult the students and mentoring their progress
- Pedagogy and teaching method in the school can be designed keeping in mind the study habits of the students
- Good study habits of the students can be encouraged, and negative habits can be controlled by taking help of parents and teacher.
- From the study, it was found that, students in rural area don't use reference material. The reason for same is non availability of library and book stores. NGO, Society and Government should work in providing reference material to the students of rural area.

Limitations of the Study:

The following are the limitations of the study:

- The research was limited to the students of five district of Gujarat.
- The present research was limited to the students of standard 11 of Higher Secondary school.
- Data collection was done in the year academic year 2017-18.
- The present research was limited to the students of GSEB only

Suggestions for future Research

- The research can be further extended to study the implication of study habits on academic achievement, frustration, stress management and self-efficacy.
- The research can be conducted in other states of the country, to study the study habits of the students. It will help in identifying impact of culture on study habits.

Conclusion:

The research describes 8 dimension of study habits & explain this 8 dimension with the help of 35 sub variables. From the present research we can conclude that impact of Gender and Area is not significant on study habits of the student of Higher Secondary School. The research also conclude that study habits of students of different stream is significantly different. It means science and commerce student have different types of study habits.

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Annexure: 1

Gender Base Analysis (ANOVA)				
Var No.	F Ratio	Sig	Alpha Value	H0 Accepted or Rejected
Planning for Study				
1	3.512	.061	0.05	Accept
2	.627	.429	0.05	Accept
3	1.127	.289	0.05	Accept
In Class Habits				
4	.180	.671	0.05	Accept
5	.209	.648	0.05	Accept
6	.576	.448	0.05	Accept
7	.056	.813	0.05	Accept
Study Habits at Home				
8	11.142	.001	0.05	Reject
9	.000	.989	0.05	Accept
10	11.303	.001	0.05	Reject
11	.288	.591	0.05	Accept
Homework and Revision Habits				
12	.071	.789	0.05	Accept
13	1.686	.194	0.05	Accept
14	9.597	.002	0.05	Reject
15	2.832	.093	0.05	Accept
Reading Habits				
16	5.422	.020	0.05	Reject
17	.099	.753	0.05	Accept
18	.930	.335	0.05	Accept
19	9.512	.002	0.05	Reject
20	.736	.391	0.05	Accept
21	7.041	.008	0.05	Reject
Concentration in Study				
22	0.018	0.892	0.05	Accept
23	8.975	0.003	0.05	Reject
24	4.497	0.034	0.05	Reject
25	28.389	0	0.05	Reject
Usage of Reference Material				
26	0.033	0.857	0.05	Accept
27	0.435	0.51	0.05	Accept
28	0.519	0.471	0.05	Accept
29	1.678	0.196	0.05	Accept
During Exam : Stress Management and Study Habits				
30	6.445	0.011	0.05	Reject
31	0.161	0.688	0.05	Accept
32	0.129	0.719	0.05	Accept
33	15.247	0	0.05	Reject
34	19.65	0	0.05	Reject
35	10.609	0.001	0.05	Reject

Annexure-2

Rural and Urban Area wise Analysis (ANOVA)				
Var No.	F Ratio	Sig	Alpha Value	H0 Accepted or Rejected
Planning for Study				
1	.081	.776	0.05	Accept
2	7.103	.008	0.05	Reject
3	12.760	.000	0.05	Reject
In Class Habits				
4	3.793	.052	0.05	Accept
5	3.131	.077	0.05	Accept
6	1.532	.216	0.05	Accept
7	2.887	.090	0.05	Accept
Study Habits at Home				
8	7.907	.005	0.05	Accept
9	.172	.678	0.05	Accept
10	2.483	.115	0.05	Accept
11	1.154	.283	0.05	Accept
Homework and Revision Habits				
12	2.962	.086	0.05	Accept
13	1.554	.213	0.05	Accept
14	.986	.321	0.05	Accept
15	.282	.595	0.05	Accept
Reading Habits				
16	2.411	.121	0.05	Accept
17	.167	.683	0.05	Accept
18	.001	.977	0.05	Accept
19	7.361	.007	0.05	Accept
20	5.442	.020	0.05	Accept
21	2.137	.144	0.05	Accept
Concentration in Study				
22	3.804	.051	0.05	Accept
23	1.710	.191	0.05	Accept
24	15.124	.000	0.05	Reject
25	10.078	.002	0.05	Reject
Usage of Reference Material				
26	1.279	.258	0.05	Accept
27	19.014	.000	0.05	Reject
28	1.544	.214	0.05	Accept
29	14.589	.000	0.05	Reject
During Exam : Stress Management and Study Habits				
30	1.482	.224	0.05	Accept
31	.263	.608	0.05	Accept
32	8.432	.004	0.05	Reject
33	10.069	.002	0.05	Reject
34	.825	.364	0.05	Accept
35	.509	.476	0.05	Accept

Annexure 3

Stream Base Analysis (ANOVA)				
Var No.	F Ratio	Sig	Alpha Value	H0 Accepted or Rejected
Planning for Study				
1	1.530	.216	0.05	Accept
2	29.273	.000	0.05	Reject
3	.610	.435	0.05	Accept
In Class Habits				
4	18.252	.000	0.05	Reject
5	2.562	.110	0.05	Accept
6	.098	.755	0.05	Accept
7	6.489	.011	0.05	Reject
Study Habits at Home				
8	21.153	.000	0.05	Reject
9	2.658	.103	0.05	Accept
10	6.355	.012	0.05	Reject
11	7.068	.008	0.05	Reject
Homework and Revision Habits				
12	3.849	.050	0.05	Reject
13	5.540	.019	0.05	Reject
14	1.575	.210	0.05	Accept
15	9.652	.002	0.05	Reject
Reading Habits				
16	3.898	.049	0.05	Reject
17	5.579	.018	0.05	Reject
18	.757	.384	0.05	Accept
19	30.510	.000	0.05	Reject
20	28.819	.000	0.05	Reject
21	2.561	.110	0.05	Accept
Concentration in Study				
22	40.492	.000	0.05	Reject
23	.000	.997	0.05	Accept
24	1.892	.169	0.05	Accept
25	.056	.813	0.05	Accept
Usage of Reference Material				
26	6.909	.009	0.05	Reject
27	20.559	.000	0.05	Reject
28	2.306	.129	0.05	Accept
29	4.892	.027	0.05	Reject
During Exam : Stress Management and Study Habits				
30	.042	.839	0.05	Accept
31	5.735	.017	0.05	Reject
32	8.274	.004	0.05	Reject
33	11.317	.001	0.05	Reject
34	39.749	.000	0.05	Reject
35	2.257	.133	0.05	Accept

Annexure 4 Variable of Study

Planning for Study	
1.	Difficult Subject Time allocation
2.	Distribution of Time for Different Subject
3.	Important Question preparation
In Class Habits	
4.	I don't like to answer the question of faculty
5.	Ask help from teacher for the doubt emerge in the class discussion
6.	In class, I don't concentrate on subject I don't like
7.	In class, in case of Doubt I feel hesitate to ask to faculty
Study Habits at Home	
8.	I Study as per the Time Table
9.	Prepare the topic in advance before it discuss in the class
10.	In study at home I don't take help from family members
11.	Spend more time for Science and Maths Subject
Homework and Revision Habits	
12.	After coming home directly I Don't wish to do home work
13.	Due to responsibility at home can not complete homework
14.	Due to TV watching, could not complete home work
15.	I don't enjoy doing home work received from School
Reading Habits	
16.	I study speaking Loud
17.	I study while watching TV
18.	I study by walking
19.	I could not remember till I study it more number of time
20.	I don't decide in advance about study time
21.	if I could not remember that I read again and again
Concentration in Study	
22.	I could not concentrate in the study for more than 1 hr
23.	I could no Concentrate continuously while reading
24.	Because of Entry and Exit and Noise outside disturb my concentration
25.	To spend time on hobbies, avoid study
Usage of Reference Material	
26.	Using Encyclopedia or disctionary for the new word coming in study
27.	Using reference book for study and preparation
28.	For reference book, visiting library of school regularly
29.	Uses internet for getting more understanding about the topic
During Exam : Stress Management and Study Habits	
30.	I don't like to study during night at the time of Exam
31.	I don't study with an intention to pass in the exam
32.	I don't do study discussion with my friend during exam
33.	During exam I get important Question. Therefore I Study them only
34.	I mug up important question for exam
35.	During exam, what ever I read, I could not remember it

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