

A Study On Study Habits Of Higher Secondary School Students At Belonia**C. Arundhathi Bai, Assistant Professor, Faculty of Education,****Dr. Y. Chakradhara Singh, Associate Professor, Faculty of Education,****ICFAI University, TRIPURA****Mr. Jagadish Debnath, (Alumni, IUT)**

Abstract

“Plants are developed by cultivation and man by education” says Locke. Pestalozzi regards education as the natural, harmonious and progressive development of man’s powers. Rousseau recognizes education as a process of development. Gandhi also regards education as drawing out of the best in child and man-body, mind and spirit. There is a difference between education and literacy, he says literacy is neither the end nor the beginning, but a means where by men and women can be educated. Education is the most effective instrument of social and economic change and it is the education that determines the level of prosperity, welfare and securities of the people. Education has always been concerned with the prediction of scholastic achievement or academic achievement of individuals. Generally academic achievement refers to the extent or degree of mastery in certain areas of studies. Hence it has to be relevant and it would be reflected through the academic achievement of the students. And study habits are very important characteristic for being educated and fruitful academic achievement. As much study habits is important for higher academic achievement of students as much it is important for their fruitful use of leisure time. Considering the role of study habits, present study was taken up to study the “Study Habits of Higher Secondary School Students”. For this purpose descriptive survey method of research was used, with the sample of 163 higher secondary school students selected randomly at Belonia. The methodology includes ‘t’ test.

Keywords: Education, Study Habits, Academic Achievement, Learning Environment, Development.

Introduction

Education can be described as the totality of the experiences made available to individuals in formal or informal situations, to make them develop personality and to be

useful to themselves and the society at large. The educative process is an interactive process continually going on between the person concerned and his environment, involving modification of behaviour or of natural development. The function of the educator is to provide the individual with a revitalizing atmosphere for gradually unfolding his innate capacities, and provide the child with an environment, which stimulates him to change his behaviour in the most desirable ways. Education may lead to development of interests, self-concept, ideals and values. Education provides the harmonious and integrated development of total personality of the individual. Education has always been concerned with the prediction of scholastic achievement or academic achievement of individuals. Generally academic achievement refers to the extent or degree of mastery in certain areas of studies. Hence it has to be relevant and it would be reflected through the academic achievement of the students. And every educator plays a special stress on the aspect of development of education.

The family plays most important role in the education of the child. The child is born in a family and this is the first agency through which he gets education for sociability. Therefore, the influence of the family upon the child is very great. In this task his parents, his home environment and social standing of the family in the community, his aim and objectives, his interests, his intelligence all play a vital role in the child's achievement at the school (Angelo Patri, 1948). Recent researches have recognized the multi-dimensional character of parental involvement and have tried to capture the multitude of parental activities regarding children's education. The complex interrelationships which define six different types of parental involvement are:

1. Parents' basic obligations for establishing a positive learning environment at home.
2. Parent-School communications about school programs and student progress.
3. Parent participation and volunteering at school.
4. Parent and school communications regarding learning activities at home.
5. Parent involvement in school decision making and governance.
6. Parent collaboration with community organizations that increase students' learning opportunities.

Secondary education is vital tool for intellectual, cultural and aesthetic development for achieving social well-being. It contributes to national development through dissemination of specialized knowledge and skills, the vitality of secondary education and research is crucial

not only for the present development but also to tackle the challenge successfully that confronts it. It provides society with competent and trained girls and boys with different development sectors. The students who have not been motivated enough do not attend classes regularly, do not listen to the lesson carefully, and do not want to do homework (Pint rich and Shuck, 1996). Hence motivating learners is taken as an important aspect of effective learning. The important issue in achievement motive is the progress according to the student's performance targets. The achievements of the students about the course are usually determined by the scores in examinations and the passing notes in class. Success of the student is measured by his ability to study, ability to manage time and other resources to complete an academic task successfully. The efficient and effective way of learning depends upon the study habits of the students. As much study habits is important for higher academic achievement of students as much it is important for their fruitful use of leisure time. Observing all these it was decided to undertake a study to find out study habits of secondary school students.

Objectives:

1. To compare the study habits of secondary school boys and girls.
2. To compare the study habits of government and private students of higher secondary schools.
3. To compare the study habits of rural and urban students of higher secondary schools.
4. To compare the study habits of students of working and non working mother.

Research Studies

Aravind N. Chaudhari (2013) study revealed significant difference and positive relationship between study habits and academic achievement of higher secondary school students. It is suggested that parents should get appropriate guidance and counseling about dealing with higher secondary school students to develop good study habits for the educational development of their kids. DR. Suresh Chand (2013) found higher 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 higher secondary school students are significantly better than Govt. secondary school students on preparation for exam component of study habit. Dr. Chamundeswa, S.,

Sridevi, V., and Archana Kumari (2014) found one of the factors contributing to achievement among pupils of comparable endowments is the variation of the pupil's ability to organize their work and to study efficiently. Amandeep Kaur and Raj Pathania (2015) concluded that there exists a significant relationship among various dimensions of study habits and academic performance which goes in accordance on study habits of higher secondary school students in relation to their scholastic achievement, in which they found significant positive correlation between study habits and scholastic achievement of higher secondary school students as a whole and dimension wise. Dr. Santhini Devi, S. (2016) found that in case of study habits, Gender has an influence on the higher secondary school, and in case of Academic Achievement, Gender has not an influence on the high school students. Maxwell D. Eremie, ED. D. (2017) found significant difference between male and female students' time management in their study habits. Kabiru Mohammed Badau. (2018) study concluded that bad study habits negatively affect academic performance of higher secondary school students, while good study habits improve learning outcomes. Dr. Rajinder Singh (2018) concluded significant difference in mean scores of comprehension area of study habits of male and female senior secondary school students. Female senior secondary school students have significantly better study habits in comprehension area than male senior secondary school students.

Hypothesis:

1. There is no significant difference between boys and girls of higher secondary schools with respect to their study habits.
2. There is no significant difference between government and private students of higher secondary schools with respect to their study habits.
3. There is no significant difference between rural and urban students of higher secondary school students with respect to their study habits.
4. There is no significant between students of working and non working mother with respect to their study habits.

Design and Methodology:

Descriptive survey method of research is been employed for the present study. A sample of 123 higher secondary school students was selected through stratified random sampling

method from private and government schools of Belonia`. Sample consists of boys and girls of urban and rural areas.

Tool

A Standard Study Habit Inventory (1985) by Prof M. Mukhopadhyaya & D.N. Sansanwal was used for the study.

Statistical Analysis

The data was analyzed using Mean, SD, and 't' test.

Analysis and Interpretation

Hyphothesis-1

There is no significant difference between boys and girls of higher secondary schools with respect to their study habits.

Table -1: Comparison of boys and girls with respect to their study habits

Variable	N	Mean	SD	't' value
Boys	62	81.26	11.67	0.24 ^{NS}
Girls	61	81.75	11.33	

$d_f = 121$

P at 0.05 Level is 1.97

Not significant at 0.05

From the above table it can be seen that, there is a no significant difference in the study habits of boys and girls. The difference is a not significant as the 't' Value (0.24) is less than 't' table value (1.97) at 0.05 level of significance. As seen from the mean scores in the above table, study habits of boys and girls seem to be followed in the same manner. And no significant difference was found between boys and girls of higher secondary schools in their study habits.

Hyphothesis-2

There is no significant difference between government and private students of higher secondary schools with respect to their study habits

Table-2: Comparison of govt. and private School students with respect to their study habits

Variable	N	Mean	S.D	't' value
Pvt.	62	72.85	7.05	13.01 ^s
Govt	61	90.29	7.79	

$d_f = 121$

Significant at 0.05

From the above table it can be seen that there is a significant difference in the difference in the study habits of government and private school students. It is also seen from the mean scores that government students have structured study habits when compared to that of private school students. There is significant difference between government and private students of higher secondary schools with respect to their study habits.

Hypothesis-3

There is no significant difference between rural and urban students of higher secondary schools with respect to their study habits

Table-3: Comparison of rural and urban students with respect to their study habits

Variable	N	Mean	S.D	't' value
Rural	63	81.38	12.10	0.12 ^{NS}
Urban	60	81.63	10.85	

$d_f = 121$

Not significant at 0.05

No significant difference is found from the above table in the level of achievement in higher secondary school students of rural and urban school students. The difference is not significant as the 't' value (0.12) is greater than 't' value (1.97) at 0.05 level of significant. And the hypothesis is accepted.

Hypothesis-4

There is no significant between students of working and non working mother with respect to their study habits

Table – 4: Comparison of students of working and non working mother with respect to their study habits

Variable	N	Mean	S.D	't' value
Working mother	27	80.43	11.16	0.57 ^{NS}
Non working mother	96	81.82	11.59	

d_f= 121

Not significant at 0.05

From the above table it can be seen that there is no significant difference in the study habits of students of working and non working mothers. The difference is not significant as the 't' value (0.57) is less than 't' value (1.97) at 0.05 level of significance. There is no significant between students of working and non working mother with respect to their study habits. Thus, the hypothesis is accepted.

Findings

- No significant difference was found in the study habits of boys and girls.
- Significant difference was found between government and private students of higher secondary schools with respect to their study habits. It was also observed that government students have structured study habits when compared to that of private school students.
- There is no significant difference between rural and urban students of higher secondary school students with respect to their study habits.
- No significant difference was found between students of working and non working mother with respect to their study habits.

Suggestions

To develop good study habits various programmes can be arranged in the school. Head masters can motivate different subject teachers to practice novel ideas related to study habits in the classroom situation. Parents can guide and motivate the students to follow study habit techniques in their study.

Suggestions for further Research

Based on the present study, a good number of new areas can be considered for critical observations.

- Survey of difficulties faced by students in learning concepts, terms, laws from different subjects and to suggest the remedies through the application of different study habits technique.
- Survey of study habits of night school / college students.
- Effectiveness of study habits programme on the academic achievement of the night school / college students.
- Effectiveness of study habits programme on the academic achievement of gifted students.

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