

A study on higher secondary students' study habits in Tirunelveli district

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Abstract

The aim of this study is to find out the study habit of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The tool used to find out the study habit is Study Habit Inventory, by Patel (1975). The mean value of Study habit scores 142.12 (63.16%) indicates that the higher secondary students are having good study habit. There is no significant difference between male and female, rural and urban higher secondary students with respect to their Study habit. There is significant difference between day scholar and hostel staying, government and aided higher secondary school students with respect to their study habit.

Key Words: Higher secondary students; Study habits.

Introduction

Studying is a skill. Being successful in school requires a high level of study skills. First, students must learn these skills, practice them and develop effective study habits in order to be successful. Very often the study habits and practices developed and used in high school do not work for students in College. Good study habits include many different skills: time management, self discipline, concentration, memorization, organization and effort. Desire to succeed is important, too.

Planning Effective Study Habit

Parents send their children to school for the purpose of learning. In the school, children are exposed to various experiences which influence their behaviour. Therefore, learning is a significant tool for change in children's behaviour. Such a change is seen in their mental reasoning, physical growth, manipulative skills and development of values and interests. The change may be easy or difficult depending on the home and the school environment. Studying presents problems to students in various forms. Some students have the eagerness to study but may not know the strategies to study effectively (Developing effective study

habits, 2002). Students from this group can benefit if an effective study programme is organized in the school.

A Typology of Study Habits

There are some known studying/reading habits which have either positive or negative orientation. For the purpose of this topic, they are grouped into:

(i) Hobbial, (ii) Recreational, (iii) Concentration, these ones produce positive effects while (iv) Deviational, has a negative effect.

(i) Hobbial

A hobby is an activity one does because he derives some joy and satisfaction in doing it. After formal education attainment, some people like reading as their hobby. Its purpose is to widen the reader's horizon in things of educational, religious, political, economic, current affairs, fiction and non-fiction. The practice of reading as a hobby makes one to be versatile in knowledge in many areas and the person can discuss knowledgeably with others (Sunitha, 2005). This type of reading is a positive one to learning not only in developing mental reasoning but also in helping the person to satisfy his interests and aspirations.

(ii) Recreational

Fundamentally, reading for recreation or relaxation is very common among the education elite. People who have gainful employment spend the whole day in the offices trying to solve problems related to the jobs they do. When they come back from work, they normally desire a change by reading books newspapers and other written materials which are different and of interest to them. Students should be encouraged to read magazines instead of reading text books all the time (Adams, 1974). Students, who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue. This type of studying produces positive results as it keeps the student's interests helps them to acquire more knowledge and makes for a disciplined life in the school. In most cases, its effect in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits. Effective study habits in educational sector, counseling implications (Ogbodo, 2005; Rosemary Ochanya 1988).

(iii) Concentration

The concentration in reading is not positive that indicates that it is the most important one that provides the desired outcome. It is the bedrock and the result oriented reading which makes for achievement. Researches by eminent scholars of language arts have come up with several formulae for effecting positive results in a learning situation. These include the Rosemary "L" method, recommended for use in school by counselors.

Need and Significance of the study

Successful students differ from the average ones. Some students who appear to study all the time just get by, while others who don't appear to put in as much time and effort do well. The truth is that success in school is not so much determined by sheer intelligence as knowing how to study. To discover areas of strength and identify weaknesses pertaining to studying, to learn about preferred learning channel, to find out tips to organize studies, and ways to help students to remember what to study, the investigator decided to take up

this study of study habit of higher secondary students.

Objectives

The objectives of this study are:

1. To find out the level of study habits of higher secondary students.
2. To find out whether there is any significant difference between the selected pairs of sub samples in respective of study habits of higher secondary students.

Methods

The present investigation was undertaken by using normative survey method.

Tool Used

Study Habit Inventory was constructed and validated by Patel (1975).

Reliability

The reliability of the adjustment inventory was established by the investigator by using split-half method, which was found to be 0.63.

Validity

The investigator also ensured the validity of the tool by using content validity. It means to get opinion from the area experts and experts in Educational Research. The author of the tool also found the construct validity.

Statistical Techniques

In this present investigation the following Statistical techniques were used.

Descriptive Analysis

- i. Measures of central tendency (Mean)
- ii. Measures of variability (Standard Deviation)

Differential Analysis

- i. Independent sample 't' test

Sample of the Study

The proposed study consists of 1060 higher secondary students studying in Tirunelveli district of Tamil Nadu State. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due proportionate importance was given to various sub-samples.

Results: Descriptive and Differential Analysis

Analysis of Mean and SD scores of Study Habits of the Higher Secondary Students

Table 1. Mean and SD scores of Study Habits of the Higher Secondary Students

Sample	N	Mean	SD
Entire Sample	1060	142.12	23.90

To find out the study habit of higher secondary students mean and (Standard Deviation) SD are calculated. The mean value of study habit scores 142.12 (63.16%) indicates that the higher secondary students are having good study habit (Table 1).

Analysis of Mean and SD scores of Study Habits of the Male and Female Higher Secondary Students - Null hypothesis

There is no significant difference between male and female higher secondary students with respect to their study habit.

Table 2. The Significance of the Difference between the Means of Study Habits Scores of the Male and Female Students

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Male	460	142.21	25.99	0.09	Not significant
Female	600	142.06	22.19		

From the above table, since the 't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between male and female higher secondary school students with respect to level of study habits (Table 2).

Analysis of Mean and SD scores of Study Habits of the rural and urban Higher Secondary Students - Null hypothesis

Table 3. The Significance of the Difference between the Means of Study Habits Scores of the rural and urban Students

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Rural	560	141.10	24.16	1.48	Not significant
Urban	500	143.27	23.58		

Table 4. The Significance of the Difference between the Means of Study Habits Scores of the Government and Aided Students

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Govt.	571	141.34	23.78	1.99	Significant
Aided	489	146.03	24.04		

Table 5. The Significance of the Difference between the Means of Study Habits Scores of the Day scholar and Hostel staying Students

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Day scholar	571	141.34	23.78	2.02	Significant
Hosteler	489	146.03	24.04		

There is no significant difference between rural and urban higher secondary students with respect to their study habit.

From the above table, since the 't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban higher secondary students with respect to their Study habit (Table 3).

Analysis of Mean and SD scores of Study Habits of the Government and Aided Higher Secondary Students - Null hypothesis

There is no significant difference between government and aided higher secondary school students with respect to their study habit.

From the above table, since the 't' value is not significant at 0.05 level, the above null hypothesis is rejected and it is concluded that there is significant difference between government and aided higher secondary students with respect to their study habit (Table 4).

Analysis of Mean and SD scores of Study Habits of the Day scholar and Hostel staying Higher Secondary Students - Null hypothesis

There is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Study habit.

From the above table, since the 't' value is significant at 0.05 level, the above null hypothesis is rejected and it is concluded that there is significant difference between Day scholar and hostel staying higher secondary students with respect to their study habit (Table 5).

Analysis of Mean and SD scores of Study Habits of the OC/BC/MBC/SC/ST Higher Secondary Students - Null hypothesis

Table 6. The Significance of the Difference among the Means of Study Habits Scores of the OC/BC/MBC/SC/ST Students

	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	3568.03	3	1189.34	2.08	Not Significant
Within Groups	601753.02	1056	569.84		
Total	605321.06	1059			

There is no significant difference among OC/BC/MBC/SC/ST higher secondary students with respect to their study habit.

From the above table, since the 'F' value is not significant at 0.05 levels, the above null hypothesis is accepted and it is concluded that there is no significant difference among OC/BC/MBC/SC/ST higher secondary students with respect to their study habit (Table 6).

Findings of the Study

The mean value of study habit scores (63.16%) indicates that the higher secondary students are having good study habit.

There is no significant difference between male and female higher secondary students with respect to level of study habits.

There is no significant difference between rural and urban higher secondary students with respect to their study habit.

There is significant difference between government and aided higher secondary students with respect to their study habit.

There is significant difference between day scholar and hostel staying higher secondary students with respect to their study habit.

There is no significant difference among OC/BC/MBC/SC/ST higher secondary students with respect to their study habit.

Recommendations

The result of this study shows that higher secondary students are having good study habits. Hence, to sustain and to increase the quality, efforts are to be taken by the teachers as well as parents.

There is no significant difference between male and female, rural and urban, higher secondary school students, with respect to level of study habits and there is no significant difference among OC/BC/MBC/SC/ST higher secondary students with respect to their study habit. From these results it is evident that these variables are not influencing higher secondary students study habit. Hence, these variables need not be considered while inculcating good study habits to the students.

There is significant difference between government-aided higher secondary school students and day scholars and hostel staying students with respect to their study habit. From these results it is evident that these variables are influencing higher secondary students study habit. Hence, Causes for the differences are to be studied and the negative causes should be eliminated to increase good study habits among the higher secondary students. Teachers should inculcate their students to plan a schedule of balanced activities, plan enough time for studying to do justice to each subject, provide time for study soon after class meetings.

Conclusion

This study shows the nature of study habit of higher secondary students in Tirunelveli district, particularly of economics students. Further this study reveals the differences in influence by the demography of the students. To sustain and to increase good study habits, special concern is to be extended among the students' home work management and class room study also. Students should be instructed to Plan a schedule of balanced learning activities.

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