



Study Habits of Higher Secondary Biology Students - An Analysis

KEYWORDS

Study habits, Study skills, Biology students, Academic skills, Reading skills, Developing study habits

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ABSTRACT

The purpose of the present study is aimed to investigate the study habits among higher secondary students with respect to their Gender, Locality, Type of school management and Parents monthly income. Survey method of research has been used in the present study. Study Habits Inventory (SHI) constructed and standardized by Gopal Rao was used in the present study. The investigator randomly selected two hundred and twenty higher secondary biology students in Chennai and Villupuram districts of Tamilnadu. The statistical techniques such as mean, standard deviation, 't' test, F-test are used to analyze the data. The major findings of the study are: (i) The study habits of urban higher secondary school students found to be higher than the rural students. (ii) The study habits of female students found to be higher than the male students. (iii) The study habits of private higher secondary school students found to be higher than the Government school students.

Introduction

Study habit is the learner's ability to schedule his time, plan his study, the habit of concentration, note taking, mental review, over learning, the judicious application of different methods of learning. Many of the issues concerning success in school revolves around developing good study habits and expectations regarding homework. Parents can certainly play a major role in providing the encouragement, environment, and materials necessary for the successful study to take place.

Study habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise. It means the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Learners learning character is characterized by his study habits. Study habits serve as the vehicle of learning. Generally students take over the study from their parents, brothers and sisters and others like friends, neighbors, etc. Poor study habits create anxiety in the students. If he studies well, habits of good study make him to give a good performance. Classroom teachers should teach students good study habits and self-management skills together with appropriate self-attribution strategies. His success depends on hard work, proper study habits, utility of the effective time, etc.

Review of Related Literature

Nalini Devi (2001) conducted a study on study habits of early adolescents. The study was undertaken in suburban and Sindh matriculation higher secondary school in Coimbatore city. The sample of study consisted of 100 higher secondary students (boys and girls) in the age group of 16 to 17. The data were collected with the use of an interview schedule. The aspects analyzed were the study schedule and leisure time activity, reading habits, note taking, revision, provisions made at home for studies, satisfaction regarding the guidance received at home and school, hindrances faced in securing high academic achievement and educational and professional aspirations. Nagaraju (2004) examine the study habits of secondary school students reported that academic achievement has showed significant influence on all the study habits areas and study habits score. The academic achievement of the pupils has significant influence on their study habits.

Lakshminarayanan (2006) compared the study skills of achievers and non-achievement using a sample of 50 achievement 50 non-achievement. The study reveals the achievement use higher level on study skills than the non-achievement. Vasanth (1999) conducted a study on study habits of tenth standard students. The results of the study indicates that there is a positive relationship between the study habits scores and Academic Achievement among boys and girls especially in rural areas.

Need and Significance of the Study

Educators have long recognized that study habit is among the most important in the expected outcome of modern teaching and education. There is a general agreement among the investigator that an individual with creative thinking looks for natural cause of events; is open-minded towards the work and rather than the opinion of others. He is curious concerning the things he observes; accurate in observation, experimentation and presentation of data; suspends judgments until accurate information is available; looks for cause and effect relationships; criticalness including self criticism, shows intellectual honesty, free from bias and prejudice, averse to superstitions, maintains such ideals as honesty, patience, persistence, and fairness.

It has also been realized that without a good study habit, any amount of knowledge in the process of classroom instruction and habit formation will be impossible. This is why development of good atmosphere of habit formation has been emphasized by educators. Developing good study habits facilitate and enhance the students' academic achievement. Therefore teachers and parents role is crucial in cultivating the essential study habits among the learning community. Hence the present study is need of the hour.

Objectives of the Study

- To find out the study habits of male and female higher secondary school students.
- To find out the study habits of rural and urban higher secondary school students.
- To analyze the study habits of government and private higher secondary school students.
- To examine the study habits among higher secondary students with respect to their parents monthly income.

Hypotheses of the Study

- There is no significant difference between male and female higher secondary students in their study habits.
- There is no significant difference between rural and urban higher secondary students in their study habits.
- There is no significant difference between government and private higher secondary school students in their study habits.
- There is no significant difference in the study habits of higher secondary students with respect to their parents monthly income.

Methodology of the Study

Survey method has been used in the present study.

Tools Used

Study Habits Inventory (1976) developed and standardized by Gopal Rao, was used to collect the data for present investigation.

Sample

Random sampling technique has been used for selecting the sample. The present study consists of two hundred and twenty higher secondary biology students studying the higher secondary schools in Chennai and Villupuram Districts of Tamilnadu.

Statistical Techniques Used

For analyzing the data, mean, standard deviation, 't' -test and one way ANOVA have been computed.

Data Analysis and Interpretation

Table 1: Study habits of male and female higher secondary school students

Gender	N	Mean	SD	't' - Value	Level of Significance
Male	107	152.99	31.26	6.03	0.01
Female	113	170.76	23.52		

From the table 1, calculated 't' - value is 6.03 greater than the table value (2.58). It is found that there is a significant difference between male and female students in their study habits at 0.01 level of significance. Hence the null hypothesis is rejected.

Table 2: Study habits of rural and urban higher secondary school students

Locale	N	Mean	SD	't' - Value	Level of Significance
Rural	94	144.70	30.78	8.61	0.01
Urban	126	170.19	24.11		

From the table 2, calculated 't' - value is 8.61 greater than the table value (2.58). It is found that there is a significant difference between rural and urban students in their study habits at 0.01 level of significance. Hence the null hypothesis is rejected.

Table 3: Study habits of government and private higher secondary school students

Type of Management	N	Mean	SD	't' - Value	Level of Significance
Government	130	148.08	31.37	8.67	0.01
Private	90	172.46	21.86		

From the table 3, calculated 't' - value is 8.67 greater than the table value (2.58). It is found that there is a significant difference between government and private school students in their study habits at 0.01 level of significance. Hence the null hypothesis is rejected.

Table 4: Mean and S.D of higher secondary school students study habits with respect to their parents' monthly income

Parents Monthly Income	N	Mean	SD
Below 5000	70	155.98	31.27
5000-10,000	108	157.46	30.41
Above 10,000	42	176.90	16.18

Table 5: Results of one way ANOVA for parents' monthly income

Parents Monthly Income	Sum of Squares	df	Mean Squares	'F' - Value	Level of Significance
Between Groups	11477.842	2	5738.921	6.541	0.01
Within Groups	313198.8	217	877.308		
Total	324676.7	219			

It is evident from the table 5, the calculated 'F' - value is 6.541, which is significant at 0.01 levels. It indicates that there is a significant difference in the study habits among the higher secondary students with respect to their parents' monthly income.

Major Findings of the Study

- The male and female higher secondary biology students differed significantly in their study habits.
- The rural and urban higher secondary biology students differed significantly in their study habits.
- The government and private higher secondary school biology students differed significantly in their study habits.
- The study reveals that there is a significant difference in the study habits of higher secondary biology students with respect to parents' monthly income.

Educational Implications

The importance of the present study is that good study habits will enhance the academic achievement. Therefore, good study habits or study skills is important for pupils learning in their school education and lifelong education. Hence, it is essential to inculcate desirable and good study habits among the students at school level. Good study habits facilitate better academic success. Therefore, parents at home and teachers at school should pay special attention in this regard. It is the time educational planners and administrators must think in terms of launching regular study habits training programmes in schools to improve study skills among the students community. Also study habits programmes should include both preventive and remedial training and need to be arranged according to the abilities of the pupils. Therefore, the teacher should provide an opportunity of each student to read and write the concepts of the lessons in the classroom then only the study habits enhanced among the learners.

Conclusion

The teacher plays an important role in developing good study habits among the students at school level. Through habit formation it is impossible to do more than one thing at a time. It is therefore, essential that proper care should be taken to develop desirable habits of work, thought and feeling in children from the very beginning. In the field of education too, habits exercise a strong impact. The student who is habitual of concentration on his studies for hours in school as well as at home is not only easily overcome by fatigue. Habits of thinking regularity, proper reasoning, punctuality etc.,

will help the students in their proper adjustment in learning and in achieving all the essential knowledge and skills in a short time with great facility. The habit of reading magazines, journals, newspapers, listening to radio, making analysis and also reading of classics, fictions, e-learning etc., must be cultivated in the students at school and carried through in the college and later life.

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