



Study Habits of High School Students – A Research

KEY WORDS

Study Habit, High School Students, Tamilnadu

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ABSTRACT

The students of 21st century face tremendous changes in all spheres of human life. In this world of technology, consumerism and glamour, how students cope with their study habits and manage their time for learning is the fundamental research question of the investigator. The Investigator has selected the High School Students at Tirukovilur Taluk of Villupuram District in Tamilnadu which represents the population. The Investigator used the Test of Study Habits and Attitudes Statements constructed and standardized by C. P. Mathur (2002) in order to measure the study habits of high school students. Results reveal that High school students have average level of study habits. There is no significant difference in the study habits between boys and girls, Tamil and English Medium Students. There is significant difference in the study habits among students of different type of schools. Students need proper guidance for the management of their skills and efforts.

Introduction

The students of 21st century face tremendous changes in all spheres of human life. This is an era of technology that paves the way for the fastest actions. It leads the students to right path as well as misleads them. ICTs and application of technology in all the fields are widely discussed and debated topic in national and international seminars and conferences. In one way, students are aware and make use of media for their quick access to information related to their subject of study. In this world of technology, consumerism and glamour, how students cope with their study habits and manage their time for learning is the fundamental research question of the investigator. For some students, good study habits may seem to be useless because they may adopt different sort of study habits. Therefore it varies from person to person. According to Adeyemo (2005) study habit is a pattern of activity that went beyond merely reading for pleasure. It is a well planned and deliberate form of consistency on the part of the student towards understanding academic subjects. Study habits keep the learner perfect in getting knowledge and developing attitude towards things necessary for achievement in different field of human endeavor.

Review of Literature

Kathiresan (2016) conducted a study with a sample of 315 ninth standard student of Erode District. Survey method with stratified random sampling method was conducted. The result shows that there is significant difference in gender, locality of students, type of school, type of management, family economic status in students' study habits.

Neetu Bansal and Vani Subramanyam (2016) carried out a study to determine the difference (if there exists any) in Study Habits of undergraduate Arts, Science and Commerce students. The results indicate that undergraduate female students of Arts, Science and Commerce streams are better than male students of all streams and Science stream students are better than Arts and Commerce students in their study habits.

Objectives of the Study

The investigator has the following objectives in mind:

- To find out the level of study habits of high school students.
- To find out the significant difference, if any, between:
 - Boys and Girls
 - Tamil and English Medium students
 - Students studying in Government, Aided and Self-Financing Schools

Hypotheses of the Study

In the light of the above objectives, the following hypotheses were

formulated.

1. The level of study habits of high school students is average.
2. There is no significant difference in the study habits between boys and girls.
3. There is no significant difference in the study habits between Tamil and English Medium Students.
4. There is no significant difference in the study habits among students of different type of schools.

Method of study

The investigator used normative survey method in this study (Garrett, 2004). In research literature normative survey method studies, describes and interprets what exists at present. It is concerned with existing conditions, relations, prevailing practices, beliefs and attitudes.

Sample of the study

The Investigator has selected the High School Students at Tirukovilur Taluk of Villupuram District in Tamilnadu which represents the population. From among several high schools, by using random sampling technique, a total of ten schools were selected considering their locale and type of management of school. Then 300 High School Students were selected by using stratified random sampling technique for this present investigation. This data were collected during the academic year 2016-2017.

Tool Used

The Investigator used the Test of Study Habits and Attitudes Statements constructed and standardized by C. P. Mathur (2002) in order to measure the study habits of high school students. The test consists of 60 items in the form of statements. This test is based on nine major areas of the study techniques, habits and attitudes, viz., Attitudes towards teachers; Home Environment; Attitude towards education; Study habits; Mental Conflict; Concentration; Home Assignment; Self Confidence and Examination. A high score on this test indicates high order of correct study habits and proper attitudes while a low score show poor study techniques. This test contains 60 items seeking responses in 'Yes', 'Doubtful' and 'No'. Responses are obtained on a separate answer sheet. The test is non-time. Generally 40 minutes have been found sufficient to deliver necessary instructions and obtain the responses.

Scoring Procedure

The procedure for scoring was done with the help of its scoring key. A set of Two Scoring keys is provided for scoring the responses. Scoring key 'A' is meant to score the correct study habits and scoring key 'B' to know the items and corresponding areas in which the students need

guidance. First score out the correct study habits by using the Key 'A' and then by using the Key 'B' score out the items corresponding to areas in which help is required. Take the relevant scoring key and place it on the answer sheet. The two 'anchoring' point, one above and one below the columns will be found helpful in setting the key accurately, now count the number of correctly responded items visible through the perforations. This number as per key 'A' is the obtained score for correct study habits and through key 'B' the items corresponding to areas in which help is needed which too are to be marked on the key 'B' score-sheet in which items have been presented on the Area-wise category.

Reliability of Test of Study Habits and Attitudes

The author of the tool has established the reliability of the scale by test re-test method. It was found to be 0.87 which is reliable.

Validity of Test of Study Habits and Attitudes

For the purpose of establishing validity, the test has been validated with two tests of study habits as well with Achievement (academic) Scores on a representative sample of 200 students. The coefficients were found to be 0.63.

Statistical Techniques Used

The investigator used descriptive (frequency, mean and standard deviation) and differential analysis (t-test, ANOVA) to interpret the data.

Analysis and Interpretation

Hypothesis - 1

"The level of study habits of high school students is average"

Table - 1 Frequency Distribution for Study Habit Score of whole Group

Obtained Score	Frequency	Percentage	Category	Grade
56 and above	0	0	Excellent	A
49 - 55	4	1.33	Very Good	B
42 - 48	67	22.33	Good	C
33 - 41	170	56.66	Satisfactory	D
26 - 32	50	16.66	Poor	E
19 - 25	9	3	Very Poor	F
00 - 18	0	0	Extremely Poor	G

By observing the above table 1, it is noted that both extreme level of scores that is 56 and above and below 18, none has obtained the grade. 1.33 percentage of students scored B grade, 22.33 percentage of students scored C grade, 56.66 percentage of students scored D grade, 16.66 percentage of students scored E grade and 3 percentage of students scored F grade. From the analysis it is noticed that 56.66% (170 students) obtained the score at average and satisfactory level. Therefore it is concluded that high school students have average level of study habits. Hence the hypothesis that **"the level of study habits of high school students is average"** is accepted.

Hypothesis - 2 "There is no significant difference in the study habits between boys and girls"

Table - 2 Mean, Standard Deviation and 't' value for Study Habit Scores of Boys and Girls

Category	N	Mean	SD	t - value	Significant Level
Girls	169	37.33	5.39	0.24	NS
Boys	131	37.48	5.44		

NS - Not Significant

From the above table, it is observed that the 't' value with respect to study habit (0.24) is not significant at 0.05 level (1.96), indicating that both girls and boys have similar level of study habits. Hence the null hypothesis that **"there is no significant difference in the study habits between boys and girls"** is accepted. This implies that the

difference in study habit mean scores under consideration is not significant. Therefore, it is concluded that the gender does not bring any variations in high school students' study habit.

Hypothesis - 3 "There is no significant difference in the study habits between Tamil and English Medium Students"

Table - 3 Mean, Standard Deviation and 't' value for Study Habit Scores of Tamil and English Medium Students

Category	N	Mean	SD	t - value	Significant Level
Tamil	200	37.52	5.50	0.57	NS
English	100	37.15	5.22		

NS - Not Significant

From the above table, it is observed that the 't' value with respect to study habit (0.57) is not significant at 0.05 level (1.96), indicating that both Tamil and English medium students have similar level of study habits. Hence the null hypothesis that **"there is no significant difference in the study habits between Tamil and English Medium Students"** is accepted. This implies that the difference in study habit mean scores under consideration is not significant. Therefore, it is concluded that the medium of instruction does not bring any variations in high school students' study habit.

Hypothesis - 4 "There is no significant difference in the study habits among students of different type of schools"

Table - 4 ANOVA for Study Habit Score of Government, Aided and Self-Financing School Students

Variable	Source of Variance	Sum of Square	Mean Square Variance	Df	F - Ratio	Significant t Level
Study Habit	Between	353.018	176.509	2	6.26	S
	Within	8376.779	28.205	297		

S - Significant

The critical F - value with the degree of freedom 2 for the numerator and degree of freedom 297 for denominator at 0.01 level of significance is 4.677.

From the above table it is observed that the 'F' values with respect to the study habits of high school students (6.26) is significant at 0.01 level, indicating that the students of studying in different type of schools have different level of study habits. Hence the null hypothesis that **"there is no significant difference in the study habits among students of different type of schools"** is rejected. Therefore, it is concluded that the type of schools bring significant influence upon students' study habits.

Findings of the Study

The findings emerged out of the present study are presented below.

1. High school students have average level of study habits. Hence the null hypothesis that **"the level of study habits of high school students is average"** is accepted.
2. The null hypothesis that **"there is no significant difference in the study habits between boys and girls"** is accepted.
3. The null hypothesis that **"there is no significant difference in the study habits between Tamil and English Medium Students"** is accepted.
4. The null hypothesis that **"there is no significant difference in the study habits among students of different type of schools"** is rejected. Therefore, it is concluded that the type of schools bring significant influence upon students' study habits.

Conclusion

It has been found that the high school students have just average level of study habits. Educational institutions must make necessary efforts to improve the level of study habits. It has to be noted that no significant difference has been found between genders, medium of instruction, Further it is noted that type of school brings significant difference in study habits. Efforts should be made to inculcate right kind of use of leisure, habits, attitudes, beliefs, obligations to improve their study habits. The present study is of immense educational importance to the students, course writers, teachers and counselors.

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