

A STUDY ON STUDY HABITS OF MALE AND FEMALE STUDENTS AT SECONDARY LEVEL

DR. MD SARWAR HOSSAIN* & MOSTAFIJUR RAHAMAN**

**Assistant Professor, Sofia Memorial B.Ed. College, Farakka, Murshidabad.*

***Assistant Professor, Sofia Memorial B.Ed. College, Farakka, Murshidabad.*

ABSTRACT

The present study investigates the Study Habits of 400 (200 male and 200 female) students studying at secondary level. They were selected through purposive sampling technique. The research tool in this study for data collection is used Study habits Inventory (PSSHI) developed by the Palsane and Sharma (2003). To test the hypotheses the data was analysed through the t-test statistical techniques. The results indicated that there exists no significant difference at any level of confidence between male and female pupils on the dimensions of budgeting time, physical conditions for study, reading ability, , learning motivation, memory, taking examinations of Study Habits. But in the dimensions of taking notes and health significant difference were found between the mean values of male and female pupils studying at secondary level.

INTRODUCTION

Many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behaviour of an individual related to studies and is adjudged from his study habits. In the process of learning, learners' 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. Study habits reveal students personality. Learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning.

Study habits mean the habits that an individual might have formed with respect to his learning activities. Improvement of study habits not only helps in promotion of better academic work but also influences student's

moral and sense of satisfaction. **Good (1973)** defines the term study habits as, “the basic features involved in the application of the mind to a problem or subject; the characteristics pattern which an individual follows in learning about things and people”.

REVIEW OF RELATED LITERATURE

Kaur and Lekhi (1995) investigated intelligence, achievement motivation and study habits as correlates of academic achievement. The finding was intelligence, achievement motivation and study habits were positively and significantly correlated with academic achievement. **Sampath and Selvarajnanaguru (1997)** studied the Study habits of higher secondary commerce students. The t-test indicated that there was no significant difference between study habits of boys and girls. **Reddy and Hoovinbhavi (2000)** conducted an empirical study on the study habits environment forms a great portion which live a great impact throughout the life of a student at pre-university level. It is revealed that study habits in relation to good environment help the individual to develop the personality and had a great impact on an individual Life i.e. from birth to death.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory. **Anton and Angel (2004)** analyzed the relationships among the Cattellian personality factors, scholastic aptitudes, study habits and academic achievement. It was found that the scholastic aptitudes were the most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although the students with higher scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits. **Sud and Sujata (2006)** conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children. The results revealed that boys were poorer in study habits than girls.

OBJECTIVES

Researcher has been conducted the present study on the basis of following objectives:

1. To compare the budgeting time among male and female pupils studying at secondary level.
2. To compare the physical conditions for study among male and female pupils studying at secondary level.
3. To compare the reading ability among male and female pupils studying at secondary level.
4. To compare the taking notes among male and female pupils studying at secondary level.

5. To compare the Learning motivation among male and female pupils studying at secondary level.
6. To compare the memory among male and female pupils studying at secondary level.
7. To compare the taking examinations among male and female pupils studying at secondary level.
8. To compare the health among male and female pupils studying at secondary level.

HYPOTHESES

On the basis of corresponding objectives, hypotheses have been designed in this study. Those hypotheses are as follows:

H₀ 1. There is no significant difference among male and female pupils studying at secondary level on the dimension of budgeting time.

H₀ 2. There is no significant difference among male and female pupils studying at secondary level on the dimension of physical conditions for study.

H₀ 3. There is no significant difference among male and female pupils studying at secondary level on the dimension of reading ability.

H₀ 4. There is no significant difference among male and female pupils studying at secondary level on the dimension of taking notes.

H₀ 5. There is no significant difference among male and female pupils studying at secondary level on the dimension of learning motivation.

H₀ 6. There is no significant difference among male and female pupils studying at secondary level on the dimension of memory.

H₀ 7. There is no significant difference among male and female pupils studying at secondary level on the dimension of taking examinations.

H₀ 8. There is no significant difference among male and female pupils studying at secondary level on the dimension of health.

METHODOLOGY

Sample:

The present research study is carried out exclusively in secondary schools. The respondents for the study were 400 students at secondary level. They were divided into two groups on the basis of their gender (male 200 and female 200). The Purposive sampling procedure was taken for the selection of the participants in this study.

Instrument of the Study:

Study habits Inventory (PSSHI) developed by the Palsane and Sharma (2003) was used to measure Study habits of the secondary school students. It had 48 items. The scale consisted of eight dimensions namely *budgeting time, physical conditions for study, reading ability, taking notes, learning motivation, memory, taking examinations and health.*

ANALYSIS & INTERPRETATION

In order to compare the Study Habits of male and female pupils studying at secondary level t-test was applied. The mean scores and SDs were found out and t-value was calculated. The data was analyzed through SPSS 16 (Version). The mean scores, SDs, and t-values of different dimensions of study habits of male and female pupils studying at secondary level are given in the below tables.

Objective–1. *To compare the budgeting time among male and female pupils studying at secondary level.*

Hypothesis (H₀1). *There is no significant difference among male and female pupils studying at secondary level on the dimension of budgeting time.*

Table – 1. Showing the Mean scores, SDs, and t-value of male and female pupils studying at secondary level on the dimension of budgeting time

	Mean	SD	Df	t-value
Male Pupils (200)	6.82	1.55	398	.393 ^{NS}
Female Pupils (200)	6.88	1.37		

NS = Not Significant

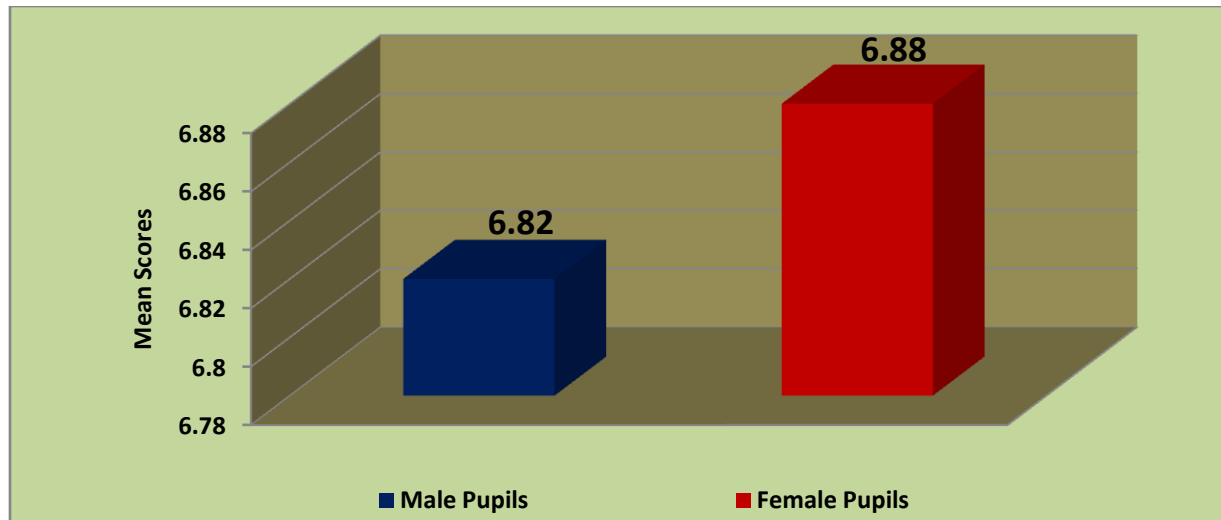


Figure. 1. Showing Mean scores of male and female pupils studying at secondary level on the dimension of budgeting time

Table 1 depicts that there is no significant difference between male and female pupils on the dimension of budgeting time. The obtained t-value 0.39 found no significant difference even at 0.05 level of confidence. The mean values of male and female pupils are 6.82 and 6.88, respectively, where, difference between the mean values is very small. Therefore, it can be said that the male and female pupils studying at secondary level are similar in their study habits. Thus, the first hypothesis i.e., H_{01} - “There is no significant difference among male and female pupils studying at secondary level on the dimension of budgeting time” is accepted.

Objective–2. To compare the Physical Conditions for Study among male and female pupils studying at secondary level.

Hypothesis (H_{02}). There is no significant difference among male and female pupils studying at secondary level on the dimension of Physical Conditions for Study.

Table – 2. Showing the Mean scores, SDs, and t-value of male and female pupils studying at secondary level on the dimension of Physical Conditions for Study

	Mean	SD	Df	t-value
Male Pupils (200)	7.78	1.72	398	.182 ^{NS}
Female Pupils (200)	7.75	1.55		

NS = Not Significant

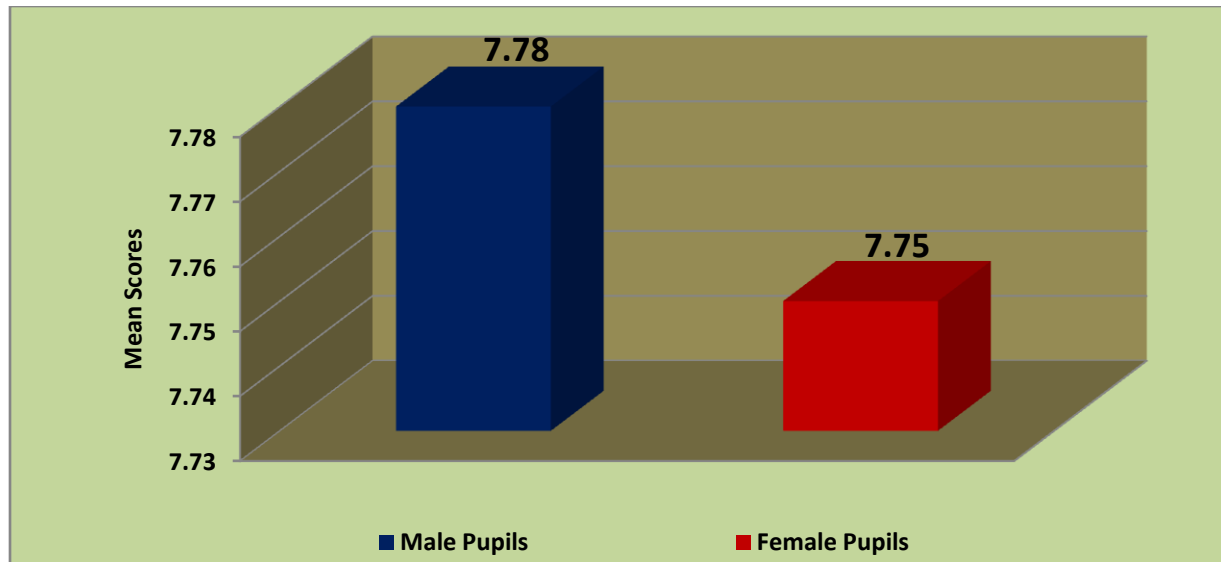


Figure. 2. Showing Mean scores of male and female pupils studying at secondary level on the dimension of Physical Conditions for Study

Table 2 reveals that there is no significant difference between male and female pupils on the dimension of physical conditions for study. The obtained t-value 0.18 is found no significant difference even at 0.05 level of confidence. The mean values of male and female pupils are 7.78 and 7.75, respectively. Thus, it can be said that both the groups have nearly same types of physical conditions for study. Thus, the second hypothesis i.e., H_{02} – “There is no significant difference among male and female pupils studying at secondary level on the dimension of Physical Conditions for Study” is accepted.

Objective–3. To compare the Reading Ability among male and female pupils studying at secondary level.

Hypothesis (H_{03}). There is no significant difference among male and female pupils studying at secondary level on the dimension of Reading Ability.

Table – 3. Showing the Mean scores, SDs, and t-value of male and female pupils studying at secondary level on the dimension of Reading Ability

	Mean	SD	Df	t-value
Male Pupils (200)	9.84	2.50	398	1.35 ^{NS}
Female Pupils (200)	10.14	1.95		

NS = Not Significant

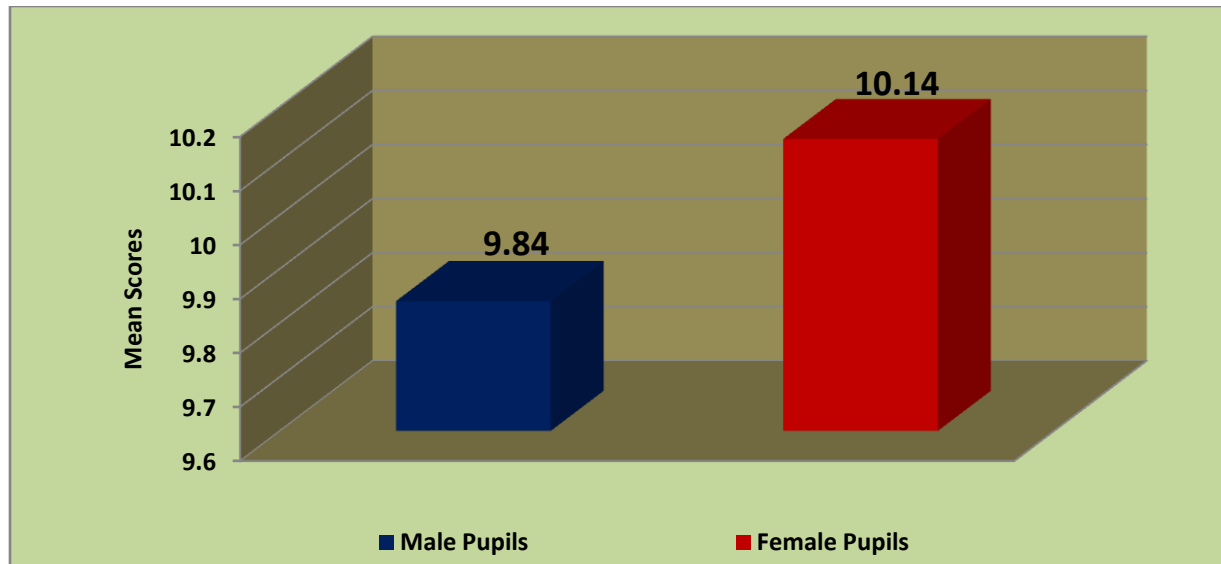


Figure. 3. Showing Mean scores of male and female pupils studying at secondary level on the dimension of Reading Ability

The table 3 shows that there exists no significant difference between male and female pupils on the dimension of reading ability. The obtained t-value 1.35 is found no significant difference even at 0.05 level of confidence. The mean values of male and female pupils are 9.84 and 10.14, respectively. Therefore, it is clear that both groups of male and female pupils having similar types of reading ability. Thus, the third hypothesis i.e., H_03 - “There is no significant difference among male and female pupils studying at secondary level on the dimension of reading ability” is accepted.

Objective-4. To compare the taking notes among male and female pupils studying at secondary level.

Hypothesis (H_04). There is no significant difference among male and female pupils studying at secondary level on the dimension of taking notes.

Table – 4. Showing the Mean scores, SDs, and t-value of male and female pupils studying at secondary level on the dimension of taking notes

	Mean	SD	Df	t-value
Male Pupils (200)	3.07	1.38	398	2.16*
Female Pupils (200)	2.78	1.24		

* = significant at .05 level

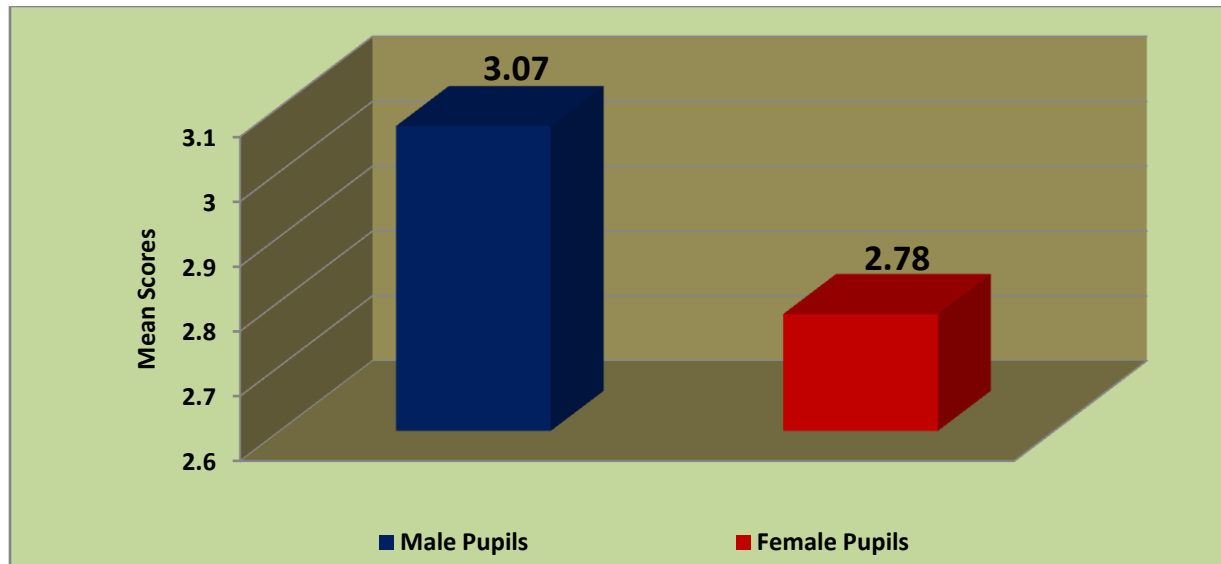


Figure. 4. Showing Mean scores of male and female pupils studying at secondary level on the dimension of taking notes

Table 4 depicts that there exists a significant difference between male and female pupils on the dimension of taking notes. The obtained t-value 2.16 is found significant differenced at 0.05 level of confidence. The mean values of male and female pupils are 3.07 and 2.78, respectively, and thus, it can be said that the male pupils is more able in taking notes than their female counterparts. Thus, the fourth hypothesis i.e., H_04 - “There is no significant difference among male and female pupils studying at secondary level on the dimension of taking notes” is rejected.

Objective-5. To compare the learning motivation among male and female pupils studying at secondary level.

Hypothesis (H_05). There is no significant difference among male and female pupils studying at secondary level on the dimension of learning motivation.

Table – 5. Showing the Mean scores, SDs, and t-value of male and female pupils studying at secondary level on the dimension of learning motivation

	Mean	SD	Df	t-value
Male Pupils (200)	8.51	1.79	398	.151 ^{NS}
Female Pupils (200)	8.48	1.54		

NS = Not Significant

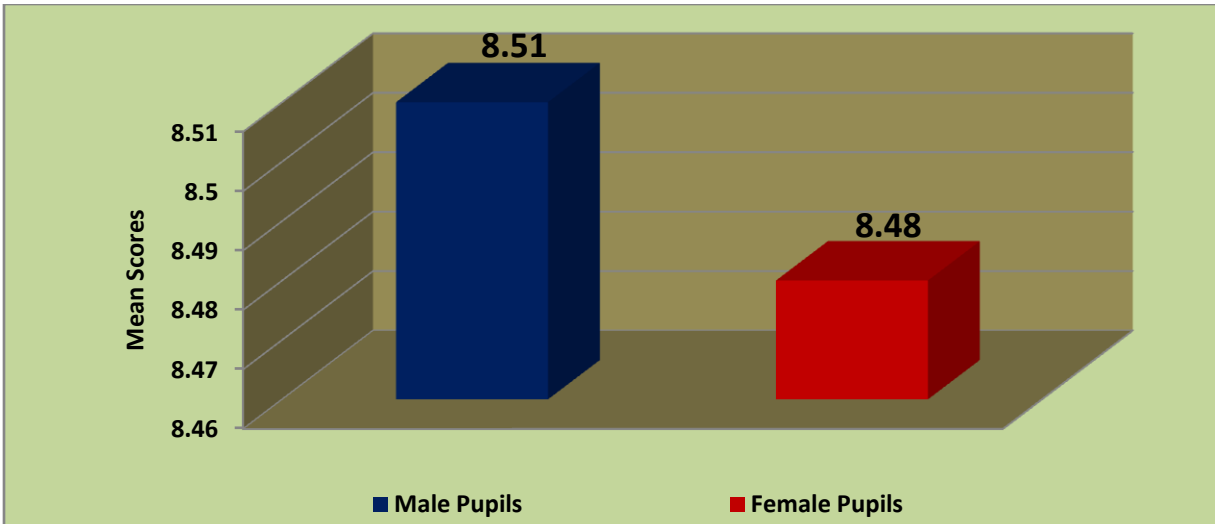


Figure. 5. Showing Mean scores of male and female pupils studying at secondary level on the dimension of learning motivation

The table 5 shows that there is no significant difference between male and female pupils on the dimension of learning motivation. The obtained t-value 0.15 found no significant difference even at 0.05 level of confidence. The mean values of male and female pupils are 8.51 and 8.48, respectively. Here, it can be said that both the male and female pupils are similar in their learning motivation. Thus, the fifth hypothesis i.e., H_{05} - “There is no significant difference among male and female pupils studying at secondary level on the dimension of learning motivation” is accepted.

Objective-6. *To compare the memory among male and female pupils studying at secondary level.*

Hypothesis (H_{06}). *There is no significant difference among male and female pupils studying at secondary level on the dimension of memory.*

Table – 6. Showing the Mean scores, SD, and t-value of male and female pupils studying at secondary level on the dimension of Memory

	Mean	SD	Df	t-value
Male Pupils (200)	4.95	1.36	398	1.93 ^{NS}
Female Pupils (200)	4.68	1.49		

NS = Not Significant

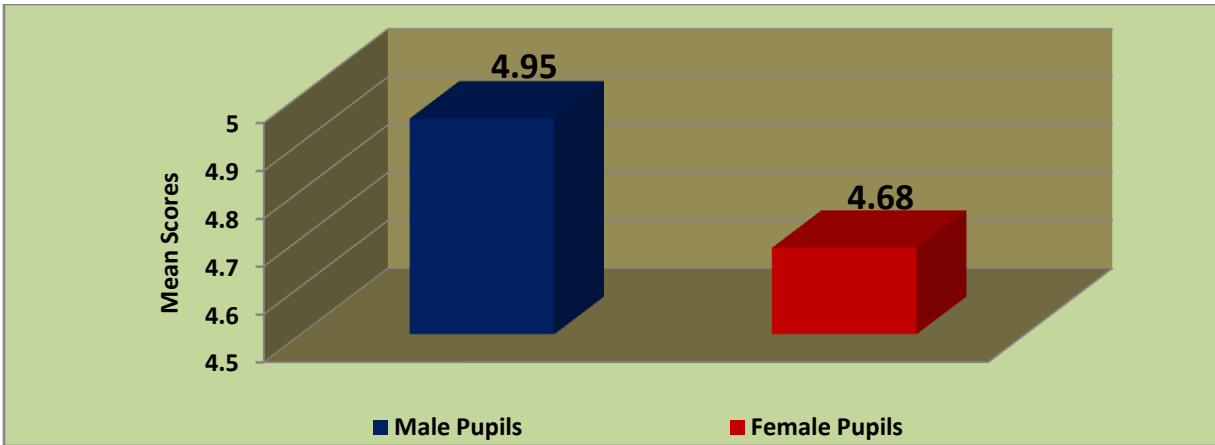


Figure. 6. Showing Mean scores of male and female pupils studying at secondary level on the dimension of memory

Table 6 depicts that there exists no significant difference between male and female pupils on the dimension of memory. The obtained t-value 1.93 found no significant difference even at 0.05 level of confidence. The mean values of male and female pupils are 4.95 and 4.68, respectively. So, it can be said that both the male and female pupils are similar in memory level. Thus, the sixth hypothesis i.e., H_{06} - “There is no significant difference among male and female pupils studying at secondary level on the dimension of memory” is accepted.

Objective-7. To compare the Taking Examinations among male and female pupils studying at secondary level.

Hypothesis (H_{07}). There is no significant difference among male and female pupils studying at secondary level on the dimension of Taking Examinations.

Table – 7. Showing the Mean scores, SDs, and t-value of male and female pupils studying at secondary level on the dimension of Taking Examinations

	Mean	SD	Df	t-value
Male Pupils (200)	11.67	2.44	398	.742 ^{NS}
Female Pupils (200)	11.45	3.31		

NS = Not Significant

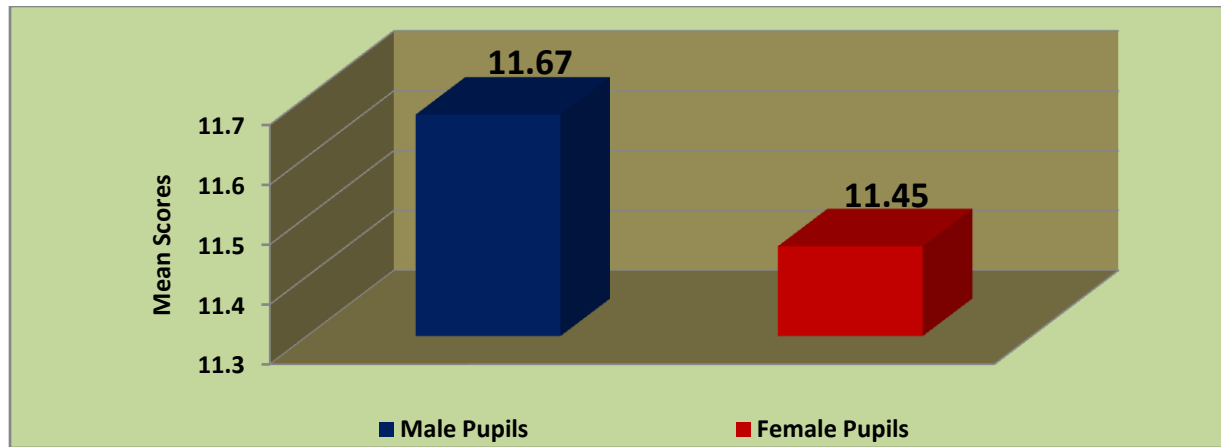


Figure. 7. Showing Mean scores of male and female pupils studying at secondary level on the dimension of Taking Examinations

Table 7 indicates that there exists no significant difference in the mean values of male and female pupils on the dimension of taking examinations. The obtained t-value 0.74 is not significant even at 0.05 level of confidence. The mean value of male pupils is 11.67 on the dimension of taking examinations and the mean value of female pupils is 11.45 shows nearly same type of ability in taking examinations. Thus, the seventh hypothesis i.e., H_07 -“There is no significant difference among male and female pupils studying at secondary level on the dimension of taking examinations” is accepted.

Objective-8. To compare health among male and female pupils studying at secondary level.

Hypothesis (H_08). There is no significant difference among male and female pupils studying at secondary level on the dimension of health.

Table – 8. Showing the Mean scores, SD, and t-value of male and female pupils studying at secondary level on the dimension of health

	Mean	SD	Df	t-value
Male Pupils (200)	3.68	1.12	398	5.86**
Female Pupils (200)	2.93	1.38		

** = significant at .01 level

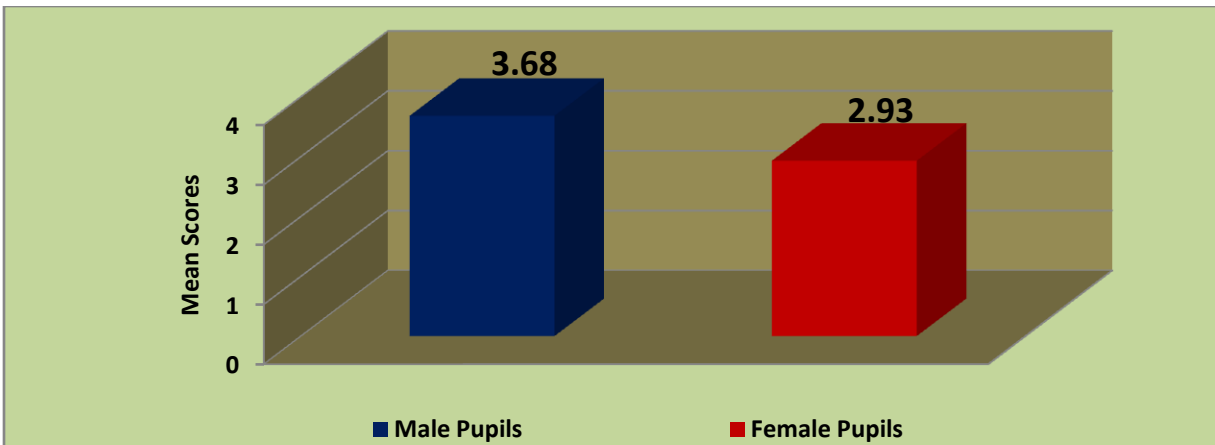


Figure. 8. Showing Mean scores of male and female pupils studying at secondary level on the dimension of Health

Table 8 depicts that there exists a significant difference between male and female pupils on the dimension of health. The obtained t-value 5.86 found significant difference at 0.01 level of confidence. The mean values of male and female pupils are 3.68 and 2.93 respectively and thus the male pupils have better health conditions than the female pupils. Thus, the eighth hypothesis i.e., H_{08} - “There is no significant difference among male and female pupils studying at secondary level on the dimension of health” is rejected.

RESULT AND DISCUSSION

The difference between mean values on the dimensions of *budgeting time*, *physical conditions for study*, *reading ability*, *learning motivation*, *memory*, *taking examinations* of male and female pupils studying at secondary level is too small, therefore, it can be said that both the group have nearly similar types of study habits. This finding is corroborated with the studies of **Christian (1983)**, **Stella and Purushothaman (1993)** and **Sampath and Selvarajgnanaguru (1997)**, they revealed that no significant difference was found in study habits between boys and girls. But in the dimensions of *taking notes* and *health* significant difference were found between the mean values of male and female pupils studying at secondary level.

EDUCATIONAL IMPLICATIONS

It is recommended that the pupils of secondary level should provide the supportive environment where they can develop their study habits or study skills. To achieve this, school can organize individual and also the group guidance programs. Some special programs may be launched by the government that how the parents can create such environment at home. Individual counselling can serve as an effective intervention to improve their achievement and improve their study habits and study skills. Helping underachievers in such a way will surely

bring out better results by proper utilisation of individual's potentialities and thus realising the aim of education. The reason behind providing guidance is that in schools the teaching-learning process is catering to the needs of only the average students where special group like creative, slow learners, first generation learners and underachievers are neglected. There is an urgent need of counsellor for under achievers to look into these special groups.

SUGGESTIONS FOR FURTHER RESEARCH

1. Further study is desirable on other psychological variables such as adjustment, motivational patterns, students-teachers relationship and personality profiles etc.
2. A detailed study may be conducted to study the effect of these variables on academic achievement on tribal students.
3. A study related to the low academic achievement of tribal students may also be undertaken.

REFERENCES:

1. Anton, A.F. and Angel, B. (2004). *Socialized personality, Scholastic aptitudes, Study habits and Academic achievement*, European Journal of Psychological Assessment, Vol. 20, No. 3, pp. 157-165.
2. Good, C. V. (1973). *Dictionary of Education*. McGraw Hill Company, New York.
3. Kaur, G.P. and Lekhi, V. (1995). *Intelligence, achievement motivation and study habits as correlates of academic achievement*, Buch, M.B., Vol. 4, No. 2.
4. Palsane, M. N. And Sharma, A. (2003). *Study Habits Inventory (English Version)*. Agra: National Psychological Corporation.
5. Reddy, S. B. And Hoovinbhavi, B. L. (2008). *The effect of study-habits environment on the student's lifestyle*, Indian Journal of Psychometry and Education 2008, 39 (1):37-40.
6. Sampath, S. And Selvarajgnanaguru, A., 1997, *Study Habits of Higher Secondary Commerce Students*, *J. Edu. Res. Extn.*, Jan., 33(3): 145-151.
7. Sud, A. And Sujata. (2006). *Academic performance in relation to self-handicapping, test anxiety and study habits of high school children*, *Nati. Aca. Psy.*, 51(4): 304-309.
8. Suneetha, B. and Mayuri, K. (2001). *A study on age and gender differences on the factors affecting high Academic Achievement*, *J. Comm. Guid. Res.*, 18(2): 197-208.