

STUDY HABITS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO STREAM AND GENDER

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ABSTRACT

The present study has been designed to investigate the study habits of higher secondary school students in relation to stream and gender. Descriptive survey method of research has been used in the present study. The researcher has done of his research work with using Random Sampling technique. The study was conducted over a sample of 50 boys and 50 girls higher secondary school students of Murshidabad district in West Bengal. The investigator selected the “Study Habits Inventory (PSSHI)” constructed and standardized by Palsane & Sharma was used for collecting the data pertaining to the problem and mean, S.D, and t-test were used to analyse the data. The research paper bring to light that the Science students have higher study habits than Arts students and there is equally study habits in girls and boys of science stream students of higher secondary school though the mean score of girls students of science stream is high. The study uncover that the arts girls students have higher study habits than arts boys students. The research paper also bring to light that the science girls students have higher study habits than arts girls students. The study also uncover that the science boys students have higher study habits than arts boys students.

KEY WORDS: *Study Habits, Gender, Science Students, Arts Students, Higher Secondary School Students.*

INTRODUCTION:

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies a sort of more or less permanent method of studying. According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.” Study-habits are the essence of a dynamic

personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study habits is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual. In this context the researcher state the mind to accesses the study habits of higher secondary school students in relation to stream and gender.

OBJECTIVES OF THE STUDY:

This study is carried out to analyze the study habits of higher secondary school students in relation to stream and gender:

- To compare the study habits between Science and Arts students of higher secondary schools.
- To compare the study habits between boys and girls of Science stream students of higher secondary schools.
- To compare the study habits between boys and girls of Arts stream students of higher secondary schools.
- To compare the study habits between Science and arts stream girl students of higher secondary schools.
- To compare the study habits between Science and Arts stream boy students of higher secondary schools.

HYPOTHESES OF THE STUDY:

In view of the above objectives, following hypotheses have been formulated:

H₀₁: There is no significant difference between the study habits of Science students and Arts students of higher secondary schools.

H₀₂: There is no significant difference between the study habits of Science boys and girls students of higher secondary schools.

H₀₃: There is no significant difference between the study habits of Arts boys and Arts girls students of higher secondary schools.

H₀₄: There is no significant difference between the study habits of Science girls students and Arts girls students of higher secondary schools.

H₀₅: There is no significant difference between the study habits of Science boys students and Arts boys students of higher secondary schools.

METHODOLOGY:

Method and Procedure of the study:

In the nature of the study, the descriptive survey method of educational research is adopted for the completion of the present study. It has undoubtedly true that the descriptive survey method has been the most popular and most widely used research method in education.

Population:

Population of the study covers higher secondary school students at Berhampore Sadar, Jangipur, Kandi and Lalbagh sub-division in Murshidabad district of West Bengal.

Sample:

For the present study a sample of 100 students of different higher secondary schools were selected. Out of which 50 were boys students of higher secondary schools, 50 were girls students of higher secondary schools. Out of 50 boys students of higher secondary schools 25 were boys students of science stream and 25 were boys students of arts stream. Out of 50 girls students of higher secondary schools 25 were girls students of science stream and 25 were girls students of arts stream.

The representation of the sample as given below:

Table No. 1: Demographic Sample Profile

Sample	Gender Wise		Total No. of Sample
	male	Female	
Science Students	25	25	50
Arts Students	25	25	50
Total	50	50	100

Tools for data collection:

By keeping the Objectives and Hypothesis in the mind with the suitable sampling techniques investigator visited different schools to collect the data. To collect the data investigator is adopted the survey method. Study habits questionnaire is prepared by the investigator with the help of “Study Habits Inventory (PSSHI)” constructed and standardized by Palsane & Sharma was used for collecting the data pertaining to the problem.

Statistical Techniques Used:

For analyzing and interpretations the data Mean, Standard Deviation (SD), t-test have been computed.

RESULT AND DISCUSSION:

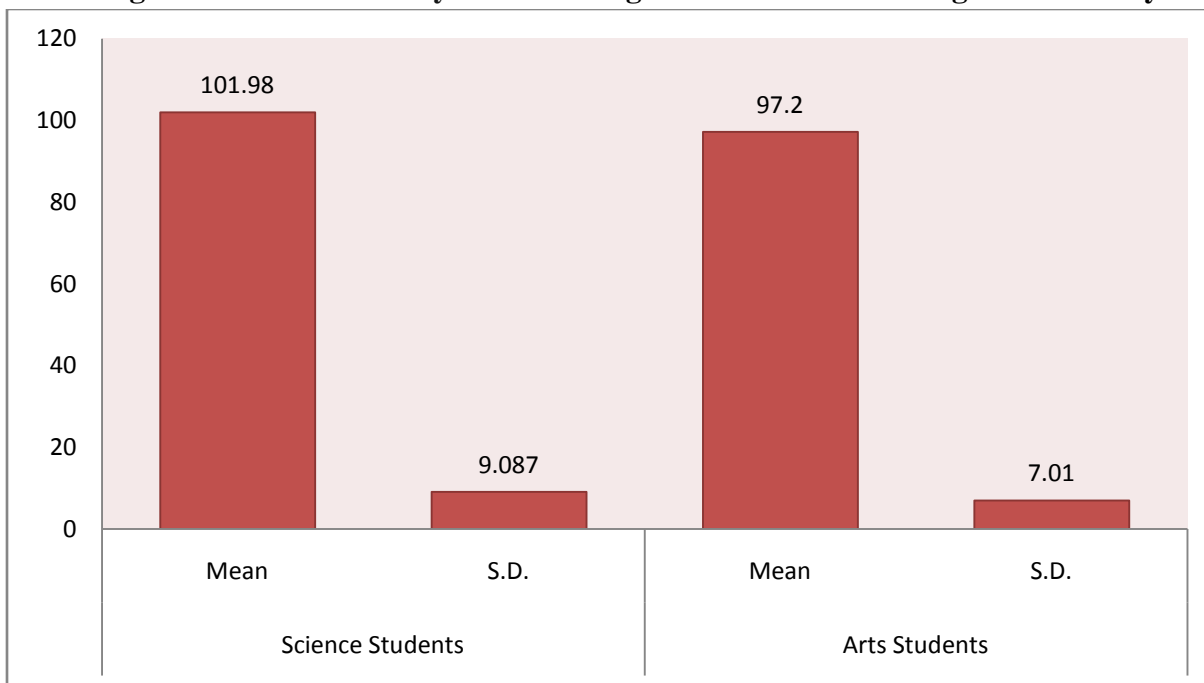
In order to measure the study habits among the higher secondary school students in relation to stream and gender basis. “Study Habits Inventory (PSSHI)” constructed and standardized by Palsane & Sharma was used on selected sample students and t-value was computed. The detail analysis is given as per hypothesis.

Hypothesis 1: There is no significant difference between the study habits of Science students and Arts students of higher secondary schools in Murshidabad district of West Bengal.

Table No.2: Levels of study habits among the science and arts higher secondary school students

Stream	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Science Students	50	101.98	9.087	2.89	1000	2.58 at 0.01 &	At 0.01 & 0.05 level	Significant at both (0.05&0.01) levels of confidence
Arts Students	50	97.20	7.01			1.96 at 0.05 level		

Figure -1: Levels of study habits among the science and arts higher secondary school students



The result in table no. 2 and figure 1, the calculated ‘t’-value 2.89 is greater than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of study habits among the science and arts higher secondary school students at both (0.05 & 0.01) levels of significance.

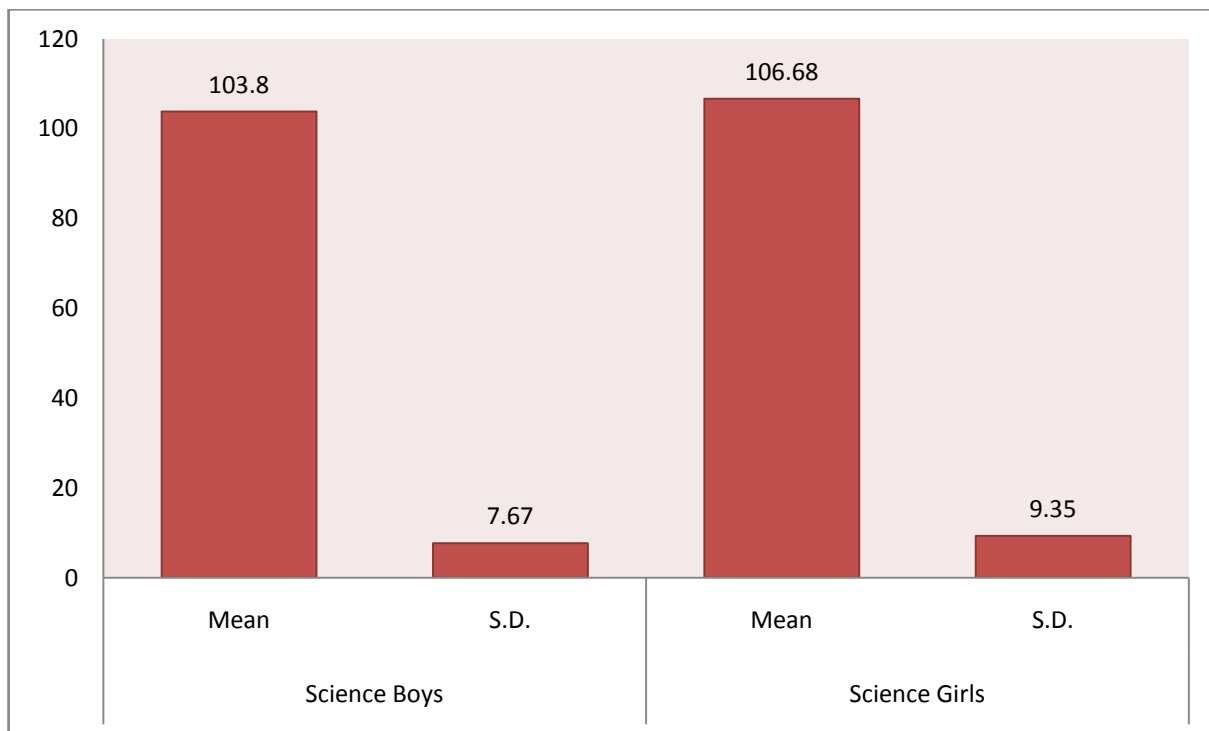
The mean score of science students (101.98) is greater than the mean score of arts students (97.2). It is inferred that the Science students have higher study habits than Arts students. Every student needs a perfect timing for their study in science or arts stream. Hence the null hypothesis Ho1 is rejected.

Hypothesis 2: There is no significant difference between the study habits of Science boys and science girls students of higher secondary schools.

Table No.3: Levels of study habits among the science boys and science girls higher secondary school students

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Science Boys	25	103.80	7.67	1.35	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at both (0.05&0.01) levels of confidence
Science Girls	25	106.68	9.35					

Figure -2: Levels of study habits among the science boys and science girls higher secondary school students



The result in table no. 3 and figure 2, the calculated 't'-value 1.35 is less than the table value (2.58) at 0.01 level and the table value (1.96) at 0.05 level of significance. It is found that there is no significant difference in the level of study habits among the science boys and science girls higher secondary school students at both (0.05 & 0.01) levels of significance.

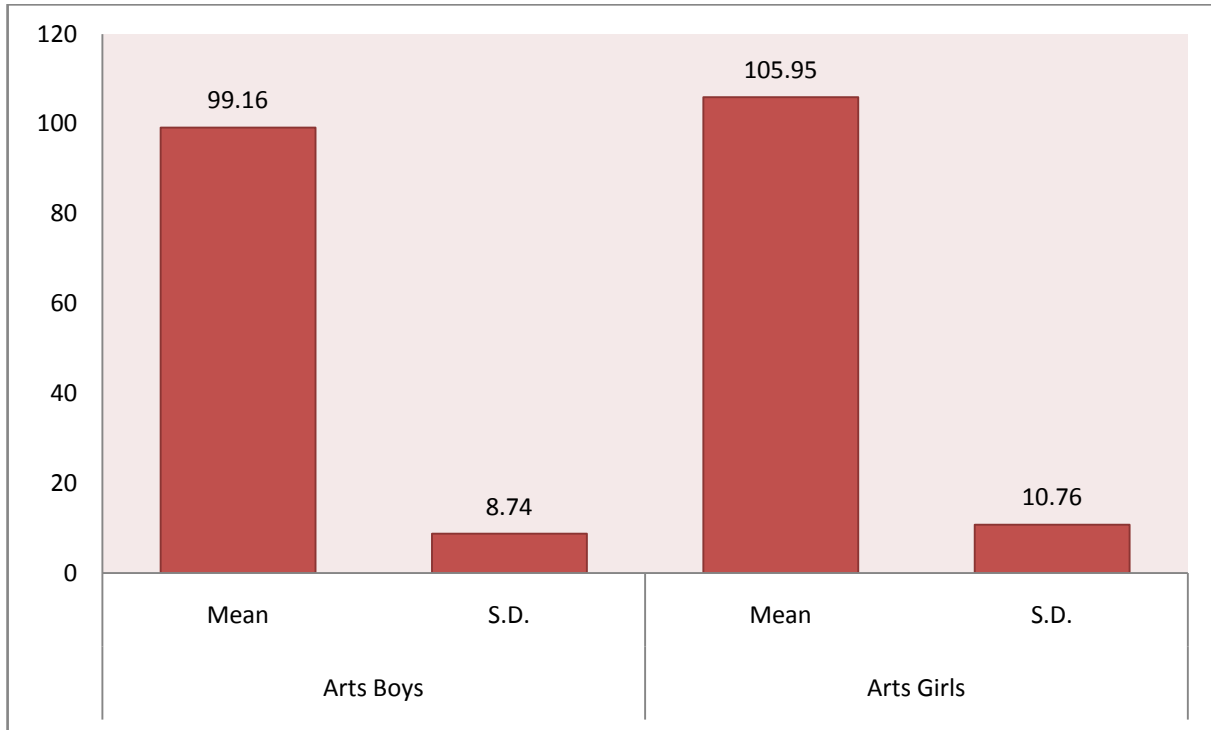
The mean score of science girls students (106.68) is greater than the mean score of science boys students (103.8). It is inferred that the science girls students have higher study habits than science boys students. Hence the null hypothesis Ho2 is accepted. As the null hypothesis is accepted it means there is equally study habits in girls and boys of science stream students of higher secondary school.

Hypothesis 3: There is no significant difference between the study habits of Arts boys and arts girls students of higher secondary schools.

Table No.4: Levels of study habits among the arts boys and arts girls higher secondary school students

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Arts Boys	25	99.16	8.74	2.42	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level of confidence
Arts Girls	25	105.95	10.76					

Figure -3: Levels of study habits among the arts boys and arts girls higher secondary school students



The result in table no. 4 and figure 3, the calculated ‘t’-value is 2.42 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of study habits among the arts boys and arts girls students of higher secondary schools at 0.05 level of significance and there is no significant difference in the level of study habits among the arts boys and arts girls students of higher secondary schools at 0.01 level of significance.

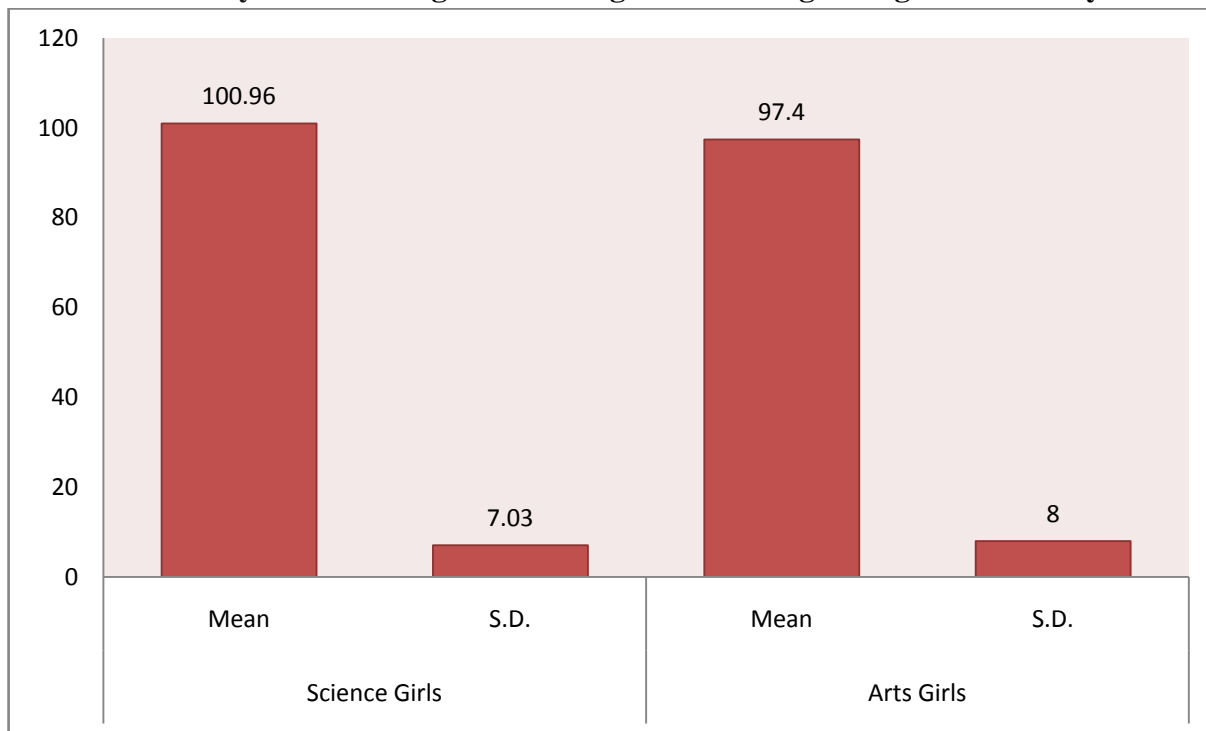
The mean score of arts girls students (105.95) is greater than the mean score of arts boys students (99.16). It is inferred that the arts girls students have higher study habits than arts boys students. Hence the null hypothesis Ho3 is rejected.

Hypothesis 4: There is no significant difference between the study habits of Science girls and Arts girls students of higher secondary schools

Table No.5: Levels of study habits among the science girls and arts girls higher secondary school students

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Science Girls	25	100.96	7.03	2.37	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level of confidence
Arts Girls	25	97.40	8.00					

Figure -4: Levels of study habits among the science girls and arts girls higher secondary school students



The result in table no. 5 and figure 4, the calculated ‘t’-value is 2.37 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of study habits among the science girls and arts girls students of higher secondary schools at 0.05 level of significance and there is no significant difference in the level of study habits among the science girls and arts girls students of higher secondary schools at 0.01 level of significance.

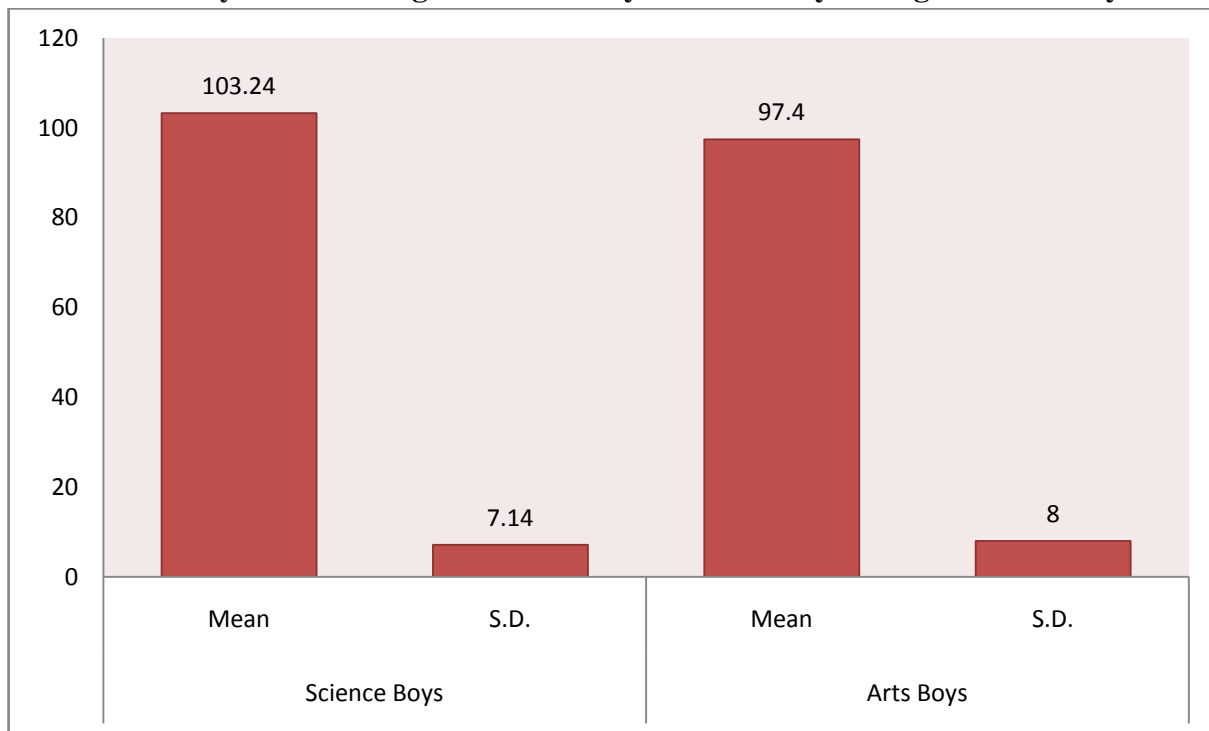
The mean score of science girls students (100.96) is greater than the mean score of arts girls students (97.4). It is inferred that the science girls students have higher study habits than arts girls students. Hence the null hypothesis Ho4 is rejected.

Hypothesis 5: There is no significant difference between the study habits of Science boys and Arts boys students of higher secondary schools.

Table No.6: Levels of study habits among the science boys and arts boys of higher secondary school students

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Science Boys	25	103.24	7.14	2.36	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level of confidence
Arts Boys	25	97.40	8.00					

Figure -5: Levels of study habits among the science boys and arts boys of higher secondary school students



The result in table no. 6 and figure 5, the calculated 't'-value is 2.36 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of study habits among the science boys and arts boys students of higher secondary schools at 0.05 level of significance and there is no significant difference in the level of study habits among the science boys and arts boys students of higher secondary schools at 0.01 level of significance.

The mean score of science boys students (103.24) is greater than the mean score of arts boys students (97.4). It is inferred that the science boys students have higher study habits than arts boys students. Hence the null hypothesis Ho5 is rejected.

CONCLUSION:

Generally, it is a proven fact that the study habits of the students enabled him to take active part in the teaching learning process. If students are aware of their study habits, they can willingly involve themselves in the learning process. Thus knowledge of study habits of students can help the teacher as well as learning immensely to improve the teaching and learning. Knowledge about study habits of students can help the teacher as well as student to improve and plan their teaching and learning accordingly thereby resulting in maximum outcome. Knowledge about study habits is of immense value both to learner and teacher. Students can know about the specific weakness in different study behaviours and can overcome them accordingly. Thus, we can infer that study habits play an important role in teaching learning process.

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I am an enthusiastic, self-motivated, reliable, responsible, dedicated, flexible, punctual, hard working, honest and optimistic person by nature. I am joyful, polite, helpful, truthful and friendly person having a good sense of humour. I am able to work in every kind of situation both independently and in co-ordination with others. I am determined, decisive and I always want to be better than yesterday. I want to learn and adapt every new & newer things so that I can make the most of it. My strength is my passion for comprehensive learning and most importantly my adjustment capability with any kind of hostile environment. My Weakness is I am not comfortable until I finish my work in the given time.