

STUDY HABITS OF HIGHER SECONDARY SCHOOL STUDENTS: A COMPARATIVE STUDY

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Abstract: Education plays a very vital role in the overall development of human being. It has made tremendous change in the quality of life. Knowledge through education plays key role and the learning by students depends on study pattern and study habits which students have or they are going to adapt. The present work focuses on the study habits of higher secondary school students and comparison of study habits of different categories of students among higher secondary school i.e. rural and urban schools, aided and unaided schools as well as male and female students.

Key Words: Study habit, higher secondary school students, rural, urban, aided and unaided.

1. INTRODUCTION:

Education is the greatest instrument in which man has devised for his own progress. Education systems have one form of education or another, but the use in which it is put varies. Struggle and competition is a natural process. All living beings in this world have to struggle and compete for their existence. Starting from the minute microbes to the giant creatures, all are compelled to struggle for their survival. As the humans are highly evolved, their competitions show greater degree of complicacy and sophistication. Competitions are observed in each and every part of life, starting from minimum necessities. Study habits are learning tendencies of the students that enable students to work hard. The term study habits can be as a students' way of study whether systematic, efficient or insufficient. Going by this definition, it literally means that good study habits produce positive academic performance while insufficient study habits lead to academic failure. Study habits are measured directly through reports, examinations, assessments and ratings.

Study habits occupy very important role in education and also development of personality of the student. Child's mind is most plastic and impressionable to everything that occurs in the environment. Teaching and learning is the important process of education. This process can only become successful when teachers fully know their subject matters and effectively communicate it to students. While students have a clear views of their abilities, have good study habits and are able to use good study skills. Today's world is moving in a speed which was unheard in the past. Everyone wants to excel. Individual success affects personal and social dimensions of life. Good study habits and skills will help us to promote efficiency in our tasks. Productive study requires conceptualization and intention. One could include some skills such as note taking, observation, asking questions, listening, thinking and presented idea regarding discovering new information.

2. OBJECTIVES OF THE STUDY:

- 1) To compare study habits of rural and urban higher secondary school students.
- 2) To compare study habits of aided and un-aided higher secondary school students.
- 3) To compare study habits of male and female higher secondary school students.

3. RESEARCH METHODOLOGY:

Hypothesis:-

- 1) There is no significant difference in the study habits of rural and urban higher secondary school students.

2) There is no significant difference in the study habits of aided and un-aided higher secondary school students.

3) There is no significant difference in the study habits of male and female higher secondary school students.

Sample:-

For the present study a sample of 100 students from different higher secondary schools of Nashik tahesil were selected.

Tools:-

The following tool was used for the present study.

“Study habits test” by C.P. Mathur

4. RESULTS AND DISCUSSION:

Regarding study habits higher the score on the test, greater the degree of the study habits and vice versa.

The table-1 clearly shows that mean of rural higher secondary school students is 125.94 and the mean of urban higher secondary school students is 128.94. S.D. of rural higher secondary school students is 8.18 and the S.D. of urban higher secondary school students is 8.68. Observed t- value of rural and urban higher secondary school students is 1.78 and table t-value is 1.98 at 0.05 level. The table t-value (1.98) is greater than observed t-value (1.78). It means the null hypothesis is accepted. There is no significant difference between rural and urban higher secondary school students in the study habits. Figure 1 clearly shows it.

The table-2 clearly shows that mean of aided higher secondary school students is 124.44 and the mean of un-aided higher secondary school students is 128.08. S.D. of aided higher secondary school students is 8.18 and the S.D. of un-aided higher secondary school students is 7.67. Observed t- value of aided and un-aided higher secondary school students is 2.09 and table t-value value is 1.98 at 0.05 level. The table t-value 1.98 is less than observed t-value 2.09. It means the null hypothesis is rejected. There is significant difference between aided and un-aided higher secondary school students in the study habits. Figure 2 clearly shows it.

The table-3 clearly shows that mean of male higher secondary school students is 117.78 and the mean of female higher secondary school students is 122.05. S.D. of male higher secondary school students is 9.95 and the S.D. of female higher secondary school students is 9.75. Observed t- value of male and female higher secondary school students is 1.53 and table t-value is 1.98 at 0.05 level. The table t-value (1.98) is greater than observed t-value (1.53). It means the null hypothesis is accepted. There is no significant difference between male and female higher secondary school students in the study habits. Figure 3 clearly shows it.

5. CONCLUSION:

It is concluded from the present study that: 1. There is no significant difference between study habits of rural and urban higher secondary school students. 2. There is no significant difference between study habits of male and female higher secondary school students. 3. There is significant difference between study habits of aided and un-aided higher secondary school students.

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Table -1:- Mean, S.D and t-value of the study habits of rural and urban higher secondary school students.

Area	N	Mean	S.D.	SEDM	D.F.	t- value	Level of significance
Rural	50	125.94	8.18	1.68	98	1.78	Not significant
Urban	50	128.94	8.68				

Table-2:- Mean, S.D. and t-value of the study habit of aided and un-aided higher secondary students.

Area	N	Mean	S.D.	SEDM	D.F.	t- value	Level of significance
Aided	50	124.44	6.72	1.43	98	2.09	0.01
Un- aided	50	128.08	7.67				

Table-3:- Mean, S.D. and t-value of the study habit of male and female higher secondary students.

Area	N	Mean	S.D.	SEDM	D.F.	t- Value	Level of Significance
Male	50	117.78	9.95	1.96	98	1.53	Not significant
Female	50	122.05	9.75				

Figure 1:- Study habit of rural and urban higher secondary students

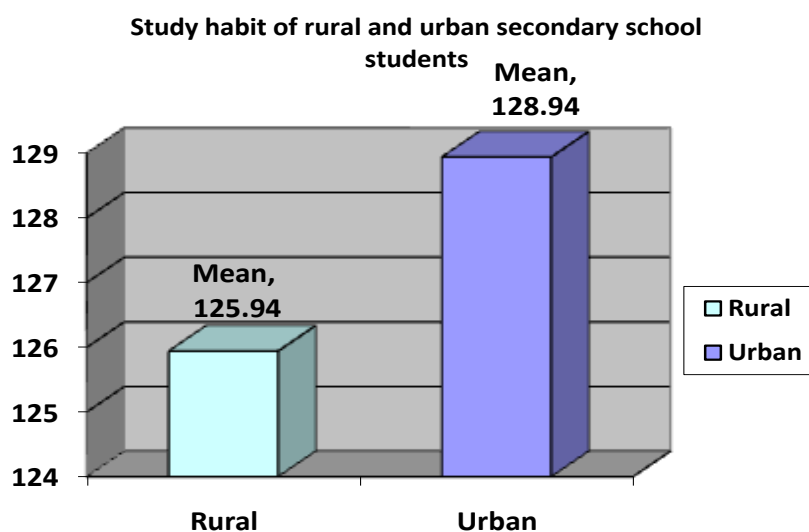


Figure 2:- Study habit of aided and un- aided higher secondary students

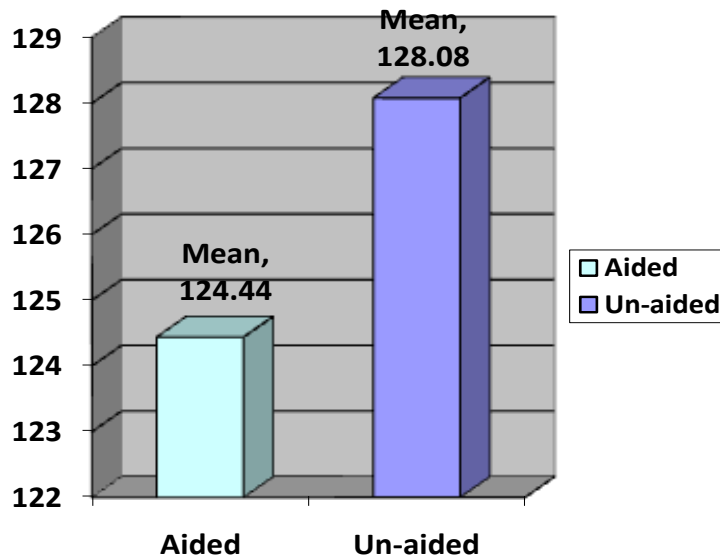


Figure 3:- Study habit of male and female higher secondary students

