

STUDY HABITS AND ATTITUDES AMONG SECONDARY SCHOOL STUDENTS WITH RESPECT TO GENDER

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Abstract: Schools are the miniature societies and teachers are the agents that provide quality education to all the students. But, inspite of such hard efforts by teachers, changes are seen in the academic achievement of students. This is due to various reasons such as concentration, family environment etc. but the most important factor which is responsible is study habits and attitude of students. So, in the present study the investigator tried to find out the study habits and attitudes of secondary school students with respect to gender. Data was collected from 200 P.S.E.B and C.B.S.E. secondary school students with respect to gender by using study habits and attitude scale by Mathur (2002). Results of the study revealed that there exists significant difference among P.S.E.B and C.B.S.E. secondary school students. Moreover, it has been found that no significant differences is there in the mean scores of Study Habits and attitudes of PSEB Secondary school students with respect to gender whereas significant differences is found in the mean scores of Study Habits and attitudes of CBSE Secondary school students with respect to gender.

Keywords: Study Habits and Attitudes, Secondary school teachers.

1.0 Introduction: Today in the times of competition, quality of education plays an important role. Moreover, parents demand that their children should be provided with best and quality education and they should climb the ladder of performance as high as possible. The present society and parents pressurize the students, teachers and educationalists to provide good quality of education to students and improve their achievement level.

Schools are the main agents which provide qualitative education. Teachers put lot of efforts and plan out various techniques and strategies to make students clear the concepts. In reality, it seems as if the whole education system revolves around the academic achievement of students. Therefore, schools need a lot of time and efforts to help the students to achieve better in their curricular and co- curricular activities.

But inspite of various efforts there are many factors which influences the achievement of students such as intelligence, different aspects of their personality, socio economic status, etc. One of the factors which influence most the academic achievement of students is study habits and attitudes of pupil towards school, which further influences their academic performance. Thus, it is a fact that poor study habits and attitudes of pupils will have an adverse influence on the academic achievement of even the naturally bright students.

According to Menzel, cited by Rana and Kausar (2011), failure among students is not due to their ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement.

Habits indicate the personality of an individual. In education, study habits means usual or regular learner's ways of exercising and practicing their abilities for learning.

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. Every student has his own study habits. These provide them the medium for learning.

Some students' inspite of studying many hours fail to achieve much and while other students who spent only one or two hours get better scores. It only depends upon their study habits and attitudes they possess.

Azikiwe (1998) describes the study habit as "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject". Accordingly "good study habits are good assets to learners because the (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure".

According to Hussain (2006) study habit refers to predispositions which students have developed towards private readings through a period of time. Accordingly study habit is a gateway to successful achievement in studies.

Crede (2008) defined Study habits as external factors that assist the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears, explaining the material, and studying in a conducive environment .

Crede and Kuncel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment. Lastly, students' attitudes toward the act of studying (Crede & Kuncel, 2008) are referred as 'study attitudes'.

According to Patel (1976) there are various areas of study habits such as

1. Home environment and planning of work
2. Reading and note taking habits
3. Planning of subjects
4. Habits of concentration
5. Preparation for examination
6. General habits and attitudes
7. School environment

Mathur (2002) explained the areas of Study Habits and Attitudes as:

1. Attitude towards teachers
2. Home environment
3. Attitude towards education
4. Study habits
5. Mental conflict
6. Concentration
7. Home assignment
8. Self- confidence
9. Examination

These areas include personal, mental, family and school factors in determining study habits and attitudes among children.

Thus, the term study habit means the way in which students' study either systematically, efficiently or inefficiently. From above, it can be inferred that good study habit will definitely produce positive academic performances and achievement and also inefficient or poor study habit leads to academic failure.

2.0 Review of Literature

Sampath and Selvarajngnanaguru (1997) studied the Study habits of higher secondary commerce students. The result indicated that there was no significant difference between study habits of boys and girls.

Morahan (1999) in his study found out that male and female have different study habit. Moreover, it has been found that the male student take courses that have more of logic and sciences while female student were attracted to simpler courses which require different study habit and might have a positive effect on academic performance of students.

Sud and Sujata (2006) investigated academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The results revealed that boys were poorer in study habits than girls.

Ozsoy; Memiş, Temur (2009) investigated the relationship between fifth grade students' metacognition levels, and their study habits and attitudes. Data was collected from 221 students of six public primary schools in Turkey, (125

female and 96 male). It was found that there is a medium positive relationship between metacognitive knowledge and skills and study habits, study attitudes and study orientation. Moreover, it was found that there exists no significant relationship between metacognition and study habits and attitudes for low and medium achievers but, there is a significant relationship for high achievers.

Kashinathrao (2012) in her study revealed that study habits of female students were better than male students.

Arora (2013) in her study entitled, achievement in biology in relation to scientific aptitude study habits and socio economic status among secondary school students, and found no significant difference in overall study habits of boys and girls along with all the dimensions. But significant difference was found in overall study habits among PSEB and CBSE secondary school students

Gudaganavar and Halayannavar (2014) conducted the study on 250 students of Bailhongal, Belgavi district from Karnataka state. Data was collected through study habit inventory of Patel (1976). It was found that there was no association between boys and girls on study habits. Boys and girls differed significantly on two dimensions of reading & note taking habits and preparation for examination. There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.

3.0 Significance of the Study:

In spite of equal treatment of the teacher towards the students in the class, certain factors make them stand differently in their achievement. The school also gives the equal treatment to all its enrolled students. But there are certain factors which influences their performance as a whole in the school and also in their real life. These factors as enumerated by different researchers and scholars are concentration, note-taking habits, meta-cognition, memorization, study habits and attitudes towards education etc. A study habit is one of the major reasons behind achievement of the students. It refers to the plan of the students to conduct his/ her studies throughout a period of time. It is found as an important factor that affects student's achievements and performance. Thus, the investigators felt the need to conduct the present study.

4.0 Objectives

1. To find out the difference in Study habits and attitudes among P.S.E.B and C.B.S.E. secondary schools students.
2. To find out the differences in the Study Habits and attitudes of PSEB Secondary school students with respect to gender.
3. To find out the differences in the Study Habits and attitudes of CBSE Secondary school students with respect to gender.

5.0 Hypotheses

1. There will be no significant differences in the mean scores of Study Habits and attitudes of PSEB and CBSE Secondary school students.
2. There will be no significant differences in the mean scores of Study Habits and attitudes of PSEB Secondary school students with respect to gender.
3. There will be no significant differences in the mean scores of Study Habits and attitudes of CBSE Secondary school students with respect to gender.

6.0 Method and Procedure

Present study will be descriptive in nature. Survey method will be used to collect the relevant data and valid conclusions will be drawn from facts discovered.

6.1 Sample: A sample of 200 secondary school students (100 PSEB and 100 CBSE) of 9th and 10th class was taken randomly from the following schools for the present study.

S.No.	Type of School	Name of School	No. of Boys	No. of Girls	Total	
1.	CBSE SCHOOLS	Atam Devki Niketan School	25	25	50	100
2.		Atam Public School	25	25	50	

3.	PSEB SCHOOLS	Ramgaria Senior Secondary School	25	25	50	100
4.		Jain Public Sr. Sec. School	25	25	50	
		Total	100	100		200

6.2 Tools

The tool used for the present study was Test of Study Habits and Attitudes by Mathur (2002).

7.0 Results and Discussions

Table: 1 Showing Mean and Standard Deviation of Study Habits and Attitudes among PSEB and CBSE Secondary School Students.

PSEB Secondary School Students N=100			CBSE Secondary School Students N=100				
Areas of Study Habits and Attitudes	Mean	SD	Areas of Study Habits and Attitudes	Mean	SD	t-ratio	Significance
Attitudes towards Teachers	10.99	1.82	Attitudes towards Teachers	10.41	1.98	2.16	NS
Home Environment	8.61	1.54	Home Environment	8.84	1.82	0.97	NS
Attitude towards Education	6.74	1.82	Attitude towards Education	7.27	1.61	2.18	NS
Study Habits	45.08	4.33	Study Habits	42.09	5.10	4.47	S
Mental Conflict	8.04	2.18	Mental Conflict	8.01	2.19	0.10	NS
Concentration	19.48	3.36	Concentration	19.39	3.09	0.20	NS
Home Assignment	9.49	1.98	Home Assignment	8.96	2.18	1.80	NS
Self- Confidence	6.92	1.62	Self- Confidence	7.37	1.50	2.04	NS
Examination	17.38	2.34	Examination	17.66	2.47	0.82	NS
Study Habits and attitudes	138.85	13.21	Study Habits and attitudes	130	12.19	4.92	S

*NS- Not Significant at 0.01 level of confidence

**S- Significant at 0.01 level of confidence

Table 1 shows the differences in the mean scores of Study Habits and attitudes among PSEB and CBSE Secondary school students in various areas. Table shows that there exists significant difference in the mean scores in the area study habits. Moreover significant difference was found in study habits and attitudes among PSEB and CBSE Secondary school students, whereas no significant difference is found in the areas such as Attitudes towards Teachers, Mental Conflict, Concentration, Home Assignment, Self- Confidence and Examination among PSEB and CBSE Secondary school students. Thus, hypothesis 1 stating, "There will be no significant differences in the mean scores of Study Habits and attitudes among PSEB and CBSE Secondary school students" stands partially rejected.

This may be due to the difference in the study habits of PSEB and CBSE secondary school students. The results are in conformity with the results of the study conducted by Arora (2013).

Table: 2 Showing Mean And Standard Deviation of Study Habits And Attitudes Of Pseb Secondary School Students With Respect To Gender.

PSEB Secondary School Boys N=50			PSEB Secondary School Girls N=50				
Areas of Study Habits and Attitudes	Mean	SD	Areas of Study Habits and Attitudes	Mean	SD	t-ratio	Significance
Attitudes towards Teachers	10.68	1.86	Attitudes towards Teachers	11.3	1.75	1.72	NS
Home Environment	8.78	1.43	Home Environment	8.44	1.63	1.11	NS
Attitude towards	6.64	1.77	Attitude towards	6.84	1.88	0.55	NS

Education			Education				
Study Habits	45.84	3.74	Study Habits	44.32	4.77	1.77	NS
Mental Conflict	8.44	2.11	Mental Conflict	7.64	2.20	1.85	NS
Concentration	20.38	2.82	Concentration	18.58	3.64	2.76	S
Home Assignment	9.06	1.82	Home Assignment	9.92	2.06	2.21	NS
Self- Confidence	6.98	1.63	Self- Confidence	6.86	1.63	0.37	NS
Examination	17.14	2.51	Examination	17.62	2.16	1.03	NS
Study Habits and attitudes	141.26	11.65	Study Habits and attitudes	136.44	14.33	1.85	NS

*NS- Not Significant at 0.01 level of confidence

**S- Significant at 0.01 level of confidence

Table 2 shows the differences in the mean scores of Study Habits and attitudes among PSEB Secondary school boys and girls in various areas. The results show that no significant difference is found in the areas such as attitudes towards teachers, home environment, attitude towards education, study habits, Mental Conflict, Concentration, Home Assignment, Self- Confidence and Examination among PSEB Secondary school boys and girls. Thus, hypothesis 4 stating, "There will be no significant differences in the mean scores of Study Habits and attitudes of PSEB Secondary school students with respect to gender" is accepted.

Table: 3 Showing Mean and Standard Deviation of Study Habits and Attitudes of CBSE Secondary School Students with Respect to Gender.

CBSE Secondary School Boys N=50			CBSE Secondary School Girls N=50				
Areas of Study Habits and Attitudes	Mean	SD	Areas of Study Habits and Attitudes	Mean	SD	t-ratio	Significance
Attitudes towards Teachers	9.8	1.81	Attitudes towards Teachers	11.02	1.96	3.23	S
Home Environment	8.96	1.79	Home Environment	8.72	1.85	0.66	NS
Attitude towards Education	7.04	1.59	Attitude towards Education	7.5	1.61	1.44	NS
Study Habits	41.44	5.20	Study Habits	42.74	4.96	1.28	NS
Mental Conflict	7.94	2.49	Mental Conflict	8.08	1.86	0.32	NS
Concentration	19.5	2.82	Concentration	19.28	3.36	0.35	NS
Home Assignment	8.42	2.15	Home Assignment	9.5	2.10	2.54	S
Self- Confidence	7.3	1.56	Self- Confidence	7.44	1.45	0.47	NS
Examination	17.16	2.36	Examination	18.16	2.50	2.06	NS
Study Habits and attitudes	127.56	11.10	Study Habits and attitudes	132.44	12.83	2.03	NS

*NS- Not Significant at 0.01 level of confidence

**S- Significant at 0.01 level of confidence

Table 3 shows the differences in the mean scores of Study Habits and attitudes among CBSE Secondary school boys and girls in various areas. The results show that there exists significant difference in the mean scores in the area of Attitudes towards Teachers and home assignment. Whereas no significant difference is found in the areas such as Home Environment, Attitude Towards Education, Study Habits, Mental Conflict, Concentration, Self- Confidence and Examination among CBSE Secondary school boys and girls. Thus, hypothesis 5 stating, "There will be no significant differences in the mean scores of Study Habits and attitudes of CBSE Secondary school students with respect to gender" stands partially rejected.

This may be due to the difference in the attitudes towards teachers and home environment of CBSE secondary school boys and girls.

8.0 Suggestions for Further Research

1. The present study can be studied with variables such as academic achievement, family environment, type of family etc.

2. The present study can be conducted with respect to locale.
3. A comparative study of study habits among government and private secondary school, students can be conducted.

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