A Comparative Study of Study Habits Among Students at Senior Secondary School

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Abstract

In the present study, Study Habits refer to the techniques, approaches, and routines employed by individuals to enhance their learning and comprehension. The purpose of the study is to compare the study habits of students in Government and Private school at the senior secondary level. In this study research methodology is comparative survey method of descriptive research were used. The population of the study is senior secondary (11^{th} class)) school students. For the collection of data sample random sampling method were used. Researcher has collected the data of 159 students from Government and private school students of U.P. Board by the use of Study Habits Inventory developed by Dimpal Rani and Dr. M.L. Jaidka. Mean, standard deviation and t- test statistical technique were used for the analysis of data. Finding of the study is a significance difference in the Study Habits between Government and Private school students at senior secondary level. It was observed that there is no visible gap in the study habits of boys and girls in government schools, whereas girls in private schools demonstrate stronger study habits compared to their male counterparts. Additionally, the study found no noticeable distinctions in study habits between students of government and private schools when categorized by gender. These results investigate the complexity of factors influencing study habits, including self-reading ability, solitary vs. Group study, study methods and strategies, subject matter format, and mental state. These findings emphasize the need for a refinement approach to education that considers individual differences and diverse learning environments.

Keywords: *Study Habits, note-taking, self-testing, self-discipline, routines*

Introduction :-

Study habits play a crucial role in determining the academic success of students. Study habits encompass the behaviours, techniques, and strategies employed by individuals in their learning and studying processes. These habits are instrumental in shaping students' abilities to comprehend and retain information, manage time effectively, and perform optimally in examinations. Understanding and analysing the study habits of students in senior secondary school is of significant importance as it can provide insights into the factors influencing academic achievement and can help educators, parents, and policymakers develop interventions to enhance learning outcomes *(Abrahams, I., &Singh, T. (2014).*

Study habits have a direct impact on the academic performance of students. Research hasconsistently shown a positive correlation between effective study habits and higher grades *(Desalegn&Berihun, 2017; Trajkovski, 2015).* Students who develop and practice efficient study

habits are more likely to comprehend complex concepts, retain information over time, and perform better in examinations. Study habits involve managing time effectively and allocating it appropriately for different tasks. By developing good study habits, students learn to prioritize their tasks, set goals, and allocate time efficiently, which helps them stay organized and avoid procrastination *(Aher &Bansod, 2015)*. Effective time management leads to increased productivity, reduced stress levels, and improved overall academic performance.

Study habits foster self-discipline and motivation among students. Developing consistent study routines and adhering to them requires self-discipline, which is essential for academic success *(Reddy, 2017).* Furthermore, by adopting effective study habits, students enhance their motivation levels as they witness the positive outcomes of their efforts, leading to a cycle of continuous improvement. Effective study habits not only facilitate the acquisition of knowledge but also enhance its retention and application. Students who employ strategies like active reading, note-taking, and self-testing have been found to retain information for longer durations and exhibit deeper understanding of the subject matter *(Abrahams &Singh, 2014)*. Such habits enable students to transfer their knowledge and skills to real-life situations, promoting lifelong learning.

Developing good study habits promotes personal growth and development beyond academic success. Students who cultivate effective study habits acquire valuable skills such as critical thinking, problem-solving, and self-reflection *(Ghimire&Adhikari, 2020).* These skills are transferable and can benefit students in various aspects of their lives, including future careers and personal relationships. Effective study habits play a crucial role in students' academic success and overall educational attainment. The way students approach their studies, organize their time, and engage with learning materials significantly impact their learning outcomes and future prospects. As students transition to the senior secondary level, where the academic demands intensify and independent learning becomes paramount, understanding the comparative study habits among students becomes increasingly significant. This research aims to provide valuable insights into the study habits of senior secondary school students and explore the factors that influence their approach to learning.Study habits are important for students of all ages, but they are especially important for senior secondary school students. This is because senior secondary school students are facing a lot of academic pressure. They are expected to learn a lot of material in a short period of time, and they are also expected to perform well on standardized tests.

Review of related literature :-

*Agarwal&Sharma, (2016)*this study investigated the study habits and academic performance of senior secondary school students in India. The results showed that there was a significant positive relationship between study habits and academic performance.*Gupta et al., (2021)* explored the differences in study habits and academic performance between rural and urban senior secondary school students. The research highlighted that while both groups exhibited similar study habits, urban students tended to have better access to resources and study

materials, which positively influenced their academic performance.*Johnson and Smith, (2021)* examined the study habits of senior secondary school students and found that consistent and structured study routines were positively associated with higher academic achievement. The authors emphasized the importance of regular study schedules, setting specific goals, and maintaining a dedicated study environment.*Patel et al., (2021)* examined the impact of the study environment on study habits and academic achievement among senior secondary school students. The study found that a conducive study environment, characterized by minimal distractions, proper lighting, and comfortable seating, significantly enhanced students' study habits and subsequently improved their academic performance.*Chen et al., (2022)* investigated the role of parental involvement in shaping study habits among senior secondary school students. The results revealed that parents' active engagement, including monitoring study time, providing guidance, and creating a supportive study environment, significantly contributed to the development of effective study habits.*Lee et al., (2022)* focused on the influence of digital study tools on study habits among senior secondary school students. The findings indicated that the use of digital tools, such as educational apps and online resources, can enhance study habits by providing interactive learning experiences and facilitating self-paced studying.

In recent years, there has been growing concern about the study habits of students in senior secondary schools. Numerous studies have highlighted the importance of effective study habits in enhancing academic performance and overall educational outcomes *(Adeyemi &Adeyemo, 2018; Grunschel et al., 2016).* However, there is a lack of comprehensive research that specifically examines and compares study habits among students at this level of education. The transition from secondary school to higher education or the workforce requires students to develop independent study skills and self-regulated learning strategies *(Pintrich, 2000).* The senior secondary school phase represents a critical period in students' academic journey, where they are preparing for important national exams or making choices about their future educational pathways *(Ferreira et al., 2019).*

Understanding the study habits of students during this period is crucial for educators, policymakers, and parents to support their learning and facilitate successful transitions. By conducting a comparative study, we can identify variations in study habits across different groups of senior secondary school students. Such an investigation can help identify effective study habits that can be adopted by students to improve their academic performance and provide insights into the development of targeted interventions and educational policies.

Objectives :-

1. To compare the study habits of students in government and private school at the senior secondary level.
2. To compare the study Habits between boys and girls of government school students at senior secondary level.
3. To compare the study Habits between boys and girls of private school students at senior secondary level.

4. To compare the study habits between boys of gov. School and boys of private school students at secondary level.
5. To compare the study habits between girls of gov. School and girls of private school students at secondary level.

Hypotheses :-

1. There is no significant difference in the study habits of students in government and private schools at the senior secondary level.
2. There is no significant difference in the study habits between boys and girls of government school students at the senior secondary level.
3. There is no significant difference in the study habits between boys and girls of private school students at the senior secondary level.
4. There is no significant difference in the study habits between boys of government school and boys of private school students at the secondary level.
5. There is no significant difference in the study habits between girls of government school and girls of private school students at the secondary level.

Research Methodology :-

In this study comparative survey method of descriptive research were used. The population of the study is senior secondary (11^{th} class)) school students. Simple Random sampling were used for the data collection. Researcher has collected the data of 159 senior secondary school students from a government school (boys 42 & girls 34) and a private school (boys-39 & girls- 44).For the collection of data study habits inventory developed by Dimpal Rani and Dr. M.L. Jaidka was used. The statistical technique was used in this study are Mean, Standard Deviation and t- test according to the nature of objectives.

Result :-

Hypotheses 1- There is no significant difference in the study habits of students in government and private schools at the senior secondary level.

Table-1 Study habits of students in government and private schools

Group	N	M	SD	df	T-value	T-Table value	Result
Gov. School	75	97.26	14.27	155	0.67	1.97	Rejected
Private school	82	98.87	15.92				

According to table-1 it is found that the calculated t-value 0.670 is lower than the table value 1.97 at df = 155 and significance at 0.05 level. So, the null hypothesis is rejected. So, it can be said that there is no significance difference in Study Habits between government school and private school students at senior secondary level.

Hypotheses 2- There is no significant difference in the study habits between boys and girls of government school students at the senior secondary level.

Table-2 Study habits between boys and girls of government school

Group	N	M	SD	df	T-value	T-Table value	Result
Boys	42	98.90	12.19	74	1.08	1.99	Rejected
Girls	34	95.23	14.46				

According to table-2 it is found that the calculated t-value 1.08 is lower than the table value 1.99 at df = 74 and significance at 0.05 level. So, the null hypothesis is rejected. So, it can be said that there is no significance difference in Study Habits between boys and girls of government school students at the senior secondary level.

Hypotheses 3- There is no significant difference in the study habits between boys and girls of private school students at the senior secondary level.

Table-3 Study habits between boys and girls of private school students

Group	N	M	SD	Df	T-value	T-Table value	Result
Boys	39	94.87	11.76	81	2.27	1.99	Accepted
Girls	44	102.43	18.27				

According to table-3 it is found that the calculated t-value 2.27 is greater than the table value 1.99 at df = 81 and significance at 0.05 level. So, the null hypothesis is accepted. So, it can be said that there is significance difference in Study Habits between boys and girls of private school students at the senior secondary level.

Hypotheses 4- There is no significant difference in the study habits between boys of government school and boys of private school students at the secondary level.

Table-4 Study habits between boys of government school and boys of private school students

Group	N	M	SD	Df	T-value	T-Table value	Result
Gov. School Boys	42	98.90	12.19	79	1.51	1.99	Rejected
Pvt school Boys	39	94.87	11.76				

According to table-4 it is found that the calculated t-value 1.51 is greater than the table value 1.99 at df = 79 and significance at 0.05 level. So, the null hypothesis is rejected. So, it can be said that there is no significance difference in Study Habits between boys of government school and boys of private school students.

Hypotheses 5- There is no significant difference in the study habits between girls of government school and girls of private school students at the secondary level.

Table-5 Study habits between girls of government school and girls of private school students

Group	N	M	SD	Df	T-value	T-Table value	Result
Gov. School Girls	34	95.24	16.46	74	1.82	1.99	Rejected
Pvt school Girls	44	102.43	18.27				

According to table-5 it is found that the calculated t-value 1.82 is less than the table value 1.99 at Df = 74 and significance at 0.05 level. So, the null hypothesis is rejected. So, it can be said that there is no significance difference in Study Habits between girls of government school and girls of private school students.

Conclusion :-

It is clear from the above analysis that no significant difference was found between the study habits of the students of government and private secondary level schools. Similarly, no difference was found between the study habits of boys and girls of government schools.While girls from private schools had higher performance in study habits than boys. Similarly, no significant difference has been found in the study habits of government and private school boys and government and private school girls. Therefore, many factors related to study habits such as self-reading ability of students, studying in solitude, studying in group, study methods and strategies, form of subject matter, mental state etc. Positively and negatively affect the study habits of students.

Educational implications of the study :-

These findings carry significant implications for educational institutions and policymakers. First and foremost, the lack of significant differences between study habits among government and private school students suggests that the type of school does not naturally determine study behaviours. Therefore, educators should focus on implementing effective study skill development programs across all types of schools to improve student outcomes. The discovery that girls in private schools refuse to engage in more rigorous study habits than boys emphasize the significance of gender-specific interventions in educational settings. It has been found that girls at private schools engage in simpler study habits than boys, showing the importance of based on gender interventions in educational environments. Schools should consider developing strategies for helping male students in improving their study habits in order to achieve equality with their female peers.

Moreover, the recognition that various factors influence study habits investigate the need for a holistic approach to education. Schools should offer guidance and resources to help students develop effective study strategies, promote self-reading skills, and create environments conducive to learning. By addressing these multifaceted influences on study habits, educators can better equip students for academic success regardless of their school type or gender.

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