An Exploratory Study on Study Habits of Class 10th Students

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Abstract

The aim of the present study was to explore study habits of class 10th students. The sample of the study comprised ninety students (51 girls and 39 boys) of grade 10 in the academic session 2012-13. Patel's (1976) study habit inventory (SHI) after slight modification was used to gauge students' study habits. The major findings of the study showed that the study habits of the students were inappropriate. Further, no significant difference was found in the study habits between the boys and girls ($t = 0.98$, $df = 88$, $p < 0.05$). This paper has a scope for school personnel, counselors, parents and all stakeholders in the process of education.

Key words:- *Study Habit, Study Habit Inventory (SHI)*

1. Introduction

We are living in twenty-first century where accesses to information become easier with the development of science and technologies. Technologies are being integrated both in formal and informal education to make teaching-learning process more effective. In spite of the use of technologies, we more likely encounter the incidence that some students study more but they fail to achieve more. Others study less but achieve more. The academic achievement of students which can also be a measure of effectiveness of technologies depends upon several of factors. These factors can be associated to the person itself or society; inherited or learned. These social and psychological factors are also likely to be interdependent with technologies. Hence, there is need to investigate related social and psychological factors in the present technological era. The present study explores study habits of class 10th students.

Vipene (2005) opines that good study habits are assets to the leaner because they (habits) assist students to attain mastery in areas of excellent performance while the reverse constitution constraints to learning and achievement leaning to academic failure. The adequate acquisition of a good study habit builds on the student confidence before, during and after an examination. A good study habits help a learner to acquire better skills for effective academic performance. Nneji (1998) explains that the ability of a student to study carefully after normal classroom studies, builds in him or her good study skills for better academic performance. Slavin (2000) explains that study habit help to develop necessary skill in the student viz., improvement in reading, comprehension and examination performance. Sorenseon (1991) while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be hurried in getting through, instead sustained concentration is necessary. According to Crow and Crow (1992), the effective habits of study include plan/place, a definite time table and taking brief of well organized notes.

Students of class 10th are in the adolescent stage where both girls and boys have different

characteristics, needs etc. They face various sort of pressure including the pressures of achieving good grades. This stage is also considered as a transition stage after which the students have a choice to select a stream (academic or vocational). This stage is crucial for them both from their academic and career perspective. In the absence of proper study habits and techniques, students fail to achieve the maximum within the limited time schedule (Panchalingappa, 1995; Dhaliwal, 1971; Jain, 1967; Jha, 1970; Vanarase, 1970; Singh, 1984). Considering this the researchers proposed addressing the following question: Do students of class 10th have appropriate study habits?

2. Operational Definitions

2.1 Study Habits

Study habits comprised seven components namely, home environment and planning of work, reading and note taking habits, subjects organization, habits of concentration/attention, preparation for examination, general habits and interest, and school environment (Patel, 1976).

3. Objectives of the Study

1. To study the study habits of class 10th students.
2. To study the difference if any, in the study habits between boys and girls.

4. Hypothesis

H_0: There is no significant difference between the mean scores of boys and girls with respect to study habits.

5. Research Methodology

5.1 Sample

The sample of the study comprised ninety students (51 girls and 39 boys) of class 10th enrolled in the academic session 2012-13. The sample was selected randomly from two government unisex education schools (boy and girl each) located in North Delhi, India. Once the schools had been selected, simple random sampling method was used to select any one section of class 10th from each school. All the students in the chosen sections were automatically taken as samples of the study. The age of the participant was between 15 and 17.

5.2 Tool Used

Study Habit Inventory (SHI), a standardized tool originally developed by Patel (1976) was used to gauge students' study habits. Before administration of the tool, pilot study was carried out on a non-sample group of 30 students of 10th standard including boys and girls. Since, ambiguities were found in the responses. Hence, a little change was made in the original tool i.e., synonyms for the ambiguous words were additionally provided in parenthesis after consulting experts. The internal consistency of the tool was determined to be .79 using Cronbach's alpha.

6. Analysis of Data

The data was analyzed mainly quantitatively keeping in view the objectives formulated for the study. There were 45 items in the tool. For the present sample (N = 90), the minimum possible scores for one respondent was 45 and maximum could be 225. Individual score on each dimension was used to find out one's poor area of study habits where guidance is needed (Patel, 1976). Hence, in the present study the researchers made an attempt to analyse the data based on dimensions of study habits inventory. In the analysis of data descriptive statistics which include mean, standard deviation, range and frequency were used. The significance level was set to the .05.

6.1 Study Habits of Students

Study habits of the sampled students were assessed with the help of Study Habits Inventory

(SHI). This study has been organized in two sub-headings: (i) Distribution of students on study habits and (ii) Comparison of the mean scores of boys and girls on study habits.

6.2 Distribution of Students on Study Habits

Students' scores on the seven dimensions of SHI were analysed. The participants were divided into two broad categories: appropriate study habits and inappropriate study habits based on suggested SHI scores as displayed in Table 1.

Percentage of students in appropriate study habits was found to be high in two dimensions: school environment (83.33%), and home environment and planning of work (66.67%). On other dimensions viz., reading and note taking habits, subjects organization, habits of concentration/attention, preparation for

Table 6.1: Distribution of Students Based on Study Habits Score

S. No.	Dimension	Scores	Distribution of students (N = 90)	
			Appropriate study habits	Inappropriate study habits
1.	Home environment and planning of work	≥ 20 aappropriate ≤ 19 Inappropriate	60 (66.67)	30 (33.33)
2.	Reading and note taking habits	≥ 30 appropriate ≤ 29 inappropriate	32 (35.55)	58 (64.45)
3.	Subjects organization	≥ 18 appropriate ≤ 17 inappropriate	21(23.34)	69 (76.66)
4.	Habits of concentration/attention	≥ 14 appropriate ≤ 13 inappropriate	31(34.45)	59 (65.55)
5.	Preparation for examination	≥ 18 appropriate ≤ 17 inappropriate	44 (48.89)	46 (51.11)
6.	General habits and interest	≥ 26 appropriate ≤ 25 inappropriate	41 (45.56)	49 (54.44)
7.	School environment	≥ 16 appropriate ≤ 15 inappropriate	75 (83.33)	15 (16.67)

(Parenthesis indicate percentage)

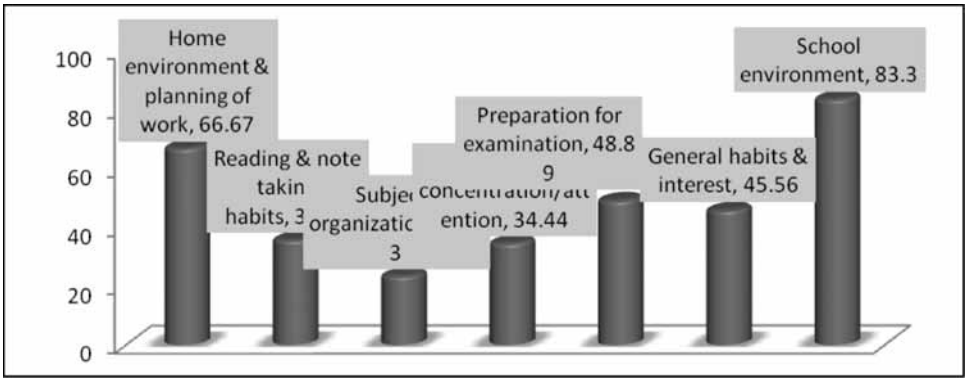

Fig. 1: Distribution of Students Having Appropriate Study Habit on Seven Dimensions of SHI (in %)

Table 6.2: Distribution of Boy and Girls Having Appropriate Study Habits

S. No.	Dimension	Scores	Number of students (N=90)	
			Boys n = 39	Girls n = 51
1	Home environment and planning of work	? 20	25 (64.10)	35 (68.63)
2	Reading and note taking habits	?30	10 (25.64)	22 (43.14)
3	Subjects organization	?18	7 (17.95)	14 (27.45)
4	Habits of concentration/attention	?14	15 (38.46)	16 (31.37)
5	Preparation for examination	?18	18 (46.15)	26 (50.98)
6	General habits and interest	?26	15 (38.46)	26 (50.98)
7	School environment	?16	31 (79.48)	44 (86.27)

Parenthesis indicate percentage

examination, and general habits and interest, their percentage was found to be as less as 50%. The majority of students (76.66%) were found to have an inappropriate subject organization habit. Other weakest areas were: habits of concentration/attention (65.55%), reading and note taking habits (64.45%). Students' inappropriate habits in decreasing order on five dimensions of study habits were: subject organization, habits of concentration/attention, reading and note taking habits, general habits and interest, and preparation for examination.

If only those students were considered who had appropriate study habit in seven dimensions of SHI, the distribution of such students would be depicted through Figure 1.

Boys and girls having appropriate study habits on all seven dimension of SHI are shown in the Table 6.2.

Analysis of data revealed that on all six dimensions of the study habits percentage of girls was more than the boys except on the habits of concentration/attention. On this particular dimension boys (38.46%) were more than girls (31.37%). Both the groups might have put equal amount of efforts towards developing study habits. However, the difference in distribution might be because girls are usually more home bound due to social or cultural factors. Hence, girls were likely to spend more time on study and which would have influenced them to develop better study habits. Girls were better in home environment habit and planning, reading and note taking habits, preparation for examination and school environment etc., while boys seem to focus on career so this might be a reason for their better concentration or attention habits.

Table 6.3: Distribution of Students based on Overall SHI Score

Study Habit	Range	Number of Students		
		Boys n = 39	Girls n = 51	Total N = 90
Excellent study habits	199-More than 199			
Appropriate study habits	180-198		2 (3.92)	2 (2.22)
Average study habits	160-179	2 (5.12)	4 (6.78)	6 (6.66)
Below average study habits	140-159	12 (30.77)	16 (31.37)	28 (31.11)
Inappropriate study habits	Less than 139-39	25 (64.10)	29 (56.86)	54 (60)

(Parenthesis indicate percentage)

Table 6.4: Comparison of Mean Scores of Boys and Girls on SH

S. No.	Study Habits	Boys (n = 39)		Girls (n = 51)		df	*'t'* value
		Mean	SD	Mean	SD		
1.	Home environment and planning of work	20.77	3.28	21.39	4.53	88	0.72^{NS}
2.	Reading and note taking habits	26.82	5.43	27.65	7.51	88	0.58^{NS}
3.	Subjects organization	15.21	2.90	14.73	4.01	88	0.63^{NS}
4.	Habits of concentration/attention	11.64	3.46	11.84	3.25	88	0.28^{NS}
5.	Preparation for examination	16.95	4.03	17.84	2.71	88	1.25^{NS}
6.	General habits and interest	23.46	4.60	24.47	5.72	88	0.90^{NS}
7.	School environment	18.15	4.26	19.14	3.45	88	1.20^{NS}
8.	Overall study habits	133.0	17.00	137.06	21.14	88	0.98^{NS}

(NS = not significant at 0.05 level)

If overall scores of SHI are considered, the students can be grouped into five suggested categories of SHI (Table 6.3).

As observed from the Table 6.3, only about 4% girls had appropriate study habits. Further the mean scores of students was found to be 135.30 and SD = 19.46. On an average the present data revealed clearly that the study habit of the students was inappropriate.

6.3 Comparison of Boys and Girls on Study Habits

Independent sample t-test was applied to find out the difference in mean scores between boys and girls. Mean and SD are shown in the Table 6.4.

The gender wise comparison in the Table 6.4 revealed that boys and girls did not differ significantly from each other in any dimensions of study habits. Further, on comparing overall mean scores of boys (M = 95.38) and girls (M = 133.0) in study habits, the difference in the mean scores (137.06) was not found to be statistically significant ($t = 0.98$, $df = 88$, $p < 0.05$). Hence, the above null hypothesis stated that boys and girls of class 10^{th} do not differ significantly from each other in their study habits was accepted.

7. Discussion

The results of the present study showed that the students did not possess a favourable study habits. Further, it was found that boys and girls did not differ significantly on overall study habits ($t = 0.98$, $df = 88$, $p < 0.05$). This finding is in queue with previous research studies carried out on secondary students (Nuthana and Yenagi, 2009; Nagaraju, 2001; Stella and Purushothaman, 1993; Christian, 1983). Based on from the students' responses, it was found that the students did not have appropriate subject organization; they lacked concentration/ attention in their studies; they had poor reading and note taking habits; and they were not good at preparation for examination. The present findings support the results of previous research (Nouhi et al., 2008). Hence, to increase good study habits, special concern is to be extended among the students' subject organization, concentration or attention management, note taking habits, time management etc.

8. Conclusion

Students' profile on study habits showed that they had appropriate study habits only in two dimensions of the study habits inventory namely school environment (83.33%); and home environment and planning of work (66.67%).

Comparison based on gender showed that the difference in the mean score between boys and girls was not statistically significant either for any dimensions or for overall score of study habits at 0.05 level. On an average the study habits of 10th standard students was found to be inappropriate.

9. Educational Implications

The findings of this study have its implication for school personnel, counselors and other stakeholders of related fields. As the findings of this study revealed that on an average class 10th students had inappropriate study habits. This study suggests that the students should be instructed to plan a schedule of balanced learning activities. Further, a counselling programme should be organized not only for the students but also for their parents/guardians/ caretakers so that they could motivate their wards to cultivate good study habits in order to enhance their academic performance.

10. Delimitations

The study was delimited to unisex education school located in to North Delhi. Further, it was confined to a school type, Sarvodya Vidyalya.

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