

Attitude of Secondary School Students towards Study Habits

*Dr. Asha Pandey**

Education is considered as important since it affects the overall development of an individual. In education learning is highly complex process. According to Jamuar (1973), efficient learning depends upon the development of efficient study habits & skills. In other words, we can say that learning involves the development of proper study habits & skills which means devotion of time & thought to acquire information. Study habit should not be regarded as a static concept but rather as an active process by which knowledge of learning is acquired.

A well formed study habit furnishes its own source of motivation. In fact good study habit gives the learner a chance to study more, which gives better learning performance in schools that again motivates the learners to study more which in turn results in improvement of performance level. Thus, study habit covers all the related aspects of study procedures which include notes taking, distribution of time for studies and other recreational activities, place & time of study, doing sessional and homework and genuine preparation for examination etc.

It has been observed that often students perform poorly in school simply because they lack good study habits. In many cases students don't know where to begin, don't fully understand the materials, are not motivated by it or feel that there was too much work given to them with too little time to complete or study it. If their studying skills do not improve, these students will continue to test poorly and would not perform to their fullest potential. Therefore, to make a student perform well, it is essential to inculcate good study habits in him. The present study was planned to know whether students studying in secondary schools have positive attitude towards study habit.

OBJECTIVES OF THE STUDY: The objectives of the study were:

- To find out the attitude of secondary school students towards study habits.
- To find out the attitude of class IX & X female students towards study habits.
- To find out the attitude of class IX & X male students towards study habits.

* Lecturer, B.Ed. Department, Vasanta College for Women, Rajghat, Varanasi.

METHODOLOGY: The method adopted for the present study was descriptive in nature.

Sample: For achieving the objectives of the study a sample of 100 secondary school students of Government schools of Varanasi city were selected. In this sample 50 were female students out of which 25 females were from class IX and 25 females were from class X, whereas, out of the 50 male students 25 male students belonged to class IX and the other 25 male students were of class X.

Tools Used: For measuring the attitude towards study habits of secondary school students a questionnaire consisting of 25 statements of Likert type was developed which represented attitude towards various aspects of study habits.

The analysis of data was done by using statistical techniques such as mean, SD, Standard error of the mean (SEM) and t-test to see the significance of the difference between the two means.

RESULTS AND DISCUSSION: The sample was divided into three categories. The first category consisted of total female and male students of class IX & X, the second category was total female students of class IX & X and the third category was total male students of class IX and X.

The results for finding out the attitude of secondary school female and male students towards study habits were depicted in table 1 to 3.

Table-1 showing the attitude of secondary school female and male students towards study habits

Group	N	Mean	SD	SEM	t
IX & X (Female)	50	87.52	5.42	0.48	3.57*
IX & X (Male)	50	91.69	6.15		

*significant at 0.01 level

From the observation of table 1 it is evident that the value of t calculated is higher than the tabulated value of t. Therefore, the null hypothesis is rejected. It means that there exists significant difference in the attitude of secondary school female & male students towards their study habits. The direction of difference is in favour of female

students. It means that female students have positive attitude towards study habits in comparison to male students.

The second table shows the attitude of class IX & X female students towards study habits. Results obtained are depicted through table-2.

Table-2 showing the attitude of class IX & X female students towards study habits

Group	N	Mean	SD	SEM	t
IX & X (Female)	25	92.6	7.23	0.69	1.07
IX & X (Female)	25	71.09	4.65		

Observation of the above table shows that the value of t calculated is less than the tabulated value of t. Therefore, the null hypothesis is accepted. It means that there is no significant difference in the attitude of class IX & X female students towards study habits.

In the third category the attitude of class IX & X male students towards study habits was found out and the results obtained are depicted in table 3.

Table-3 Showing the attitude of class IX & X male students towards study habits

Group	N	Mean	SD	SEM	t
IX (Male)	25	86.79	6.24	0.65	0.20
X (Male)	25	87.62	4.45		

Observation of the table shows that there exists no significant difference in the attitude of male and female students towards their study habit. Therefore, the null hypothesis is accepted.

Thus, it can be concluded from the results obtained that there exists significant difference in the attitude of female & male students of secondary school towards their study habits, but there was no significant difference between the female students of class IX & X and between the male students of class IX & X regarding attitude towards study habits. The possible reason behind these results may lie in several factors such as family background, socio-economic status, parents education, teacher's attitude, parents attitude, timing of study, peer groups of students, motivation etc. The reasons attributed

for a difference in the study habits of male & female students of secondary school was due to more time spent on extra-curricular activities, lack of attention, less involvement in classroom activities, not utilizing the benefits of technology in their studies, lack of motivation from the part of parents-teachers, paying less attention & less exercise on difficult subjects, etc. This difference in study habits of female & male students can be minimized by proper utilization of free time in libraries, planned study time table, attention in classroom teaching, general awareness etc.

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