



A Study On Study Habits Of High School Students In Relation To Few Variables

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Abstract: This descriptive survey investigates the study habits of 150 high school students in Bengaluru District, Karnataka, employing the Study Habit Inventory (SHI) by Palsane & Sharma (2003). The study employs a simple random sampling technique and statistical analyses, including mean, standard deviation, and the independent t-test, with a significance level of 0.05. The findings highlight significant gender differences in study habits, with secondary school girls exhibiting more habits than boys. However, no significant variation is observed based on the medium of instruction (English vs. Kannada). Notably, a significant difference emerges in study habits based on school management, with private unaided high school students demonstrating higher study habits compared to their counterparts in private aided and government schools. These insights underscore the importance of tailored educational strategies and interventions to address distinct patterns in study habits among high school students.

Index Terms - Study Habits, High School, Students, Relation, Significant

1. INTRODUCTION:

The focus of the current investigation is on the study habits of high school students and their relation to various variables. Study habits play a crucial role in determining academic success and are influenced by factors such as gender, medium of instruction, and type of school. The study of study habits among high school students is a crucial endeavor as it directly impacts academic performance and success. As students navigate the challenges of their educational journey, understanding the various factors influencing their study habits becomes essential. This investigation focuses on three key variables—gender, medium of instruction, and type of school management—to explore how these aspects interplay with study habits among high school students in Bengaluru District, Karnataka.

Effective study habits contribute significantly to academic achievements (Palsane & Sharma, 2003). The way students approach learning, organize their study routines, and manage time can be influenced by a variety of factors. Gender differences have been a subject of interest in educational research, with studies exploring how boys and girls may exhibit distinct study habits (Emanuel & Emmanuel, 2016). Additionally, the medium of instruction, whether in English or a regional language, can shape study habits, reflecting linguistic preferences and comfort levels (Mishra & Potharaju, 2017). Furthermore, the type of school

management, whether it is government, private aided, or private unaided, may introduce variations in the educational environment that impact students' study habits (Siddiqui & Siddiqui, 2015).

This study employs the Study Habit Inventory (SHI) developed by Palsane & Sharma (2003) to systematically assess and analyze study habits among high school students. By utilizing a descriptive survey method and a simple random sampling technique, the research endeavors to provide a comprehensive understanding of how gender, medium of instruction, and type of school management are associated with study habits among high school students in Bengaluru District, Karnataka.

2. SIGNIFICANCE OF THE STUDY:

The significance of this study lies in its potential to uncover valuable insights into the study habits of high school students and their variations based on gender, medium of instruction, and type of school. Academic success is closely linked to effective study habits, and understanding the nuances of these habits among diverse student populations can inform targeted interventions. The Study Habit Inventory (SHI) is a well-established tool, adding reliability to the study's outcomes. By shedding light on the factors influencing study habits, the study contributes to the development of tailored educational strategies, ultimately promoting academic excellence and student well-being.

3. STATEMENT OF THE PROBLEM

The research problem is identified for the current investigation is: "A Study on Study Habits of High School Students in relation to Few Variables."

4. OBJECTIVES OF THE STUDY

The following are the objectives for the current investigation

1. To investigate whether the differences in the Study Habits of high school students with respect to sex.
2. To investigate whether the differences in the Study Habits of high school students with respect to medium of instruction.
3. To investigate whether the differences in the Study Habits of high school students with respect to type of school.

5. RESEARCH HYPOTHESES

Following are the research hypotheses for the present research:

1. There is no significant difference in the Study Habits of high school boys and girls.
2. There is no significant difference in the Study Habits of high school students studying in English and Kannada medium.
3. There is no significant difference in the Study Habits of high school students enrolled in government, private aided and private unaided school.

6. METHOD USED

The present study adopts a descriptive survey methodology to comprehensively examine the study habits of high school students in Bengaluru District, Karnataka. A simple random sampling technique was employed to select a sample of 150 high school students from various schools. The data collection process involved utilizing the Study Habit Inventory (SHI) developed by Palsane & Sharma (2003), accompanied by a personal proforma to gather relevant information. The collected data underwent thorough statistical analysis, employing measures such as mean, standard deviation, and the independent t-test. In this investigation, a significance level of 0.05 was established for all analyses, ensuring a robust and reliable exploration of the study habits of high school students and their associations with various variables.

7. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Independent 't' test results related to Study Habit scores of high school students with respect to sex.

Sex	Sample	Mean	Std. Deviation	't' Value	Sig. level
Boys	75	148.773	28.369	2.01	*
Girls	75	157.760	26.343		

* Significant at 0.05 level (N=150; df=148, 0.05=1.98)

Table 1 inferred that variable, sample, mean, standard deviation, 't' value and significance level related to Study Habits of high school students due to variations in the sex. The independent 't' value for Study Habits of secondary school boys and girls is found to be 2.01 (df=148) which is significant at 0.05 level of significance. This means 'there is a significant difference in the Study Habits of secondary school boys and girls.' However, the mean scores of secondary school girls (M=157.760) are found to be higher than mean scores of boys (M=148.773). It can be concluded that secondary school girls had more study habits than boys.

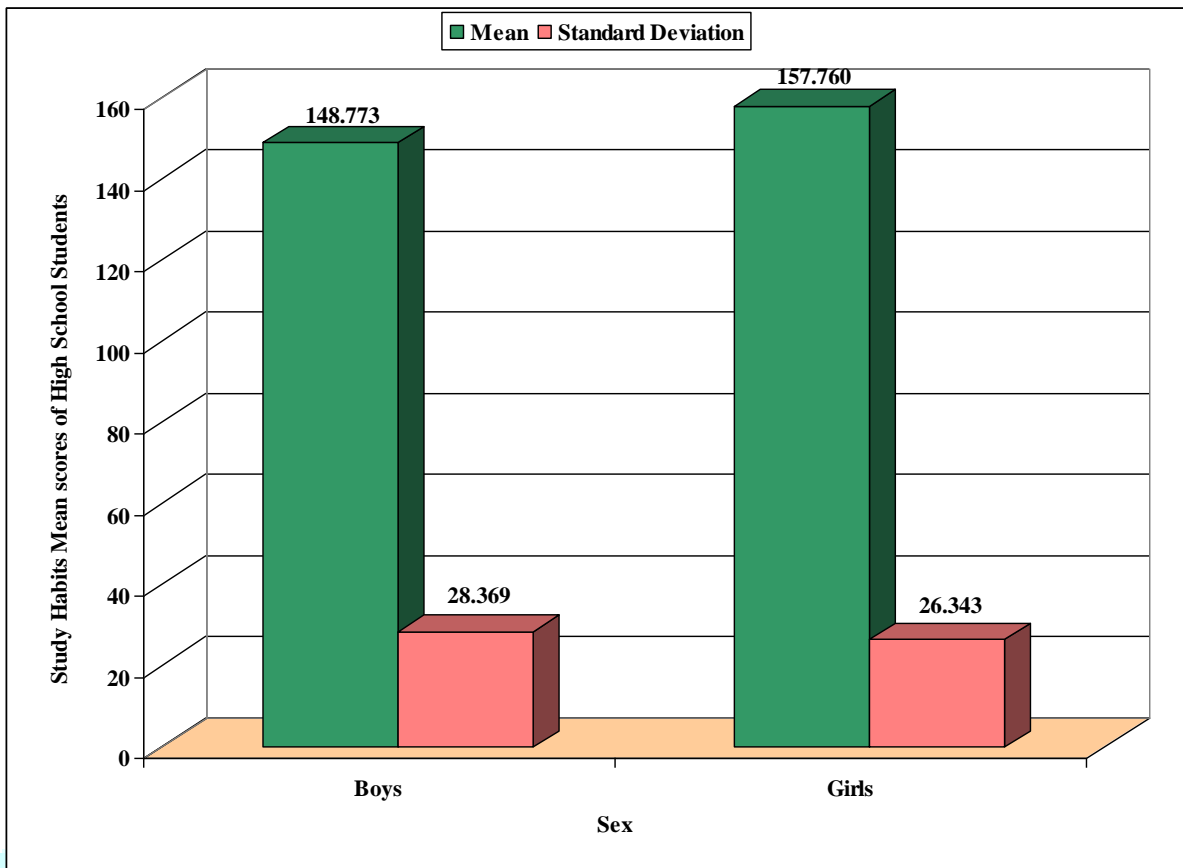


Fig.1: Comparison of mean scores of Study Habits of high school students with respect to sex.

Table-2: Independent 't' test results related to Study Habits scores of high school students with respect to medium of instruction.

Medium of Instruction	Sample	Mean	Std. Deviation	't' Value	Sig. level
English	100	155.980	27.835	1.73	NS
Medium	50	147.840	26.736		

^{NS} Not Significant (N=150; df=148, 0.05=1.98)

Table 2 concluded that variable, sample, mean, standard deviation, 't' value and significance level related to Study Habits of high school students due to variations in the medium of instruction. The independent 't' value for Study Habits of English and Kannada medium secondary school students is found to be 1.73 (df=148) which is not significant at 0.05 level of significance. This means 'there is no significant difference in the Study Habits of high school students studying in English and Kannada medium.' It can be concluded that both the English and Kannada medium high school students had a similar type of study habits.

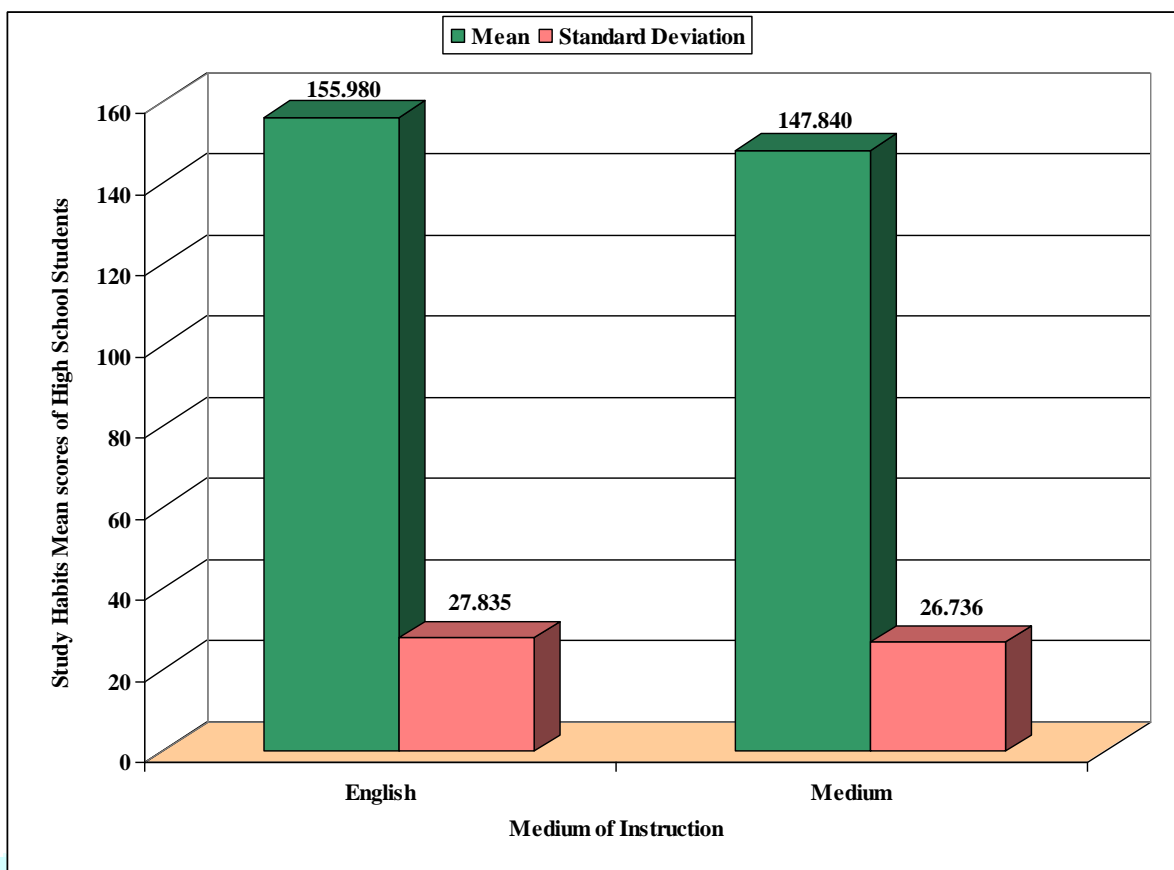


Fig.2: Comparison of mean scores of Study Habits of high school students with respect to medium of instruction.

Table-3: One-Way ANOVA results related to Study Habits of high school students with respect to type of school.

Type of school	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Government	50	141.620	35.429	Between Group	11594.653	2	5797.327	8.33*
Private Aided	50	155.320	22.698	Within Group	102346.680	147	696.236	
Private Unaided	50	162.860	17.839	Total	113941.333	149		

Table value at 0.05(df-2, 147) =3.06

The above table 3 shows that Study of Habits of high school students with regard to varied type of school. The obtained 'F' value 8.33 is greater than the table value of 3.06 for df '2 and 147' requested for significance at 0.05 level of significance. The results of the study indicated that 'there exists significant difference in the Study of Habits of high school students enrolled in government, private aided and private unaided schools.' To determine the significant difference in the Study of Habits of high school students enrolled in varied schools these paired mean scores, the Scheffe's post hoc test was applied and the results are presented in Table-3(a).

Table-3(a): Scheffe's Post Hoc Analysis on Study of Habits scores of high school students enrolled in varied of type of schools.

Type of Schools			Mean Difference
Government	Private Aided	Private Unaided	
141.620	155.320	-	13.700*
-	155.320	162.860	7.540
141.620	-	162.860	21.240*

*Significant at 0.05 level.

Table-3(a) shows significant paired mean difference in the Study Habits of high school students enrolled in government and private aided & government and private unaided schools and the mean differences are 13.700 and 21.240 respectively which are greater than the critical difference value at 0.05 level of confidence. It concludes that 'there exists significant difference in the Study Habits of high school students enrolled in government and private aided & government and private unaided schools.' The Study Habits of high school students enrolled in private aided and private unaided schools had a similar and it was not proved statistically, since the mean difference is 7.540 which is less than the critical difference value at 0.05 level of confidence. The private unaided high school students having more study habits when compared with private aided and government school students.

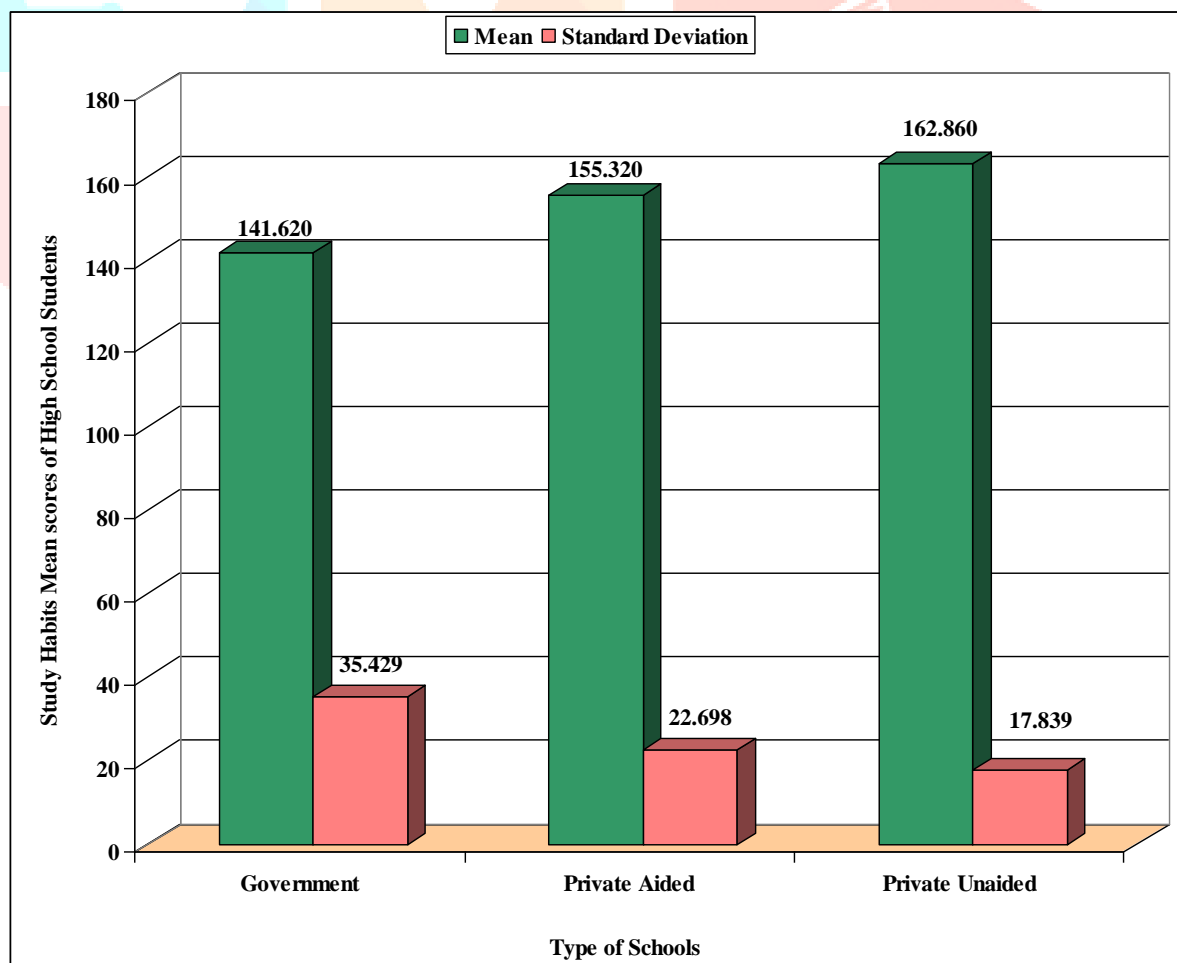


Fig.3: Bar graph shows comparison of Study Habits of high school students with regard to type of school.

8. RESULTS

1. There was a significant difference in the Study Habits of secondary school boys and girls. The secondary school girls had more study habits than boys.
2. There was no significant difference in the Study Habits of high school students studying in English and Kannada medium.
3. There exists significant difference in the Study of Habits of high school students enrolled in government, private aided and private unaided schools. The private unaided high school students having more study habits when compared with private aided and government school students.

9. CONCLUSION AND EDUCATIONAL IMPLICATIONS

The findings of the study reveal noteworthy insights into the study habits of high school students, drawing attention to distinct patterns based on gender, medium of instruction, and type of school management. Firstly, a significant gender difference in study habits is identified, with secondary school girls exhibiting more study habits than boys. This sheds light on the importance of understanding and addressing potential variations in study habits among male and female students. Secondly, no significant difference is observed in the study habits of high school students studying in English and Kannada medium, indicating a certain level of consistency across linguistic lines. However, a significant difference emerges in study habits concerning the type of school management, where private unaided high school students demonstrate higher study habits compared to their counterparts in private aided and government schools.

The identified gender differences in study habits suggest the need for gender-sensitive educational strategies and interventions to cater to the distinct needs and preferences of male and female students. The lack of significant differences in study habits based on the medium of instruction implies that language may not be a significant factor influencing study habits among high school students. However, the pronounced differences in study habits among students in different types of schools underscore the importance of tailoring educational support based on the school's management type. Recognizing and addressing these variations in study habits can inform educators, policymakers, and parents in developing targeted interventions that enhance the overall academic experience and success of high school students.

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