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# A Comparative Study Of Study Skills Among Boys And Girls At The Senior Secondary Level

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**Abstract**

This research explores the study skills of senior secondary students with a focus on gender comparison. A sample of 120 students (60 boys and 60 girls) from various senior secondary schools was selected. The study employed a quantitative survey method using a standardized Study Skills Inventory. Findings revealed no significant gender differences in most areas, except for memorizing and comprehension, where boys performed slightly better. The research underscores the need for gender-neutral academic support strategies to improve study skills and academic outcomes.

**Keywords:** Study Skills, Academic Achievement, Gender Comparison, Senior Secondary Education

## Introduction:

Education plays a pivotal role in shaping not just an individual's future but also the destiny of a nation. At the senior secondary level, students encounter heightened academic expectations and increased psychological pressure, making it a critical stage in their academic journey. The transition from secondary to higher education demands the development of effective study habits, strategies, and self-regulation skills, collectively referred to as study skills. These skills are essential for independent learning, time-bound assessments, and successful academic performance.

Study skills refer to a set of strategies and techniques that enable students to efficiently process, retain, and reproduce academic content. They include, but are not limited to, reading comprehension, note-taking, time management, memorization strategies, test preparation, and the ability to understand and synthesize information. Historically, the importance of study skills emerged from educational psychology research in the early 20th century, when educators began recognizing the role of learning strategies in enhancing

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student performance. With increasing academic competition and curriculum demands, these skills have now become indispensable.

## Literature Review:

**Williams (2024)** reported that Canadian high school girls adopted planning diaries more frequently than boys, enhancing their academic control. My view: Confirms global patterns in gendered time perception.

**Agrawal (2023)** studied 200 higher secondary students and noted boys leaned heavily on rote memorization, particularly in science. My view: Reflects subject-based strategic differences.

**Basu (2023)** found that digital note-taking improved performance equally for both genders. My view: Tech access helps bridge gender gaps.

**Brown (2023)** in the UK found that graphic comprehension favored boys while prose favored girls. My view: Suggests format matters in comprehension disparities.

**Murphy & Singh (2023)** found Canadian girls made more reflective annotations in notes. My view: Suggests deeper engagement styles in females.

**Rajput (2023)** observed in a study of 120 Delhi-based students that time scheduling apps led to improved punctuality among girls. My view: This shows tech-based habits aligning with gendered planning preferences.

**Chen et al. (2022)** found improved retention among Chinese students using stylus-based digital notes, with no gender bias. My view: Technology can equalize method preferences.

**Dubey (2022)** noted that comprehension was higher in girls when using story-based texts. My view: Emotional narratives engage female learners more.

**Khan and Bano (2022**) analysed the time management habits of 180 Indian adolescents using a structured questionnaire and found girls to be more effective in planning. My view: This emphasizes that structured environments benefit girls' study organization.

**Lim & Tan (2022)** in Singapore found study group preferences differed by gender—girls favored small consistent groups. My view: Social preference shapes study modes.

**Mishra (2022)** noted that girls prepared earlier while boys studied intensively closer to exams. My view: Gender-tied study pacing exists.

**Park & Lee (2022)** in Korea found boys favored flashcards and audio loops for last-minute memorizing. My view: Indicates a gendered preference for visual and auditory cues.

**Clark & Adams (2021)** found in Australia that parental encouragement was a key factor in shaping girls' better time use. My view: Cultural upbringing plays a reinforcing role.

**Jones & Lee (2021**) in the U.S. observed girls' consistent review habits versus boys' binge study patterns. My view: Shows gendered time-pressure handling.

**Meena (2021)** in Rajasthan found male students memorized historical dates more efficiently. My view: This may relate to male engagement with factual content.

**Verma (2021)** found in her study of 100 students those girls excelled at reading comprehension, supported by high language scores. My view: Reinforces stereotype of better verbal skills in girls.

**Chauhan (2020)** explored 150 Indian teens and reported minimal gender differences in handwritten notes. My view: Suggests note-taking is shaped more by instruction than gender.

**Smith & Taylor (2020)** surveyed 2000 students internationally, with girls outperforming boys on inferential reading tests. My view: Points to gendered language processing strengths.

**Das (2019**) found in interviews with 180 students that test cramming was common across both genders. My view: Cultural exam pressure overrides gender variation.

**Garcia & Morales (2019)** used recall tests with 200 Mexican students and found boys used repetition over comprehension. My view: Demonstrates reliance on less integrative strategies.

## Objectives of the Study:

1. To examine the study skills of senior secondary students.

2. To compare study skills between boys and girls.

## Hypothesis:

There is no significant difference in study skills between boys and girls at the senior secondary level.

## Delimitations of the Study

1. The study is confined to senior secondary level students (Class XI and XII) only.

2. The research is limited to selected schools of Ghaziabad.

3. Seven specific dimensions of study skills are covered: Reading a Text, Note Taking, Studying, Memorizing, Preparing for Test, Time Management, and Comprehension.

## Need and Significance of the Study

At the senior secondary stage, students undergo academic transitions that demand disciplined, effective, and strategic learning practices. Despite intellectual potential, many students fail to achieve academic success due to inadequate study skills such as time management, note-taking, memorization, reading comprehension, and exam preparation. Understanding the role of these skills in academic performance is

vital in shaping student outcomes. Moreover, gender differences in study approaches may further influence learning effectiveness, yet they are often overlooked in educational research. This study is significant as it aims to assess how different dimensions of study skills impact academic achievement and how these skills vary between boys and girls. The findings will help bridge the gap in the literature on learning behaviour at the senior secondary level and will offer empirical support for academic counselling, curriculum development, and instructional practices tailored to learners' needs.

## Methodology:

**Research Design**: Descriptive survey method

**Sample:** 120 students (60 boys and 60 girls) from randomly selected senior secondary schools.

**Tool Used**: Standardized Study Skills Inventory

**Statistical Techniques**: Mean, Standard Deviation, t-test

**Results and Discussion**: The data revealed the following mean scores:

| S.No. | Areas | Gender | | | | t-Value | Results Levels .05 .01 |
|---|---|---|---|---|---|---|---|
| | | Boys | | Girls | | | |
| | | Mean | SD | Mean | SD | | |
| 1 | Reading a Text | 19.03 | 3.89 | 17.18 | 3.41 | 2.77 | Insignificant Significant |
| 2 | Note Taking | 16.43 | 3.93 | 16.45 | 4.45 | 0.026 | Insignificant Insignificant |
| 3 | Studying | 18.63 | 3.98 | 18.82 | 4.17 | 0.26 | Insignificant Insignificant |
| 4 | Memorizing | 18.80 | 3.10 | 18.23 | 3.78 | 0.90 | Insignificant Insignificant |
| 5 | Preparing for Test | 17.50 | 3.69 | 17.75 | 4.42 | 0.34 | Insignificant Insignificant |
| 6 | Time Management | 16.17 | 4.30 | 15.75 | 3.55 | 0.58 | Insignificant Insignificant |
| 7 | Comprehension | 18.68 | 3.62 | 17.18 | 3.81 | 2.21 | Significant Insignificant |

**Table –1 Showing difference towards Study Skills among Boys and Girls**

Out of the seven areas studied, only two—Reading a Text and Comprehension—show statistically significant differences, favouring boys. In all other dimensions, the gender differences in mean scores were minimal and statistically insignificant. This pattern largely

supports the null hypothesis, indicating that there is no substantial overall difference in study skills between boys and girls at the senior secondary level.

The significance observed in reading and comprehension could be due to a variety of socio-cultural or cognitive factors, such as reading habits, exposure to language-rich environments, or even instructional methods that may align more closely with boys' learning preferences in this context.

These findings also echo earlier research (e.g., Saxena, 2022; Brown & Larson, 2020), where reading and comprehension were often found to vary slightly by gender, but most other study skills did not show considerable variation.

## Implications of the Study

The present study holds several important implications for the field of education. It can help students understand the significance of adopting effective study habits such as time management, note-taking, and test preparation, thereby improving their academic performance. Teachers may gain insights into common study skill deficiencies among students and accordingly modify their instructional strategies. School administrators can use the findings to design and implement study skill enhancement programs and academic support systems. Counsellors may apply the results to offer targeted interventions for students facing academic challenges due to poor study habits. Additionally, curriculum developers might integrate study skill training into classroom instruction to foster better learning outcomes. Parents, too, may become more aware of their role in supporting their children's academic routines at home. The research also provides evidence that can inform educational policymakers in developing skill-based learning frameworks. Lastly, the study opens new avenues for future research, particularly in exploring psychological and gender-based differences in study habits and their impact on academic success.

## Conclusion

The study aimed to examine gender-wise differences in study skills among senior secondary school students and their influence on academic achievement. The analysis found that except for Reading a Text and Comprehension, no other study skills showed significant gender-based differences. Therefore, the null hypothesis is mostly accepted.

This suggests that in most areas, boys and girls possess similar study skill profiles, and educational interventions should thus focus on enhancing individual study habits rather than creating gender-specific programs. However, attention may be paid to reading and comprehension skills, where differences were observed.

The results highlight the need for educators to promote effective reading strategies and critical comprehension skills, especially among female students, to ensure balanced academic growth. Furthermore, the results emphasize the importance of continuous skill development and training across all study skill dimensions, independent of gender.

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