STUDY HABITS OF SECONDARY SCHOOL STUDENTS IN RELATION TO TYPE OF SCHOOL AND TYPE OF FAMILY

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ABSTRACT
The present study was conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging to nuclear and joint family. Study habit inventory (Hindi version) constructed by Dr. B.V.Patel (1975) was used to collect the relevant data. Mean, S.D. and t-test was used to analyse the data. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

KEYWORDS: Study habits, Govt. schools, Private schools, Nuclear family, Joint family.

Introduction
Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies a sort of more or less permanent method of studying. According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.” Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thirst for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual.

Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students’ plays important role in learning and fundamental to school success.
The students studying in private schools have better study habits than the students studying in government schools (Naggappa & Venkataiah, 1995; Sanjeev, 2003). But Chaudhary & Lily (1991) pointed out that students belonging to government and private school were by and large similar with respect to their study habits.

The nature of the family, namely, joint and nuclear, does not have any influence on the study habits of students, with respect to home environment, reading, note taking, planning, concentration and general study habits. Whereas, the nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran et al.; 2009).

From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study. But with the advancement of science and technology, changing family structures and increasing privatisation of education, it becomes essential to conduct a fresh study. In the presents study a humble attempt has been made in this regard.

Objectives of the Study

1. To study the difference in the study habits of students studying in government and private schools on the following components of study habits:
   - Home environment and planning of work
   - Reading and note taking
   - Planning of subjects
   - Concentration
   - Preparation of the exam
   - Habits and Interest
   - School environment
   - Total study habits
2. To study the difference in the study habits of students belonging to nuclear and joint family on the following components of study habits:
   - Home environment and planning of work
   - Reading and note taking
   - Planning of subjects
   - Concentration
   - Preparation of the exam
   - Habits and interest
   - School environment
   - Total study habits

Hypotheses

There will be no significant difference between the students studying in government and private schools on the following components of the study habits:
   - Home environment and planning of work
   - Reading and note taking
   - Planning of subjects
1. There will be no significant difference between students belonging to nuclear and joint family on the following components of the study habits:
   - Home environment and planning of work
   - Reading and note taking
   - Planning of subjects
   - Concentration
   - Preparation of the exam
   - Habits and Interest
   - School environment
   - Total study habits

Method
Sample
The study was conducted on a sample of 200 students drawn from 20 schools studying in 12th class in government and private schools. Student from each school were selected randomly.

Tool
Study habit inventory (Hindi version) constructed by Dr. B.V.Patel (1975) was used to measure the study habits of students. The tool consist of 45 items in all distributed in seven areas namely; home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation of the exam, habits and interest, school environment.

Data Analysis
The collected data were scored as per manual and analysed by applying Mean, S.D.; and t-test.

Results and Discussion
Comparison of Study Habits of Secondary School Students Belonging to Government and Private Schools

The mean scores obtained by government and private secondary school students on seven dimensions of study habits and total study habit along with standard deviation and t-value testing significance of mean differences are given in table 1

It is evident from table 1 that the value of mean for home environment and planning of work dimension of study habits of govt. secondary school and private secondary school students are 28.10 and 27.17 respectively. The t-value came out to be 2.77 which is significant at 0.01 level of significance. It indicates that there is significant difference in favour of government secondary school students for home environment and planning of work dimension of study habit. Hence, the Hypothesis that there will be no significant difference...
between Govt. and Private secondary school students on the home environment and planning of work component of study habits is rejected.

Table 1 further reveals that govt. secondary school students have significantly higher mean score than private secondary school students (21.32 & 19.17) on the planning of subject dimension of study habit (t = 8.67; p < 0.01). From this, it may be inferred that the govt. secondary school students have significantly better planning of subjects than the private secondary school students. Hence, the hypothesis that there will be no significant difference between Govt. and Private secondary school students in the planning of subjects component of study habits is rejected.

Table: 1

SIGNIFICANCE OF DIFFERENCE IN VARIOUS COMPONENTS OF STUDY HABITS OF SECONDARY SCHOOL STUDENTS STUDYING IN GOVERNMENT AND PRIVATE SCHOOLS

<table>
<thead>
<tr>
<th>Study Habit Components</th>
<th>Type of school</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Environment &amp; planning of work</td>
<td>Govt.</td>
<td>148</td>
<td>28.10</td>
<td>3.62</td>
<td>2.77**</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>27.17</td>
<td>3.59</td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Note taking</td>
<td>Govt.</td>
<td>148</td>
<td>37.80</td>
<td>4.02</td>
<td>0.17NS</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>38.56</td>
<td>4.02</td>
<td></td>
</tr>
<tr>
<td>Planning of subjects</td>
<td>Govt.</td>
<td>148</td>
<td>21.32</td>
<td>2.50</td>
<td>8.67**</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>19.17</td>
<td>3.28</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td>Govt.</td>
<td>148</td>
<td>15.29</td>
<td>2.57</td>
<td>0.15NS</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>15.35</td>
<td>2.41</td>
<td></td>
</tr>
<tr>
<td>Preparation for the exam</td>
<td>Govt.</td>
<td>148</td>
<td>21.25</td>
<td>3.29</td>
<td>4.38**</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>22.48</td>
<td>3.29</td>
<td></td>
</tr>
<tr>
<td>Habits and interests</td>
<td>Govt.</td>
<td>148</td>
<td>32.14</td>
<td>4.72</td>
<td>1.40NS</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>31.29</td>
<td>3.37</td>
<td></td>
</tr>
<tr>
<td>School Environment</td>
<td>Govt.</td>
<td>148</td>
<td>21.23</td>
<td>2.87</td>
<td>0.77NS</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>21.00</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td>Total Study Habits</td>
<td>Govt.</td>
<td>148</td>
<td>177.05</td>
<td>15.94</td>
<td>1.27NS</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>52</td>
<td>175.21</td>
<td>13.86</td>
<td></td>
</tr>
</tbody>
</table>

NS - Not significant, * - significant at 0.05 level, ** - significant at 0.01 level.
Perusal of table 1 further reveals that the value of mean for preparation for the exam dimension of study habit for students of govt. secondary school and students of private secondary school are 21.25 and 22.48 respectively. The t-value came out to be 4.38 which is significant at 0.01 level of significance. This indicates that there is significant difference in favour of private secondary school students for preparation of exam dimension of study habit. Hence, the hypothesis that there will be no significant difference between Govt. and Private secondary school students in the preparation for the exam component of study habits is rejected.

The t-value for remaining components namely; reading and note taking, concentration, habits and interests, school environment, and total study habits turned out to be 0.17, 0.15, 1.40, 0.77, and 1.27 respectively which are not significant even at 0.05 level of significance (Table1). Hence, the hypotheses that there will be no significant difference between the students studying in government and private schools on the following components of the study habits:

- Reading and note taking
- Concentration
- Habits and Interest
- School environment
- Total study habits

is accepted

This indicates that study habits of students studying in govt. and private schools are by and large similar on reading and note taking, concentration, habits and interest, school environment component of study habits and total study habits.

Comparison of Study Habits of Secondary School Students Belonging to Nuclear and Joint Family

The mean scores obtained by secondary school students belonging to nuclear and joint family on seven dimensions of study-habits and total study-habits along with standard deviation and t-value testing significance of mean difference are given in table 2

Table 2 shows that mean study habit score of secondary school students belonging to nuclear family came out to be 27.84, 37.91, 15.23, 21.42, 31.81, 21.04, 176.14 and secondary school students belonging to joint family came out to be 27.93, 38.30, 20.95, 15.23, 22.11, 32.30, 21.61, 178.09 in respect to home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation for exams, habits and interest, school environment and total study habits. The t-value testing significance of mean difference in the study habits of secondary school students belonging to nuclear and joint family came out to be 0.21, 0.54, 0.22, 1.21, 0.69, 1.13, and 0.73 which is not significant even at 0.05 level of significance. Hence, the hypotheses that there will be no significant difference between students belonging to nuclear and joint family on the following components of the study habits:

- Home environment and planning of work
- Reading and note taking
- Planning of subjects
- Concentration
- Preparation of the exam
- Habits and Interest
is accepted

This indicates that the study habits of secondary school students belonging to nuclear and joint family are by and large similar on different components of study habits as well as in total study habits.

### Table 2

SIGNIFICANCE OF DIFFERENCE IN VARIOUS COMPONENTS OF STUDY HABITS OF SECONDARY SCHOOLS STUDENTS BELONGING TO NUCLEAR AND JOINT FAMILY

<table>
<thead>
<tr>
<th>Study Habit Components</th>
<th>Type of Family</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Environment &amp; planning of work</td>
<td>Nuclear</td>
<td>156</td>
<td>27.84</td>
<td>3.55</td>
<td>0.21**</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>27.93</td>
<td>3.90</td>
<td>NS</td>
</tr>
<tr>
<td>Reading &amp; Note taking</td>
<td>Nuclear</td>
<td>156</td>
<td>37.91</td>
<td>4.12</td>
<td>0.60**</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>38.30</td>
<td>3.68</td>
<td>NS</td>
</tr>
<tr>
<td>Planning of subjects</td>
<td>Nuclear</td>
<td>156</td>
<td>20.71</td>
<td>2.98</td>
<td>0.54**</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>20.95</td>
<td>2.48</td>
<td>NS</td>
</tr>
<tr>
<td>Concentration</td>
<td>Nuclear</td>
<td>156</td>
<td>15.23</td>
<td>2.50</td>
<td>0.22**</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>15.23</td>
<td>2.63</td>
<td>NS</td>
</tr>
<tr>
<td>Preparation for the exam</td>
<td>Nuclear</td>
<td>156</td>
<td>21.42</td>
<td>3.31</td>
<td>1.21**</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>22.11</td>
<td>3.56</td>
<td>NS</td>
</tr>
<tr>
<td>Habits and interests</td>
<td>Nuclear</td>
<td>156</td>
<td>31.81</td>
<td>4.52</td>
<td>0.69**</td>
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<tr>
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<td>Joint</td>
<td>44</td>
<td>32.30</td>
<td>4.06</td>
<td>NS</td>
</tr>
<tr>
<td>ThSchool Environment</td>
<td>Nuclear</td>
<td>156</td>
<td>21.04</td>
<td>3.09</td>
<td>1.13**</td>
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<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>21.61</td>
<td>2.92</td>
<td>NS</td>
</tr>
<tr>
<td>Total Study Habits</td>
<td>Nuclear</td>
<td>156</td>
<td>176.14</td>
<td>15.63</td>
<td>0.73**</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>44</td>
<td>178.09</td>
<td>15.62</td>
<td>NS</td>
</tr>
</tbody>
</table>

NS - Not significant, * - significant at 0.05 level, ** - significant at 0.01 level.

### Conclusions

1. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than their counterparts studying in private school but private secondary school students are significantly better than Govt. secondary school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and Private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

2. There exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits.
Educational Implications

The present study is of immense educational importance to the students, course writers, teachers and counsellors. It will help the students to change their faulty study-habits. They should devote equal time to all the subjects. The students should be encouraged to use library books and magazines to develop good study habits. Counselling programs should be organized for the students to developed good study habits in them. The students require more guidance and counselling with regard to study habits so that the students may identify their strengths and weaknesses in the learning strategies and they may become more conscious about better study habits. There is a need to evolve curricular activities in school programme in which students may actively participate. School education should be made need based and practical oriented. This will promote school effectiveness and hence students’ learning.

References


