

A STUDY OF RESIDENTIAL AND NON-RESIDENTIAL SENIOR SECONDARY STUDENTS ON STUDY HABITS

¹Mrs. RashmiShrivastava, ²Prof. (Dr.) MamtaBakliwal

¹Asst. Professor, ²Professor

¹VNS College of Physical Education& Management Studies,
Bhopal, India,

²Rajeev Gandhi College, Bhopal, India.

Abstract: Students differ in the study habits. The teacher must check the study habits of their students and should use the method to best fit each student's learning. The focus of the paper is to study the residential students & non-residential students on study habits. The study was conducted on a sample of 200 students. Palsane& Sharma's study Habit inventory was used to asses the Study Habits. It was found that the non-residential students have better study habits. This study will help the teacher, students & parents in planning & implementing study habit strategies so that his/her learning is more effective and will enhance the performance and achievement of the students.

Index Terms–Study Habits, Non- Residential School and Residential Schools.

I. INTRODUCTION

Education is a powerful weapon of progress and social change. Through it, we can change an individual to a good citizen. So, the future of a nation depends on its children – the future citizens. Education is considered as one of the main and important enterprises of a country. In the process of education, we try to shape the behavior of young children in accordance with the aims and goals of nation.

But for a person to be educated, learning is required. The effective and efficient way of learning depends upon the study habits of the students. It is important as it directly influence the academic achievement of the student. Nneji (2002) said that study habits are learning tendencies that enable student work privately. According to Azikiwe(1998) define study habits as the way and manner a student plan his or her private reading outside hours in order to master a particular subject or topic. The pattern of adopted behavior by students in the pursuit of their studies is considered is called as study habits. The success and failure of student depends on study habits. The study habits include home and school environment, planning, reading ability, note taking, time schedule, preparation of exam, health, proper food etc.

Majority of the students face a serious problem of how to study and lack of awareness is a hindrance to become good performers. It is the absence of proper study habits and techniques that they fail to achieve the maximum within the limited time schedule. Like any other habit, study habits are also acquired through learning. Most of the educational crises such as underachievement, absenteeism, stagnation and academic drop outs are usually concerned with the improper utilization of the study programs with respect to study time (Raj&Sreethi, 2000).

It is the study habit, which helps the student in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life The student's future can be molded by developing better study habits in order to understand their lesson material and subject matter comprehensively.

Educators, parents and students should be aware about the study habits. The best way to help children to learn is to let them free. It is the only through this freedom that they manifest their innate skills and abilities. The task of learning is not only depending on teachers but also on student. Efficient learning depends upon the student's ability to schedule his time, the plan of the study, the concentration power, note taking, mental review etc. It means that learning involves the development of proper study habits and skills.

II. NEED AND SIGNIFICANCE OF THE STUDY

In the period of globalisation and advancement in technology, education plays a vital role in an individual's success in life. Today, the academic achievement occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one's total potentialities and capacities (Nuthana&Yenagi, 2009) which are frequently measured by the examination results.

One of the factors of academic achievement is study habit. Study habits include reading ability, note taking, preparation of exams, concentration, proper nutrition, physical condition of environment, health, recreation etc. The physical condition of environment i.e. school & home also has much impact on student's achievement. Thus, the present research focuses on home environment & hostel environment in relation to study habit. It aims to study the residential and non -residential students on the parameter of study habits.

Numerous studies have been carried out which focused on cognitive factors as predictors of academic success. Recently, there has been a growing interest on the non-cognitive factors. A number of researchers have examined the role of non-cognitive variables such as study skills (Fazal, S. et.al, 2012; Awang, G & Sinnadurai, S.K., 2011; Demir et. al, 2012; Hassanbeigi et.al, 2011), study habits (Crede and Kuncel, 2008; Nuthana & Yenagi, 2009; Nouhi et.al, 2008; Bashir et. al, 2012; Boehler, 2001; Kurshid, 2012; Mutsotso et. al, 2010), and attitudes (Sarwar et.al, 2010 and Yu, 2011) on academic achievement. These researches found that above mentioned factors have strong relationship with academic performance of students.

III. STATEMENT OF THE PROBLEM

The problem specifically reads as:

“A STUDY OF RESIDENTIAL AND NON RESIDENTIAL SENIOR SECONDARY STUDENTS ON STUDY HABITS”

IV. OBJECTIVE OF THE STUDY

- To assess the study habits of Non Residential Senior Secondary Students.
- To assess the study habits of Residential Senior Secondary Students

V. HYPOTHESIS

- 1) There is no significant difference in Study Habits of Senior Secondary students of Residential and Non Residential Schools.
- 2) There is no significant difference between the residential male and non-residential male senior secondary school students on Study Habits.
- 3) There is no significant difference between the residential female and non-residential female senior secondary school students on Study Habits.

VI. DELIMITATIONS OF THE STUDY

- 1) The study is delimited to residential and Non Residential schools only.
- 2) The study is delimited to students of class XI
- 3) The sample size is delimited to 400 students only.

VII. METHODOLOGY

7.1. Sample

The sample consisted of 400 students of class XI of two Residential and Non Residential Senior Secondary schools. They were selected randomly. The schools were English medium schools where most of the students belong to middle class families.

7.2. Variable

Study Habits

7.3. Tool

Palsane and Sharma's Study Habit Inventory was used to assess the study habit of sample subjects. The study Habits in this inventory cover mainly the study habits in eight areas, viz. Budgeting Time, Physical conditions for study reading, Reading Ability, Note Taking, Learning Motivation, Memory, Taking Examination, Health. The reliability coefficient was found to be .88 by test retest method and Validity coefficient was found to be .69.

VIII. PROCEDURE FOR DATA COLLECTION

The data for the present research was collected from two Residential and Non Residential schools. Permission for the same was sought from the Principals of both schools. The above-mentioned test was administered on the students of Classes XI in both schools, and then scoring was done as per the manual of the test and conclusion was drawn.

IX. RESULT AND ANALYSIS

t-Test was applied to find the significant difference in Study Habits of Residential and Non Residential Senior Secondary Students.

It was hypothesized that –

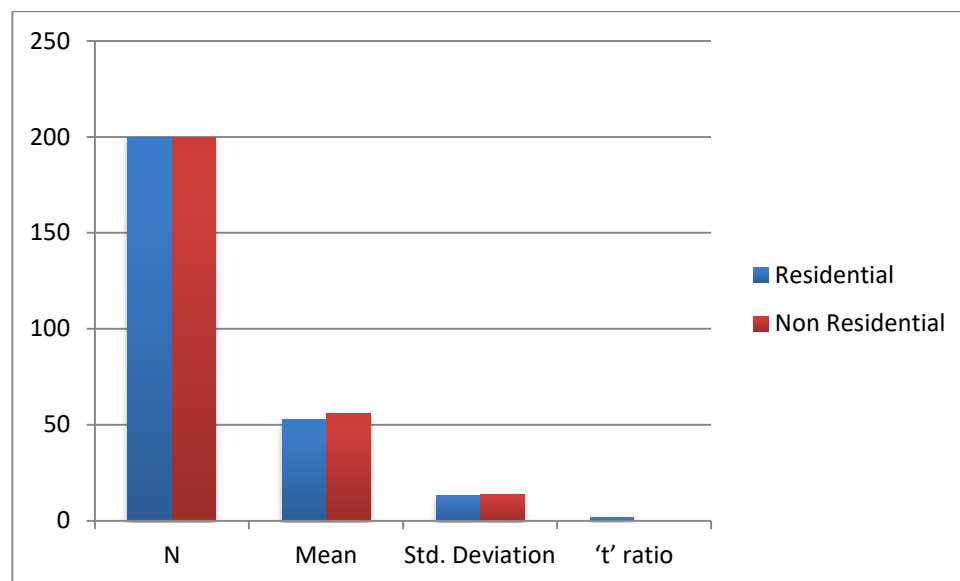
1. “There is no significant difference in Study Habits of Residential & Non Residential senior secondary students.”

Table-Depicting mean, SD, t-value for the scores Study Habits of Residential & Non Residential senior secondary students

	Group	N	Mean	Std. Deviation	't' ratio
Study Habits	Residential	200	52.9150	13.09101	1.976
	Non Residential	200	55.5650	13.72581	

$t_{0.05}(398) = 1.96$

The table shows that t-value to be 1.976 but critical value at 0.05 level is 1.96. Therefore, H_0 is rejected. It means that Study Habits of Residential & Non Residential Senior Secondary students are different. The study habits of Non Residential Students are better than Residential School Students.



Graphical representation of Study Habits of Residential & Non Residential Senior Secondary students

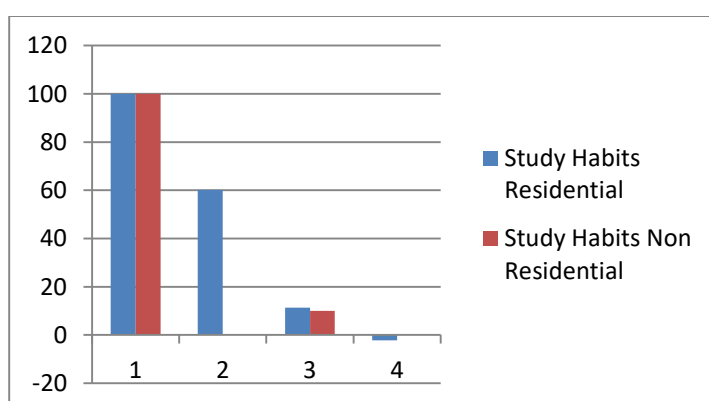
2. "There is no significant difference between the residential male and non-residential male senior secondary school students on Study Habits."

Table-Depicting mean, SD, t-value for the scores Study Habits of Male Residential & Male Non Residential senior secondary students

	Group	N	Mean	Std. Deviation	't' ratio
Study Habits	Residential	100	60.1600	11.30363	-2.146
	Non Residential	100	63.4000	10.00404	

$t_{0.05}(198) = 1.96$

The table shows that t-value to be -2.146 but critical value at 0.05 level is 1.96. Therefore, H_0 is rejected. It means that Study Habits of Residential male & Non Residential male Senior Secondary students is different. The study habits of Non Residential male Students are better than Residential male School Students.



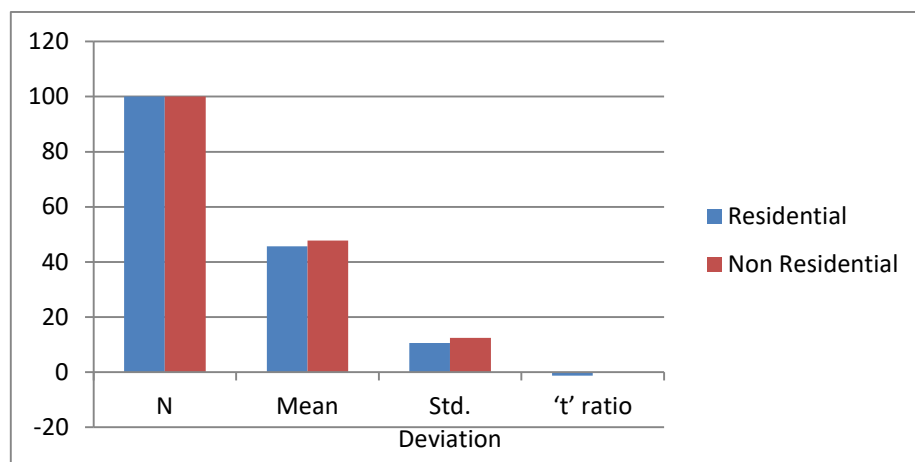
Graphical representation of Study Habits of Residential Male & Non Residential Male Senior Secondary students

3. “There is no significant difference between the residential female and non-residential female senior secondary school students on Study Habits.”
Table-Depicting mean, SD, t-value for the scores Study Habits of Residential female & Non Residential female senior secondary students

	Group	N	Mean	Std. Deviation	't' ratio
Study Habits	Residential	100	45.6700	10.51988	-1.265
	Non Residential	100	47.7300	12.43395	

$$t_{0.05}(198) = 1.96$$

The table shows that t-value to be -1.265 but critical value at 0.05 level is 1.96. It means that Study Habits of Residential female & Non Residential female Senior Secondary students are similar. The study habits of Non Residential male Students are better than Residential male School Students.



Graphical representation of Study Habits of Residential female & Non Residential female Senior Secondary students

Conclusion

It was found that residential and non-residential school students differ in their Study habits. Non-Residential students are those students who stay at home and Residential Students are those who stay at hostel not at home. This study asserts that non-residential students have better study habits in comparison to residential students. Better study habits include time management, note taking, proper food, sleep, exercise, recreation, motivation, stress free taking of examination etc. All these facilities are more easily available at home in comparison to hostel. So, it is the responsibility of the instructor and the students to be aware of study habits to improve learning. Also, it was found that study habits of male non-residential are better than residential but no difference was found in the study habits of female residential & female non residential senior secondary students. As teachers, we need to assess and understand how all students can improve their study habits. As teachers, we can help students more effectively; both in and out of the classroom. As a Management, we have to improve the condition and facilities of hostel to make the students at ease that will further improve their study habits. As a student, it is vital to be self aware of study techniques to get higher achievement.

REFERENCES

- [1.] Awang, M. and Sinnadurai, S.K. (2010). **A study on the development of strategic tools in study orientation skills towards achieving academic excellence.** *Journal of Language Teaching and Research*, Vol. 2, No. 1, pp. 60-67.
- [2.] Azikiwe, U (1998). **Study approaches of University Students**, WCCI Region II Forum, 2, Lagos, 106-114.
- [3.] Bashir, I. & Mattoo, N.H. (2012). **A study on study habits and academic performance of adolescents (14-19) years.** *International Journal of Social Science Tomorrow*, Vol. 1(5).
- [4.] Boehler, M., et. al. (2001). **An evaluation of study habits of third year medical students in a surgical clerkship.** *The American Journal of Surgery*, Vol. 181(3), 268-271.
- [5.] Crede, M. and Kuncel, N. (2008). **Study habits meta-analysis**, Perspectives on Psychological Science in Press, Vol. 3 (6), 425-453.
- [6.] Demir, S., Kilinc, M., & Dogan, A. (2012). **The effect of curriculum for developing efficient studying skills on academic achievements and studying skills of learners.** *International Electronic Journal of Elementary Education*, Vol. 4 (3), 427-440
- [7.] Fazal, S. et. al (2012). **The role of academic skills in academic achievement of students: A closer focus on gender.** *Pakistan Journal of Psychological Research*, Vol. 27 (1), 35-51.

- [8.] Hassanbeigi, A. et al. (2011). **The relationship between study skills and academic performance of university students.** *Procedia-Social and Behavioral Sciences*, Vol. 30. 1416-1424.
- [9.] Khurshid, F., Tanveer, A., & Qasmi, F. (2012). **Relationship between study habits and academic achievement among hostel living and day scholars' university students.** *British Journal of Humanities and Social Sciences*, Vol. 3 (2),
- [10.] Nuthana, P. & Yenagi, G. (2009). **Influence of study habits, self-concept on academic achievement of boys and girls.** *Kartanaka Journal of Agricultural Science*. Vol. 22, (5), 1135-1138.
- [11.] Nneji, L.M (2002), **Study habits of Nigerian university students**, HERDSA conference.
- [12.] Raj, S.S. and Sreethi, S (2000). Academic achievement as related to procrastination behaviour and study habits. *Journal of Psychological Research*, Vol. 94, No.2.

