



Study Habits among Secondary School Students of Hyderabad: A Comparative Analysis

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Abstract : This study has been undertaken to investigate the study habits among secondary school students of Hyderabad. This piece of work will endeavour to compare the study habits of secondary school students firstly, concerning class level i.e. VIII & IX grades secondly, gender i.e. boys & girls, finally, school management i.e. private and government school students. The overall sample of this study is 100. The data is collected from the secondary level students of Hyderabad International School and Government High School. Study habits Inventory prepared by Dr B. V. Patel is administered. Under descriptive statistics, mean, standard deviation, and standard error are calculated. Independent sample t-test is estimated under inferential statistics to know the significant between the said groups at $\alpha 0.05$ level. Considering the findings, educational implications are discussed.

IndexTerms - class level, gender, school management, study habits, secondary school students.

I. INTRODUCTION

Two distinct words “study” and “habits”, when combined together become study habits. The term study refers to a process of learning something, whereas the word habits undertake different ways of learning things. In this view, study habits are the repeated methods or patterns of behaviour in which a particular content is acquired, comprehended, and retrieved by students over a period of time. Study habits are conscious efforts made by students in academics. It is the habitual behaviour of students towards their academic life. It differs from student to student and develops with the time. **Crede & Kuncel (2008)** defined study habits as “*study routines or a standard procedure which an individual consistently follow in one 'academic journey, in such a study routine various activities may come like frequency of studying sessions, review of subject matter, self- testing, practice of learned material and learning in an appropriate environment*”^[1]. Study habits play a significant role in the realm of education as they deal with different styles of learning, such as approaching study with the right attitude, choosing the appropriate environment, minimizing distractions, setting a realistic schedule, employing memory games, etc. Effective study habits, which include techniques like time management, planning and organization of the topic, learning, understanding, retaining, and extracting the information, etc. aid in fetching productive academic results. According to **Crow & Crow (1992)**, the effective study habits are “*maintaining of definite time table and well-organized notes*”^[3]. Specialists in the field of education believe that effective and consistent study habits brings prosperity. As per **Apps (1982), Reed (1996), Rooney & Lipume (1992)** “*sound and persistent study habits reduce test anxiety, enhance student's abilities, better their performance and boost their confidence*”.^[3] So, in order to study effectively, students, before starting to learn anything, must first determine a plan, decide significance of a topic, areas

II. SIGNIFICANCE OF THE STUDY

Students, whether high, moderate, or low achievers, invest time towards academics. The time spend by them in learning the content and reproducing it in the examination often fetch good results for some students and does not bring sufficient academic success for other students depending upon the strategy adopted by them. Effective study habits facilitate students in assimilating the syllabus in a more comprehensive way. It generally provides them with a scope of creatively acquiring the presented material and retaining it for a longer period of time. Effective study habits majorly assist in improved learning and enhanced skills, which make students excel both inside and outside their academic world. Contrast to this, the ineffective study habits, most of the times, lead to inefficient learning and less academic success, which further instigate other academic problems, such as exasperation towards studies. Study habits is a variable which is present across student population. Students, consciously or unconsciously, generate ways in which they can retain the content for exaggerated hours and yield it when required for productive results. It is because of this significance, the present piece of work is taken up by the researchers to observe and compare the study habits of secondary school students of Hyderabad with respect to class level, VIII and IX students, gender, boys and girls, as well as school management that is private and government school; to drive out the potential implications for educational stakeholders.

III. LITERATURE REVIEW

Islam (2021) researched Study Habits, Self-Esteem, and Academic Achievement Among Public and Private Secondary School Students in Bangladesh. The results derived showed no significant variation in study habits and academic achievement of Public and private school students. However, it was found that study habits and self-esteem together explained 12.3% academic achievement of public school students and 7.5% variance for the private school students^[4].

Kaur and Dr Singh (2020) carried out a comparative analysis of Study Habits and Academic Performance. No significant differences were found concerning gender^[5].

Unwalla (2020) did a comparative analysis of Study Habits between Males and Females. The study was found to be significant as there was a statistical difference between the study habits of males and females. Apart from this, it was also estimated that, compared to males, females tend to have better study habits^[6].

Okesina (2019) researched Causes of Poor Study Habits of Students as Expressed by Primary School Teachers in Nigeria. The study revealed the causes of poor study habits of students, which are poor monitoring by parents, parental educational status and laziness. The study also revealed a significant difference in the causes of poor study habits of students as expressed by teachers based on gender. However, no significant difference is found in the causes of poor study habits of students as expressed by teachers based on work experience^[7].

Lalrintluangi (2018) examined Study Habits and Academic Achievement of Under Graduate Students in Aizawl City. The statistics revealed unsatisfactory study habits among under graduate students. Male as well as female students, irrespective of urban or rural area, were alike in their study habits pattern^[8].

Jahan (2017) compared Study Habits between High and Low Academic Achieving School Students of Ranchi Town. The level of study habits were found statistically higher among high achievers compared to low achievers. The study habits is also found to be higher among girls than their counterpart^[9].

Sharma (2017) carried out a comparative analysis on Study Habits of Class VIII Students. the statistical analysis revealed a significant difference between the study habits of Government-aided schools students than Private schools students. the study habits of government-aided students are found to be better than that of the Private schools students. However, the study habits of Government schools students were not satisfactory, as per the analysis^[10].

Maxwell & Eremie (2017) scrutinized study habits of Senior Secondary School Students and their academic performance in Rivers State. The findings revealed significant difference between the responses of boys and girls on factors – time management, motivational level, interest level, class attendance, and note-taking behaviours^[11].

Khan & Jan (2010) compared boys and girls of senior secondary school with regards to Study Habits. The outcome showed better study habits in Senior Secondary School Girls than Senior Secondary School Boys. The Senior Secondary School girls found to have better study habits on factors Physical Conditions, Notetaking, Memory and Taking Examination than Senior Secondary School boys^[12].

With the help of literature review it can be concluded that considerably, statistical significant differences is found between study habits with a special reference to gender and school management. Girls and private school students are found to be significantly better than their counterpart boys and government school students.

IV. DELIMITATIONS OF THE STUDY

- The present research conducted at a micro level
- It is restricted to Hyderabad city
- It is restricted to class VIII and IX students
- It is restricted to boys and girls of secondary school students
- It is restricted to government and private secondary school students

V. OBJECTIVES OF THE STUDY

- To study the statistically significant difference in the study habits of secondary school students of Hyderabad with respect to class level
- To study the statistically significant difference in the study habits of secondary school students of Hyderabad with respect to gender
- To study the statistically significant difference in the study habits of secondary school students of Hyderabad with respect to school management

VI. HYPOTHESES OF THE STUDY

- There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to class level
- There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to gender
- There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to school management

VII. RESEARCH METHODOLOGY

7.1 Tool:

Study Habits Inventory prepared by Dr Patel. B. V., Sardar Patel University, Gujrat is used in the present piece of work. It was published by Agra psychological research cell^[13].

Description of the tool:

This inventory attempts to discover the extent of study habits and its types i.e. *positive study habits* and *negative study habits* underlie in secondary school students. It is a tool of 45 statements. the examples of statements it is comprised of are “*I frame my own timetable to study at home*” or “*I work according to my timetable*”^[13].

Scoring Key:

The inventory consists of 45 statements out of which some of the statements depict positive study habits and some depict negative study habits. The positive items are 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17, 18, 22, 26, 32, 33, 36, 67, 38, 39, 40, 41, 42, 43, and 44. The negative items are 24, 25, 27, 28, 29, 30, 31, 34, 35, and 45. The options given in the questionnaire ranges from *Always, often sometimes, to seldom, and never*. There is a forward scoring for positive items, which is 5, 4, 3, 2, 1 and reverse scoring for negative item that is 1, 2, 3, 4, 5. Scores above 199 are considered as *very good*, scores between 180-198 are stated as *good*, scores between 160-179 are perceived as *normal or satisfactory*, scores between 140-159 are opined as *poor* and scores below 139 are asserted as *very poor* study habits^[13].

Administration of the Test:

The standardized inventory was administered in a regular classroom. All the students were given questionnaire. The participants were given clear instructions by the researcher herself. Participants were asked to read each statement carefully and select the response that best suits them. There was no time bar mentioned for the participants.

Reliability and Validity of the tool:

The tool has a reliability of 0.79, which was established using a test-retest method. The tool has also an acceptable validity, which was established by setting certain external criteria^[13].

7.2 Population and Sample:

The population of this study are the secondary school students of Hyderabad, G.H.M.C limits. However, the sample of the study are VIII and IX grade students of Hyderabad International School, Mogulpura and Government High School, Moazzam Shahi, Hyderabad, Telangana, India.

7.3 Data and Sources of Data:

Primary data was collected with the help of prior permission from the principals of the Hyderabad International School and the Government High School. On the given date, researcher went to the schools and gathered the data by administering the Study Habits Inventory on class VIII and IX students, from private and government school, considering gender, boys and girls.

Secondary data was collected from the various sources of electronic media, such as e-journals, PhD thesis, varied educational websites, etc. that are cited in the reference section.

VIII. STATISTICS

Descriptive and inferential statistics are used to analyze data.

8.1 Descriptive Statistics:

Descriptive Statics has been used to find the mean, standard deviation, and standard error of the sample concerning all the variables.

Table 1: Mean, Standard Deviation, and Standard Error.

Class level	Sample size (N)	Mean	Standard Deviation	Standard Error
<i>VIII</i>	N = 48	3.275	0.391	0.056
<i>IX</i>	N = 52	3.298	0.333	0.046
Gender				
<i>Boys</i>	N= 55	3.182	0.333	0.045
<i>Girls</i>	N=45	3.416	0.354	0.052

School Management				
<i>Pvt. School</i>	N = 50	3.350	0.389	0.055
<i>Govt. school</i>	N = 50	3.224	0.321	0.045

Table 1 shows the mean (μ), standard deviation (σ), and standard error (σ_M) of secondary school students with respect to class level, gender, and school management.

The estimated mean, standard deviation, and standard error of class, VIII and IX, students are almost the same i.e. class VIII $\mu = 3.275$, class IX $\mu = 3.298$; class VIII $\sigma = 0.391$, class IX $\sigma = 0.333$; and class VIII $\sigma_M = 0.056$, class IX $\sigma_M = 0.046$, where class VIII = 48 and class IX = 52.

The calculated mean, standard deviation, and standard error of gender, boys and girls, slightly differs i.e. boys $\mu = 3.182$, girls $\mu = 3.416$; boys $\sigma = 0.333$, girls $\sigma = 0.333$; and boys $\sigma_M = 0.045$, girls $\sigma_M = 0.052$, where boys = 55 and girls = 45.

The computed mean, standard deviation, and standard error of school management, private school and government school, slightly differs i.e. private school students $\mu = 3.350$, government school students $\mu = 3.224$; private school students $\sigma = 0.389$, government school students $\sigma = 0.321$; and private school students $\sigma_M = 0.055$, government school students $\sigma_M = 0.045$, where private school students = 50 and government school students = 50.

8.2 Inferential statistics:

Independent sample t-test is used to estimate the significant difference between the aforementioned groups.

Table 2: Hypothesis Testing I: There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to class level.

n	df	α	P-Value	Sig
100	98	0.05	0.751	<i>H₀: Accepted</i>

Interpretation: The null hypothesis is accepted as the calculated p-value is greater than $\alpha 0.05$ level of significance for $n = 100$ & $df = 98$. Therefore, it can be stated that there is no statistically significant difference in the study habits of secondary school students of Hyderabad with respect to class level i.e. VIII and IX.

Table 3: Hypothesis Testing II: There is no statistical significant difference between the study habits of secondary school students of Hyderabad with respect to gender.

n	df	α	P-Value	Sig
100	98	0.05	0.001	<i>H₀: Rejected</i>

Interpretation: The null hypothesis is rejected as the calculated p-value is smaller than $\alpha 0.05$ level of significance for $n = 100$ & $df = 98$. Therefore, it can be said that there is a statistically significant difference in the study habits of secondary school students of Hyderabad with respect to gender i.e. boys and girls.

Table 4: Hypothesis Testing III: There is no statistical significant difference between the study habits of secondary school students of Hyderabad with respect to school management.

n	df	α	P-Value	Sig
100	98	0.05	0.081	<i>H₀: Accepted</i>

Interpretation: The null hypothesis is accepted as the calculated p-value is greater than $\alpha 0.05$ level of significance for $n = 100$ & $df = 98$. Therefore, it can be concluded that there is no statistically significant difference in the study habits of secondary school students of Hyderabad with respect to school management i.e. private and public school.

IX. CONCLUSION

As per the statistics, no significant difference is found between the scores of class VIII and IX students as well as private school students and government school students, which comes under variable class level and school management but a significant difference is found between the scores of boys and girls concerning the variable gender. Therefore, it can be concluded that this study is insignificant with respect to variables class level and school management. However, it statistically proved to be significant in case of variable gender.

X. EDUCATIONAL IMPLICATIONS

- Students learn in different ways. Therefore, stakeholders can together identify and facilitate students to develop positive study habits under their supervision
- In schools, teachers can specifically develop study habits among students by providing them with a better understanding of study habits and how it assist in effective learning and outcome
- The teacher can apply different strategies to inculcate positive study habits in students
- The teacher can also promote self-learning and help students develop critical thinking skills to retain information for long span of time
- As the present piece of work is statistically insignificant concerning school management, the private and government schools can share the same or similar classroom instructional methods, handling of homework, and study habits, as per the context, to enhance the teaching-learning processes
- Secondary school teachers can also identify the distinct study methods that facilitates best for boys and girls in order to enhance their study habits as well as their academic achievement
- Likewise, the study habits which are used by class VIII students can also be used for class IX students as well

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