Study Habits Of Higher Secondary School Students Of Udalguri District In Relation To Their Gender And Area Wise

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Abstract:
The present study was undertaken to study the difference between the study habits of students belonging to working and non-working mothers and difference between the study habits of students belonging to urban and rural areas. The random sampling method was used to draw the sample for the present study. The total sample for the study comprises of 120 students (60 male and 60 female) from schools of Khoirabari block under Udalguri District. Study Habits Inventory (PSSI) developed by Palsane and Sharma was administered to collect the data for the measure of student’s study habits. This study revealed that there is a significant difference between the study habits of students belonging to working and non-working mothers. There is also significant difference between the study habits of students belonging to urban and rural areas. But there is no significant difference between the study habits of male and female students.

Keywords : study habits, secondary school, students, working mothers, non-working mothers etc.

INTRODUCTION

Study habit is the pattern of performance of students adopting during their studies which is a part of learning activities. Study habit means amount which the involves regular studies of students like frequency of studying sessions, reviews of material, etc. by taking place in an environment which is helpful to studying. Study attitude is the positive attitude of the students towards the particular act of study and the acceptance and approval of the students to whole goals of college education. Study attitude is different from the study habits but both the study habits and attitudes of students are measured by their time management and attitudes toward teachers, work methods and acceptance of education. According to Crow & Crow (1992) the effective
habits of study include place a definite time table and taking brief of well-organized notes. To study effectively a student should decide which fact is important and then from opinions concerning it. All these things must be done to the best of his ability in the shortest possible span of time. Because, knowledge is very important to every person, hence it is wise to learn how to study in the most effective way. Experts acknowledged that success in the field of knowledge is determined by good and consistent study habits. Like any other activity artistry and enthusiasm are the most important part for learning. Accordingly study habits are the acquired method and style, when a learner plans his study out of the classroom to gain proficiency of the subject. According to Azikiwe (1998) good study skills are good asset to learners because good study skills assist students to gain proficiency in areas of specialization and subsequent wonderful presentation while the opposite constitute restricts to learning. Sorenson (1991) stated about good study habits stated that the primary intention of the study must be the understanding. For the requirement of this, the study should not be in hurry but the concentration without interruption is mandatory. According to Apps (1982), Reed (1996), Rooney &Lipume (1992) sound and persistent study habits reduce test anxiety, enhance student’s ability, improve his performance and appear confidence in him. According to Mirza& Malik (2000) educational institutions are mirror of the society. The unfortunate situation of women needs to proficient in the activities of academics to compete with the male and for which they should acquire good study habits and effective study skills. Nausheen (2002) suggested that proper investment of time in students” life is much important. The actual amount of study time required by an individual depends on his speed and efficiency in the work and his preparation and adaptability for each type of work in which he is engaged. Actually it is believed that learners give two hours on self-study for every period of class at the higher level of education and the students should regularly schedule these hours for a day or a week and they should have make time limit to complete each task. Iqbal&Shezadi (2002) conducted a research on study habits of female students of the university and found that there is lack of good study habits and effective study skills in female students of all the departments.

OBJECTIVES OF THE STUDY:

1. To study the difference between the study habits of students belonging to working and non-working mothers.

2. To study the difference between the study habits of students belonging to urban and rural areas.

3. To study the difference between the study habits of male and female students.
HYPOTHESES OF THE STUDY:

1. There is no significant difference between the study habits of students belonging to working and non-working mothers.

2. There is no significant difference between the study habits of students belonging to urban and rural areas.

3. There is no significant difference between the study habits of male and female students.

DELIMITATION OF THE STUDY

The study has been delimited in the following manner:

1. This paper is delimited to Khoirabari block under Udalguri District.
2. This study is delimited to 12th class students only.

RESEARCH METHODOLOGY

The descriptive survey method is used to study the problem referring to study on the measure of study habits.

Population and Sample

The random sampling method was used to draw the sample for the present study. The total sample for the study comprises of 120 students (60 male and 60 female) from schools of Khoirabari block under Udalguri District.

Research Tool

Study Habits Inventory (PSSHI) developed by Palsane and Sharma was administered to collect the data for the measure of student’s study habits.

ANALYSIS AND INTERPRETATION OF DATA

Table no 1: Comparison between the study habits of students belonging to working and non-working mothers
The table no 1 shows that mean value of students belonging to working and non-working mothers are 58.86 and 62.75 respectively. Standard deviation score of students of working mother is 7.5 and non-working is 8.6. The computed value of T value is 2.74 which is more than the critical value 1.96 at 0.05 level of confidence interval. Hence it is significant and the null hypothesis that “There is no significant difference between the study habits of students belonging to working and non-working mothers” is rejected. The study therefore resulted that there is significant difference between the study habits of students belonging to working and non-working mothers.

Table no 2 : Comparison between the study habits of students belonging to urban and rural areas.
The table no 2 reveals that mean value of students belonging to urban and rural areas are 59.11 and 62.55 respectively. Standard deviation score of student from urban and rural areas are 8.3 and 7.2. The computed value of T value is 2.12 which is more than the critical value 1.96 at 0.05 level of confidence interval. Hence it is significant and the null hypothesis that “There is no significant difference between the study habits of students belonging to urban and rural areas.” is rejected. The study therefore resulted that there is a significantly difference between the study habits of students belonging to urban and rural areas.

Table no 3 : Comparison between the study habits of male and female students.

<table>
<thead>
<tr>
<th>Students</th>
<th>Mean</th>
<th>S.D.</th>
<th>T value</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>60.76</td>
<td>7.6</td>
<td>.52</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>61.25</td>
<td>7.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS: Not Significant

The tabulated scores are shown with the help of the following graphical representation

![Graphical representation of mean, standard deviation, and T value for urban and rural students.](image)
The table no 3 observes that mean value of male and female students are 60.76 and 61.25 respectively. Standard deviation score of male is 7.6 and female is 7.3. The computed value of T value is .52 which is less than the critical value 1.96 at 0.05 level of confidence interval. So it is not significant and the null hypothesis is that “.There is no significant difference between the study habits of male and female students.” is accepted. Therefore the study found that difference between the study habits of male and female students is not significant statistically.

CONCLUSION

The study has found in the following conclusions

1. There is a significant difference between the study habits of students belonging to working and non-working mothers.

2. There is a significant difference between the study habits of students belonging to urban and rural areas.

3. There is no significant difference between the study habits of male and female students.

REFERENCE


