

Study Habits and Attitudes of Secondary School Students in India

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ABSTRACT

Study habits and attitudes are intended to elicit and guide one's cognitive processes through appropriate study hours and use them at the appropriate time and places during learning. The study aims to assess secondary school students' study habits and attitudes concerning gender, caste and parental occupation, and educational and income levels. A sample of 150 secondary school students was selected on a simple random basis from Gangtok, Sikkim. The findings of the study were that gender, socioeconomic status, Parental education, Parental occupation, and parental income does not make any difference in the study habit and attitude of both boys and girls, but caste plays a role in the study habits and attitude of both boys and girls.

Keywords:

Study Habits; Attitude; Academic Performance; Socio-Economic Status.

ABSTRAK

Kebiasaan belajar dan sikap dimaksudkan untuk memperoleh dan membimbing proses kognitif seseorang dalam jam belajar yang tepat dan menggunakannya pada waktu dan tempat yang tepat selama belajar. Tujuan dari penelitian ini adalah untuk menilai kebiasaan belajar dan sikap siswa sekolah menengah dalam kaitannya dengan jenis kelamin, kasta dan pekerjaan orang tua, tingkat pendidikan dan pendapatan. Sampel 150 siswa sekolah menengah dipilih secara acak sederhana dari Gangtok, Sikkim. Temuan dari penelitian ini adalah bahwa jenis kelamin, status sosial ekonomi, pendidikan orang tua, pekerjaan orang tua, pendapatan orang tua tidak membuat perbedaan dalam kebiasaan belajar dan sikap anak laki-laki dan perempuan tetapi kasta berperan dalam kebiasaan belajar dan sikap anak laki-laki dan perempuan.

Kata Kunci:

Kebiasaan belajar; Sikap; Prestasi akademik; Status Sosial Ekonomi.

1. Introduction

Education is the process through which an individual is developed into individuality and a person into a personality. The importance of education as an agency of modernization and a source of employment has long been recognized in our national plans. The basic problem today in education is motivating students to learn at all levels. A high level of aspiration for good education would normally make the individual not only put forth his sustained effort in getting an education but also make him achieve at a high level throughout the courses of education. Education not only changes attitudes and values but also helps in getting important positions in social structure. Thus the development of any community depends upon its educational attainment. Education should be individualized and personalized and should constitute a preparation for self-learning. There will always be a deep and wide gap between what one knows and what ought to be known, and nothing can bridge this gap better than original thinking and the capacity to learn aided by careful and well-planned study. The study is not simply reading. It is much more than reading; it includes reading in its compass. Gain knowledge is its effect. The study is the sum of all the habits, determined purpose, and enforced practices the individual uses to learn. A good organized and systematic approach to study gives the pupil sure and speedier success.

Secondary education plays a vital role in every student's life since certain decisions are made for the future. So there is a cry to do well and achieve better in secondary school. The observation desires a uniform syllabus, instructional facilities, time and resources. Students score differently in the examination. Even a good student, who has the potential to achieve better, may not be able to achieve as per expectations if he/she fails to manage time properly, allocate weightage to various subjects, prepare notes and individual modes adopted for preparation of different subject. In other word, study habits and altitude are the relevant factors in determining the achievement of an individual.

Study habit is an important predictor of academic achievement. Good study habits are related significantly to achievement. In Sikkim, the poor state of affairs in academic achievement is the lack of students' proper study habits and attitude, the place being highly oriented towards the tourism industry. Pupils get swayed away from earning money by easy means and do not pay due attention to their studies. To ascertain the probable causes for this, apart from judging their abilities, attempts are thought to be undertaken to assess the reasons for academic under – achievement. The foremost cause which was thought to be undertaken is to assess whether the student population has appropriate study habits and attitudes.

1.1 *The rationale of the Study*

Habit is a learned repetitive behavior over time and situation, and it is a set of automatic routines which requires conscious cognitive importance. Study habits are the behavior that enables one to sit down and begin working on the preparation of homework/assignments or any other study activities. Learning involves the development of study habits. Concentration is an important factor associated

with study habits; it depends on the control of attention, and various habits are involved in students' learning styles. One of the most important factors determining a student's school achievement, besides his ability and motive, is his study habits and attitudes. One can recognize the habit in the form of reading, preparing home assignments, personal zeal and motive, concentration, self-confidence, and attitude towards education and examination. It becomes a systematic study habit in the lines of planning the study, study strategy, style of learning organizing learning which requires skill through habit formation. This is of paramount importance for school achievement. A synoptic review of research stated in the preceding paragraphs indicates that study habits and attitude have a great influence on academic achievement as is evident from the reviews of Verma (1996), Patel (1996), Ghosh (2008) where study habits were related to academic achievement. This study aims to ascertain the extent to which study habits and attitudes of secondary school children of different gender and socio-economic strata affect their academic performance. Therefore the problem is stated as “*Study Habits and Attitude of Secondary School Students in India.*”

1.2 Objectives of the study

The objectives of the study are to assess the study habits and attitudes of secondary school students concerning gender, and component-wise and to determine the differences exhibited by the students in study habits and attitudes concerning gender, caste, and socio-economic status variations.

2. Methods

The study design is a descriptive method i.e., normative study method. The study is mainly a descriptive study design of relationship study type. Relationship between study habits and attitudes of secondary school children concerning gender, caste, and socioeconomic status has been established without giving any input. Therefore, it is mainly an ex-post facto type. Study habits and attitude are the independent variable, and personal variable is attitude is the independent variable.

2.1 Population

All 654 secondary school students were the population of this study.

2.2 Sample

The sample for the study was collected from six different schools of different management and different types from Gangtok, Sikkim. Thus, from a total population of 654 students, a sample of 150 secondary school students was selected on a simple random basis.

2.3 Tools and techniques

For data collection and information, Mukhapadhyay and Sansanwal's (1983) Study Habits and Attitude scale categorized into nine sub-components: comprehension, concentration, task orientation, sets, interaction, drilling, support, recording, and language were used. For getting personal

information data, a personal data questionnaire was developed by the investigator and used for the study. The scale's reliability was calculated by split half and test retest method and found to be 0.784 and 0.862, respectively. The scale's validity was determined in criterion-related validity (concurrent validity) and was found to be 0.608. The technique of data analysis was made as per the objectives formulated. Both descriptive and inferential statistics were adopted.

3. Results and Discussion

3.1 Concept of Study Habit

Study habits are especially related to an individual's behavior about the domain of his working of studies and how an individual conducts himself at his adjudged from his study habits. Styles of study are known as study habits. The practicing Operandi of students for making their studies is essentially contained in their study habits. In the process of learning, habitual maps of exercising and practicing their learning abilities are considered learners' study habits. The pattern of behavior adopted by students in pursuing their studies is considered under the option of 'study habit'. An investigation of study habits of the students makes a study of their placement of studies. Learners learning character is characterized by their study habits. The assessment of study habits of school students, college students, teachers, and working adults needs to be different. As suggested by Mukhapadhyay and Sansanwal (1983), areas of study habits are categorized into nine sub-components: comprehension, concentration, task orientation, sets, interaction, drilling, support, recording, and language. A brief discussion of different components of study habits is stated below.

- (1) Comprehension – There are specific behaviors with respect to a student's study behavior geared to better comprehension. For example, before reading a lesson intensively, the students may try to catch up on the lesson. By doing so, he may try to establish a mental set for studying a particular content. Similarly, he may try to relate the materials learned in another so that he may sub sum the new learning with the previous knowledge.
- (2) Concentration – Concentration is a very important indicator of effective study habits. Some students are capable of concentrating easily for a long, some others take time to concentrate, but once they concentrate, they can continue for a long. In contrast, others find it still difficult to concentrate at all. Some may read only when they are in a mood to do so, while others may require stimulations through tea, coffee, smoking, etc, for concentration.
- (3) Task orientation – When a student wants to study a series of subjects and has to develop different levels of cognition, task orientation is an important component of study habits. For example, some students study different subjects according to a fixed daily, weekly or monthly routine. Certain students fix the time target for completing certain academic tasks. Students' orientation and behaviors towards the accomplishment of the task in a predicted schedule is task orientation.
- (4) Sets - Study sets mean the physical and situational characteristics a student adopts for study. For example, some students learn more when lying in bed, whereas others may as well fall asleep if they read lying in bed.

- (5) Interaction – Although teaching and learning in our colleges and schools have remained mono-active and almost a private affair of the individual teacher or students respectively, there is evidence to conclude that interaction of a student with his teacher, parents, or friends contributes positively towards better learning. Thus, interaction is a significant component of study habits. For example, a student who does not understand while studying may go to some of his friends for a discussion. Amongst the past graduate students in certain universities, a common practice is to form small groups of three or four students who study together.
- (6) Drilling – Drilling means practicing particular learning again and again. While drilling is a common practice at the school level, it is a very important component of good study habits amounts students of science and technology, Since drilling is almost essential in case of learning of Mathematics, Chemistry, Dentistry, Engineering, Drawing, etc. these students may revise the topics and tasks already learned more than once.
- (7) Supports – Study in one particular discipline gets a sound backup from a broad study base. A student’s habit of studying different types of books besides textbooks or newspapers and magazines may help them learn the subjects.
- (8) Recording - Any good teacher hardly teaches based on a single book at higher levels. For the student's good performance, it is also necessary to read several books. Recording in the format of text, class, notes or preparing one’s own study notes one therefore, very important. Some students prepare their notes based on class lectures which form the basis of their independent study. Many students develop only on the class notes dictated by the teacher.
- (9) Language – Language capability is an important predictor of effective study habits. For example, where the medium of instruction is English, it is important to see with what facility a student reads English books. This affects his connection, comprehension, and duration of study.

3.2 Concept of Attitude

Attitude may be defined as the psycho-conceptual state of mind towards men, matter, material, thought, and action of life. Attitude symbolizes one’s action towards life as a whole. Attitude symbolizes one’s potential, willpower, zeal, and zest to do or not do one thing or the other. It is the placement value of the person to engage or disengage himself in an activity. Students’ attitude towards studies manifests their makeup of mind for the studies. Do they relay love to pursue studies or do they not like to be at studies is a fundamental question of their attitude towards studies may be previewed to be in build in their feelings for studies, their perception of the utility of studies to them besides including their attitude towards school, books, home task and teachers as such. Attitude is a relatively stable learned, emotionalized predisposition to respond consistently toward an object, person, or situation.

3.3 Study Habits and Attitude as A Determinant of Student’s Achievement

Study habits and attitudes are intended to elicit and guide one’s cognitive processes through appropriate study hours and use them at the appropriate time and places during learning. When the learner’s goal is good retention performance, then study habits and attitudes that promote the selection

process are important. When the learner's goal is good transferred performance, the study habits and attitude should be used to engage in selecting, organizing, and integrating processes. Study habits and attitudes can be categorized in terms of the cognitive processes that affect habits to promote selecting, organizing, and integrating. Underlying and Verbalism copying of selected words of a textbook lesson are examples of a study habits aimed primarily at selecting relevant information. These kinds of activities are most likely to guide the learner's attention toward the copied or underlined materials. Outlining the material in a textbook is an example of a study habit that affects selecting relevant information and organizing it into a coherent structure. From the above discussion, it can be concluded that study habits express the working of the students' minds for studies. This illustrates the importance of study habits and attitude as the determinant of students' achievement in their academic sphere. Study habits and attitudes are not inborn but are acquired by the individual during his development. Study habit technically refers to a student's passion for understanding in studies. In these habits, he likes to go deep in the quest to catch his studies' true meaning. Thus in study habits, the students are seen in action in their studies. It is especially related to an individual's behavior about the learner learning character, having a combined mixture of interaction, supports, comprehension, and task orientation. Study habit affects the habits to promote, integrate, and organize cognitive behavior. Therefore its importance cannot be overlooked.

The impact of study habits on the attainment of academic success and cognitive outcomes have been researched by various investigators in India and abroad. A view research extracts have been reviewed and presented in this section to provide a scientific basis for the inclusion of the variables in the study under the report. Lilly and Sundara Rajan (1991) found a significant difference between the study habits of boys and girls of IX standard. Ruth Lee (1992) studied the development of study skills to improve grades in IX and X class students. It was found that the development of study skills increased student achievement. Stella and Purushothaman (1993) showed no significant difference between the study habits of underachieving boys and girls. Abdullahi (1996) investigated "student responsibility in poor academic performance in Kwara state secondary school." Study habit patterns showed that, although the students spent much time on study period procedure, they showed very little concentration and consultation with their teachers". Gordan (1998) found that students with good study habits possessed good achievement. Kevach, et al (2001) conducted a study on "The relationship between study skills and conceptions of intelligence for high school students." This study is a replication and extension of previous studies investigating the relationship between secondary and post-secondary students' thoughts about achievement and their study habits. The findings indicated that students with a more incremental view of intelligence reported better study habits. Sharp et al. (2002) studied "study support and the development of the self-regulated learning." This paper was based on a qualitative study of study support in 12 secondary schools. Relationships among the conditions presented in study supported the literature on self-regulated learning. They suggested that providing high-quality study support was beneficial but required commitment, investment, and an understanding of its potential contribution to the school's work. Jianzhong (2004) studied family help and homework management in urban and rural secondary schools. The first section examined recent studies examining the possibility of developing good work habits through family involvement

with secondary school homework. The second section described two survey studies in urban and rural secondary schools that explicitly link homework management to family benefit from clear expectations from adult assistance regarding how to develop homework management strategies faster. The final section discussed the implication of further research and practice regarding how to foster adolescent work habits through homework, particularly for high school students.

The scores were then compiled, and the highest score, as well as the lowest score, was found. It ranged from 10-49 in the case of boys and 20-49 in the case of girls. The descriptive statistics procedures were then followed to analyze the scores. Frequency distribution of scores also has been made component-wise for gender, caste, and socio-economic status (SES) variations for facilitating the computation of the descriptive and inferential statistics to interpret the data as per objectives and hypotheses. In the section attempts have been made to calculate the measures of central tendencies and variation of the total sample and the sub-sample relating to gender, caste, and socio-economic status variation. Mean and Standard Deviation variations like gender, caste, and SES have also been computed components-wise. After calculating the mean and standard deviation, the test of significance of difference between the means of the contrast were calculated to determine the significance of the difference between the mean of contrasts.

3.4 Gender Variation in Study Habits and Attitudes

To find out the significant difference concerning Gender variation in study habits and attitudes, the test of significance of the difference between mean (t-test) was calculated and presented here. It was observed that the “t” ratio in the case of gender variation was insignificant because ‘t’ for df 98 required a critical value of 2.63 as the calculated ‘t’ ratio is less than the table value of ‘t’. The ‘t’ ratio is considered not significant. Therefore, the null hypothesis that there is no difference in Study Habits and Attitudes of secondary school students concerning gender is accepted, which shows that gender does not play any role in study habits and attitudes. The study is in conformation with earlier studies conducted by Venkatachalapathi (1992), Bhadhri (1992), Girija and Bhadra (1984).

3.5 Caste Variation in Study Habits and Attitudes

To find out the significant difference concerning caste variation in study habits and attitudes, the test of significance of the difference between mean (t-test) was calculated and the result is presented here.

In case of caste variation the ‘t’ ratio was significant therefore the null hypothesis that there does not exist any difference in study habits and attitude of secondary school students concerning caste is rejected which shows that caste plays role in study habits and attitude. The study is in conformation with earlier studies conducted by Arun (1994), Samuel and Rao (1967), Rama Rao, Parvathi, and Swaminathan (1983).

Table 1. Mean, SD, and ‘t-test results for differences between mean Study habits & Attitudes scores concerning gender variation

Gender Variation	N	M	SD	SED	‘t’	Remarks
Boys	75	62.4	4.49			
Girls	75	61.6	4.72	0.91	0.87	Not Significant

‘t’ for dt 98 at 0.05 level 1.98 at 0.01 level 2.61

Table 2. Mean, SD, and ‘t-test results for differences between mean Study habits & Attitudes scores concerning caste variation

Caste Variation	N	M	SD	SED	‘t’	Remarks
General	75	66.5	5.45			
Reserved	75	57.5	2.76	0.93	9.87	Significant

‘t’ for dt 98 at 0.05 level 1.98 at 0.01 level 2.61

3.6 Socio-Economic Status Variation in Study Habits and Attitudes

To find out the significant difference concerning SES variation in study habits and attitudes, the significance test of the difference between means (t-test) was calculated, and the result is presented here.

Table 3. Mean, SD and t-test results for differences between mean SES scores in Study habits & Attitudes

SES Variation	N	M	SD	SED	“t”	Remarks
Parental Education	75	16.3	2.4			
Parental Occupation	75	14.6	2.7	0.5	1.4	NS
Parental Income	75	16.1	3			
	75	15.3	3.1	0.61	1.31	NS
	75	16.3	3.6			
	75	16.8	3.3	0.68	0.73	NS

NS-Not Significant and ‘t’ for dt 98 at 0.05 level 1.98 at 0.01 level 2.61

It was found that the ‘t’ ratio in the case of parental education variation was insignificant because ‘t’ for df 148 required a critical value of 2.63 as the calculated ‘t’ ratio is less than the table value of ‘t.’ The ‘t’ ratio is considered not significant. Therefore, the null hypothesis that there exists no significant difference in study habits and attitudes of secondary school students concerning

parental education is accepted, which shows that parental education does not play any role in Study Habits and Attitudes. In the case of parental occupation variation, the 't' ratio was not significant, therefore the null hypothesis that there exists no significant difference in study habits and attitudes of secondary school students concerning parental occupation is accepted, which shows that parental occupation does not play any role in Study Habits and Attitude. In the case of parental income variation, the 't' ratio was not significant, therefore the null hypothesis that there exists no significant difference in study habits and attitudes of secondary school students concerning parental income is accepted, which shows that parental income does not play any role in Study Habits and Attitude. In the case of SES variation, the 't' ratio was not significant; therefore, the null hypothesis that there does not exist any difference in study habits and attitudes of secondary school students concerning SES is accepted, which shows that SES does not play any role in study habits and attitude. The study is in conformation with earlier studies conducted by Samuel and Rao (1967) Rama Rao, Parvathi, and Swaminathan (1983), Arun (1994).

3.7 Gender Variation on Study Habits and Attitude Component Wise

To find out the significant difference concerning gender variation component-wise on students habits and attitudes, the test of significance of the difference between means (t-test) was calculated, and the result is presented here.

It was observed that 't' the ratio in case of gender variation, component-wise, the attitude towards teaching, Home Environment, Attitude Towards Education, Study Habits, mental conflict, and Home Assignment were significant because the 't' ratio is greater than the table value of 't.' It was also observed that the 't' ratio in case of gender variation, component-wise concentration, self-confidence, Examination was not significant because 't' for df 148 required a critical value of 2.63 as the calculated 't' ratio is less than the table value of 't' the ratio is considered not significant. Therefore the null hypothesis that there exists no significant difference in the study habits and attitude of secondary school students concerning gender component-wise cannot be fully rejected or accepted, which shows that few components play an important role in the study habit and attitude and few components does not play any role in the study habits and attitude of the students.

The study was mainly a normative survey method of investigation, including descriptive and inferential statistics. The result revealed that Gender and Socio-Economic status do not play any role, but caste plays a role in the Study Habits and Attitudes of the students. Parental education, Parental occupation, and Parental income does not make any difference in the study habits and attitude of both boys and girls.

4. Conclusion

Study habits of students are an effective correlate of academic achievement. Hence all possible cases may be taken by the schools for developing favorable and conducive study habits of the students, ensuring their self-study, comprehension ability, seriousness in efforts, and hard work at

their specific roles to play in this regard. For developing intellectual pursuit in children's affectionate parental behavior, the permissiveness of parents' development of the level of aspiration in children, reducing frustration, and reactions, providing better scope for increased study atmosphere are the primary concerns. Parents, therefore, must emphasize a pleasant home atmosphere. Parents and older family members should be ready to answer the children's questions with great patience. They should encourage their children to gain information by participating in different situations. As and when necessary, the parents must make the concept clear before the students to develop achievement, and motivation, and reduce frustration. The socio-cultural status also influences the study habits of the children. The pupils from different socio-cultural groups display different goals and standards. Therefore, specific and utility-specific educational systems catering to the socio-cultural milieu's diversities will be highly appreciated.

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