

Study Habits Of Secondary Students Of North 24 Parganas District: a Comparative Study Among Girls And Boy

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Abstract: The study was conducted to compare the study habits of secondary girls' and boys' students of North 24 Pargana district. The sample of 90 girls' and boys' students of class 11th was selected from 10 + 2 schools of North 24 Parganas district. Tools for collecting data include study habit scale for 10th to 12th class students constructed and standardized by Dimple Rani and M.L. Jaidka (2015). The data were analyzed by using descriptive and inferential statistics. From the present study it has been observed that there is significant difference of student's study habit according to their gender (male and female). The finding of the study may be used in planning of many programs. It may help research for the study.

Keywords: habit, study habit, gender.

1.1 Introduction:

Study habits occupies a very important place in education. It also helps students in their learning process. Habit is a behavior that person acts automatically. Habit is just something that is done on a regular basis. It has a schedule. Planning is a base of a habit. Here are no reservations, no excuses, no exceptions. It is simply done. The way that we study is called study habit. It is a good habit for the success of students. There are some factors influencing study habits, those are family, school environment, curriculum, good mental health, intelligence, community, gender, socio-economic status of parents, etc. Every student is individually different. Each student's study habit will be different based on above explain factors. Present study is emphasis on the purpose of studying whether study habit differs based on student's gender (male and female). This study will help to find out the significant difference in study habits between girls' and boys' students at secondary school.

Study habit:

In the words of Romeo M. Losare Jr (2009) study habit is how a people manage his/ her in such a way that he/she can review and study regularly. According to Nneji (2002) study habit is learning techniques that enable students work private. Study habits can be good or bad. Good study habits include being organized, keeping class notes, reading textbooks or reference books, and joining the class every day. Bad study habits include not attending class, watching TV for a long time, playing online games, skipping homework etc.

Gender:

Most people define Gender as they define sex, but the concept of Gender and Sex are not same. Sex is a biological concept, refers to genetically acquired differences between males and females, according to their physiology and reproductive capabilities or potentialities. According to HWO Gender refers to the characteristics of women, men, girls, and boys that are socially constructed. Gender is a socio-cultural expression of characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality. The present study was conducted to observe is study habit effected by gender.

1.2 Review of related literature:

Khalili (2018) displayed a positive correlation between the mean score of study habits and academic interpretation of the students in his study. Goud (2018) states that students had an applauding

attitude towards study habits in his study. The analysis centered on estate, position, and style of academy operation on the intellectual attainment of tenth- class scholars. The research demonstrates that these impacts affect the study behaviors of the respondents. The report underlines the worth of acquiring bouncing study practices, such as time management. Researchers found no substantial variation in the study habit score between males and womanish students. Some reports also bespeak a significant collaboration between student study motives and academic success (Onabamiro& Odunlami, 2017). Researchers found that gender isn't a factor in the association between study habits and scholar academic blockbuster, but that it's more about what nature of study habits students have crystallized. Study habits are allotment of a pupil's everyday life in academy. It contributes significantly to the growth of wisdom and perceptual volumes. Study habits describe a person how consequentially he'll learn, how far he wants to advance, and how much he wants to acquire. These all could be determined with one's study habits throughout life (Rabia, Mubarak, Tallat & Nasir, 2017) In a descriptive correlation study, Evans AtsiayaSiahi and JuliusK.Maiyo(2015) set up a positive association between study habits and academic achievement of 9th standard scholars at spacer advanced secondary academy. Chhavi Chadha and Usha Dhulia (2015) studied the effect of gender and time of television viewing hours on their study habits of 200 adolescent scholars Of Tehri Garhwal, Uttrakhand. Result showed that girls espoused better study habits than boys and students whose television watching hours are less, enjoy better study habits.”

1.3 Objectives of the study:

Present study was conducted with the following objectives:

1. To find out the level of study habit of secondary level girls' and boys' students.
2. To observe relationship of boys' and girls' students according to their study habit

1.4Hypothesis:

Ho:There is no significant difference between Girls and boys' students based onthe various dimensionsof their study habits.

1.5 Delimitation of the study:

The study has been delimited to:

1. The higher secondary school students studying in 11th class only.
2. The sizeof sample was limited to 90 only.
3. Studyhabits aretaken as a dependent variable.
4. Gender and types of schools are taken as Independence variables.
5. The tool used for collecting data is study habit scale by Dimple Rani and M.L.Jaidka(2015).

1.6 Methodology:

The study was descriptive in nature. So, the researcher used a survey method for the study.

Sample:

Sample of the study was taken from higher secondary school of North 24 Pargana of West Bengal, India. There are three non-residential schools and two residential schools. A sample of 90 11th class students were selected from different schools of North 24 pargana district. It was a stratified random sampling system.

Tool used:

The researcher used study habit scale conducted and standardized by Dimple Rani and M.L.Jaidka(2015). It consists of 46 items divided into seven dimensions, 1. Concentration 2. Comprehension 3. Planning 4. Use of e- resources 5. Introduction 6. Study sets 7. Drilling. It is useful for adolescent students' class 10th to 12th.

Analysis of data:

Descriptive and inferential statistics were employed to compare the means of the students across said variable.

1.7 Result and discussion:

The results are presented in the following table:

Table-1, (Descriptive Statistics)

Study Habit	Girls’ students(N=45)			Boys’ students(N=45)		
	Sum	Mean	Variance	Sum	Mean	Variance
Concentration	1025	22.77	43.81	717	15.93	9.30
Comprehension	1000	22.22	21.44	551	12.24	7.05
Planning	406	9.02	3.385	493	10.95	1.72
Use of E-resources	493	10.95	1.72	794	17.64	11.73
Interaction	406	9.02	3.38	520	11.55	4.52
Study sets	1000	22.22	21.44	556	12.35	6.64
Drilling	469	10.42	8.61	493	10.95	1.72

Table-1 shows the sum scores, Mean, and Variance of Girls and Boys students on the seven dimensions of study habits. According to concentration the mean and variance of girl students are respectively 22.22 and 21.44, whereas the mean and variance of boy students are 12.24 and 7.05. According to Planning the mean and variance of girl students are respectively 9.02 and 3.38, whereas the mean and variance of boy students are 10.95 and 1.72. According to Use of E- resource the mean and variance of girl students are respectively 10.95 and 1.72, whereas the mean and variance of boy students are 17.64 and 11.73. According to Interaction the mean and variance of girl students are respectively 9.02 and 3.38, whereas the mean and variance of boy students are 11.55 and 4.52. According to Study sets the mean and variance of girl students are respectively 22.22 and 21.44, whereas the mean and variance of boy students are 12.35 and 6.64. According to Drilling the mean and variance of girl students are respectively 10.42 and 8.61, whereas the mean and variance of boy students are 10.95 and 1.72.

Table-2: (Descriptive Statistics)

Groups	N	Sum	Mean	Variance
Girls	45	8266	183.68	227.49
Boys	45	3723	82.73	75.24

Table-2 shows that total girls’ students are 45. The mean of girl students according to their study habit is 183.68 and variance is 227.49. On the other hand, the total number of boy students is 45. The mean of boy students according to their study habit is 82.73 and variance is 75.24.

Inferential Statistics

Ho: There is no significant difference between the study habit of higher secondary school students across gender (girls and boys).

To examine the null hypothesis “There is no significant difference between the study habit of higher secondary school students across gender (girls and boys),” At first the researcher split the null hypothesis into seven sub null hypotheses according to the seven dimensions of study habits, then tested those seven hypotheses. The results are presented in the following table.

Ho(a): There is no significant difference between Girls and Boys students based on Concentration as a dimension of study habit.

Table-3: Concentration, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1054.04	1	1054.04	7.747	0.0065	3.94

Within Groups	11972.58	88	136.05			
Total	13026.62	89				

From the above table it is shown that the F value of Concentration of girls’ and boys’ students is 7.74 and P value is 0.0065, which is much lower than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is a significant difference between Girls and Boys students based on concentration as a dimension of study habit.

Ho(b): There is no significant difference between Girls and Boys students based on Comprehension as a dimension of study habit.

Table-4: Comprehension, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2240.01	1	2240.01	157.18	0.00027	3.94
Within Groups	1254.08	88	14.2510			
Total	3494.1	89				

From the above table it is shown that the F value of Comprehension of girls and boys’ students is 157.18 and P value is 0.00027, which is very low than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is a significant difference between Girls and Boys students based on Comprehension as a dimension of study habit.

Ho (c): There is no significant difference between Girls and Boys students based on Planning as a dimension of study habit.

Table-5: Planning, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	84.1	1	84.1	32.90	0.00013	3.94
Within Groups	224.88	88	2.55			
Total	308.98	89				

From table-5 it is shown that the F value of Planning of girls’ and boys’ students is 32.90 and P value is 0.00013, which is much lower than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is a significant difference between Girls and Boys students based on Planning as a dimension of study habit.

Ho (d): There is no significant difference between Girls and Boys students based on Use of E-resources as a dimension of study habit.

Table-6: Use of E-resources, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
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Between Groups	1006.67	1	1006.67	149.58	0.00011	3.94
Within Groups	592.22	88	6.72			
Total	1598.9	89				

From the above table it is shown that the F value of E-resources of girls’ and boys’ students is 149.58 and P value is 0.00011, which is much lower than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is a significant difference between Girls and Boys students based on Use of E-resources as a dimension of study habit.

Ho (e): There is no significant difference between Girls and Boys students based on Interaction as a dimension of study habit.

Table-7: Interaction, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	144.4	1	144.4	36.50	0.00035	3.94
Within Groups	348.08	88	3.95			
Total	492.48	89				

From the above table it is shown that the F value of Interaction of girls’ and boys’ students is 36.50 and P value is 0.00035, which is much lower than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is significant difference between Girls and Boys students based on as Interaction a dimension of study habit.

Ho (f): There is no significant difference between Girls and Boys students based on Study Sets as a dimension of study habit.

Table-8: Study sets, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2190.4	1	2190.4	155.93	0.00034	3.94
Within Groups	1236.08	88	14.04			
Total	3426.48	89				

From the above table it is shown that the F value of Study sets of girls’ and boys’ students is 155.93 and P value is 0.00034, which is lower than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is a significant difference between Girls and Boys students based on Study Sets as a dimension of study habit.

Ho (g): There is no significant difference between Girls and Boys students based on Drilling as a dimension of study habit.

Table-9: Drilling, Dimension of Study Habit

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	6.4	1	6.4	1.23	0.0065	3.94

Within Groups	454.88	88	5.16			
Total	461.28	89				

From the above table it is shown that the F value of Drilling of girls' and boys' students is 1.23 and P value is 0.0065, which is much lower than 0.05. So, the Null Hypothesis is accepted. It interprets that there is no significant difference between Girls and Boys students based on Drilling as a dimension of study habit.

Ho: There is no significant difference between the study habit of higher secondary school students across gender (girls and boys).

Table-10:

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	229320.5	1	229320.5	1514.98	0.00030	3.94
Within Groups	13320.44	88	151.36			
Total	242641	89				

From table-10 it is shown that the F value of overall study habits of girls' and boys' students is 1514.98 and P value is 0.00030, which is much lower than 0.05. So, the Null Hypothesis is rejected, and alternative Hypothesis is accepted. It interprets that there is significant difference between Girls and Boys students study habit.

1.8 Findings:

The study conducts to find that is there any difference between the study habit of girls and boy students? The result reflects that, out of seven dimensions in case of only one (drilling) there is no significant difference between girls and boy students. On the other hand, in case of rest dimensions; Concentration, Comprehension, Planning, Use of e- resources, Introduction, Study sets there are significant differences between Girls and Boys students. There is a significant difference between Girls and boys' students study habits.

1.9 Conclusion:

Study Habit is a most important factor for every human being. It helps us to learn how to be successful in life, to live together peacefully. Although the present study concludes that gender affects study habits, we must have that study habit which will be not in gender stereotypes.

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