

## STUDY HABITS AMONG SCHOOL STUDENTS AND ITS RELEVANCE TO TEACHER EDUCATION

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**Abstract:** *According to the National education Policy 2019, ensuring quality is one of the most important vision for higher education in India. Since higher secondary education is the gateway to higher education, this level has a very important place in ensuring quality in higher education system. Study habits of students, in this regard, go a long way in shaping the quality of education. Therefore, it is important to understand the study habits of students in order to have a proper vision for their future development. The present study was undertaken to find out the study habits of higher secondary students in Aizawl City. It was conducted on 420 secondary students from Aizawl city. Study Habit Inventory constructed by Dr. M. Mukhopadhyay and Dr. D.N Sansanwal (1983) was used to collect the data. Mean, S.D and t-test was used to analyse the data. The study found that in Aizawl city, majority of students had an average study habit. It was also found from the study that female students have better study habits when compared with male students.*

**Keywords:** Study habits, National Education Policy, male higher secondary school students, female higher secondary school students.

### **Introduction:**

Study habits are usually defined as student ability to manage time and other resource to complete an academic task successfully. It is the amount and kind of studying routines which the student uses during regular period of study occurring in a conducive environment. The term 'Study Habit' implies a sort of more or less permanent method of studying. A proper study habits enables an individual to reap a good harvest in future. A person with poor study habits will not be able to learn properly. Good study habits can help students achieve and/or maintain good grades. Since education is considered as a first step for every human activity, it often plays an important role in the development of human capital and is linked with an individual well-being and

opportunities for better living. The social and economic development of a country is directly linked with student academic performance. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. Study habits are the behaviour of an individual related to studies and a good study habit is a pre-requisite for good academic performance.

With the advancement of technology, students' study habits have significantly changed. It affects the way teacher's present information and therefore, students are studying and learning differently. Students' study habits have a great effect in their academic achievement. Their failure and success depend on their habitual practice.

### **Rationale of the Study:**

Study habit is a very important characteristic of all human beings who are 'being educated' and 'are educated'. It has a long reaching affect on the achievement of the pupils. Students with good study habit show better performance in academic achievement than students with bad study habits. If students have proper study habits since early stage, they will develop feelings of good study habits on their mind. They need to guide and maintain a proper routine for their study since childhood. Higher secondary education is a defining moment in a student's life because it is the start of education where students have chosen their own fields. A good study habit is expected to serve them well in their academic performance and future studies. It is a stage which paves the way for colleges as well as for their profession. If students develop good study habits at higher secondary level, it will serve them well for the next step for higher education.

Since study habits play such an important role in the development of students' academic performance, this further has a lasting impact on the development of the nation, it is important to find out the best measures to ensure good study habits in students. The rationale of selecting this topic is that the results may help us to understand the needs and importance of study habits and use the information for teacher education as teachers are the ones who will be closely dealing with students in their professional lives.

### **Operational Definition of the terms used:**

1. **Study Habits:** Study Habits means the behaviours used when preparing for tests or learning academic material. Study habits are the habitual practices one uses to help them study and learn. Good study habits can help students achieve and maintain good grades. In the present study, study habits has the following dimensions:

i) **Comprehension:** There are certain specific behaviours with respect to a student's study behaviour which are geared to better comprehension, for example, before reading a lesson intensively the student may try to catch on what the lesson is about. By so doing he may actually try to establish a mental set for studying a particular content. Similarly, he may try to relate the materials learned in one subject with these learned in another so that he may subsume the new learning with the previous knowledge.

**ii) Concentration:** Concentration is a very important predictor of effective study habits. Some students are capable of concentrating easily and for long, some others take time to concentrate, but once they concentrate, they can continue for long, while still some others find it difficult to concentrate at all. Some may read only when they are in a mood to do so. Others may require stimulations through tea, coffee, smoking etc. for concentration.

**iii) Task Orientation:** If a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. For example, some students study different subjects according to the fixed routine-daily, weekly, or monthly. Certain students fix the time target for completing certain academic tasks. Students' orientation and behaviours towards accomplishment of the tasks in a pre-decided time frame is task orientation.

**iv) Interaction:** Although both teaching and learning in our colleges have remained monoaction and almost the private affair of the individual teachers or students respectively, there are enough evidences to conclude that interaction of a student with his teacher or parents or his friends contributes positively towards better learning. Thus interaction is a significant component of study habit. For example, when a student does not understand while studying he may go to some of his friends for a discussion. Amongst the postgraduate students in certain universities, a common practice is to form small groups of three or four students who study together.

**v) Drilling:** Drilling means practising a particular learning again and again. While drilling is a common practice at school level, it is a very important component of good study habits amongst students of science and technology. Since drilling is almost essential in case of learning of Mathematics, Chemistry, Engineering, Drawing etc. these students may revise the topics and tasks already learned more than once.

**vi) Supports:** Study in a particular discipline gets a sound backup from a broader study base. A student's habit of studying different types of books other than textbooks, or newspapers and magazines may be helpful in the learning of his subjects.

**vii) Recording:** At higher levels any good teacher hardly teaches on the basis of a single book. For good performance of the students, it is also necessary to read a number of books; recording in the form of text, class notes or preparing ones' own study notes are hence very important. Some students prepare their own notes on the basis of class lectures which form the basis for their own independent study. Many students depend only on the class notes dictated by the teacher.

**viii) 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 and ease does a student read books in English. This affects his concentration, comprehension and duration of study.

2. Higher secondary school: Higher secondary school refers to the institution where students of Class XI and XII students were studying. This is the last stage where students wear school uniforms. At higher secondary level, there are mainly three streams available for students- arts, science and commerce. Students can choose different subjects in each stream.

3. National Education Policy: National Education Policy is a Government of India policy for education that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

### **Objectives of the Study:**

- i) To find out the study habits of higher secondary school students in Aizawl City.
- ii) To compare the study habits among male and female students of higher secondary school students in Aizawl City.

### **Null Hypotheses:**

1. There is no significant difference between male and female students of higher secondary students with regards to their study habits.
2. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of comprehension.
3. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of concentration.
4. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of task orientation.
5. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of interaction.
6. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of drilling.
7. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of supports.
8. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of recording.

9. There is no significant difference between the study habits of male and female students of higher secondary students in Aizawl City under the dimension of language.

### Methodology:

The present study is largely descriptive in nature. Descriptive survey method has been employed. Analysis of data was done through quantitative method.

### Population and sample:

The population of the study consisted of all Higher Secondary school students within Aizawl City. The sample of the study comprised of 420 students. Samples were selected based on stratified random sampling in order to ensure equal representation of genders.

### Tool used:

For collecting data, the investigator used Study Habits Inventory (1983) developed by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal. The scale contains 52 questions relating to study habits. It covers 8 dimensions- Comprehension, concentration, task orientation, interaction, drilling, supports, recording and language.

### Data analysis:

In order to analyse the data collected, appropriate statistical methods were employed. Descriptive statistics like percentages, mean and standard deviation were used. Inferential statistics like t test were used for comparing the gender.

### Findings:

#### 1. Study habits of higher secondary students in Aizawl City.

In order to group the sample students into appropriate groups according to the strength of their study habits, the raw scores were transformed into Z scores by the principle/formula of  $\pm 1\sigma$  from the mean. Those students who score more than  $+1\sigma$  were grouped as having good study habits. Those students who scored less than  $-1\sigma$  were grouped as having poor study habits. Students who fell between  $-1\sigma$  and  $+1\sigma$  were considered to have average study habit.

Table No-1  
Study Habits of Higher Secondary Students in Aizawl City

Dimensions	Total (N)	Mean	Standard Deviation	Poor	Average	Good
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Study Habits	420	92	11.90	11.02%	74.10%	14.88%
Comprehension	420	26.71	8.72	12.09%	73.35%	14.83%
Concentration	420	20.03	6.41	14.01%	69.78%	16.21%
Task Orientation	420	18.07	4.58	11.81%	74.72%	13.46%
Interaction	420	5.68	51.16	19.23%	63.74%	19.78%
Drilling	420	6.33	2.60	21.15%	65.38%	13.46%
Supports	420	6.02	2.32	21.98%	59.61%	18.41%
Recording	420	5.03	1.92	11.54%	70.60%	17.86
Language	420	3.81	1.81	21.70%	56.87%	21.43%

As seen from table 1, 74.10% of the higher secondary school students had average study habits, 14.88% had good study habits and 11.02% had poor study habits. Furthermore, the following results can be seen when different dimensions of study habits were tested:

- Under the dimension of comprehension, 73.35% of the higher secondary school students had average ability to comprehend, 14.83% had good ability to comprehend and 12.09% of them had poor ability in comprehending their learning materials, their lesson and subsume new learning with the previous knowledge.

- Under the dimension of concentration, 69.78% of the higher secondary school students had average ability to concentrate, 16.21% had good ability to concentrate and can continue for long while 14.01% of them had poor ability to concentrate and take time to concentrate.

- Under the dimension of task orientation, 74.72% of the higher secondary school students had average ability in task orientation, 13.46% had good ability in task orienting skills such as fixing routine like daily, weekly or monthly and 11.81% of them had poor ability in task orientation as they used to fail fixing the time target for completing certain academic tasks.

- Under the dimension of interaction, 63.74% of the higher secondary school students had average ability regarding interaction, 19.78% of the students had good interaction with their friends, teachers and parents for better results and 19.23% of them had poor interaction regarding their study.

- Under the dimension of drilling, 65.38% of the higher secondary school students had average ability in drilling, 13.46% had good ability in drilling which means they practise their learning again and again, revise their topics and tasks and 21.15% of them had poor ability in drilling.

- Under the dimension of supports, 59.61% of the higher secondary school students had average ability of supports, 18.41% had good ability of supports getting a sound backup from a broader base like studying different types other than text books which might be helpful to their subjects and 21.98% of them had poor ability of supports.

- Under the dimension of recording, 70.60% of the higher secondary school students had average ability to record, 17.86% had good ability in recording in the form of text, class notes or preparing ones' own study notes and 11.54% of them had poor ability to record and depend only on the class notes dictated by the teacher.

- Under the dimension of language, 56.87% of the higher secondary school students had average ability in language, 21.43% had good language ability and 21.70% of them had poor language ability. Language ability affects the students concentration, comprehension and duration of the study.

## 2. Comparison of study habits among male and female higher secondary school students in Aizawl City.

Table No-2

Comparison of male and female higher secondary students with regards to study habits. (N=420)

Area	Gender	N	Mean	SD	Calculated 't' value	Level of Significance at 0.05 & 0.01 levels of significance
Study Habits	Male	210	90.89	11.98	0.13	Not Significant
	Female	210	93.32	11.80		
Comprehension	Male	210	26.47	2.27	2.92	Significant
	Female	210	27.67	5.57		
Concentration	Male	210	19.43	6.70	1.95	Not Significant
	Female	210	20.64	5.91		
Task Orientation	Male	210	16.5	5.26	6.5	Significant
	Female	210	19.62	4.66		
Interaction	Male	210	5.56	2.57	1.16	Not Significant
	Female	210	5.8	2.33		

Drilling	Male	210	6.36	2.39	0.20	Not Significant
	Female	210	6.31	2.49		
Supports	Male	210	5.9	2.38	1.24	Not Significant
	Female	210	6.18	2.34		
Recording	Male	210	4.83	2.03	0.40	Not Significant
	Female	210	5.24	14.48		
Language	Male	210	3.87	1.79	0.65	Not Significant
	Female	210	3.76	1.82		

- The calculated t value which was 0.13 is less than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that 'there is no significant difference between male and female higher secondary students with regards to study habits' has to be accepted. It may be concluded that there is no significant difference between male and female students with regards to their study habits.

The mean score of male students in this area is 11.98 whereas that of the female students is 11.80. Since the mean score of the female students is higher, it can be interpreted that female students have higher level of study habits. In other words, in the area of concentration, female students have a higher level of study habits when compared with male students. It may be interpreted that female higher secondary school students have higher level of study habits with regards to all the different dimensions.

- The calculated t value which was at 2.92 is higher than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that 'there is no significant difference between male and female higher secondary students under the dimension of comprehension of study habits', has to be rejected. Therefore, it may be concluded that there is a significant difference between male and female students in the area of comprehension

A look at the two mean scores of male and female higher secondary students shows that the mean score of male students is 25.47 whereas that of the female students is 27.67. Since the mean score of the female students is higher, it can be interpreted that female students have higher ability of comprehension. In other words, in the area of comprehension, female students have a higher level of study habit when compared with male students. It may be interpreted that female higher secondary students in Aizawl City have better ability to translate materials learnt in one subject to another subject when compared with male higher secondary school students.

- The calculated t value which was at 1.95 is less than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that 'there is no significant difference between male and female students under the dimension of concentration', has to be accepted. It may be concluded that there is no significant difference between male and female students in the area of concentration.

The mean score of male higher secondary students in this area is 19.43 whereas that of the female students is 20.64. Since the mean score of the female students is higher,

it can be interpreted that female students have higher ability in concentration. In other words, in the area of concentration, female students have a higher level of study habits when compared with male students. It may be interpreted that female higher secondary school students are able to concentrate easily and long while male students find it less easy to concentrate.

- The calculated t value which was at 6.5 is higher than the critical t values at 0.05 and greater at 0.01 levels of significance. Therefore, the null hypothesis which stated that 'there is no significant difference between male and female students under the dimension of task orientation', has to be rejected. Therefore, it may be concluded that there is a significant difference between male and female students in the area of task orientation.

The mean score of male higher secondary students is 16.5 whereas that of the female higher secondary students is 19.62. Since the mean score of the female students is higher, female students have higher ability of task orientation. In other words, in the area of task orientation, female students have higher level of study habit when compared with male students. It may be interpreted that female higher secondary school students have higher task orienting skills such as fixing routine like daily, weekly or monthly as compared to male higher secondary school students.

- The calculated t value which was at 1.16 is less than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that 'there is no significant difference between male and female higher secondary students under the dimension of interaction of study habits', has to be accepted. Therefore, it may be concluded that there is no significant difference between male and female higher secondary school students in the area of interaction.

The mean score of male higher secondary students is 5.56 whereas that of the female higher secondary students is 5.8. Since the mean score of the female students is higher, it can be interpreted that female students have higher ability in interaction. In other words, in the area of interaction, female higher secondary school students have better interaction with their parents, teachers or friends for their better learning as compared to male higher secondary school students.

- The calculated t value which was at 0.20 is less than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that 'there is no significant difference between male and female higher secondary students under the dimension of drilling', has to be accepted. Therefore, it may be concluded that there is no significant difference between male and female students in the area of drilling.

The mean score of male higher secondary students is 6.36 whereas that of the female higher secondary students is 6.31. Since the mean score of the female higher secondary students is higher, it is can be interpreted that female higher secondary students have higher ability of comprehension. In other words, in the area of drilling, male students have a higher level of study habits when compared with female students. It can be interpreted that male higher secondary school students in Aizawl City have better

ability to revise their topics, tasks and practice their studying when compared with female higher secondary school students.

- The calculated t value which was at 1.2 is less than the critical t value which is at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that ‘there is no significant difference between male and female students under the dimension of supports of study habits’, has to be accepted. Therefore, it may be concluded that there is no significant difference between male and female students in the area of supports.

The mean score of male higher secondary students is 5.9 whereas that of the female higher secondary students is 6.18. Since the mean score of the female students is higher, it can be interpreted that female students have higher supports. In other words, in the area of supports, female students gets a sound backup from a broader study base. They have a habit of studying different types of books other than textbooks, or newspapers and magazines which may be helpful in their study. It may be interpreted that female higher secondary school students have higher level of study habit when compared with male students.

- The calculated t value which was at 0.40 is less than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that “there is no significant difference between male and female higher secondary students under the dimension of recording”, has to be accepted. Therefore, it may be concluded that there is a no significant difference between male and female higher secondary school students in the area of recording

The mean score of male higher secondary students is 4.83 whereas that of the female students is 5.24. Since the mean score of the female students is higher, it can be interpreted that female students have higher ability of recording. It is found from the study that female students read a number of books, recording in the form of text, class notes or preparing ones’ own study notes for their excellent performance. Some even prepare their own notes on the basis for their own independent study. Therefore, it can be concluded that female higher secondary school students have higher recording skills as compared to male students but this is not significant.

- The calculated t value which was at 0.65 is less than the critical t values at 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which stated that ‘there is no significant difference between male and female higher secondary students under the dimension of language’, has to be accepted. Therefore, it may be concluded that there is no significant difference between male and female higher secondary school students in the area of language.

A look at the two mean scores of male and female students shows that the mean score of male students is 3.87 whereas that of the female students is 3.76. Since the mean score of the male students is higher, it can be interpreted that male students have higher ability in language. In other words, in the area of language, it is found from the study that male students knows the effect and usefulness of studying English which can help them in their concentration, concentration and duration of study. Therefore, it can be

interpreted that male higher secondary school students have higher language ability when compared to female students although the level is not significant.

### **Conclusion and relevance to teacher education:**

It may be concluded from the present study that in all the eight areas of study habits, majority of the higher secondary school students fell within the average domain during the time this study was done. When male and female higher secondary students were compared, it was found that out of the eight areas, female higher secondary students had better study habits in the areas namely, comprehension and task orientation. In the rest six dimensions, there was no significant difference between the two genders but even then, female higher secondary school students had a higher mean in most of the other dimensions. This could mean that female higher secondary school students had a better study habit during the time this study was done.

The relevance of these findings to teacher education may be discussed as follows:

- As strongly indicated by National Education Policy of India 2019, the present educational situation in India calls for teachers at all levels of school education to be passionate, motivated, highly qualified and professionally trained, well-equipped teachers. Therefore, the findings in the present study should be utilised by teachers, especially those teaching in higher secondary schools to understand the study habits of their students. Studies to find out the reason why male higher secondary school students had a poorer study habit when compared with female higher secondary may also be of huge importance for the road to ensure better quality of the educational system of India.

- According to the New Education Policy 2019, the High School (or Secondary) Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice. Teacher education will most definitely have to go through some changes if this becomes effective. In this case, the findings of the present study may become useful in that certain dimensions have been identified and teachers, if they can identify the dimensions where students have scored well, they can make changes accordingly in the curriculum so that elements that may induce better study habits may be introduced.

- Since only a very few percentage of students had better than average study habits, it indicates that teacher education should pay attention 'to move the education system towards real understanding and *learning how to learn* - and away from the culture of rote learning as is present today' especially since students are no longer interested in this system of learning.

In this way, by 2030, India is sure to have the highest quality education at all levels of education. Teacher education is vital for the nation's progress. At the same time, it also has to constantly rejuvenate itself so that it meets the needs of the learners.

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