

## **Study Skills and Habit of Higher Secondary School Students-A Study**

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**Abstract:** Adolescence- *adolescere* meaning to grow up a transitional stage of physical and mental human development occurring puberty and legal adulthood (age of majority) characterized as beginning and ending with the teenage stage according to Erik Erikson's stage of human development a young adult is generally a person between the age of 20 and 40 whereas an adolescence is a person between the age of 13 and 19. To know about the socio-demographic. To assess the overall study skills and habits of the respondents. The researcher adopted the descriptive research design. The size of universe of the study is 120 students higher secondary students of 12<sup>th</sup> std in Little Flower Higher Secondary School. Simple random sample method using lottery. This sampling size was 60. Majority of the respondents 76.7% belong to the age of 17 years. More than half of the respondents 56.7% were having higher level of study skills and habits.

**Keyword:** Adolescence, Transitional, Study Skills, Human Development.

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### **I. Introduction**

The definition of study habits are the behaviors used when preparing for tests or learning academic material. A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits. The definition of study habits is the habitual practices one uses to help them study and learn. Good study habits can help students achieve and/or maintain good grades. Many students develop the practice of keeping and achieving all graded assignments. Not only can these assignments be in the same fashions as study notes but they also be analyzed in retrospect to assist in determining in determining areas of strength and weakness. The vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top ten study habits employed by highly successful students are 1. Try not to do too much studying at one time. 2. Plan specific times for studying. 3. Try to study at the same time each day. 4. Set specific goals for their study times. 5. Start studying when planned. 6. Work on the assignment they find most difficult first. 7. Review their notes before beginning an assignment. 8. Tell their friends not to call them during their study times. 9. Call another student when they have difficulty with an assignment. 10. Review their schoolwork over the weekend.

### **II. Review Of Literature**

Moses C. Ossai (2012) conducted a study, "Age and Gender Differences in

Study Habits: A Framework for Proactive Counselling against Low Academic Achievement". This study, therefore, sought to project a proactive counseling approach for tackling this academic menace. Two hundred and eighty nine (289) students including prospective May/June 2012 WAEC SSCE candidates attending a Study Skills Improvement Therapy Workshop organized by Firm Family Foundation, an NGO in Nigeria, were used for the study. Their responses to a Study Habits Inventory were analysed on the basis of age and gender using t-test statistics. Results showed significant differences in the study habits of the students on the basis of age and gender. Study habits seem to improve with age and female students reported better study habits than males. This implies that proactive counselling against poor study habits should start at the basic level of education and diligent attention should be given to male students. How target-oriented counselling techniques should be utilized to help students improve their academic achievement was discussed.

Aggarwal (2003) makes a comparative study of the adolescence levels of adjustments in relation to their academic success and failure with the objective to find out the emotional, social and educational adjustment levels of passed and failed adolescents by taking a sample of 200 students having 14-18 years of age range and found that the successful (passed) adolescents were significantly superior in their social, emotional, and educational adjustments in comparison to unsuccessful (failed) adolescents.

### **III. Significance Of The Study**

**Kasinath (2003)** studied the interactive effective effect of mental health , school adjustment had socio economic status on academic acheivements and found that school adjustment and a significant effect on achievement in school subjects . Researcher was very much interested to study academic stress , concenteration , time management , goal settings, prepartion for exam , usuage for resource to assess the levels of study habits of the students especially higher secondary school students .

**Aims And Objectives:**

- To known about the socio demographic characteristics of the respondents.
- To assess the overall study skills and habits of the respondents.

**Research Design:**

In this study the research has described details related to study skills and habits along with social demographic characteristic, ambition, monthly income, father occupation etc... the researcher made an attempt to describe characteristic of the higher secondary school students. Hence the researcher adopted descriptive research design

**Universe & Sampling Method:**

The size of universe of the study is 120 students higher secondary students.Simple random sampling method using lottery method. The sample size was 60.

**Tools Of Data Collection:**

The researcher prepared self interview schedule consists of 20 self prepared questions for collecting personal data apart from this study skills and habits inventory developed by A.Boss (1989) was applied to all the respondents to measure the study skills and habits.

**Analysis&Interpretation:**

**Table No:1** Distribution of the respondents according to their age

S.NO	Age	No.of Respondents (n=60)	Percentage
1.	16 years	9	15.0
2.	17 years	46	76.7
3.	18 years	5	8.3

The above tables shows that of the respondents (15%)belong to age of 16 years . Majority of the respondents (76.7%) belong to age of 17 years , very few of the respondents (8.3%) belong to age of 18 years.

**Table No: 2** Distribution of the respondents according to their religion

S.NO	Religion	No.of .respondents (n=60)	Percentage
1.	Hindu	44	73.4
2.	Christian	11	18.3
3.	Muslim	5	8.3

The above tables shows that the religion of the respondents majority (73.4%) were Hindu, few respondents (18.3%) were Christian, very few respondents (8.3%) were Muslim.

**Table No:3** Distribution of the respondents according to their domicile

S.NO	Domicile	NO.of.respondent (n=60)	Percentage
1.	Urban	51	85
2.	Rural	9	15

The above table shows that the domicile of the respondents majority (85%) were from urban area, few respondents (15%) were rural area.

**Table No:4** Distribution of the respondents according to their types of family

S.NO	Types of family	No.of respondents (n=60)	Percentage
1.	Nuclear family	54	90
2.	Joint family	6	10

The above table shows that the vast majority of the respondents (90%)were from nuclear family , very few of the respondents (10%) were from joint family .

**Table No:5** Distribution of the respondents according to their family monthly income.

S.NO	Family monthly income	No.of respondents (n=60)	Percentage
1.	Rs.5,000-10,000	49	81.7%
2.	RS.10,000-15,000	8	13.3
3.	Above RS.15,000	3	5.0

The above table shows that the monthly income of the respondents majority (81.7%) had their monthly income as RS 5,000-Rs 10,000 few of the respondents (13.3%) had their monthly income as RS 10,000-Rs 15,000 , very few of the respondents (5.0%)had their monthly income above as Rs 15,000.

**Table No: 6** Distribution of the respondents according to their father’s occupation.

S.NO	Father’s occupation	No. of . respondents (n=65)	Percentage
1.	Government Employee	5	8.3
2.	Private Employee	50	83.4
3.	Agriculture	5	8.3

The above table shows that the very few of the respondents (8.3%) were government employee, majority of the respondents (83.4%) were private employee, very few of the respondents (8.3%) were involved in agriculture .

**Table No:7** Distribution of the respondents according to their family members.

S.NO	Family members	No.of respondents (n=60)	Percentage
1.	1-5 Members	53	88.4
2.	5-10 members	5	8.3
3.	Above 10 members	2	3.3

The above table shows that vast majority of the respondents (88.4%) family size was 1-5, few of the respondents (8.3%)family members range from 5-10, very few of the respondents (3.3%) were in family size range from above 10.

**Table No:8** Distribution of the respondents according to their study hours at home.

S.NO	Study hours in the home	No.of respondents (n=60)	Percentage
1.	1-2hours	13	21.7%
2.	2-3 hours	43	71.7%
3.	Above 3 hours	4	6.6%

The above tables shows that less less than one fourth of the respondents (21.7%) were studying for 1-2 hours at home, majority of the respondents (71.7%) were studying for 2-3 hours at home,very few of the respondents (6.6%)were studying above 3 hours at home.

**Table No :9** Distribution of the respondents according to their ambition.

S.No	Opinion on ambition	No.of respondents (n=60)	Percentage
1.	Teacher	10	16.7
2.	Nurse	5	8.3
3.	Engineering	5	8.3
4.	No choices	40	66.7

The above table one fourth of the respondents (16.7%) ere in an ambition to teacher , very few respondents (8.3%)were in ambition to become nurse &engineering respectively , more than half respondents (66.7%)don't have any ambition.

**Table.No:10** Distribution of the respondents according to their interest towards playing games

S.NO	Interest towards playing games	no..of respondents (n=60)	Percentage
1.	Yes	56	93.3
2.	No	4	6.7

The above table shows that vast majority of the respondents (93.3%) were in interest towards playing games, very few respondents (6.7%) of the respondents do not have interest towards playing games,

**Table No :12** Distribution of the respondents according to guidance for their study.

S.NO	Opinion on who helps for their study	no..of respondents (n=60)	Percentage
1.	Father	3	5
2.	Mother	21	35
3.	Other	36	60

The above table shows that few respondents (5%) of the respondents were helped by father, one fourth respondents (53%) of the respondents were helped by their mother , more than half than respondents (60%) were helped by other for their studies .

**Table No:13** Distribution of the respondents according to their levels of study habits and skills.

S.NO	Levels of study habits and skills.	No.of. respondents. (n=60)	Percentage
1.	High	34	56.7
2.	Low	26	43.3

The above table reveals that less half of the respondents (43.3%) were having low levels of study skills and habits, more than half of the respondents (56.7% ) were having high level of study skills and habits.

**Major Findings:**

- ✓ Majority of the respondents (76.7%) belong to age of 17 years.
- ✓ Majority (73.4% ) of the respondents were Hindu.
- ✓ Majority (85%) of the respondents were from urban area.
- ✓ Vast majority of the respondents (90%) were from nuclear family.
- ✓ More than half of the respondent (56.7%) were having high levels of study skills and habits.
- ✓ Majority of the respondents (60%) were helped by others for their study.
- ✓ Vast Majority of the respondents (93%) were interest towards playing games.
- ✓ More than half of the respondents (66.7%) have no Ambitions.
- ✓ Majority of the respondents (71.7%) had 2-3 hours as study hours at home.
- ✓ Vast Majority of the respondents (88.4%) 1-5 members in family.
- ✓ Majority of the respondents (83.4%) were private employee.
- ✓ Vast Majority of the respondents (81.7%) had their monthly income as Rs.5000-Rs.10000

**IV. Sugesstion**

- ❖ Vast majority of the respondents (93.3%) were interested in playing, so the students should reduce their play time and also should increase their study hours.
- ❖ Students should be motivated to spend a quality time for proper food intake and sleep.
- ❖ Physical activities of the students should be increased through yoga, exercise, meditation to increase concentration.
- ❖ Study reviews that 60% receive guidance from others for their studies. Parents should be responsible person should guide their children to improve their study habits.

**Social Worker Interventions:**

- ✓ Programme can be organized on the topic such as stress management , time management , personality development.
- ✓ Social worker can organize group work for the adolescence who experience similar problem. They can be helped by giving educational group, tasks group , decision making group, problem solving group etc..
- ✓ Social worker can provide individual counseling by applying case work method for the problematic students.

**V. Conclusion**

Adolescence is the pillars of our nation. . They face lot of stress and strain,when they undergo the board examination due to lack of exercise , lack of sleep, lack of appetite. Parents should motivate the children in order to produces good result . As higher secondary school students should plan the schedule properly to achieve good academic grade. Students academicians, management, Parents should work as a team to improve study habits of the students.

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