

## **STUDY HABITS AND EDUCATIONAL INTERESTS OF SECONDARY SCHOOL STUDENTS - A STUDY**

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### **Abstract**

The purpose of the study is Study habits and Educational Interests of secondary school students. A random sample of 400 secondary school students in Guntur and Prakasam districts. The Educational Interests Record (EIR), developed by Kulshrestha (2009) was used for the present study. The study revealed the positive relationship between study habits and educational interests of secondary school students.

**Key Words:** Study Habits, Educational Interests, Secondary School Students.

### **Introduction**

Education is to make child knowledgeable but knowledge alone cannot make him a whole person to live a purposeful and effective life and to contribute for the social good. While imparting education schools and colleges naturally take into the consideration the way the student react to the stimulus provided. This reaction, receptiveness and readiness to learn are the innate qualities of the person. Not only this he is not even keen to achieve any Ideal or value, but as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional, self and social feelings, which develop in him gradually. By the by, he is able to develop a sense of responsibilities like his elders and solve the problems of life successfully.

Study is the reading activity of a person. When this activity is frequently repeated over a period of time, we recognize it as the habit of a person. The concept of Study Habits means the ability of the learner to schedule his time, plan his study, cultivate concentration, note taking, material review over learning, judicious application of whole and part method, massed and distributed learning and so on.

Good Study Habits are necessary components for outstanding academic performances of every student. For the study to be effective, it should be concentrated, systematic and prolonged. The studying habits must be a justifiable one, for that purpose students must see to cultivate good Study Habits (Freeman and Mors, 1993). Since the Study Habits influence the academic performance of

students it is considered as an important note.

Educational Interests are demarcated as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or by any other source for a given educational area or subject. In Educational psychology, the concept of Educational Interest is interpreted as a content specific motivational variable that can be investigated and theoretically constructed. An important analysis lies in the manifold interrelations between Educational Interests, learning and human development. (Narang, 2015). The intelligence and aptitudes are unable to predict educational and vocational success without considering the individual's interests. Therefore the identification and measurement of interests is very essential for the educational and vocational guidance. It also aids students to adjust themselves to their education by making wise choices of the subjects of study. Only by making a right choice will each child be able to utilize his educational potentialities to the maximum possible extent.

### **Review of Related Literature**

**Jafari H Aghaei A, Khatony A (2019)**, Relationship between Study Habits and academic achievement in students of medical sciences in Kermanshah-Iran. He found that The mean of students' grade point average was  $15.73 \pm 1.5$  out of 20 and the mean of total status of Study Habits was  $45.70 \pm 11.36$  out of 90. The status of Study Habits in 81.3% of the students was at moderate level. There was a direct and significant relationship between Study Habits and academic achievement.

**Mahwish Rabia, et. al. (2017)** carried out a study on Study Habits and academic performance of college students in Pakistan. In their study, the association was examined between Study Habits and academic performance of the students. The sample consisted of 270 students selected from two colleges namely Govt. Allama Iqbal college for women, Sialkot and Govt. Technical college for boys, Sialkot. Chi-square test was used to find the association between Study Habits and academic performance of the students. The results revealed that there is significant relationship between Study Habits and academic achievement of the students.

**Hayede Rezaie Looyeh, et. al. (2017)** carried out the study to determine the relationship between the Study Habits and the academic performance of the students of the Guilan University of Medical Sciences, Iran. The sample comprised of 461 students selected by stratified random sampling method. Palsane and Sharma study habits inventory was used in this study. The data was analysed using mean, standard deviation, correlation and regression. The results of the study indicated significant relationship between Study Habits and academic achievement. This study revealed that Study Habits score predicted 6.8% of the changes in academic performance.

**Ebele Uju and Olofu Paul (2017)** carried out a research on Study habits and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja. The study found out that the students within the study area had bad Study Habits. The study also concluded that there is significant relationship between Study Habits and secondary school students' academic performance. The studies recommended that the teachers and school guidance counselors should collaboratively guide students on how to develop good Study Habits, thereby enhancing their academic success.

**Almiskry (2009)** determined the Gender difference and career interests of university students in Malaysia. The results of the study revealed significant difference in realistic career interest pattern between male and female students.

**Malsawmi.H (2019)** conduct a study on Educational Interests of Secondary School Students of Champhai District, Mizoram The study focuses in finding out the Educational Interests of these students in seven areas namely agriculture, commerce, fine arts, home science, humanities, science and technology. The study also aims to compare each of the Educational Interests areas of these students with reference to their gender. The study found that the highest interest area of these secondary school students was in fine arts and their least interest area is in technology. The present study also found that female students have higher interest in the area of fine arts and home science compared to the male students, Male students were also found to be more interested in the area of technology compared to that of female students.

**Abdul Sattar (2018)**, A study of educational interests of higher secondary students of tribal dominated areas of Chhattisgarh: with reference to gender , The results reveal significant impact of gender on educational area of interests i.e. fine arts, home science, humanities and science respectively. In contrary to these no significant difference was observed in Educational Interests in agriculture, commerce and technology respectively. On the basis of results, it may be concluded that Educational Interest of female higher secondary students in areas such as fine arts, home science, humanities and science are higher as compared to male higher secondary students and at par in areas such as agriculture, commerce and technology respectively.

### **Need of the Present Study**

The present study will provide sufficient space to think and device different curriculum Study Habits for children at different levels. This study also attempts to understand the experiences and reflections of IX class children following different Study Habits. The main objectives of this study is to explore the potentialities of different children following different Study Habits to generate, adequate, disciplinary knowledge and theoretical dimensions which provides insights for researchers. Study of effectiveness of different Study Habits help us to plan systematic educational and Study Habits. The secondary level education ends at the X class. This is also the important period in a child's life and also it is the class in which the students appear for the public examinations for the first time in their lives. The students need better Study Habits in order to cop-up with the public examinations. So it very much needed to develop good Study Habits in the students of secondary school students.

### **Conceptual Definitions of the Key Terms**

- **Study Habits**

The summation of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Study Habits are mainly external influences that assist the study process such as comprehensive study schedules that comprise how often a student involves in self-evaluation, studying periods, review the material, rehearsal of explaining the material, and studying in a conducive environment.

- **Educational Interest:**

In the present study, Educational Interest will refer to the score obtained on the Educational Interest Record developed by Kulshrestha, (2009).

### **Objectives of the Study**

1. To study the overall Study Habits of Secondary School Students.
2. To examine the Study Habits of Secondary School Students with reference to different dimensions namely Planning, Execution, Reading Techniques, Concentration, Home Environment and School Environment.

3. To study and find out whether there is any significant difference in the Study Habits of Secondary School Students with reference to socio demographic variables namely Gender, Locality, Management, Medium of Study,
4. To study and find out whether there is any significant difference in the Educational Interests of Secondary School Students with reference to socio demographic variables namely Gender, Locality, Management, Medium of study,.
5. To find out the relationship between Study Habits and Educational Interests of Secondary School Students.

### **Hypotheses**

1. There would be no significant difference in the Study Habits of Secondary School Students with reference to socio demographic variables namely Gender, Locality, Management, Medium of Study.
2. There would be no significant difference in the Educational Interests of Secondary School Students with reference to socio demographic variables namely Gender, Locality, Management, Medium of Study.
3. There would be no relationship between Study Habits and Educational Interests of Secondary School Students.

### **Variables**

Variables are conditions and characteristics that the investigator manipulates or controls or observes. In the present study, Educational Interests is independent variable; Study Habits is dependent variables, whereas Gender, Management, Locality, Medium of Instruction, are Socio-demographic variables.

### **Research Design**

The investigator adopted 'Survey Method' for the present study. The study is limited to 400 secondary school students in Guntur and Prakasam Districts only. The samples for the present study however consist of 400 secondary school students selected at random from the schools in Guntur and Prakasam district

### **Tools for data collection**

Study habits is prepared by the investigator and the other tool Educational Interests Record (EIR), developed by Kulshrestha (2009) was used for the present study. This test measures the Educational Interest in seven different areas. They are: 1. Agriculture 2. Commerce 3. Fine Arts 4. Home Science 5. Humanities 6. Science 7. Technology

Analysis of findings The findings of the study were presented in the following tables in accordance with the objective of the study.

### **Reliability and Validity:**

#### ➤ **Self made tool (Study Habits Inventory) :**

- Half test reliability = 0.812
- Whole test reliability = 0.896

#### **Educational Interests**

- Test-retest reliability = 0.76
- Split half reliability = 0.95

### **Statistical Techniques used in the Study**

The collected data was analysed by using appropriate statistical techniques such as Mean, Standard deviation, t-test and Pearson's Co-efficient of Correlation analysis.

# ANALYSIS AND INTERPRETATION:

**Objective – 1:** To study the overall Study Habits of Secondary School Students.

**Table 1. Study Habits of secondary school students**

Whole	Mean	SD	% of mean	1/5 <sup>th</sup> of mean
400	258.133	30.21	70.72	51.6266

The mean value of secondary school students is 258.133 SD is 30.21 and % of mean value is 70.72. A child who has been an individual since of Birth naturally has a different view from other child. No two children even twins are not a like in minds and thinking. Therefore naturally children develop their own Study Habits according to their needs interests, abilities of understanding, speed of learning capacity to memories and retention.

**Objective – 2:** To examine the Study Habits of Secondary School Students with reference to different dimensions namely Planning, Execution, Reading Techniques, Concentration, Home Environment and School Environment.

**Table 2 Mean, SD and % of mean value of different areas**

S.No	Area	Mean	SD	% of mean	Order
1	Planning,	30.45	4.81	60.9	VI
2	Execution,	46.87	4.96	78.11	II
3	Reading Techniques	58.296	4.82	64.77	V
4	Note taking techniques	30.197	4.79	86.277	I
5	Concentration	38.34	4.80	47.925	VII
6	Home Environment	28.09	4.16	70.22	IV
7	School Environment.	25.17	4.13	71.91	III

From the above table 4.4. it is observed that the Note-taking techniques is 86.277.

**Hypothesis- 1:** : There would be no significant difference in the Study Habits of Secondary School Students with reference to socio demographic variables namely Gender, Locality, Management, Medium of Study.

**Table 3 showing the demographic variables of secondary school students on their Study Habits**

S. No.	Socio demographic variables	Categories	N	Study Habits		
				Mean	Standard Deviation	t Value
1	Gender	Boys	140	258.16	30.18	2.720**
		Girls	260	258.925	30.21	
2	Locality	Rural	150	257.7	30.175	0.5288 NS
		Urban	250	256.77	30.58	
3.	Management	Government	185	258.03	38.089	2.0722*
		private	215	256.421	39.197	
4	Medium of Instruction	English	100	257.84	30.16	1.1807 <sup>NS</sup>
		Telugu	300	255.75	30.162	

From the above table it is observed that the gender and management is significant difference in the Study Habits of secondary school students. Locality and Medium of instruction is not significantly influenced the Study Habits of secondary school students.

**Hypothesis – 2:** There would be no significant difference in the Educational Interests of Secondary School Students with reference to socio demographic variables namely Gender, Locality, Management of school and Medium of Instruction.

**Table 4 showing the demographic variables of secondary school students on their Educational Interests**

S. No.	Socio demographic variables	Categories	N	Educational Interest		
				Mean	Standard Deviation	t Value
1	Gender	Boys	140	24.11	15.41	2.204** (p=0.001)
		Girls	260	26.03	15.33	
2	Locality	Rural	150	25.12	15.22	0.566 <sup>NS</sup> (p=0.534)
		Urban	250	25.62	15.30	
3.	Management	Government	185	24.01	15.24	2.743**
		private	215	26.15	15.36	
4	Medium of Instruction	English	100	25.61	15.21	0.675 <sup>NS</sup> (p=0.409)
		Telugu	300	25.94	15.26	

From the above table it is observed that the gender and management is significant difference in the Educational Interests of secondary school students. Locality and Medium of instruction is not significantly influenced the Educational Interest of secondary school students.

**Hypothesis – 3:** There would be no significant relationship between Study Habits and Educational Interests of Secondary School Students.

**Table –5 : Correlation between Study Habits and Educational Interests**

S. No.	Variables	N	Mean	Std. Deviation	‘r’
1	Study Habits	400	258.133	30.21	0.2580** (p=0.00)
2	Educational Interest	400	26.20	15.97	

**Table value of Correlation at p=0.00, df=1198 is 0.066; \*\* significant at 0.01 level**

The calculated ‘r’ value is greater than table value of ‘r’ at 0.01 level of significance. Thus, hypothesis - 3 is rejected. Hence, it is concluded that there is significant relationship between Study Habits and Educational Interests of secondary school students.

## Major Findings

### Study Habits:

- The total sample of secondary school students was divided into three groups namely – Group with Good Study Habits, Group with Moderate Study Habits and Group with Poor Study Habits. In the present study, 26.16% (314) of students exhibited Good Study Habits, 33.75% (405) of students exhibited Moderate Study Habits and 40.08% (481) of students exhibited Poor Study Habits.
- The total sample of secondary school students belonging to Socio demographic variables namely – Gender and Management showed significant difference in their Study Habits whereas secondary school students belonging to Socio demographic variables namely – Locality and Medium of Instruction showed no significant difference in their Study Habits

### . Educational Interests:

- The total sample of secondary school students belonging to Socio demographic variables namely - Gender, Management of school showed significant difference in their Educational Interests whereas secondary school students belonging to Socio demographic variables namely – Locality, Medium of Instruction showed no significant difference in their Educational Interests.

### **Relationships:**

- In the present study, significant positive relationship was found between Study Habits and Educational Interests,

### **EDUCATIONAL IMPLICATIONS**

- ❖ The research work is said to be effective and fruitful only when the results obtained from the research can be used to improve current educational practices and pave way for solving current educational problems. The findings of the present study reveal some important educational implications for the Government, Policy-makers, Educational Administrators, and teachers. In the present study, it is revealed that besides possession of better Educational Interest, Vocational Interest and good Study Habits is the most important key factor contributing to the higher Academic Achievement of secondary school students.

### **Recommendations**

Lecturers have to create awareness in students that grasping power depends upon practice and concentration. Brain storming sessions need to be conducted in Junior colleges to improve the thinking abilities in the students.

Teachers must be given in service trainings periodically to improve the Study Habits of students and create congenial environment for students to engage, explore, explain, elaborate and evaluate so that learning becomes a joyful activity to the students.

### **Conclusion**

In the present study, an attempt is made to find the effect of Study Habits and Educational Interests of secondary school students. As few researches are carried out in the state of Andhra Pradesh regarding Study Habits and Educational Interest of secondary school students, the current research tries to bring the present scenario in secondary education.

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