International Journal of Applied Research 2016; 2(6): 134-139

ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(6): 134-139
www.allresearchjournal.com
Received: 20-04-2016
Accepted: 21-05-2016

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Study Habits of Sr. Sec. School Adolescent Students In Relation To Their Socio-Economic Status

Prof. Shubha Vyas and Garima Choudhary

Abstract
The present research is conceived and formulated on a very wide canvas of adolescents in India in context of their socio-economic status and its relation with study habits of adolescent students.
The investigator undertook the study in government as well as private schools located in Delhi. Normative survey method upon 450 samples from class XI was utilized to gather the data. 'Study habit Inventory' (PSSHI) and 'Socio-economic Status Scale' (SESS) was used for data analysis using Mean, SD, one way ANOVA, t-test and Correlation techniques.
The finding of the study reveals that there is no significant difference in study habits of male and female adolescent students. Further, no significant difference is observed in study habit scores of adolescents having different socio economic status except low SES, leading to inference that gender influences study habits of adolescents who possess same low SES. Positive low correlation is found between study habits and Socio-economic status.

Keywords: Adolescents, Gender, Study habits, Socio-economic status.

1. Introduction
Human beings are known as the creature of habits which is one of the prominent attributes of character. The term study habit has been used to mean various methods, activities and practices adopted by the students in their schools and college studies. Effective study consists of much more than merely memorization of fact. It calls for knowing where and how to obtain facts and the ability to make intelligent use of time. For this purpose student must be able to organize, classify and arrange facts accordance with the subject being studied, it includes, students' habit of concentration, notes taking, time budgeting and various study methods (Smith, 1961) [23]. Study habits and strategies are behaviors that the learners produce with required aids to teach (Mayer, 1987) [15]. This includes four component, concerning the what, when and why and how of study strategies. It is a mental process that learners deliberately recruit to help themselves learn and understand as self-regulated or autonomous learning (Brandt, 1989) [5].
Socio-economic status (SES) is one of the most widely used contextual variables in educational research which is often used to find its impact and correlation with study habits and academic achievement. Socio-economic status refers to as a finely graded hierarchy of social position which can be used to illustrate a person's overall social position or reputation. It can be indicated by a number of sub concepts such as, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys.
Therefore SES is the first important parameter in determining what a student is, and, what he is going to be in future and also what he feels about himself and others. Dahiya (2013) [7] found significant effect of parental involvement on study habits of senior secondary students, this suggests that in many cases, parents who are well educated, having well social background and wholesome personality nurture their children in a proper psychological fashion. As a result, their children develop positive thinking about others and themselves. This is because the socio-economic status of parents influences the study habits of the child. In the light of above discussion, the present study was designed to investigate the relationship of socio-economic status and study habits of Sr. Sec. School students.
The novelty and validity of the present study justify with the time to study and explore the unknown so that development of the adolescents as well as of the nation can be accelerated. Therefore, the study was explored under major objective i.e. to study the relationship of socio

economic status with study habits of adolescent students with three hypotheses. These were:

1. There is no significant difference in study habits of adolescents having high socio economic status, middle socio economic status and low socio economic status.
2. There is no significant difference in study habits of male and female adolescents having a) high socio economic status b) middle socio economic status c) low socio economic status.
3. There exists is no significant correlation between socio-economic status and study habits of adolescent students.

Methodology

Descriptive survey method was used to gather the data. Descriptive survey method is designed to procure information on conditions and practices as they exist. In the present investigation, the population was stipulated and defined as all adolescent male and female adolescent students studying in class XI of schools in Delhi. The sample consisted of both adolescent girls and boys students studying in class XI. In totality 15 schools were finalized from all over Delhi as sample schools and 450 sample students were selected from class XI. Special care was taken to select equal representation of boys and girls. Every geographical area was represented by two governments and one private school i.e. government boys' school, government girls' school and public co-ed school. In this manner, the final sample of 450 students was chosen, breakup detail of which has been given in the Table 1.

Table1: Distribution of Sample

Area	Type	North	East	South	West	Central	Total
Schools	Public (co-ed)	29	31	30	31	37	158
	Govt. boys	27	28	25	38	30	148
	Govt. girls	31	32	27	25	29	144
Total		87	91	82	94	96	450

Tools Utilized

- '***Study Habits Inventory'*** (PSSHI) standardized by M. N. Palsane & Sadhana Sharma was utilized to measure the study habits among the adolescents.
- ***'Socio-economic Status Scale' (SESS)*** standardized by A. K. Kalia & Sudhir Sahu was utilized to measure the socio economic status of adolescents.

Statistical Techniques

In order to study the nature of data, descriptive statistics i.e. Mean SDs and inferential statistics i.e. one way ANOVA and t-test were computed with the help of SPSS statistical package17.0 (version). For further investigation, Duncan's Mean test was employed. Correlation technique was also utilized to find out the co-relation between independent and dependent variables.

Data Analysis and Interpretation

The objective of the present study was to explore the relationship of socio-economic status with Study Habits of adolescent students. Investigator categorized all the students into three categories on the basis of socio-economic status a) high SES b) middle SES c) low SES respectively. Investigator employed, 't' test to compare the study habits of male and female adolescent students. In order to find out the difference in study habits of students having high, middle and low socio-economic status, their respective scores of study habits were taken into consideration and significance of difference in the mean values of these three levels of scores have been calculated by means of adopting by one way analysis of variance or F- test. In order to determine the significant difference between means of categories taken two at a time, the categories were subjected to Duncan's Test. This test was administered to find out t- ratio between (Low and Middle) socio economic status (Middle and High) socio economic status, (High and Low) socio economic status. Table -2 shows comparison of study habit scores among three categories of socio-economic status.

Table 2: Comparison of study habits among three categories of socio-economic status

Low SES (N=163)		Middle SES (N=216)		High SES (N=71)		Low vs Middle	Middle vs High	High vs low	F-Value
Mean	SD	Mean	SD	Mean	SD				
53.42	7.21	56.51	8.40	57.37	7.95	*	-	*	9.35**

***** *Significant at 0.05 level; ** Significant at 0.01 level*

Table-2 shows comparison of study habit scores among three categories of socio-economic status. The study habit scores of the three categories of SES were subjected to analysis of variance which yielded an F-value equal 9.35 which is statistically significant at 0.01 level of significance. Hence, null hypothesis '*There exists no significant difference in study habits of adolescents having high socio-economic status, middle socio-economic status and low socio-economic status*' is rejected. This shows that, there is a significant difference in study habit of adolescents having high socio-economic status, middle socio-economic status, and low Socio-economic status. In order to determine the significant difference between means of categories taken two at a time. The categories were subjected to Duncan's Test. This test was administered to find out t- ratio between *low and middle* socio-economic status; *middle and high* socio-economic status and *high and low* socio-economic status.

An examination of Table-2 reveals, that, the mean score of study habits of High socio-economic status adolescents 57.37 is higher, than, that of Middle socio-economic status adolescents 56.51. It further reveals, that, the mean score of study habits of middle socio-economic status adolescents 56.51 is higher, than, that of low socio-economic status adolescents 53.42. The result of Duncan's test suggests that there is significant difference between *low and middle* socio-economic status as well as *high and low* socio-economic status categories which is statistically significant at 0.05 level of significance. But no significant difference is found between

middle and high socio-economic status categories with respect to their study habits. In the light of this result, it can be interpreted that adolescents having High & Middle socio-economic status have better study habits, than, adolescents having low socio-economic status. Since no significant difference is found between *middle and high* socio-economic status categories, it indicates that both possess similar study habits. These findings are totally different from what *Kirsch et al. 2002;* found, that students coming from the lowest occupational status background were highly engaged in reading, and, obtained higher average reading scores, than students, whose parents had high or medium occupational status. These mean scores have also been presented in Figure-1.1.

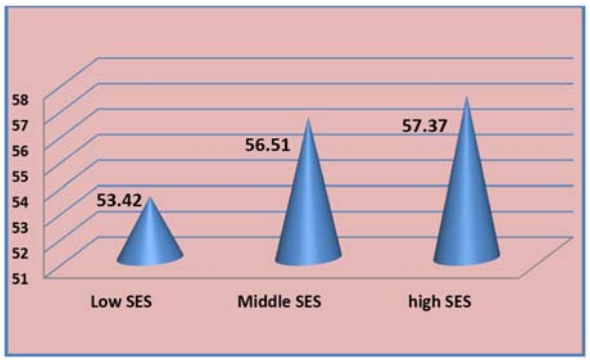

Fig 1.1: Mean scores of study habits of adolescents with respect to three categories of socio-economic status (low, middle and high)

Table 3: Comparison of Study Habit scores between male and female adolescent student respondents.

Gender	N	Mean	S.D.	t- value
Male	225	54.91	8.23	**1.610 *NS***
Female	225	56.13	7.865	

NS: Not Significant

Above table-3 shows the mean study habit scores of male and female adolescent students which are respectively 54.91 and 56.13. The t-ratio of these means comes out to be 1.610. For df 448, table value of 't' at 0.05 level and 0.01 level is 1.96 and 2.59. The calculated value of't' is 1.610 as shown in Table-3 is less than the table value at both the levels. It means there is no significant difference in study habits of male and female adolescent students. It is indicated that gender makes no difference in study habits. In contrast to these finding, Pillai, 2012; Hong and Lee 2000; Tinklin, 2003; Anton and Angel, 2004; Houtte, 2004; Sud and Sujatha 2006 found that females have high scores in study habits than males. The mean scores have also been presented in the form of bar-diagram in Fig. 1.2.

Table 4: Study habits scores of male and female high SES adolescents

Gender	N	Mean	S.D.	t- value
Male	33	58.18	8.97	**.803 *NS***
Female	38	56.66	7.003	

NS: Not Significant

Above table-4 presents the mean study habit scores of male and female adolescent student respondents having high socio-economic status which are respectively 58.18 and 56.66. For df 69, the table values of 't' is 2.65 at 0.01 level of significance. The calculated value of 't' is .803, which is less than the table value at both the levels. This reveals that there exists no significant difference in study habits of male and female adolescent students having high socio-economic status. Hence, the null hypothesis *'There exists no significant difference in study habits of male and female adolescents having high socio-economic status'* is accepted and found insignificant. This suggests that male and female adolescent students, belonging to high socio-economic status, do not show any difference in their study habits. It may further be inferred, that, there is no influence of gender on study habits of adolescents who possess same high socio-economic status. This is the reason that no significant difference is observed in their study habit scores. Table-4 in terms of mean scores also depicts the same. These mean scores have also been presented in Fig.1.3.

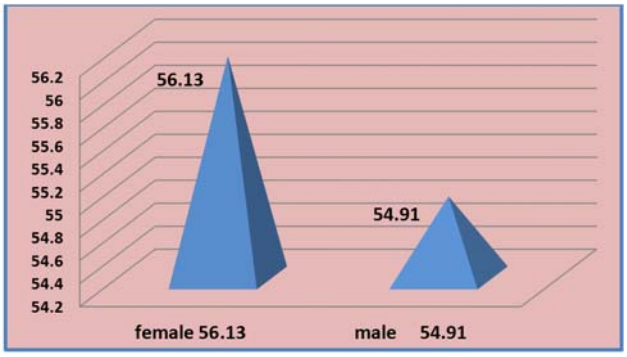

Fig 1.2: Mean scores of study habits of male and female adolescent students

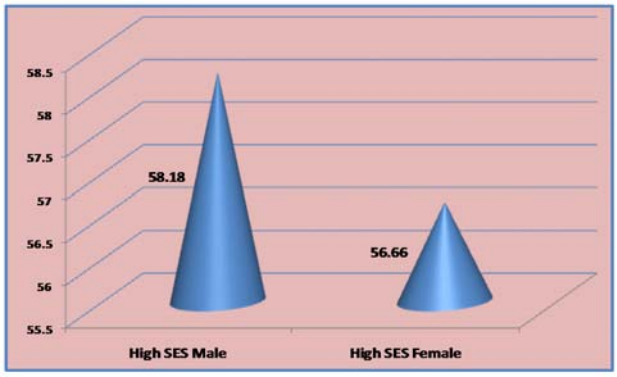

Fig 1.3: Mean Study habits scores of male and female adolescents having high socio-economic status

Table 5: Study habits scores of male and female middle SES adolescents

Gender	N	Mean	S.D.	t- value
Male	123	55.78	8.348	**1.461 *NS***
Female	93	57.46	8.423	

NS: Not Significant

Above table-5 shows the study habits scores of male and female adolescent students having middle socio-economic status which are respectively 55.78 and 57.46. For df 214, the table values of 't' is 2.60 at 0.01 level of significance respectively. The calculated value of 't' is 1.461 which is less than the table value at 0.01 level of significance. This suggests that there exists no significant difference in study habits of male and female adolescent students having middle socio economic status. Hence, the null hypothesis *'There exists no significant difference in study habits of male and*

female adolescents having middle socio-economic status' is accepted and found insignificant. It may further be inferred, that, there is no influence of gender on study habits of adolescents who possess same middle socio-economic status. Table-5 in terms of mean scores also depicts the same. These mean scores have also been presented in Figure 1.4

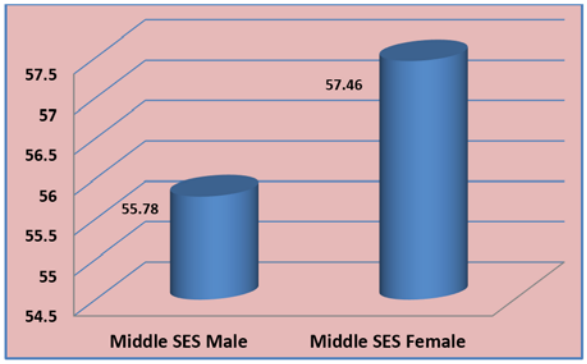

Fig 1.4: Mean Study habits scores of male and female adolescents having middle socio-economic status

Table 6: Study habits scores of male and female low SES adolescents

Gender	N	Mean	S.D.	t- value
Male	69	51.80	6.621	**2.498***
Female	94	54.61	7.422	

*Significant at 0.05 level

Above table-6 shows the mean study habits scores of male and female adolescent student respondents having low socio-economic status which are 51.80 and 54.61 respectively. The t-ratio of these means comes out to be 2.498. . For df 161, the table values of 't' is 2.61 at 0.01 level of significance. The calculated value of 't' is 2.498 which is higher than the table value at 0.05 level of significance which shows significant difference in study habits of male and female adolescent students having low socio economic status. Hence, the null hypothesis *'there exists no significant difference in study habits of male and female adolescents having low socio-economic status'* is rejected and found significant. It may further be inferred, that, gender influences the study habits of adolescents who possess same low socio-economic status. In the context of mean scores table-6 also depicts difference in study habits of male and female. These findings are totally different from *Showkeen & Khan 2014; Jahan, 1985; Khan, 2002; Bajwa, 2005 who explored no significance effect of low SES on study habits.* These mean scores have also been presented in Figure 1.5

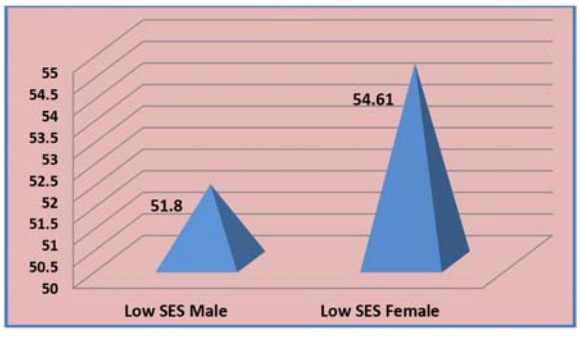

Fig 1.5: Mean study habit scores of male and female adolescents having low socio-economic status

Table 7: Correlation between socio-economic status and study habits of adolescent students

Variables	N	df	r	Significance level
Socio-economic status and study habits	450	448	.165**	***Significant***

** *Significant at 0.01 level*

The perusal of table-7 shows correlation between socio-economic status and study habits. For df 448, the table values of coefficient of correlation (r) at 0.01 level is 0.11. The calculated value of coefficient of correlation (r) is .165 which is more than the table value at 0.01 level of significance. Hence, the null hypothesis '*there exists no significant correlation between socio-economic status and study habits of adolescent students'* is rejected and found significant. It denotes that both the variables (socio-economic status and study habit) have positive low correlation. It may be inferred that socio-economic status affects study habits in one way or the other. As the Table-7 also depicts both have positive low correlation. Similarly, Monika, 2011 found socio-economic level of students influences students' performance in science studies.

Findings of the Study

On the basis of the careful analysis and interpretation of the objectives and hypothesis of the study the investigator arrives at the following findings:-

- Significant difference was found in study habits of adolescents having high socio-economic status, middle socio-economic status, and low Socio-economic status. The mean score of study habits of High socio-economic status adolescents is higher than that of Middle socio-economic status adolescents. It further reveals, that, the mean scores of study habits of middle socio-economic status adolescents' is higher, than, that of low socio-economic status adolescents. The result of Duncans' test suggest that there is significant difference between Low and Middle socio-economic status as well as High and Low socio-economic status categories. But no significant difference is found between Middle and High socio-economic status categories with respect to their study habits. In the light of this result, it can be interpreted that adolescents having High & Middle socio-economic status have better study habits, than, adolescents having low socio-economic status. Since no significant difference is found between Middle and High socio-economic status categories, it indicates that both possess similar study habits.
- No significant difference was found in study habits of male and female adolescent students. In the context of mean scores it can be interpreted that, there is no influence of gender on study habits of adolescents.
- No significant difference was found in study habits of male and female adolescent students having high socio-economic status, who possess same high socio-economic status.
- No significant difference was found in study habits of male and female adolescent students having middle socio-economic status. It is inferred that there is no influence of gender on study habits of adolescents belonging to same middle SES.

- Significant difference was found in study habits of male and female adolescent students having low socio economic status. Female adolescent students are found to have better study habits as compared to their counter parts. It shows that girls are more sincere and motivated towards studies. It is also inferred that gender influences study habits of adolescents who possess same low SES.
- Study habit and socio-economic status have significant and positive low correlation. It can be inferred that socio-economic status affects study habits in one way or the other.

Implications of the Study

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The present study throws adequate light on study habits and its relation with Socio Economic Status. It is true that adolescents are future of a nation. Since the students from low SES have poor study strategies, they must be helped to plan effective study strategies for achieving up to potential. Teacher's treatment should be judicious towards high and low Socio -economic status students. So that students belonging to low socio-economic status may not realize that they are discriminated on the bases of socio-economic status. Students should be appreciated in their classes for using good study techniques so that they may be an example for other students. The students belonging to low socio-economic status should be financially helped. Scholarship should be given to them. The teacher and teacher educators should organize programme which contribute to develop learning by earning. They must be cognitively engaged by guiding them to make connections, translate, organize and reorganize so that they can think and process deeply- greater the practice and processing stronger the learning. It should be made an integral part of curriculum. This means that teacher educators should provide opportunities to students for work experience. The teacher should make them aware of their potentialities and try to develop them to the maximum. Since study habits is found to be correlated with SES of students it is essential that learning institutions should play an important role in encouraging and institutionalizing parental, instructional, and peer mentoring programs to develop good study habits and positive learning attitudes among students. Study habits of students are teachable and learnable and hence the above mentioned suggestions can be helpful to improve the study habits of students.

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