



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2017; 3(4): 377-382  
www.allresearchjournal.com  
Received: 24-02-2017  
Accepted: 25-03-2017

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## Study habits among school students

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### Abstract

The present study was conducted on “study habits among school students”. With the aim to assess study habits among 6<sup>th</sup> and 8<sup>th</sup> grade students. Self constructed questionnaire was used in the present study. Random sampling was used for selecting six schools of Haldwani city; three private and three government schools and all students from 6<sup>th</sup> and 8<sup>th</sup> class were selected from these six schools as sample of 1116 students. The data was analyzed using frequency, percentage, mean, standard deviation, t- test. The result of the study revealed that majority of students having good study habits. 6<sup>th</sup> grade students have higher level of study habit as compared to 8<sup>th</sup> grade students. It can be summarized that girls have higher level of study habit as compared to boys.

**Keywords:** School students, study habits

### 1. Introduction

Education is the process through which an individual is developed into individuality and a person into a personality. Each person is different from the other and every individual has some unique potential in some field or the other. Education doesn't simply refer to the number of years an individual spends in a school. It refers to the change in behavior, attitude and culture brought about in the individual as a result of his having undergone education during a particular period. Thus, the main characteristic of any educational process is to bring about the best in the individual.

Study habit refers to the student ways of carrying out the task of studying by using various techniques and ways in the field of study to keep him afloat along with the wise use of his/her time in studying. Either the study habit is systematic or unsystematic there could always be an impact to student's academic performance. According to M.T.V Nagaraju (2004) <sup>[4]</sup> “study habit serves as the vehicle of learning and poor study habit creates anxiety in the student. He also explained that if the student have a good study habit it make them to have a good performances”

#### 1.1 Factors affecting study habits

Some of the important factors that affect the study habits are given below.

- Home is the first school for every child and mother is the first teacher. If the home environment is good, automatically child's nature in the school is good. Hence the relationship with family member such as parents, brothers and sisters influence the child's performances.
- After home, child spends more time in his school. Hence the school environment should be good. The teachers and the peer group also play an important role in his study habits. Parents should keep an eye on the friends of their child. Because with good friends, he/she learn good habits.
- Curriculum is also one of the factors for developing good study habits. Curriculum should be constructed on the standards of the child.
- Beside the above three, personality of the child is very important factors in developing good study habits. If the child gets easily adjusted with the environment, he/she develop good study habits.
- If personality factors are good, the intelligence factors are also very good. Intelligence also plays a pivotal role in developing good study habits of the child. It is general observation that intelligent students stand in top positions.

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- Community is also an important factor for developing good study habits. Community has to arrange the community centers such as library facilities, community resource centers, information centers, etc. a good community provide necessary facilities for good study habits.  
Study habits may be a good or poor once-

### 1.2 Good study habits

Good study habits can be defined as to have a clean, organized area for the studying, keeping good notes, reading textbooks as well as studying at the same time each day. Learning to listen anything discussed and remembering detail are important beginning of developing good study habit. Children develop good study habit in school by completing small task and by building an enthusiasm for learning. It grows each passing year of school, when children have positive attitudes and when schoolwork is challenging. "Good study habits include many different skills: time management, self-discipline, concentration, memorization, organization and efforts".

### 1.3 Poor study habits

Poor study habit included bunking class, not doing their work at time, excessive watching TV or playing video games instead of studying, easily distracted, usually read without recognizing meaning, careless, messy in their paperwork. In general term, studying is the application of mental faculties to acquire knowledge. Material is carefully considered, examined, or analyzed. Typically, details are reviewed attentively, and material is read with the intention of learning and remembering. When this process is usually accomplished ineffectively or inefficiently then it is called a child has poor study habits.

### 1.4 Causes of poor study habits

- **Not know how to study:** - Most of the students do not aware how to study. They may never have learned the skill involved. Their poor study habits are a result of using whatever approaches they have naturally developed or picked up from a variety of sources. Student may not know how to use the library or dictionary or read a map, graph or table.
- **Learning problem:** - any form of mental retardation is an obvious cause of study problem. Less obvious, but relatively frequent, is some form of learning disability. Many forms of serious reading problem (dyslexia) may go unrecognized. Any weakness in the process of reading is a direct cause of study problem where reading is required.
- **Psychological problem:** - many psychological problems can lead to difficulties in studying. Tension caused by family or peer interaction can lead to difficulty in concentrating. Anxiety, sadness and worries are also detrimental. Daydreaming or fatigues similarly interfere with efficiency. Fear of failure, dependency, feeling of inadequacy, and pessimism can lead to not wanting to try to study or to ineffective studying.
- **Other problem:** such as Lacks of peaceful environment, availability of space, knowledge of parents, finance, one of the parents are not live are the major causes of poor study habits.

### 1.5 Statement of the problem

"Study habits among 6<sup>th</sup> and 8<sup>th</sup> grade students".

### 1.6 Objectives

To assess the study habits of students among 6<sup>th</sup> and 8<sup>th</sup> grade.

### 1.7 Delimitation

The study was delimited to 6<sup>th</sup> and 8<sup>th</sup> grade students of Haldwani city.

## 2. Methodology

The chapter contains relevant information pertaining to research design. It includes the methodological aspect such as selection of tool, techniques of statistical analysis in order to achieve the objectives.

- **Locale:** The study was conducted in Haldwani city of Uttarakhand.
- **Size and selection of sample:** The total sample size undertaken for the study was 1116 students. The researcher has covered all students from the selected 3 government (322) and 3 private (794) schools. Schools were selected from random sampling.
- **Tool used in the study:** self-constructed questionnaire was used for data collection.
- **Description of the tool:** The questionnaire was developed by the researcher to analysis study habits of students among VI and VIII grade. The tool has been divided into six dimensions that were time management, concentration, study techniques, parental involvement, teacher involvement and examination related study habits.
- **Scoring:** The questionnaire was divided under two broad sections. The part I comprised of 40 close ended statements and part II comprised of 6 open ended statement. The questionnaire was divided under two broad sections. The part I comprised of 40 close ended statements and part II comprised of 6 open ended statement. The tool included both positive and negative statement with the option at all time, most of the time, sometime, never. The positive question were given four marks for the option at all time, three marks for most of the time, two marks for some time and one marks for never. The reverse was done for the negative questions.
- **Statistical Analysis:** The frequencies, percentage, mean, standard deviation, t- test was used for the analysis of data regarding the present investigation.

## 3. Results and discussion

In order to achieve at certain conclusions and to achieve the objectives of the study, a systematic treatment of raw data is being done by using statistical techniques such as frequency, percentage, mean, standard deviation, t- test. Deal with statistics analysis and interpretation of data regarding students' study habits among 6<sup>th</sup> and 8<sup>th</sup> grades.

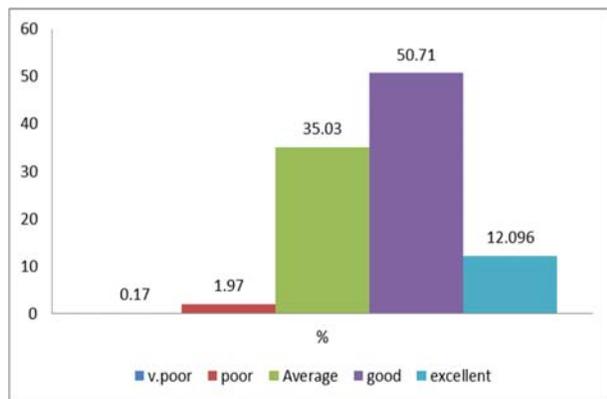
### 3.1 Study habit level of students

The above graph of overall level of study habit among 6<sup>th</sup> and 8<sup>th</sup> grade students reflects that 0.17% students undergo very poor study habit, 1.97% have poor study habit, 35.03% get average study habit, 50.71% experience good study habit and 12.09% have a excellent study habit.

This means that the majority of students (50.71%) having good study habits as they use good study techniques for

studying like time management, concentration. They also have good examination skill, good parental as well as teacher involvement and their peer group also influences their study habits.

In order to assess the difference in study habit between 6<sup>th</sup> and 8<sup>th</sup> grade students mean, S.D, t and p value was calculated and presented in table 3.1.1

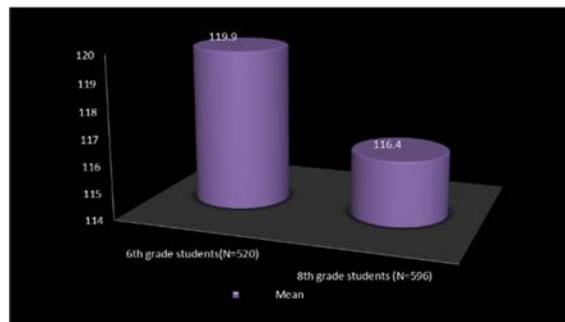


**Table 3.1.1:** mean, S.D, t and p value on study habits among 6<sup>th</sup> and 8<sup>th</sup> grade students.

Sample Groups	Mean (S.D)	t	p value
6 <sup>th</sup> grade students(N=520)	119.9(15.5)	3.8	0.00 **
8 <sup>th</sup> grade students (N=596)	116.4(14.5)		

\*\* Significant at 0.05 level of significance

The table shows that mean score of 6<sup>th</sup> grade students on study habit scale was 119.9 and S.D was 15.5 where as mean score of 8<sup>th</sup> grade students was 116.4 and S.D was 14.5.  $p < 0.05$ . This shows that there is a significant difference between two sample groups. It can be concluded that 6<sup>th</sup> grade students have higher level of study habit as compared to 8<sup>th</sup> grade students.



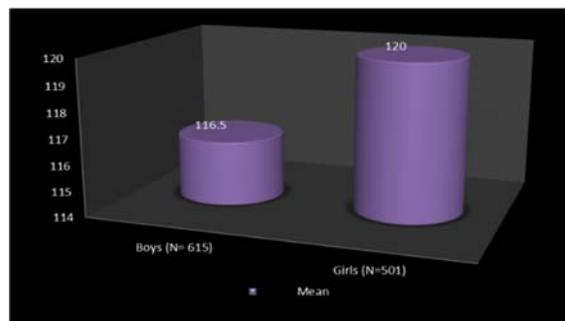
In order to assess the difference in study habit between boys and girls mean, S.D, t and p value was calculated and presented in table 3.1.2

**Table 3.1.2** mean, S.D, t and p value on study habits among boys and girls.

Sample Groups	Mean (S.D)	t	p value
Boys (N= 615)	116.5(15.1)	-3.8	0.00**
Girls (N=501)	120.0(14.8)		

\*\* Significant at 0.05 level of significance

The table shows that mean score of boys on study habit scale was 116.5 and S.D was 15.1 whereas mean score of girls was 120.0 and S.D was 14.8.  $p < 0.05$ . This shows that there is a significant difference between two sample groups. It can be summarized that girls have higher level of study habit as compared to boys.



**Table 3.1.3:** Class wise frequency and percentage distribution of various dimensions in study habit

Dimensions	Range	6 <sup>th</sup> class	8 <sup>th</sup> class	Total (1116)
time management	Good	157 (14.06%)	169 (15.14%)	326 (29.21%)
	Average	317 (28.40%)	360 (32.25%)	677 (60.66%)
	Poor	46 (4.12%)	67 (6.0%)	113 (10.12%)
Concentration	Good	122 (10.93%)	117 (10.48%)	239 (21.41%)
	Average	381(34.13%)	447 (40.05%)	828 (74.19%)
	Poor	17 (1.52%)	32 (2.86%)	49 (4.39%)
Study techniques	Good	240 (21.50%)	197 (17.65%)	437 (39.15%)
	Average	261(23.38%)	36 (3.22%)	297 (26.61%)
	Poor	19 (1.70%)	33 (2.95%)	52 (4.65%)
Exam preparation	Good	225 (20.16%)	224 (20.07%)	449 (40.23%)
	Average	272 (24.37%)	338 (30.28%)	610 (54.65%)
	Poor	23(2.06%)	34 (3.04%)	57 (5.10%)
Parental involvement	Good	357 (31.98%)	354 (31.72%)	711 (63.70%)
	Average	146 (13.08%)	212 (18.99%)	358 (32.07%)
	Poor	17(1.52%)	30 (2.68%)	47 (4.21%)
Teacher involvement	Good	304 (27.24%)	328 (29.39%)	632 (56.63%)
	Average	190 (17.02%)	255 (22.84%)	445(39.87%)
	Poor	26 (2.32%)	13 (1.16%)	39 (3.49%)

### 3.2 Time management

The above table 3.1.3 describe that 6<sup>th</sup> class 14.06% students have good level of time management whereas 28.40% students have average level of time management and only few of them 4.12% undergo poor level of time management. In class 8<sup>th</sup> 15.14% students have good time management skills and 32.25%, 6% students possess average and poor time management skills respectively.

The result reveals that 8<sup>th</sup> class (15.14%) students have good time management in comparison to 6<sup>th</sup> class students (14.06%). On the other hand 8<sup>th</sup> class students (32.25%) show average time management skill in compare to 6<sup>th</sup> class students (28.40%). It is also found that 8<sup>th</sup> class students (6.0%) possess poor time management in comparison to 6<sup>th</sup> class students (4.12%).

Hence, the overall result indicates that 29.21% students fall into the category of good time management whereas majority of 60.66% students are under the average category and only 10.12% are in poor level of time management

### 3.3 Concentration

The above table 3.1.3 demonstrates that 6<sup>th</sup> class 34.13% students possess average concentration skills whereas 10.93% have good concentration skills and only few of them (1.52%) are in poor concentration level. The majority of class 8<sup>th</sup> 40.05% students show average concentration skill in comparison to the rest of the students (15.14% and 6.0%) who belong to the good and poor concentration level.

It is inferred that 8<sup>th</sup> standard (40.05%) students indicate average level of concentration skill whereas 6<sup>th</sup> class 34.23% students have a comparatively lower level of average concentration skills. In case of good concentration 6<sup>th</sup> class (10.93%) students have more concentrating skills as compare to 8<sup>th</sup> class (10.48%) students. It is also found that 8<sup>th</sup> class (2.86%) students have more poor concentrating skill as compare to 6<sup>th</sup> class (1.52%) students.

The overall finding indicate that majority of students (74.19%) fall into the category of average level of concentration whereas 21.41% are fall under the good concentration skills and only few 4.39% are in poor category of concentration.

### 3.4 Study techniques

The above table 3.1.3 represent that the majority of 6<sup>th</sup> class (23.38%) students fall into the average category of study techniques whereas 21.50% students have good level of study techniques and only 1.70% of students have poor study techniques skills. The maximum no of class 8<sup>th</sup> (17.65%) shows good study techniques skills whereas 3.22% and 2.95% shows average as well as poor study techniques.

The result show that a high percentage of 6<sup>th</sup> class (21.50%) show good study techniques skills in comparison to 8<sup>th</sup> class (17.65%) students. It is also found that in class 6<sup>th</sup> (23.38%) students have average study techniques whereas in class 8<sup>th</sup> (3.22%) show average study techniques skills. It is also evident that in class 8<sup>th</sup> (2.95%) students show more poor study techniques skills in comparison to 6<sup>th</sup> class (1.70%) students.

Hence, the overall result indicates that 39.15% students fall into the category of good study techniques whereas 26.61% are under the average category and only 4.65% are in poor level of study techniques.

### 3.5 Exam preparation

The above table 3.1.3 demonstrates that 6<sup>th</sup> class 24.37% students have average exam preparation habit whereas 20.16% possess good exam preparation habit and only few of them (2.06%) are in poor exam preparation level. The majority of class 8<sup>th</sup> (30.28%) students show average exam preparation in comparison to the rest of the students (20.07% and 3.04%) who belong to the good and poor exam preparation level.

It is inferred that 8<sup>th</sup> standard (30.28%) students indicate average level of exam preparation habits whereas 6<sup>th</sup> class 24.37% students have a comparatively lower level of average exam preparation. In case of good exam preparation the 6<sup>th</sup> class (20.16%) students have more good exam preparation habit as compare to 8<sup>th</sup> class (20.07%) students. It is also found that 8<sup>th</sup> class (3.04%) students fall under the category of poor exam preparation habit as compare to 6<sup>th</sup> class (1.52%) students.

The overall finding indicate that majority of students (54.65%) fall into the category of average level exam preparation habit whereas 40.23% are fall under the good exam preparation habit and only few 5.10% are in poor category of exam preparation.

### 3.6 Parental involvement

The above table 3.1.3 describe that 6<sup>th</sup> class 31.98% students have their good parental involvement whereas 13.08% students have average level of their parental involvement and only few of them 1.52% undergo poor level of their parental involvement. In class 8<sup>th</sup> 31.72% students have their good parental involvement and 18.99%, 2.68% students possess average and poor parental involvement respectively.

The result reveals that there is a slightly difference in good parental involvement between 6<sup>th</sup> (31.98%) and 8<sup>th</sup> (31.72%) class students. On the other hand 8<sup>th</sup> class students (18.99%) show average parental involvement in compare to 6<sup>th</sup> class students (13.08%). It is also found that 8<sup>th</sup> class (2.68%) students show poor parental involvement in comparison to 6<sup>th</sup> class students (1.52%).

Hence, the overall result indicates that majority of 63.07% students fall into the category of good parental involvement whereas 32.07% are under the average category and only 4.21% are in poor level parental involvement.

### 3.7 Teacher involvement

The above table 3.1.3 represent that the majority of 6<sup>th</sup> class (227.24%) students fall into the good category of teacher involvement whereas 17.02% students have average level of teacher involvement and only 2.32% of students have poor teacher involvement. The majority of 8<sup>th</sup> class (29.39%) shows good teacher involvement whereas 22.84% student fall under the category of average parental involvement and 1.16% shows poor teacher involvement.

The result show that the 8<sup>th</sup> class (29.39%) show good teacher involvement in comparison to 6<sup>th</sup> class (27.24%) students. It is also found that in class 8<sup>th</sup> (22.84%) students have average parental involvement whereas in class 6<sup>th</sup> (17.02%) show average parental involvement. It is also evident that in class 6<sup>th</sup> (2.32%) students show more poor teacher involvement in comparison to 8<sup>th</sup> class (1.16%) students.

Hence, the overall result indicates that majority of 56.63% students fall into the category of good teacher involvement

whereas 39.87% are under the average category and only few 3.49% are in poor level of teacher involvement.

**Table 3.1.4** Statement wise response of students on study habits

Major pattern of study habit among student (N=920)	Students responses	Percentage (%)
Which time of day you do most of the study	Evening	40.76
	Night	25%
	Morning	15.76%
	Any time	10.86%
	Late night	7.60%
Where is your favorite place for study	Study room	43.47%
	Bed room	25%
	In front of T.V	10.32%
	In silent place	8.15%
	In library	7.60%
	In class	5.43%
Which type of study techniques you are using	Firstly read then write	34.78%
	Learn by understanding	22.60%
	Read one more after the class what the teacher taught	12.5%
	Read the chapter carefully, then solve exercise	9.23%
	By rote learning	5.65%
	By making separate copy for each subject	3.26%
When you study best	when someone guide	21.84%
	When I am alone,	13.58%
	When place is completely silent	13.04%
	In exam	11.41%
	In tuition	8.91%
	In school	7.82%
How far in exam do you start studying for an exam	From the first day of class	16.84%
	Two day before an exam	14.13%
	One night before	11.41%
	One week before an exam	7.60%
	one month before an exam	3.80%
	Two month before for an exam	2.71%
How much time do you spend on studies before an exam	2 hours	34.78%
	5 hours	19.02%
	3 hours	11.41%
	4 hours	8.15%
	7 hours	3.26%

The above table included statement wise responses of the students, all the statement are answered by those students who have knowledge regarding their studies.

The majority of students (40.76%) reported that they were studied in the evening time, 25% reported that they were studied in night time, 15.76% respondent reported that they were study in morning time, 10.86% and 7.60% students reported that they were study in any time, late night of the day. The maximum numbers of students (43.47%) reported that study room was their favorite place for study, 25% reported that bed room were peaceful place for their study, 10.32% tell that they were study in front of TV, 8.15% students study in silent place, 7.60% respondent reported that they were like to study in library and only a few 5.43% reported that classroom are their favorite place for study.

It was found that a high proportion of the students (34.78%) reported that firstly read then write are the best study techniques they were use, 22.60% insisted use learn by understanding, 12.5% students read chapter once more after the class what the teacher explain, 9.23% respondent using

the read the chapter carefully then solve the exercise techniques for studying, 5.65% reported that they use rote learning techniques, and very few (3.26%) respondent use the techniques by making separate copy for each of the subjects.

The students gave their several view point regarding when they study best such as 21.84% reported that they preferred study when someone guide me, 13.58% students study best when they were alone, 13.04% reported that when place is completely silent then they study best, 11.41% reported that they study best in exam times, 8.91% students that they study in tuition time, and only few (7.82%) reported that they study best when they in school.

The maximum numbers of students (16.84%) prepare for a study from the first day of class, (14.13%) reported two days preparation in advance before an exam, 11.41% students prepare for exam one night before, 7.60% reported prepare one week before an exam, 3.80% students studying before one months from an exam and few (2.71%) respondent study before two months from an exam. The majority of students (34.78%) spend 2 hours studying before an exam, (19.02%) respondent study 5 hours for an exam, (11.41%) students reported 3 hours studying before an exam, (8.51%) students spend 4 hours for their exam preparation, (3.26%) spend 7 hours before an exam.

**4. Conclusion**

The study revealed that majority of students having good study habits. 6<sup>th</sup> grade students have higher level of study habit as compared to 8<sup>th</sup> grade students. It can be summarized that girls have higher level of study habit as compared to boys. Both 6<sup>th</sup> and 8<sup>th</sup> classes have average time management, concentration skills. In 6<sup>th</sup> and 8<sup>th</sup> class students have good study techniques, exam preparation, parental involvement, teacher involvement.

**5. Acknowledgment**

It is my pleasure to express my profound sense of respect and indebtedness to my esteemed supervisor Dr. Charu Vyas associate professor, human development, faculty of home science, Banasthali university, Rajasthan to enlighten my path by her guidance and encouragement for not only developing my skills and endeavours in my present research but even fostering deeper insight for future commitment in the subjects

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