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Study habits and attitude among 10th class students with respect to gender

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Abstract

The emphasis of my study is to find co-relation between attitude and habits of 10th class students of CB. I collected the data from 200 students of C.B.S.E and P.S.E.B. My emphasis was on gender in relation to habits and attitude scale as determine by Mathur and Mukhopadhaya. My findings determined significant differences in the mean score of study habits and attitude of the 10th class students of P.S.E.B. in relation to gender similar finding determined difference in study habits and attitude of 10th class students of C.B.S.E. in relation to gender.

Keywords: Study Habits, Attitude, Gender, Secondary School Students

1. Introduction

Education has always willed consider a main aspect of societal development that overcome societal developmental implements. Main researchers of education have emphasized that students should have the ability to acquire the sense of lessons which is essential to figure out the aspects which determine the academic performance of students. Attitude does play a significant role in this aspect. This leads to behavioral association with critical analysis behavioural aspects such as belief, opinion, value, determine the intention of the students. According to Kobala 1988 main emphasis should be on the development of attitudinal aspects related to behavior. Study habits and attitude play the role to academic success. Academic performance is vital to know the potential and capability to measure the examination performance as this measure is mainly used by academic institutions to show their educational qualities. This is a main source of concern to educators and researchers. The professional regulation commission on graduate performance in its report has reported decline in performance in past 10 years. In 2010, 70% of college graduates in the country failed and last year only 36.30% college and technical school graduates were able to pass the professional

eligibility examination. These results on based on 45 groups of pre elementary 15.4% teachers perform the lowest behind secondary 23.3% electronic engineering 23.5%.

Electrical Engineering 31.9% (Philippine Education Sector Assignment Project); This shows that academic criteria is viable and cannot be predictive by single aspect. Its dependent on cognitive and non cognitive measures.

2. Study Habits and Attitude of Students

Habit of study is a behavioral aspect for percent of study and learning. This is a degree or measure adopted by student in study and studying routines. This depends on the conductive nature of study. Positive mind set of students to words studying depends on the broader aim of college education. Time management, ability, working casual attitude towards teachers and educational acceptance determine the study aspect. Favourable mind set for learning is essential. Pursue of importance and intellectual approach does matter in study performance. Value Pursue of education has a important relationship in determining attitude and academics a bridge between attitude of high and low performing students. High achieving are normally more incline towards acquiring knowledge while low achieving students look for alternate path ways level of motivations also

varies. This determines the Psychologist achievement discipline and priorities study habits and attitude in relation to academic performance.

The habits and mind set (attitude) have a significant role in academics. This helps in imbibing tendency towards academics. Different studies have discussed and elaborated this aspect of habit and mind set(attitude). In academics writing notes, mind concentration and level of preparation do matter. The performance various studies have concluded that level of reading, writing notes and management of time play a role in academic performance. Further studies are helping to indicate methods which effectively enhance study and attitude enhancement,By organizing skills for studying in relation with environment help students to grasp lessons effectively. Level of student approach towards development of keenness towards study and academic enhancement do vary that this shapes Attitudinalbehaviour of students.

3. Review of Literature:

Noorjahan (2009) in her study“Factor affecting academic achievement of 9th standard students in mathematics” found that several factors such as mathematical ability, mathematical attitude and study habits are significantly linked to mathematical achievement. The research further concluded that the students, who had high mathematical ability, had a high mathematical attitude. **Angadi(2014)** conducted a report on the attitude of post-graduate students towards internet use. The research was carried out with the goal of defining the attitude of students towards the use of the internet. Students were examined to decide if they use the internet for academic achievement or use it for other reasons, such as playing games and browsing other social activities.**Arvind N. Chaudhri (2013)** focused on relationship between the dimensions of study habits of students and students’ academic achievements at the government school of Banaskntha in Gujarat in his study entitled “Study habits of higher secondary school students in relation to academic achievements”. Based on the data collected from the government schools in Gujarat, the research shows that each dimension of study habit applied by the students has different relation with the academic achievement of student. The research points out the role of both parents and teachers in

the process of study habits. The parents play an important role in developing the good study habits among their wards and teachers’ role is to control their students’ study habits by asking them to record their progress. Teachers should create appropriate environment to make the learning enjoyable. Therefore for better academic achievement, the need is to nurture good study habits among students. **Khurshid (2012)** designed a study to explore the relationship between study habits and academic achievements of day scholars and the students living in the hostel. The study was conducted on both male and female university students. On the basis of data collected, the research found that there was a significant and positive relationship between the study habits and the academic achievement of both day scholars and hostlers. The study also found that day scholars had better study habit habits and compared to the students living in hostel. Home environment had a positive impact on the study habits of students. Female students had better concentration on their studies as compared to the male students. Female students also score better academically as compared to the male students.[1-5]

4. Objectives of the study

1. To differentiate between study habits and attitude of 10th class C.B.S.E and P.S.E.B. students.
2. To differentiate respective study attitude and habits of 10th class C.B.S.E and P.S.E.B respect to gender.

4.1 Hypothesis of the study

1. There exist no significant differences in the mean score of study attitude and habits, come up regarding in C.B.S.E and P.S.E.B students.
2. Mean scores did not show any significant difference in study of habits and attitudes of class 10th in C.B.S.E and P.S.E.Bschools with respect to male and female.

4.2 Method of the study

The expressive method of research survey has been employed to investigate academic achievement of adolescents in relation to study habits and attitude towards schooling of 10th class students.

4.3 Sampling of the Study

The present study will be confined to 200 students of 10th class. The sample will be taken randomly

from four schools of Jalandhar and Kapurthala district. Sample will consist of 100 male and 100 female and further division of sample on the basis of type of schools (C.B.S.E and P.S.E.B) and locale (rural & urban).

4.4 Tools to be employed

The following tools will be used in this study:

1. Study Habits Scale by M. Mukhopadhaya and Dr. D. N. Sansanwal
2. Scale for studying students' attitude towards schooling by CPG Mathur – 2003

Statistical Technique

Illustrative statistics like Mean, Mode, Median,

standard deviation, Skewness and kurtosis will be used to measure the central tendencies of different variables. The independent t-test will be used to study the significance difference between gender, types of schools and locale. Person's product moment correlation (r) will be used to work out the correlation matrix between variables. Data will also be presented graphically.

Sample:

A sample of 200 Secondary School Students (100 C.B.S.E and 100 P.S.E.B) of 10th class was taken randomly from the following schools for the present study.

Sr. No.	Types of School	Name of Institute	males	females	Total	
1	C.B.S.E	Akal galaxy convent school	25	25	50	100
2		Akal academy	25	25	50	
3	P.E.E.B	Govt. sr.sec school	25	25	50	100
4		Govt. sr.sec school	25	25	50	
		Total	100	100		200

5. Results and Debates

Table: 1 showing the mean and Standard Deviation of C.B.S.E, P.S.E.B and School Students Research Patterns and Attitudes.

C.B.S.E 10 th Class Students N=100			P.S.E.B 10 th Class Members N=100				
Fields of Habits and Behaviours in Research	Mean	SD	Fields of Study Habits and Behaviours in Research	Mean	SD	About t-ratio	Importance
Attitudes towards Teachers	10.99	1.82	Attitudes towards Teachers	10.98	1.98	2.16	NS
Domestic Lives	8.61	1.54	Domestic Lives	8.84	2.82	0.97	NS
Attitude towards Education	6.74	1.82	Attitude towards Education	7.27	1.61	2.18	NS
Study Habits	45.08	4.33	Study Habits	42.09	5.10	4.47	I
Incompatible Goals	8.04	2.18	Incompatible Goals	8.01	2.19	0.10	NS
Accumulation	19.48	3.36	Accumulation	19.39	3.09	0.20	NS

Personal Notes	9.49	1.98	Personal Notes	8.96	2.18	1.80	NS
Skills	6.92	1.62	Skills	7.37	1.50	2.04	NS
Examination	17.38	2.34	Examination	17.66	2.47	0.82	NS
Study Habits and attitudes	138.85	13.21	Study Habits and attitudes	130	12.19	4.92	I

*NS- Not Significant at 0.01 levels of Self Abilities

*I- Important at 0.01 levels of Self Abilities

Table 1 depicts the main score variation of habits and attitude study among C.B.S.E and P.S.E.B in different areas. The score shows existing variation in habits and attitudes in two Board students. Only exception is attitude towards teachers, Domestic lives, attitude towards education, study habits,

Incompatible goals, accumulation, skills and personal notes and abilities in C.B.S.E. and P.S.E.B students through this study, my hypothesis show no variable differences in the mean scores regard to habit and attitudes in C.B.S.E and P.S.E.B Students.

Table: 2 Showing the mean and Standard Deviation of PSEB School Students Study Behavior and Attitudes With Respect To Gender.

Male students from CBSE SCHOOL N=50			Female students From CBSE SCHOOL N=50				
Fields of Habits and Behaviours in Research	Mean for	SD	Fields of Habits and Behaviours in Research	Mean	SD	t-ratio	Importance
Attitudes towards Teachers	1.81	1.81	Attitudes towards Teachers	11.02	6.96	3.23	I
Domestic Lives	8.96	1.79	Domestic Lives	8.72	1.85	0.66	NS
Attitude towards Education	7.04	1.59	Attitude towards Education	7.5	1.61	1.44	NS
Study Habits	41.44	5.20	Study Habits	42.74	4.96	1.28	NS
Incompatible Goals	7.94	2.49	Incompatible Goals	8.08	1.86	0.32	NS
Accumulation	19.5	2.82	Accumulation	19.28	3.36	0.35	NS
Personal Notes	8.42	2.15	Personal Notes	9.5	2.10	2.54	I
Skills	7.3	1.56	Skills	7.44	1.45	0.47	NS
Examination	17.16	2.36	Examination	18.16	2.50	2.06	NS
Study Habits and attitudes	127.56	11.10	Study Habits and attitudes	132.44	12.83	2.03	NS

*NS- Not Significant at 0.01 level of Self Abilities

**I- Important at 0.01 level of Self skill level

The mean score difference of behaviours and attitude analysis between male and female students

in different areas is showing in Table 2 in the PSEB schools. In areas such as attitude to teachers, the score indicates that there is no substantial difference. Domestic life attitude towards learning habits, incompatible goals and incompatible goals,

Table: 3 Showing the mean and Standard Deviation of Study Patterns and Attitudes of CBSE School Students with Respect to Gender.

Male students FROM CBSE SCHOOL N=50			Female students FROM CBSE SCHOOL N=50				
Fields of Habits and Behaviors in Research	Mean for	SD	Fields of Habits and Behaviors in Research	Mean for	SD	t-ratio	Important
Attitudes towards Teachers	1.81	1.81	Attitudes towards Teachers	11.02	6.96	3.23	I
Domestic Lives	8.96	1.79	Domestic Lives	8.72	1.85	0.66	NS
Attitude towards Education	7.04	1.59	Attitude towards Education	7.5	1.61	1.44	NS
Study Habits	41.44	5.20	Study Habits	42.74	4.96	1.28	NS
Incompatible Goals	7.94	2.49	Incompatible Goals	8.08	1.86	0.32	NS
Accumulation	19.5	2.82	Accumulation	19.28	3.36	0.35	NS
Personal Notes	8.42	2.15	Personal Notes	9.5	2.10	2.54	I
Skills	7.3	1.56	Skills	7.44	1.45	0.47	NS
Examination	17.16	2.36	Examination	18.16	2.50	2.06	NS
Study Habits and attitudes	127.56	11.10	Study Habits and attitudes	132.44	12.83	2.03	NS

*NS- Not Significant at 0.01 levels of Self Abilities

**I- Important at 0.01 levels of Self Abilities

The mean score variants of habits and attitude analysis between male and female students in different areas is shown in Table 3 in C.B.S.E school. The score indicates that there are substantial differences between C.B.S.E Males and females in areas such as attitude towards teachers, domestic life, attitude towards study patterns, incompatible goals, abilities, accommodation, personal notes and evaluation. Accordingly, hypothesis stating, "There will be no significant differences in the mean scores of study habits and attitudes of C.B.S.E school students with regards to gender", stands partially rejected. This may be due to the difference in the attitudes towards teacher and domestic lives of C.B.S.E school male and females.

skills, accumulation, personal notes and examination among P.S.E.B Males and females. There are no significant differences in the main scores of study habits and attitudes of P.S.E.B school students with regards to gender.

Conclusion

This study focused on the study habits and attitude of 10th class students. There exist no significant differences in the mean score of study and attitude in C.B.S.E. and P.S.E.B. students. Mean score did not show any significant difference in study of habits and attitude of class 10th in C.B.S.E. and P.S.E.B. with respect to male and female students. The formation of effective study habits and attitude in school is an outcome of effective advisement and counselling programme. The main thrust to develop appropriate study skills to enhance creative awareness for regular and steady learning.

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