

<https://doi.org/10.48047/AFJBS.6.Si2.2024.6289-6297>

African Journal of Biological Sciences



Research Paper

Open Access

Analyzing High School Students: A Comprehensive Review of Their Study Methods

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Article History

Volume 6, Issue Si2, 2024

Received: 16 May 2024

Accepted: 20 June 2024

Doi: 10.48047/AFJBS.6.Si2.2024.6289-6297

Abstract

The current research was conducted to investigate the study habits of high school students in the city of Aizawl. In total, 100 participants were selected via a stratified random sampling technique, ensuring a balanced representation from both Government and Private schools, with each category comprising 50 students respectively. The evaluation of the students' study habits was executed using the 'Study Habits Inventory', an instrument developed and validated by M.N. Palsane and Anuradha Sharma. The findings predominantly indicated that the students possessed study habits which were classified as average, based on the criteria established by the inventory. In terms of variations, the analysis revealed no statistically significant differences in study habits in relation to factors such as gender, parental educational attainment, and school management type. These results suggest that these variables did not exert a significant influence on the study habits among the sampled high school students in Aizawl.

Key Words: study habits, high school students, learning practices

INTRODUCTION

In the pursuit of scholastic attainment, high school learners encounter a myriad of challenges capable of influencing their academic outcomes. A significant determinant in their educational trajectory is the cultivation and sustainment of efficacious study habits. Unveiling these habits provides educators, caregivers, and policy-makers with the potential to refine educational settings and enable students to actualize their full academic potential. Existing literature suggests that study habits encompass a spectrum of methodologies, routines, and

behaviors leveraged by students for effective acquisition, processing, and retention of knowledge (Jafari et al, 2019; Gardner & Jewler, 2019). These practices are subject to various influences, including individual variations, environmental factors, and personal motivation (Richardson et al., 2021). Consequently, delving into the distinct study habits adopted by high school students can offer invaluable insights into components contributing to their academic achievement.

Study habits refer to a systematic and intentional approach towards studying, typified by a persistent and deliberate effort from students to understand academic content and excel in examinations (Mudasir, 2012). These habits encapsulate the actions and engagement level of students in their scholastic pursuits. This includes effective planning and structured study patterns aimed at achieving academic success (Pauk, 1962). While scholastic performance is influenced by the students' diligence and study intensity (Tus et al., 2020), higher engagement in activities at both home and school, along with a well-regimented routine, can enhance success. Empirical research indicates a correlation between the development of sound study habits and elevated academic accomplishment (Siahi & Mayo, 2015; Singh and Mahipal, 2015; Sherafat & Murthy, 2016; Ebele & Olofu, 2017; Rabia et al., 2017). Conversely, poor study habits have been linked to inferior academic performance (Bentil et al., 2018).

RATIONALE OF THE STUDY

The pivotal role of productive study behaviours for academic achievement and the realization of maximum potential among secondary school learners cannot be overemphasized. The stage of high school education constitutes a critical juncture in the educational trajectory of students, characterized by escalating scholastic expectations and a diverse spectrum of subjects to comprehend. The ability to proficiently manage temporal resources, systematize study-related materials, and utilize effective learning methodologies exerts a significant influence over students' academic performance and overall learning experience. The primary objective of this research is to scrutinize the learning habits pervasive among high school learners, while taking into account the extraneous pressures exerted by factors such as media and technology, and to elucidate the challenges that may arise therein. Furthermore, the study aims to underscore the benefits associated with the adoption of efficacious study habits in the enhancement of scholastic accomplishment. Acknowledging the import of learning habits, all stakeholders - educators, parents, and students - can collaborate to foster an environment conducive to productive learning, thereby empowering students to attain excellence in their academic endeavours.

RESEARCH QUESTIONS

The following research questions have been generated:

1. What is the level of study habits among high school students in Aizawl?
2. What are the study habits of high school students with respect to their gender?
3. What are the study habits of high school students in relation to their parents' educational qualifications?
4. What are the study habits of high school students with reference to the type of management?

STATEMENT OF THE PROBLEM

The problem has been stated as 'Analyzing High School Students: A Comprehensive Review of Their Study Methods'.

OBJECTIVES

In the light of the research questions, the following objectives have been framed:

1. To find out the level of the study habits among high school students in Aizawl.
2. To compare the study habits of high school students with reference to their gender.
3. To compare the study habits of high school students with reference to their parents' educational qualification.
4. To compare the study habits of high school students with reference to the type of management.

HYPOTHESES

1. There is no significant difference in the study habits among high school students with reference to gender.
2. There is no significant difference in the study habits among high school students with reference to their parents' educational qualification.
3. There is no significant difference in the study habits among high school students with reference to the type of management.

METHODOLOGY

Since the main objective is to find out the study habits among high school students, descriptive survey method was employed for the present study.

POPULATION

In the present study, the population comprises of all the students of high school in Aizawl, enrolled in schools affiliated under Mizoram Board of School Education (MBSE).

SAMPLE

For the present study, stratified random sampling technique was used for the sample selection. Thus, the sample selected comprised of 100 high school students (50 students from Government schools and 50 students from Private schools).

TOOL USED FOR DATA COLLECTION

The 'Study Habits Inventory' developed by M.N. Palsane and Anuradha Sharma was used for the present study.

ANALYSIS OF DATA

The acquired data from the participant cohort was systematically categorized, orchestrated, and scrutinized utilizing standardized scoring methodologies. The application of statistical procedures was undertaken to analyze the data, thereby guaranteeing the precision and pertinence of the outcomes. In alignment with the study's objectives and proposed hypotheses, the resulting findings were comprehended in a meaningful context and consequently delineated as follows:

Objective No. 1: To find out the level of study habits among high school students in Aizawl

The responses from secondary school students via the 'Study Habits Inventory' were assessed, quantified, and systematized within a tabular format. The investigator stratified the study behaviours into three tiers predicated on the stipulated normative values. Study habits with scores exceeding the 66th percentile were designated as superior, scores straddling the 33rd and 66th percentile were adjudged as average, while scores beneath the 33rd percentile were classified as subpar. Table 1.0, furnished below, illustrates the distribution of study habit tiers among the high school student population.

Table 1.0

Level of Study Habits among High School Students in Aizawl

Category	Range of score	No. of students	Percentage
Excellent Study Habits	57 and above	30	30

Average Study Habits	49-56	41	41
Poor Study Habits	48 and below	29	29
Total		100	100

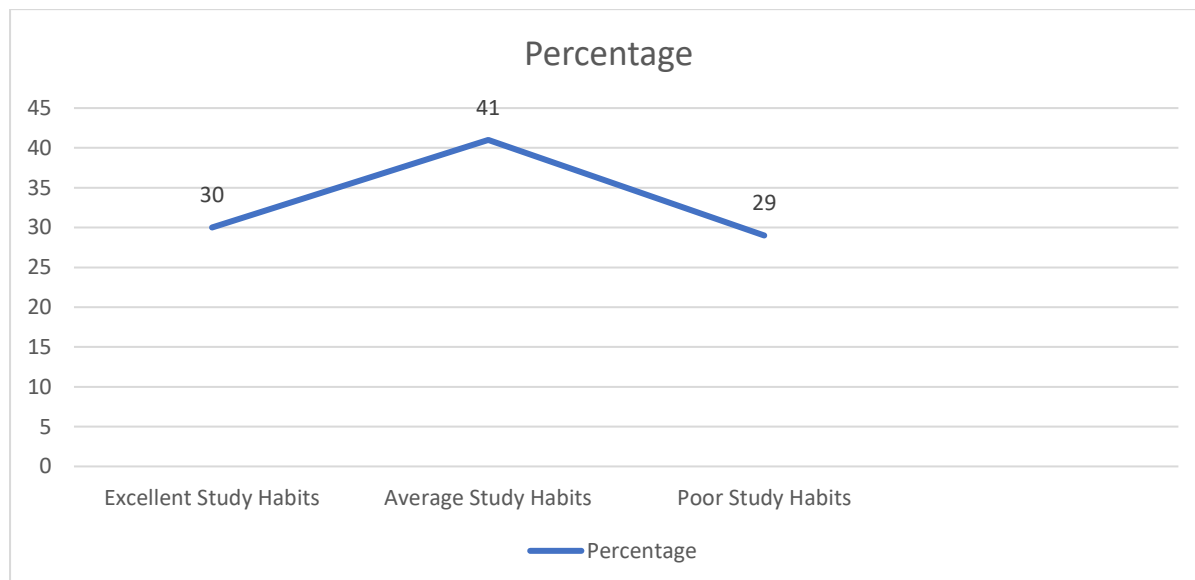


Fig. No. 1.0

Objective No. 2: To compare the study habits of high school students with reference to gender.

Hypothesis No. 1 states “There is no significant difference in the study habits among high school students with reference to gender”. Table 1.1 presents the comparison of study habits with reference to gender.

Table No 1.1

Comparison of Study Habits with reference to gender

Groups	Number	Mean	SD	t-value	Sig level
Male	51	52.666	7.961	0.457	NS
Female	49	52	6.506		

NS means not significant

According to the findings presented in Table 1.1, the calculated ‘t’ value representing the significance of the difference between the mean scores of male and female students is 0.457. However, to establish a significant difference, the required ‘t’ value at a 0.05 level of confidence, with degrees of freedom (df) equal to 98, is 1.98. Since the calculated ‘t’ value is

lower than the critical 't' value, there is no significant difference observed between these two groups concerning their study habits. Consequently, the null hypothesis (No.1), which states that there is no significant difference in study habits among high school students based on their gender, is accepted.

Objective No. 3: To compare the study habits of high school students with reference to parents' educational qualification.

Hypothesis No. 2 states "There is no significant difference in the study habits among high school students with reference to their parents' educational qualification". Table 1.2 presents the comparison of study habits with reference to parents' educational qualification.

Table No 1.2

Comparison of Study Habits with reference to Parents' Educational Qualification

Groups	Number	Mean	SD	t-value	Sig level
Graduate	55	52.963	7.218	0.949	NS
Under-Graduate	45	51.577	7.309		

NS means not significant

According to Table 1.2, the 't' value representing the significance of the difference in mean scores between high school students with undergraduate and graduate parents is 0.949. However, the required 't' value to declare the difference as significant, with a degree of freedom (df) of 98 and a confidence level of 0.05, is 1.984. Since the calculated 't' value is lower than the critical 't' value, there is no significant difference between these two groups in terms of their study habits. Therefore, the null hypothesis (No.2) stating that there is no significant difference in study habits among high school students based on their parents' educational qualification is accepted.

Objective No. 4: To compare the study habits of high school students with reference to the type of management.

Hypothesis No.3 states: "There is no significant difference in parental involvement with reference to their working status." Table - 1.3 presents a comparison in parental involvement with reference to the type of management.

Table No 1.3

Comparison of Study Habits with reference to the type of management

Groups	Number	Mean	SD	t-value	Sig level
Government	50	53.32	6.920	1.356	NS
Private	50	51.36	7.518		

NS means not significant

As shown in table – 1.3, the ‘t’ value for the significance of difference between the mean scores of government school students and private school students is 1.356, whereas the required ‘t’ value, with $df=98$, to declare the difference as significant is 1.984 at 0.05 level of confidence. Since the calculated ‘t’ value was below the criterion ‘t’ value, we can conclude that there was no significant difference in the study habits of high school students with reference to the type of management. Therefore, the null hypothesis (No.3) that states there is no significant difference in the study habits among high school students with reference to the type of management was accepted.

MAJOR FINDINGS

Highlighted below are the main points illustrating how the objectives were met. The findings have been presented as under:

1. Out of the 100 high school students in Aizawl, 30 students or 30% of the students had an excellent study habit, while 41 students or 41% of the students and 29 students or 29% had average study habits and poor study habits, respectively.
2. The overall findings shows that majority of the students had average study habits.
3. There was no significant difference in the study habits among high school students with reference to their gender.
4. There was no significant difference in the study habits among high school students with reference to their parents’ educational qualification.
5. There was no significant difference in the study habits among high school students with reference to the type of management.

CONCLUSION

The current research undertook a comprehensive examination of study habits among high school students, drawing comparisons based on variables such as gender, parents' educational qualifications, and type of management. The empirical findings manifest that there is no substantial divergence in the study habits of high school students in relation to the aforementioned variables. Though these differences were not found to be statistically significant, they insinuate a potential trend that merits subsequent exploration. In aggregate,

this investigation illuminates the salience of study habits within the high school demographic and accentuates the imperative for ongoing scrutiny within this domain. Comprehending the determinants that underpin efficacious study habits may equip educators and parents with the insights necessary to furnish the requisite support and direction, thereby amplifying students' scholastic performance and attainment.

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