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ORIGINAL ARTICLE

STUDY HABITS OF HIGHER SECONDARY STUDENTS RESIDING IN GOVERNMENT WELFARE HOSTELS IN TIRUCHIRAPPALLI DISTRICT, TAMIL NADU

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Abstract:

The study aims to find out the relationship between the socio-economic and the demographic characteristics of higher secondary students (N=559, male 311, female 248) residing in government hostels run by Adi-Dravidar Welfare Department in Tiruchirappalli district, Tamil Nadu. Out of 684 students, 559 students were selected from all 37 hostels by adopting census method. A self prepared questionnaire was used for collecting data in respect of socio-economic and demographic variables and an instrument on Study Habits and Attitude was used to find out the study habits of the respondents. The result shows that sex, caste, place of living, parents occupation, presence of alcoholic fathers, private tuition, school coaching and extra-curricular activities have significant influence on the study habits of the respondents. Further, the study shows that age, class, religion, course, school, birth order, parental education, income, marital status, type and size of family, have no significant influence on study habits of the respondents. An understanding of the socio-economic and the demographic characteristics of the respondents is very essential to develop good study habits of students residing in government welfare hostels.

KEYWORDS:

Adi – Dravidar, Government Welfare Hostels, Welfare Departments, Tiruchirap palli district, Tamil Nadu

INTRODUCTION

Education begins at birth and continues throughout life. Education doesn't simply refer to the number of years a student spends in a school or college or in any educational institution. It refers to the changes in habits and attitude of a student for developing his/her potentials and capabilities. Education Commission of India, as early as 1952, had stressed that "The education system must make its contributions to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthily the responsibilities of democratic citizenship". Study habits means behaviour of an individual related to studies. It refers to the activities carried out by learners during the learning process for improving learning. It is an ability of an individual to schedule his time, the planning of his reading and writing, habit of learning, memory and concentration, utilizing the social environment overall learning and its application methods and so on. Thus, Study habit is an important factor in the learning process. According to Smith 1961, "Study habits include students' habits of concentration, note taking, time budgeting and study methods". Patel (1976) defined that "study habits include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits of concentration, preparation of examination, general habits & attitudes, school environment.

According to Mathur (2002), study habit refers study techniques, attitude towards teacher, education and examination, mental conflict, concentration, self confidence and home environment.

Generally, study habits are acquired from their family members, peer group, relatives etc, It differs from person to person. Hence, it is necessary to investigate whether it has any influence on the socio-economic and the demographic variables. Various studies have been undertaken to find out impact of the socio-economic and the demographic characteristics on the study habits of students. Vedavalli (1953) pointed out that college students from the rural areas had slightly better study habits than students from urban. Samuel and Rao (1967) observed that there was no correlation between the age and the study habit scores. Reddy (1972) found that there is no significant difference between the study habits of girls in high school classes. Nirmalakanta (1979) reported that there is significant difference between rural and urban boys whereas no significant difference is found between rural and urban girls. Chauhan and Singh (1987) established that the mean scores of study habits of boys were higher than that of girls in both Scheduled Caste and non-Scheduled Caste adolescents. Rammohan Babu (1988) observed that study habit has an impact on the residential and non-residential 8th standard school students. Aruna (1994) found that there was no significant influence of parental education and family income on the study habits of 9th standard students. Manchala (1996) reported that there is no significant impact of mother's occupation as compared to father's occupation on the study habits of the students. The study also revealed that the birth order had no significant impact on the study habits of the 9th standard students. Sampath and Selvarajagnanguru (1997) observed that there was no significant difference between boys and girls of higher secondary commerce students in respect of their study habits. This literature review is an attempt to study/analyse the relationship between the study habits and the socio-economic and the demographic variables. From the review of literature, it is observed that there is a research gap in establishing the relationship between the socio-economic and the demographic characteristics on the study habits of the higher secondary school students residing in government hostels.

Objective

· To examine whether certain socio-economic and demographic characteristics have any relationship with the study habits of the higher secondary students residing in Adi-Dravidar Welfare Hostels in Tiruchirappalli district of Tamil Nadu

METHODOLOGY

For the study, Tiruchirappalli district has been selected purposively as it is the familiar place for the researcher and it is located in the central part of Tamil Nadu. Besides, permission was got from the authorities concerned to carry out the research. As per the information available from the Tiruchirappalli District administration, as on 2011, there are 46 hostels for Adi-Dradivar and Tribal students functioning under Adi-Dradivar Welfare Department. Out of 46 hostels, 37 hostels had the provision of accommodating higher secondary students with a total strength of 684. Hence, the researcher decided to select all the higher secondary students staying in 37 hostels for the present study. The voluntary consent was obtained from the participating students. During the data collection, 38 students were not available and 72 students were not willing to participate in the study and 15 students expressed their inevitable inability to answer all the questions and found not suitable for analysis. Thus, data was collected from 559 students.

A self-prepared questionnaire was used to collect socio-economic and demographic characteristics of higher secondary students residing in Adi-Dravidar welfare hostels. To find out the study habits, the researcher has made use of the instrument on Study Habits and Attitude (TSHA) by C.P.Mathur, 2002. To collect the data from the individual respondents, the self prepared questionnaire were administered by the researcher. The data were collected during the period between December 2011 and February 2012. The socio-economic and the demographic variables were analysed by using the percentage analysis mean, standard deviation, t-test and the one-way ANOVA.

Habits of the Higher Secondary Students Residing in Adi-Dravidar Welfare Hostels in Tiruchirappalli district of Tamil Nadu

Demographic Background Characteristics of the respondents

The study reveals that in the group of respondents aging from 15 to 23 years with a mean age of 16.87 (SD.930), 56 per cent of the respondents are male and the remaining 44% respondents are girls. Majority (97 per cent) of the respondents belong to Hinduism and the remaining 3 per cent belong to Christianity and Islam. About 57 per cent of the respondents belong to Schedule Caste, and nearly 20 per cent of the respondents belong to Schedule Tribe and around 13 per cent of the respondents belong to Most Backward Community, and the remaining 10 per cent of the respondents belong to Backward Community

and Forward Community. Majority (96 per cent) of the respondents are from rural background and only four percent of the respondents are from urban background. The study shows that 52 per cent of the respondents are from medium size families consisting 4 to 5 members. Around 41per cent of the respondents are hailing from large families with 6 members and above and the remaining seven per cent of the respondents are living in small size families (3 or less members). The average size of the respondent's family is 5.29 (S.D=1.32) with a minimum of two members to a maximum of 11 members. Nearly, 49 per cent of the respondents' are the first generation learners in their families where as 52 per cent of the respondents' are second generation learners in their families. Half (50 per cent) of the respondents are studying in 11th standard and remaining are in 12th standard classes.

Age and Study Habits

Panel – of table -1 shows that the mean score of the respondents who are in the age of 18 years and above (38.63) and those who are in the age group of 16 years or less (38.03) are higher than the mean scores of the respondents who are in the age of 17 years (37.64). This shows that the students who are in the age group 18 years and above and students who are in the age groups of 16 years or less have better study habits compared to the students who are in the age of 17 years. However the ANOVA results [F (2,556) = 0.758, p > 0.05] accepted the null hypothesis that there is no statistically significant difference between the age group of respondents in the mean score of study habits.

Table -1: Mean scores of Study habits across respondents' demographic background characteristics

Variables	N	Mean	df	F/t	Sig
1.Age					
16 year or less	191	38.03	2	0.758	0.469
17 years	248	37.64	556		p>0.05
18 years & above	120	38.63			
2.Gender					
Male	311	39.19	557	4.48	**0.000**
Female	248	36.47			P<0.001
3.Religion					
Hindu	540	37.96	557	0.493	0.622
Christian	19	38.79			P >0.05
4.Caste					
ST	114	39.07	3	5.803	**0.001**
SC	316	36.91	555		P<0.01
MBC	72	40.04			
BC&FC	57	39.19			
5.Place of living					
Rural	538	38.09	557	1.743	0.082
Urban	21	35.29			P > 0.05
6.Type of family					
Nuclear family	450	38.08	557	0.652	0.515
Joint family	109	37.58			P > 0.05
7.Size of family					
Small family (3or less)	42	37.12	2	0.379	0.685
Medium (4 to 5)	290	38.15	556		P > 0.05
Big (6 to7)	227	37.93			
8.Birth order					
First Birth order	231	37.79	3	1.165	0.323
Second birth order	187	37.96	555		P > 0.05
Third birth order	92	39.11			
Fourth birth order	49	36.90			

Source: Compiled from the primary data

Gender and Study Habits

Panel - 2 of table - 1 show that the mean score of male respondents (39.19) is higher than the mean score of female respondents. This indicates that the male respondents have good study habits compared to the female respondents. The statistical analysis [t (557) = 4.48, $p < 0.001$] also supports the findings and conclude that there is a statistically highly significant difference between the male and female respondents in mean score of study habits. Thus the research hypothesis is accepted.

Religion and Study Habits

Panel - 3 of table - 1 reveals that the mean score of the respondents belong to Christianity (38.79) is higher than the mean score of the respondents who belong to Hinduism (37.96). This shows that the respondents who belong to Christianity have better study habits than the respondents who belong to the Hindu religion. The statistical analysis [t (557) = 0.493, $p > 0.05$] also supports this findings and proves that there is no statistically significant difference between the religion of the respondents in the mean score of study habits. Thus the null hypothesis is accepted in this regard.

Caste and Study Habits

Panel - 4 of table - 1 highlights the mean score of the respondents who belong to Most Backward Community (40.4), Backward Community and Forward Community (39.19), Schedule Tribe (39.07) are higher than the mean scores of Schedule Caste (36.91). This indicates that the students belonging Schedule Caste have poor study habits compared to the other caste students. The statistical result [F (3,555) = 5.803, $p < 0.01$] also rejected the null hypothesis and accepted the research hypothesis that there is a statistically highly significant difference between the various caste of the respondents in the mean score of study habits.

Place of living and Study Habits

Panel - 5 of table - 1 indicates that the mean score of study habits of the respondents who are hailing from rural background (38.09) is higher than the respondents who are hailing from urban background (35.29). This shows that respondents who are from rural background have good study habits compared to respondents who are hailing from the urban background. The statistical analysis [t (557) = 1.743, $p > 0.05$] finding proves that there is no statistically significant difference between the respondents place of living and the mean score of study habits. Thus the null hypothesis is accepted in this regard.

Type of Family and Study Habits

Panel - 6 of table - 1 show that the mean score of study habits of the respondents who belong to nuclear family (38.08) is higher than the mean score of study habits of the respondents who belong to joint family (37.58). This reveals that the students hailing from nuclear family have good study habits compared to the students coming from joint family. However the t-test analysis [t (557) = 0.652, $p > 0.05$] accepted the null hypothesis and concluded that there is no statistically significant difference between the respondents type of family and in the mean score of study habits.

Size of family and Study Habits

Panel - 7 of table - 1 indicates that the mean score of study habits of the respondent from medium size family consisting of 4 - 5 members (38.15) is higher than the mean score of study habits of respondents who are from large families (37.93) and small families (37.12). This shows that the students who belong to medium-size families have good study habits compared to large and small families. However, the ANOVA analysis [F (2,556) = 0.379, $p > 0.05$] shows that there is no statistically significant difference between the respondents size of family and the mean score of study habits.

Birth Order and Study Habits

Panel - 8 of table - 1 indicates that the mean score of study habits of the respondents who were third born (39.11) is higher than the mean score of study habits of the respondents with a birth order of first, second and fourth categories. However the statistical analysis [F (3,555) =1.165, $p > 0.05$] result shows that there is no significant difference between the respondents birth order and their study habits. Hence the research hypothesis is rejected.

Background characteristics of the respondents' parents

With regard to the educational and employment status of parents, the study reveals that about 53 per cent mothers and a 54 per cent father of the respondents' are illiterate. Majority 75 per cent father and 83 per cent mother of the respondents are working as agricultural labourers. About 37 per cent of the respondents' parents monthly income level falls in the range of Rs.3000 or less, around 19 per cent falls in the range of Rs. 3,000 to Rs. 6,000, around 10 per cent falls in the range of Rs.6,000 to Rs.9,000 and

Rs.9,000 to 12,000 respectively, and remaining 24 per cent of the respondents' parents monthly income falls in the range of Rs.12, 000 and above Around 69 per cent of the respondents' fathers are alcoholic and the remaining 31 per cent of the respondents' fathers are not addicted to alcohol. About 89 per cent of the respondents parents are alive, about 8 per cent of the respondents are living with single parent and remaining 3 per cent of the respondents do not have parents.

Education and Study Habits

Panel - 1 of table - 2 depicts that the mean scores of study habits of the respondents' parents with no education/illiterates (38.20) and the respondent parents who are educated up to high school/higher secondary (38.07) is higher than the respondent parents who are educated up to Primary, Middle school and Graduation. However, the ANOVA analysis [$F(4,554) = 0.721, p > 0.05$] accepted the null hypothesis and concluded that there is no statistically significant difference between the parents education and in the mean score of study habits.

Parents Occupation and Study Habits

Panel - 2 of table - 2 reveals that the mean score of study habits of the respondents whose parents working in Government sector is higher (39.00) than the respondents' parents engaged as agriculture labour, agriculture and those working in private firm. This indicates that the respondents whose parents are working in Government sector have good study habits compared to other respondents' parents' occupation. The ANOVA result [$F(3,555) = 2.715, p < 0.05$] also rejected the null hypothesis that there is a statistically significant difference between the respondents parents occupation and in the mean score of study habits.

Parental Income and Study Habits

Panel- 3 of table - 2 illustrates that the mean score of study habits is found higher among the respondents' parents whose income is Rs.12, 000 and more when compared to Rs.9001-12000 and Rs.6001-9000, Rs.3001-6000 and Rs.3, 000 or less income categories. However the ANOVA result [$F(4,554) = 0.132, p > 0.05$] accepted the null hypothesis and concluded that there is no statistically significant difference between the income group of the respondents' parents in the mean score of study habits.

Parental Status and Study Habits

Panel - 4 of table - 2 shows that the mean score of the study habits of the respondents whose father and mother are alive (38.10) is higher than the mean score of respondents who have single parents (37.74) and the respondents who do not have parents (35.50). This suggests that the respondents who have both parents have good study habits compared to the respondents who have single parent and those who do not have parents. However, the ANOVA result [$F(2,556) = 1.145, p > 0.05$] accepted the null hypothesis and concluded that there is no statistically significant difference between the parental status of the respondents and the mean score of study habits

Table-2: Mean scores of Study habits across respondents' parents background characteristics

Variables	N	Mean	df	F/t	Sig
1.Parent Education					
Illiterates	301	38.20	4	0.721	0.578
Primary school	79	37.78	554		P > 0.05
Middle school	57	37.61			
High school & HSC	110	38.07			
Graduation & above	12	34.75			
2.Parents occupation					
Agriculture labour	420	38.35	3	2.715	**0.044**
Agriculture	128	37.10	555		P < 0.05
Private	8	32.25			
Government	3	39.00			
3.Parent income					
3000 or less	209	37.96	4	0.132	0.971
3001-6000	104	38.11	554		P > 0.05
6001-9000	55	37.36			
9001-12000	56	38.00			
12001 and above	135	38.18			
4.Parental status					
Father Mother	495	38.10	2	1.145	0.319
Single Parent	46	37.74	557		P > 0.05
No parent	18	35.50			
5.Alcoholic father					
Yes	173	37.01	557	2.144	**0.032**
No	386	38.42			P<0.05

Source: Compiled from the primary data

Presence of Alcoholic father and Study Habits:

Panel - 5 of table - 2 reveals that the mean score of study habits of respondents whose fathers are alcoholic (38.42) is higher than the mean score of study habits of respondents whose fathers are non alcoholic (37.01). It is inferred that the respondents whose fathers are non-alcoholic have good study habits compared to the respondents whose fathers are alcoholic. The t- test analysis also support this findings [t (557) = 2.144, $p < 0.05$] accepted the research hypothesis that there is a statistically significant difference between the presence of alcoholic father of the respondents in the mean score study of habits.

Education related factors of the respondents

Around 44 per cent of the respondents are studying in private higher secondary schools and 32 per cent and 24 per cent of respondents are studying in Government schools and welfare schools respectively. Majority (83 per cent) of the respondents are going to private tuitions whereas the remaining 17 per cent of the respondents are not attending private tuitions. About 58 per cent of the respondents are not attending coaching classes, and the remaining 42 per cent are attending coaching classes. Majority (91 per cent) of the respondents' parents live in their own houses, and the remaining 9 per cent of the respondent's parents live in rented houses. Around 46 per cent of respondents' parents are residing in tiled houses, whereas 28 per cent of the respondents are residing in concrete houses and the remaining 26 per cent are residing in thatched houses. About 54 per cent of the respondents have only one living room in their houses. About one third (36 per cent) have two rooms in their house, and the remaining 10 per cent of the respondents have three rooms in their house. Majority (87 per cent) of the respondents have electricity facility in their houses at their native place and the remaining 13 per cent of the respondents do not have electricity facility in their houses.

Study Habits across Respondents' Education Related Factors

Type of School and Study Habits

Panel - 1 of table - 3 infers that the mean score of study habits of the respondents who are studying in Government Schools (38.12) and welfare schools (38.03) are higher than the respondents who are studying in private schools (37.86). This suggests that the students who are studying in Government and welfare schools have better study habits compared to the students who are studying in private schools. However, the ANOVA result [F (2,556) = 0.068, p > 0.05] accepted the null hypothesis and concluded that there is no statistically significant difference between the type of school of the respondents in the mean score of study habits

Class of Study and Study Habits

Panel - 2 of table - 3 shows that the mean score of students who are studying in 11th standard is (38.14), where as the mean score of students studying in 12th standard is (37.83). This shows that students studying in 11th standard have good study habits compared to the students studying in 12th standard. However the statistical analysis [t (557) = 0.496, p > 0.05] shows that there is no statistically significant difference between the class of the respondents in the mean score of study habits and thereby accepted null hypothesis.

Table-3: Mean scores of Study habits across respondents' education related factors

Variables	N	Mean	df	F/t	Sig
1.School					
Welfare school	137	38.03	2	0.068	0.934
Govt. School	178	38.12	556		P > 0.05
Private school	244	37.86			
2.Class					
11th std	280	38.14	557	0.496	0.620
12th std	279	37.83			P >0.05
3.Course					
MPCC	170	38.80	4	3.501	**0.008**
MPCB	138	36.88	554		P<0.01
PCBZ	75	38.52			
HECA	134	38.69			
Vocational course	42	35.10			
4.Private tuition					
Yes	93	39.26	557	1.862	0.063
No	466	37.73			P > 0.05
5.School coaching class					
Yes	232	38.82	557	2.317	**0.021**
No	327	37.39			P<0.05
6.Extra curricular activity					
Always	1356	38.60	2	3.060	**0.048**
Occasionally	331	37.38	556		P<0.05
Not at all	92	39.25			
7.First generation learner					
Yes					
No	272	38.39	557	1.290	0.198
	287	37.60			P > 0.05

Source: compiled from the primary data

Course and Study Habits

Panel - 3 of table - 3 illustrates that the mean score of study habits of the respondents who have opted for the course MPCC (38.80) is found to be higher than the mean scores of study habits of respondents who have opted for other courses such as HECA (38.69), PCBZ (38.52), MPCB (36.88) where as the respondents who have opted for vocational course is found to be the lowest level of mean score (35.10). This indicates that the students who are studying in MPCC course have better study habits compared to the students studying in other courses. The ANOVA result [$F(4,554) = 3.501$, $p < 0.01$] finding proves that "There is a statistically highly significant difference between the course of the respondents in the mean score of study habits. Thus the research hypothesis is accepted".

Private tuition and Study Habits

Panel - 4 of table - 3 shows that the mean score of study habits of the respondents who are going to private tuitions (38.39), is found to be higher than the mean score of study habits of respondents who are not going to private tuition (37.73). It is inferred that the students who are going to private tuition have good study habits compared to the students who are not going to private tuition. The t- test analysis also support these findings [$t(557) = 1.862$, $p > 0.05$] accepted the null hypothesis that there is no statistically significant difference between the respondents going to private tuition and those not going to private tuition in the mean score of study habits.

School coaching class and Study Habits

Panel - 5 of table - 3 reveals that the mean score of study habits of the respondents who are attending school coaching classes (38.82) is found to be higher than the mean score of study habits of the respondents who are not attending school coaching classes. This indicates that the students who are going to school coaching class have good study habits. The t-test analysis also support these findings [$t(557) = 2.317$, $p < 0.05$] accepted the research hypothesis that there is a statistically significant difference between the respondents attending school coaching classes and those not attending school coaching classes in the mean score of study habits.

Extra Curricular Activities and Study Habits

Panel - 6 of table - 3 shows that the mean score of study habits of the respondents who do not participate in extracurricular activities (39.25) is found to be high among the respondents who always (38.60), or occasionally (37.38) participate in the extracurricular activities. It is inferred that the students who are not participating in extracurricular activities have good study habits than those who are participating. The t-test analysis supports these findings [$t(2,556) = 3.060$, $p < 0.05$] accepted the research hypothesis that there is a statistically significant difference between the respondents participation and non participation in extracurricular activities in the mean score of study habits.

First generation learners and Study Habits

Panel - 7 of table - 3 illustrates that the mean score of study habits of the respondents who are first generation learners (38.39) is found to be higher than the second generation learners. This suggests that first generation learners have good study habits compared to the second generation learners. However, the t-test analysis [$t(557) = 1.290$, $p > 0.05$] accepted the null hypothesis and concluded that there is no statistically significant difference between the first generation learner and second generation learner respondents in the mean score of study habits.

CONCLUSION

The present study reveals that the age of students have no impact on their study habits. Boys have better study habits than the girls. There is no difference in the study habits of 11th and 12th standard students. Students of different religion do not differ much in their study habits. The caste of the respondents has a significant impact on the study habits. Scheduled caste students have poor study habits compared to other caste students. With regard to choice of subjects the students of vocational course have poor study habits than the students of other courses. The students who are hailing from rural background have better study habits than the students coming from urban background. The parental status of the respondent's does not have impact on their study habits. Education and income of the respondents' parents do not show any significant influence whereas the parental occupation has a significant influence on the study habits. Order of birth, type of family and size of family of the students do not have any significant influence on the study habits. But, the presence of alcoholic fathers in the respondents' family has significant influence on the study habits of the respondents. The respondents who are going to private tuitions and school coaching

class have better study habits than the others who are not attending the tuitions and coaching classes. Having realised that the Study habits play a major role in shaping the academic achievement and including the personal improvement, it is essential to inculcate good study habits among the school students. It is therefore, important that the teacher and warden should have an introspection of the socio-economic background and its impact on the study habits. This would help to identify those students who have poor study habits and any measure adopted would promote social equity.

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