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Study Habits in Students of Eklavya Model Residential Schools and General Secondary Schools: A Comparative Study

Ms. Lipirekha Panda

PhD Research Scholar, Department of Education

Dr. Pusparani Patra

Research Guide-Education & Principal

L.K. College, Bangripasi,

Maharaja Sriram Chandra Bhanjdeo University, Takatpur, Baripada, 757003, India

Email: pandalipirekha@gmail.com, kahna888@gmail.com, Mob.-8847866013

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Abstract

This comparative study investigates the study habits of students from Eklavya Model Residential Schools (EMRSs) and General Secondary Schools (GSSs). By analyzing the differences in study patterns, methods, and approaches between these two student groups, the research aims to identify factors contributing to academic performance variations. The findings highlight the influence of socio-economic and cultural contexts on students' study habits and provide suggestions for improving study practices in both school systems.

Key terms: *Comparative Study, Eklavya Model Residential Schools, General Secondary Schools, Study habits etc.*

Introduction

Study habits refer to the consistent practices and strategies that students employ to process information and prepare for exams. Good study habits are a key determinant of academic success and long-term learning. This study focuses on the comparison of study habits between students of Eklavya Model Residential Schools (EMRSs) designed for tribal students and General Secondary Schools (GSSs), which serve a more diverse student population.

Eklavya Model Residential Schools (EMRSs) provide education to tribal children in a residential setup, emphasizing academic excellence along with cultural integration. In contrast, General Secondary Schools cater to students from various backgrounds and follow conventional education models.

Significance of the Study

- Understanding the differences in study habits between EMRS and GSS students is critical for the following reasons:
- Cultural Sensitivity: Study habits are often shaped by socio-cultural and environmental factors. Exploring the study habits of tribal students in EMRS will shed light on how cultural contexts influence learning strategies.
- Educational Strategies: Identifying the strengths and weaknesses of study habits in both school environments will allow educators

to devise tailored interventions aimed at improving study effectiveness and student performance.

- Policy Implications: This research will provide insights for educational policymakers to create programs that address the specific needs of students from marginalized communities and improve overall educational outcomes.

Review of Related Literature

Study habits have long been recognized as a significant determinant of academic performance. Researchers like **Pendergast and Chitpin (2016)** emphasize that structured and consistent study habits directly correlate with better academic outcomes, as they allow students to manage their time efficiently, retain information, and reduce exam anxiety. In their research, they found that students with regular study schedules and effective time management strategies tend to perform better academically than those with inconsistent or poor study habits. The implications of this study highlight the necessity for schools to focus on fostering productive study habits early in students' academic careers.

Research by **Mehta and Singh (2021)** has demonstrated the impact of residential schooling on students' study habits. Their comparative study between students in residential and non-residential settings revealed that residential school students exhibited more disciplined and consistent study habits due to the structured nature

of their environment. In residential schools, students are often provided with set times for studying, which minimizes distractions and reinforces a routine. This structured setting leads to the development of better study habits, which positively influence academic performance. The study aligns with the current research focus on Eklavya Model Residential Schools, where students may benefit from similar structured environments.

Sharma and Gupta (2019) explored the role of cultural and socio-economic backgrounds in shaping study habits, particularly in rural and tribal students. Their findings indicate that students from tribal backgrounds, like those in Eklavya Model Residential Schools (EMRS), often have fewer educational resources but may develop stronger self-discipline due to community expectations and the value placed on education. However, the study also found that socio-economic constraints can affect the consistency and quality of study habits, particularly in non-residential settings like General Secondary Schools (GSS). This research is critical in understanding how external factors influence the study practices of students in both EMRS and GSS environments.

Delimitation of the Study

- Geographical Scope:

This study is delimited to the state of Odisha, specifically focusing on students from Eklavya Model Residential Schools (EMRSs) and General Secondary Schools (GSSs) within the region. Schools from other states or regions are not included in this research.

- Grade Level:

The study is limited to Class X students from both EMRS and GSS.

Sample Size and Distribution:

The study will include a total sample of 320 students, divided equally into four groups.

- School Types:

Only Eklavya Model Residential Schools and General Secondary Schools are part of the study. Other types of schools, such as private, semi-residential, or specialized schools, are excluded from this research.

Operational Definition and Terminologies

- **Study Habit:** Study habit refers to the regular practices and routines that students adopt to engage in their academic work. It includes time management, consistency in study patterns, use of study resources (like books and digital tools), revision strategies, and the overall discipline in academic pursuits.
- **Eklavya Model Residential Schools (EMRSs):** Eklavya Model Residential Schools (EMRSs) are government-funded residential schools in India designed specifically to provide quality education to Scheduled Tribe (ST) students in remote and rural areas. These schools offer holistic education with an emphasis on academic, cultural, and physical development.

- **General Secondary Schools (GSSs):** General Secondary Schools (GSSs) refer to the mainstream secondary schools in India, often managed by government or private bodies that serve the general population. These schools offer a non-residential learning environment and cater to a broader spectrum of students from different socio-economic backgrounds.
- **Comparative Study:** In this context, a comparative study refers to the systematic analysis and comparison of EMRSs and GSSs based on key factors such as infrastructural facilities, learning styles, study habits, and academic performance. It aims to highlight differences, similarities, and the impact of these variables on student outcomes.

Objectives of the Study

To study the significant difference in the study habits of students in EMRSs and GSSs.

Hypothesis of the Study

H₀: There is no significant mean difference among the EMRS and GSS students in their Study Habits.

Research Methodology

Research Design

Descriptive Research Design-This study employs a descriptive research design as it aims to describe the characteristics and behaviours of the students of Eklavya Model Residential Schools (EMRSs) and General Secondary Schools (GSSs) of Odisha.

Research Method

Survey Research Method-In this study, the descriptive research method which includes survey is used to gather information about the population of the students of Eklavya Model Residential Schools (EMRSs) and General Secondary Schools (GSSs) of Odisha, providing a comprehensive description of the schools and their students.

Variables

Independent Variables

It is as follow-

- (i) **Type of School (EMRSs vs. GSSs):** In this study this variable differentiates between the Eklavya Model Residential Schools (EMRSs) and General Secondary Schools (GSSs) in Odisha.
- (ii) **Study Habits-** In this study, this encompasses the practices and strategies that students employ in their study routines, including time management, organization, concentration, and reviewing techniques.

Research Tools

The tools which have been used in this research study is as following: -

1. **For Study Habit Scale-** Developed by Dimpal Rani and Dr.M.L.Jaidka

Statistical Technique Used

The t-test was employed to assess the differences in mean scores of learning styles between EMRS and GSS students. The significance levels were set at 0.05 and 0.01 to test the hypothesis.

Analysis and Interpretation of Data

H₀1: There is no significant mean difference among the EMRSs and GSSs students in their Study Habits.

Table-1

EMRS and GSS students in their Study Habits.

Category.	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
EMRS	160	129	23.84	2.6	3.65	318	0.05=1.97	HO-1 Rejected
GSS	160	119.5	22.79				0.01=2.59	

Interpretation

The above table shows that, the obtained 't' value i.e. 3.65 is more than the table value with df=318 at .05 level i.e. 1.97 and .01 level i.e. 2.59. It means EMRS and GSS students significantly differ in their Study Habits. Hence the Hypotheses No-1 'There is no significant mean difference among the EMRS and GSS students in their Study Habits' is rejected.

Result

It has been found that, there is a significant mean difference among the EMRSs and GSSs students in their Study Habits.

Conclusion

The study concludes that there is a significant mean difference in the study habits of students from Eklavya Model Residential Schools (EMRSs) and General Secondary Schools (GSSs). EMRSs students demonstrated better study habits, likely due to the structured and disciplined environment provided by residential schooling. These findings highlight the need for targeted interventions in GSSs to improve students' study habits, focusing on time management, concentration, and study techniques to bridge the gap in academic performance between the two groups.

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