

## STUDY HABITS AND ACADEMIC RESILIENCE AMONG SENIOR SECONDARY STUDENTS OF KASHMIR

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### Abstract

*The present research study was conducted to investigate the Study Habit and Academic Resilience among Senior Secondary Students of Kashmir. Descriptive survey method was used in the present study and the sample was selected through random sampling technique. For this purpose, 200 senior secondary school students were selected from various higher secondary schools of District Kulgam. Out of which 50 were male, 50 female, 50 were from government higher secondary schools and 50 were from private higher secondary schools of Kulgam. The tools used for data collection were Study Habit scale by (Dimple Rani and M.L. Jaidka 2015). and Academic Resilience scale by (Dr. Mihir Kumar Mallick and Simranjit Kaur 2016). The statistical techniques used were percentage and t-test. The results revealed that 17%, 62% and 21% of low, moderate and high study habits were found among senior secondary school students respectively. Whereas 21%, 57% and 22% of low, moderate and high Academic Resilience was found among Senior Secondary Students of Kashmir. An insignificant difference was found between male and female Senior Secondary Students of Kashmir on Study Habits. But significant difference was found between government and private Senior Secondary Students of Kashmir on Study Habits. Whereas a significant difference was observed between male and female senior secondary school students on Academic Resilience. But an insignificant difference was found between government and private Senior Secondary Students of Kashmir on Academic Resilience.*

**Keywords:** Study Habits, Academic Resilience, and Senior Secondary School Students.

### 1. Introduction

The acquisition of good study habits is expected to be influenced by psychological, school, and family context aspects such as the student's own personality, the work of teachers in the form of specialized workshops or tutorials, and family dedication, especially of parents at early learning ages. Study habits are the consistent methods a person uses to learn and study. Students' methods for studying can be categorized as their study habits, whether they are methodical, effective, or ineffective. The several ways that students behave in order to get ready to learn academic information or only to pass different assessments. These are the several methods, approaches, and strategies that people use to learn, usually in an effort to succeed. The higher the study habits, the higher the exam scores will be. A person's regular time spent

understanding a phenomena, preparing for tests, and pursuing a degree are referred to as their study habits. The different behavioral patterns a person adopts to study for exams or learn academic content are known as study habits. Study habits are defined by as study routines that include, but are not limited to, the frequency of study sessions, material review, self-testing, practicing previously learned information, and studying in a comfortable setting. All students, whose needs include time management, note-taking, internet proficiency, eliminating distractions, and placing a high value on studying, need to develop good study habits (Crede and Kuncel 2008). Students' study habits are influenced by a variety of elements, including biological, social, psychological, emotional, and environmental influences. Students' study habits are influenced by personal qualities such as intelligence, self-efficacy, self-esteem, self-confidence, and learning style. Study habits are influenced by emotional elements such as perseverance, motivation, and responsibility. These elements influence a child's study habits. Adolescents with internal control had better study habits than their counterparts with external control. Study habits are significantly impacted by socioeconomic level (Sahu, 2012). Personality traits including warmth, participation, emotional stability, obedience, focus, and attention to detail have a significant and good impact on study habits (Kashinathrao, 2012). Compared to kids with left hemispheres, those with right hemispheres have better study habits. In particular, study habits are highly predicted by metacognitive abilities as well as learning and thinking style (Suman, 2017).

The word resilience, which comes from the Latin word "resiliens," indicates the pliable or elastic aspect of matter, is the root of the term academic resilience (Joseph, 1994). The ability of an individual to thrive despite dealing with challenging situations is termed as resilience. Academic resilience is the ability of students to perform well academically despite facing challenging circumstances. Academic resilience, according to Martin & Marsh (2003), is the capacity to manage pressure, stress, or setbacks in an academic environment. Rajendran and Videka (2006) define resilience as a person's ability to function despite obvious pressures. Put differently, resilience in the context of education refers to the learner's capacity to meet goals in the face of adverse or upsetting circumstances (Edwards et al., 2016). "The dynamic and negotiated process within individuals (internal) and between individuals and their environments (external) for the resources and supports to adapt and define themselves as healthy amid adversity, threat, trauma, and/or everyday stress" is how Truebridge (2016) describes resilience. Generally speaking, academics have examined two key ideas that are critical to understanding academic resilience: risk factors and protective variables (Rutter,

1990). Research on risk and protective factors may significantly advance our knowledge of how students thrive academically despite adversity (Conrad and Greene 2002). According to (Murray 2003), risk factors are those conditions that are linked to a higher chance of students experiencing bad outcomes or situations that may increase a student's chances of disengaging from social or academic affairs. Although they may not be said to as resilient, children who have not faced any serious risks may be described as intelligent, normal, or well-adjusted (Masten & Reed, 2002). Risk factors or unfavorable circumstances have a detrimental impact on children's overall development and resilience. These risk factors could be biological, behavioral, sociocultural, genetic, or demographic situations, traits, or qualities. They could be environmental, social, familial, or personal. Students' academic performance and academic resilience were being severely impacted by a number of environmental risk factors, including poverty, family dysfunction, family conflict, a lack of social support, strict discipline, a lack of positive parenting techniques, marital disputes, and domestic violence. However, there are a number of environmental protective factors that specifically support academic resilience in at-risk students, such as family guidance, family support, low family stress, improved parenting skills, high expectations, opportunities for meaningful family involvement, and respectful communication and relationships (Luisa, 2015). According to Masten (1994), protective factors are both external and internal resources that improve adaptability or competence and mitigate or lessen the impacts of risk or adversity. According to Martin and Marsh (2006), academic resilience is predicted by five factors: self-efficacy, self-control, planning, low anxiety, and persistence. Students' academic resilience is strongly correlated with both external and internal protective factors, including peer and school caring relationships, high expectations, and high expectations at home, as well as internal protective factors like positive self-perceptions, empathic understanding, high educational aspirations, an internal locus of control, and hope for the future (Gizir & Aydin, 2009).

## **2. Objectives:**

- 1.** To explore the levels of Study Habits Among Senior Secondary School Students of Kashmir.
- 2.** To explore the levels of Academic Resilience Among Senior Secondary School Students of Kashmir.
- 3.** To find difference between Male and Female Senior Secondary School Students on Study Habits.

4. To find difference between Government and Private Secondary School Students on Study Habits.
5. To find difference between Male and Female Senior Secondary School Students on Academic Resilience.
6. To find difference between Government and Private Senior Secondary School Students on Academic Resilience.

### 3. Hypothesis:

H01. There is no significant difference between Male and Female Senior Secondary School Students on Study Habits.

H02. There is no significant difference between Government and Private Secondary School Students on Study Habits.

H03. There is no significant difference between Male and Female Senior Secondary School Students on Academic Resilience.

H04. There is no significant difference between Government and Private Secondary School Students on Academic Resilience.

### 4. Sample;

The sample for the present study consisted of 200 Senior Secondary School Students selected randomly from various Higher Secondary Institutes of District Kulgam Kashmir. Out of which 50 were Male, 50 Female, 50 were from Government higher secondary schools and 50 were from Private higher secondary schools of Kulgam.

### 5. Tools Used;

- Study Habits Scale: Study Habits Scale developed by Dimple Rani and M.L. Jaidka (2015). The Scale has 46 Items measuring Seven dimensions of Study Habits.
- Academic Resilience Scale: The Academic Resilience Scale (ARS-MMKS, 2016) developed by Dr. Mihir Kumar Mallick and Simranjit Kaur. Academic Resilience Scale (ARS-MMKS, 2016) has 52 items to measure the Academic Resilience among school students.

### 6. Statistical Analysis and Interpretation:

**Table 1. Frequency and Percentage of different levels of Study Habits.**

S.No	Level	Frequency	Percentage
1.	Low	34	17%
2.	Moderate	124	62%
3.	High	42	21%
Total		200	100%

The Table 1 gives the description of the total respondents on different levels of study habits. The said table reveals that 17% of respondents have shown low Study Habits, 62% falls in moderate level of Study Habits, 21% possess high Study Habits.

**Table 2. Frequency and Percentage of different levels of Academic Resilience.**

S.No	Level	Frequency	Percentage
1.	Low	42	21%
2.	Moderate	114	57%
3.	High	44	22%
Total		200	100%

The Table 2 gives the description of the total respondents on different levels of Academic Resilience. The said table reveals that 21% of respondents have shown low Academic Resilience, 57% falls in moderate level of Academic Resilience, 22% possess high Academic Resilience.

**Table 3. Showing mean comparison of Male and Female Senior Secondary School Students on Study Habits**

Gender	N	Mean	SD	df	t-value
Male	100	115.29	9.34	198	1.15**
Female	100	113.81	8.85		

**\*\*Insignificant at 0.01 Level**

The Table 3 reveals that there is no significant difference in study habits between male and female students ( $t=1.15 < 2.58$ ). Thus, the null hypothesis Ho1 which states that “there is no significant difference between male and female senior secondary school students of Kashmir on study habits” stands accepted. The result is in conformity with earlier studies of Kumaravelan (2015), Raino and Upadhyay (2017).

**Table 4. Showing mean comparison of Government and Private Senior Secondary School Students on Study Habits**

School	N	Mean	SD	df	t-value
Government	100	119.73	9.80	198	5.44*
Private	100	113.20	7.11		

**\*Significant at 0.01 Level**

The Table 4 reveals that there is a significant difference in study habits between government and private senior secondary school students ( $t=5.44 > 2.58$ ). Thus, our null hypothesis Ho2 which states that, “there is no significant difference between government and private senior

secondary school students of Kashmir on study habits” stands rejected. From the table it is evident that private school students have higher study habits than government school students. The result is in conformity with earlier studies of Shinde (2008), Nagaraja (2013), Sulaganni (2016) and Joseph (2017).

**Table 5. Showing mean comparison of Male and Female Senior Secondary School Students on Academic Resilience.**

Gender	N	Mean	SD	df	t-value
Male	100	108.72	8.78	198	5.58*
Female	100	102.46	7.10		

**\*Significant at 0.01 Level**

The Table 5 reveals that there is a significant difference in study habits between male and female students ( $t=5.58>2.58$ ). Thus, the null hypothesis Ho3 which states that “there is no significant difference between male and female senior secondary school students of Kashmir on academic resilience” stands rejected. From the table mean difference of males is higher than females so it evident that male senior secondary school students have higher academic resilience than female students. The result is in conformity with earlier studies of Sarwar et al. (2010), and Abad and Noora (2017).

**Table 6. Showing mean comparison of Government and Private Senior Secondary School Students on Academic Resilience.**

School	N	Mean	SD	df	t-value
Government	100	109.16	8.45	198	1.29**
Private	100	107.69	7.75		

**\*\*Insignificant at 0.01 Level**

The Table 6 reveals that there is no significant difference in academic resilience between government and private students ( $t=1.29<2.58$ ). Thus, the null hypothesis Ho4 which states that “there is no significant difference between government and private senior secondary school students of Kashmir on academic resilience” stands accepted.

## 6. Discussion:

The present research study was conducted to investigate the Study Habit and Academic Resilience among Senior Secondary Students of Kashmir. Descriptive survey method was used in the present study and the sample was selected through random sampling technique. For this purpose, 200 senior secondary school students were selected from various higher secondary schools of District Kulgam. Out of which 50 were male, 50 female, 50 were from government higher secondary schools and 50 were from private higher secondary schools of Kulgam. The

tools used for data collection were Study Habit scale by (Dimple Rani and M.L. Jaidka 2015). and Academic Resilience scale by (Dr. Mihir Kumar Mallick and Simranjit Kaur 2016). The statistical techniques used were percentage and t-test.

The result findings revealed that 17%, 62% and 21% of students were having low, moderate and high Study Habits. Whereas 21%, 57% and 22% of students were having low, moderate and high levels of Academic Resilience.

An insignificant difference was found between male and female senior secondary school students on Study Habits the result is in conformity with earlier studies of Kumaravelan (2015), Raino and Upadhyay (2017). But a significant difference was observed government and private senior secondary school students on Study Habits, the result is in conformity with earlier studies of Shinde (2008), Nagaraja (2013), Sulaganni (2016) and Joseph (2017).

A significant difference was found between male and female senior secondary school students on Academic Resilience the result is in conformity with earlier studies of Sarwar et al. (2010), and Abad and Noora (2017). But an insignificant difference was found between government and private senior secondary school students on academic resilience.

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