



COMPARATIVE ANALYSIS OF STUDY HABITS AMONG BSE AND CBSE SCHOOL STUDENTS IN ODISHA: AN EMPIRICAL STUDY

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Abstract

This empirical study investigates the study habits of Grade 9 students from two prominent educational boards in Odisha: The Board of Secondary Education (BSE) and the Central Board of Secondary Education (CBSE). The research aims to compare study habits across these boards, considering factors such as intelligence levels, socio-economic status (SES), and gender. A sample of 810 students (390 from BSE and 420 from CBSE) was selected using a simple random sampling technique from Bhadrak and Balasore districts. The study utilized the Study Habit Inventory and the General Mental Ability Test to assess students' study habits and cognitive abilities. Data analysis revealed significant differences in study habits between BSE and CBSE students, with CBSE students demonstrating better study habits. Additionally, students with higher intelligence levels and those from higher SES backgrounds exhibited significantly better study habits. However, no significant gender differences in study habits were found. These findings suggest that educational frameworks, intelligence levels, and socio-economic backgrounds significantly influence study habits. The study highlights the need for targeted interventions to support students from lower SES backgrounds and those with lower intelligence levels. The results also underscore the importance of educational reforms to standardize study practices across different boards, aiming to improve student outcomes.

Keywords: study habits, BSE school students, CBSE school students

Background of the Study

Study habits play a crucial role in shaping students' academic performance and overall learning experiences. As educational systems evolve, it becomes imperative to understand how various factors influence these habits. This research focuses on comparing study habits among students from two prominent educational boards in Odisha: the Board of Secondary Education (BSE) and the Central Board of Secondary Education (CBSE). The study of **study habits** has garnered significant attention in educational research, given its critical role in academic achievement and student success. Numerous studies have explored various dimensions of study habits, including their relationship with intelligence, socio-economic status, and school environment (Channawar, 2021; Razia, 2015). However, there remains a gap in the literature concerning the comparative analysis of study habits among students from different educational boards, particularly in the context of Odisha. This research aims to fill this gap by conducting an empirical study on the study habits of students from BSE (Board of Secondary Education) and CBSE (Central Board of Secondary Education) schools in Odisha. Previous research has highlighted significant differences in study habits based on gender, locale, and school type (Nadaf, 2018; Setia & Ranjan, 2023). For instance, Nadaf (2018) found that male students and those from joint families exhibited better study habits, while Setia and Ranjan (2023) noted that certain dimensions of study habits, such as note-taking and time management, influenced academic performance. Additionally, the influence of emotional intelligence and cognitive engagement on study habits has been emphasized, particularly in blended learning environments (Iqbal et al., 2022).

This study seeks to build on these findings by comparing the study habits of BSE and CBSE school students in Odisha. By examining factors such as gender, socio-economic status, and school environment, this research aims to provide a comprehensive understanding of how these variables influence study habits and, consequently, academic performance. The findings of this study will contribute to the development of targeted interventions and educational strategies to enhance study habits and academic outcomes for students in Odisha.

Reviews of Related Literature

i. Review Related to Study Habits (India)

Adetayo et al. (2024) explored university students' library engagement, focusing on reading habits, preferences, and gender dynamics. The study found significant gender differences in library section usage and recommended creating diverse reading spaces and promoting a

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supportive library environment. Channawar (2021) investigated the influence of intelligence and study habits on academic achievement among higher secondary students in Chhattisgarh, finding that female and rural students had better intelligence scores, and private school students showed higher academic achievement. Gehlawat (2015) examined the relationship between study habits, anxiety, and gender on mathematics achievement among Class X students, revealing that better study habits correlated with higher achievement, while anxiety negatively impacted performance. Iqbal et al. (2022) explored the impact of emotional intelligence on study habits in blended learning environments during COVID-19, finding that emotional intelligence positively influenced study habits through cognitive engagement. Kumar (2023) assessed the study habits and attitudes of secondary school students, recommending interventions to improve these habits through counseling and mentoring. Nadaf (2018) focused on differences in study habits among students at the Central University of Kashmir based on gender, family type, and locale, finding that male students and those from joint families had better study habits. Rather and Bhat (2020) reviewed effective and ineffective study habits, emphasizing the importance of good study habits for academic success. Razia (2015) explored the relationship between study habits, socio-economic status, and gender among secondary school students, finding that higher socio-economic status was associated with better study habits. Rehman (2024) examined the relationship between academic anxiety and factors like intelligence, study habits, socio-economic status, and school environment, finding that higher intelligence and better study habits were associated with lower academic anxiety. Saranya (2024) highlighted the importance of good study habits for academic performance, identifying factors like socioeconomic status and personal motivation as crucial. Setia and Ranjan (2023) explored the relationship between study habits, school environment, and academic achievement among secondary school students, finding no significant relationship between these variables and academic achievement. Singh and Singh (2024) investigated the relationship between school adjustment, study habits, and intelligence among senior secondary students, finding that while these factors individually did not predict intelligence, their combined influence was significant. Sivasankar and Ravindranadan (2016) explored gender differences in anxiety, adjustment, emotional intelligence, study habits, and attitudes among adolescents, finding significant differences in emotional intelligence and study habits between boys and girls.

ii. Review Related to Study Habits (Foreign)

Afolabi and Adewumi (2021) investigated the impact of gender and study habits on mathematics achievement among secondary school students in Nigeria, finding that frequent study habits significantly improved performance, with no gender differences in achievement. Aljaffer et al. (2024) explored the influence of study habits and personal factors on medical students' academic performance in Saudi Arabia, highlighting the positive correlation between self-fulfillment motivation and academic success. Bahrami et al. (2011) examined the relationship between study habits, happiness, and depression among medical students in Iran, finding that better study habits were associated with lower depression levels. Gamero-Burón (2024) studied the predictive power of online exam behavior on academic performance among university students in Spain, concluding that efficient study habits are crucial for academic success. Lasisi and Abdulmajeed (2024) investigated the effects of study skills training and multiple intelligence interventions on reading habits of junior secondary school students in Nigeria, finding significant improvements in reading engagement and academic behaviors. Lasisi and Adio (2024) explored the influence of gender and school location on study habits among secondary school students in Lagos State, Nigeria, finding that male students exhibited higher study habits, with minimal differences between urban and rural students. Mirza et al. (2021) examined gender differences in reading habits and performance among engineering students in Pakistan, finding no significant difference in reading habits, but male students performed better. Ukoh and Okeke (2017) investigated the relationship between locus of control, study habits, gender, and attitudes towards physics among secondary school students in Nigeria, finding that locus of control and study habits significantly predicted positive attitudes towards physics, with no significant gender influence.

Significance of the Study

The rationale for the study titled “Comparative Analysis of Study Habits Among BSE and CBSE School Students in Odisha: An Empirical Study” is rooted in the critical role that study habits play in academic success. Study habits are defined as the behaviors and practices that students engage in regularly to facilitate learning and academic achievement. These habits are influenced by various factors, including the educational environment, curriculum, and individual student characteristics. In Odisha, the coexistence of BSE (Board of Secondary

Education) and CBSE (Central Board of Secondary Education) schools provides a unique opportunity to examine how different educational systems impact students' study habits.

Firstly, understanding the study habits of students is crucial for improving academic performance. As highlighted by Kumar (2023), effective study habits are essential for academic success, and interventions to improve these habits can lead to better educational outcomes. This study can identify specific habits that are prevalent or lacking among students from both boards, providing actionable data for educators and policymakers.

Further, the research can shed light on the role of socio-economic factors in shaping study habits. Razia (2015) found that socio-economic status significantly influences study habits, with students from higher SES backgrounds exhibiting better habits. By comparing students from different socio-economic backgrounds within BSE and CBSE schools, the study can offer insights into how these factors interact with educational systems to affect student behavior and performance.

Moreover, the study can contribute to the understanding of gender dynamics in education. Several studies, such as those by Adetayo et al. (2024) and Gehlawat (2015), have shown that gender differences exist in study habits and academic performance. By analyzing these differences within the context of BSE and CBSE schools, the research can help develop gender-sensitive educational strategies that cater to the needs of both male and female students. Lastly, the research can inform the development of supportive learning environments. As noted by Iqbal et al. (2022), emotional intelligence and cognitive engagement play significant roles in shaping study habits. By identifying the environmental factors that support or hinder effective study habits in BSE and CBSE schools, the study can guide the creation of more conducive learning environments that foster academic success.

Statement of the Problem

The study is entitled *“Comparative Analysis of Study Habits Among BSE and CBSE School Students in Odisha: An Empirical Study”*.

Operational Definition of the Keyterms

Study Habits: Refers to the behaviours and practices that students employ to acquire, retain, and apply knowledge effectively. This includes time management, note-taking, revision techniques, and learning strategies.

School Students: Individuals enrolled in secondary education (typically in grades 9) within BSE and CBSE schools in Odisha.

Research Objectives

- i. To study the levels of study habits of BSE and CBSE school students of Odisha.
- ii. To compare the study habits of school students of Odisha with reference to,
 - a. Board of Grade 9 students (i.e., BSE and CBSE)
 - b. Intelligence level of grade 9 students
 - c. socioeconomic status of Grade 9 students
 - d. Gender of Grade 9 Students

Hypothesis

- i. There exist no significant differences in the mean study habits scores of BSE & CBSE school students of Odisha.
- ii. There exists no significant difference in the mean study habits scores of high & low intelligent students of BSE & CBSE schools of Odisha.
- iii. There exists no significant difference in the mean study habit scores of high & low socio-economic status students of BSE & CBSE schools of Odisha.
- iv. There exists no significant difference in the mean study habits scores of Boys & Girls of BSE & CBSE school student of Odisha.

Research Method

This study employed a descriptive survey research design to systematically gather and analyzed quantitative data on the study habits of students from BSE and CBSE schools in Odisha. The aim was to provide a detailed account of the current study practices among these student groups and identify any significant differences or similarities.

Population and Sample

The population for this study comprises all Grade 9 students enrolled in BSE (Board of Secondary Education) and CBSE (Central Board of Secondary Education) schools in Odisha. This population represents students from various districts within the state.

Sample: The sample will be drawn from Grade 9 students in two specific districts of Odisha: Bhadrak and Balasore. The sample will include: **390 students** from BSE schools, **420 students** from CBSE schools. Simple random sampling technique will be used to select the sample.

Tools and Techniques Used

- **Study Habit Inventory:** The Study Habit Inventory is a structured tool designed to assess various aspects of students' study habits.

- **General Mental Ability Test:** The General Mental Ability Test will be used to evaluate students' cognitive abilities and general intelligence.

Data Analysis

1. Level of Study Habits of BSE and CBSE School Students

The collected data on the study habits of Grade 9 students from BSE schools was systematically analyzed using numerical scoring methods. Students were categorized into three distinct levels based on their percentile scores:

Table 1: Level of Study Habits of BSE and CBSE School Students

Groups	High 75 Percentile and above		Average Between 25 to 75 percentiles		Low 25 percentile and below	
	N	%	N	%	N	%
BSE	93	23.86	196	50.26	99	25.38
CBSE	135	32.14	209	49.76	76	18.10

The data reveals that study habits among both BSE and CBSE school students vary, with most students falling into the average category. In BSE schools, 23.86% of students exhibit high study habits, 50.26% have average study habits, and 25.38% show low study habits. In CBSE schools, 32.14% of students have high study habits, 49.76% demonstrate average study habits, and 18.10% exhibit low study habits. The significant proportions of students with average study habits in both school systems indicate a need for targeted interventions to support both underachievers and high-potential students. Further investigation could explore the impact of factors such as learning styles, teaching methodologies, and socioeconomic backgrounds on study habits.

2. Difference in Study Habits between BSE and CBSE School Students

Table 2: Difference in Study Habits between BSE and CBSE School Students

Groups	N	M	SD	df	T Ratio	Table Value	Remark
BSE	390	54.58	7.26	808	19.32	1.962	Significant
CBSE	420	63.72	6.19				

The independent samples t-test was used to assess differences in study habits between Grade 9 students from BSE and CBSE schools. The analysis showed a significant disparity, with CBSE students having a higher mean study habit score compared to BSE students.

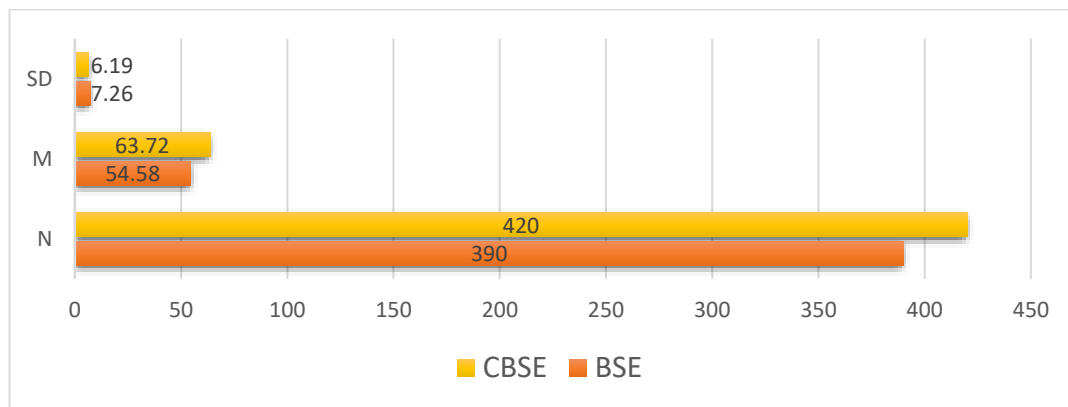


Figure 1: N, Mean, SD of Study Habits among BSE and CBSE School Students

The t-value of 19.32 greatly exceeded the critical t-value of 1.962, and the difference was statistically significant at the 0.05 level. This result provides strong evidence to reject the null hypothesis, indicating that CBSE students demonstrate significantly better study habits than BSE students.

3. Difference in Study Habits of Students with References to Intelligence

Table 4.6: Difference in Study Habits between Grade 9 Students with Respect to Their Intelligence Level

Groups	N	M	SD	df	T Ratio	Table Value	Remark
High	158	65.69	5.97	303	13.17	1.962	Significant
Low	147	54.71	8.46				

An independent samples t-test was performed to explore differences in study habits between Grade 9 students with high and low intelligence levels, with moderate intelligence level students (25th to 75th percentile) excluded from the analysis. The results revealed a significant disparity: students with high intelligence levels had notably higher mean study habit scores than those with low intelligence levels.

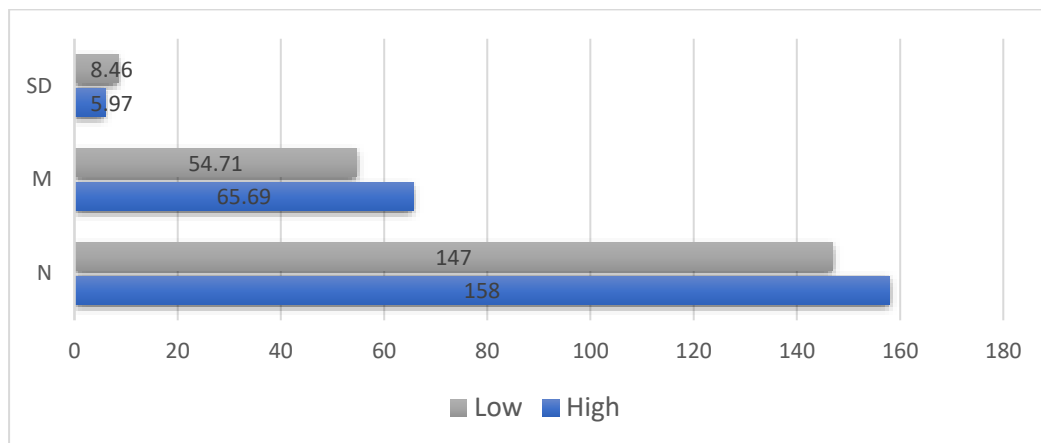


Figure 2: N, Mean, SD of Study Habits among High and Low intelligence level School Students

The calculated t-value of 13.17 was well above the critical t-value of 1.962 at the 0.05 significance level, indicating that the observed difference is statistically significant and not due to chance. This result suggests that intelligence level is a significant predictor of study habits among Grade 9 students.

4. Difference in Study Habits of Students with References to Socio-Economics Status

Table 4.5: Difference in Study Habits between Grade 9 Students with Respect to their Socio-Economics Status

Groups	N	M	SD	df	T Ratio	Table Value	Remark
High	179	63.75	5.64	408	6.47	1.962	Significant
Low	231	59.24	7.89				

An independent samples t-test was conducted to examine differences in study habits between Grade 9 students from high and low socio-economic status (SES) backgrounds, with students from moderate SES backgrounds (25th to 75th percentile) excluded from the analysis. The results revealed a substantial difference: students from high SES backgrounds had significantly higher mean study habit scores compared to those from low SES backgrounds.

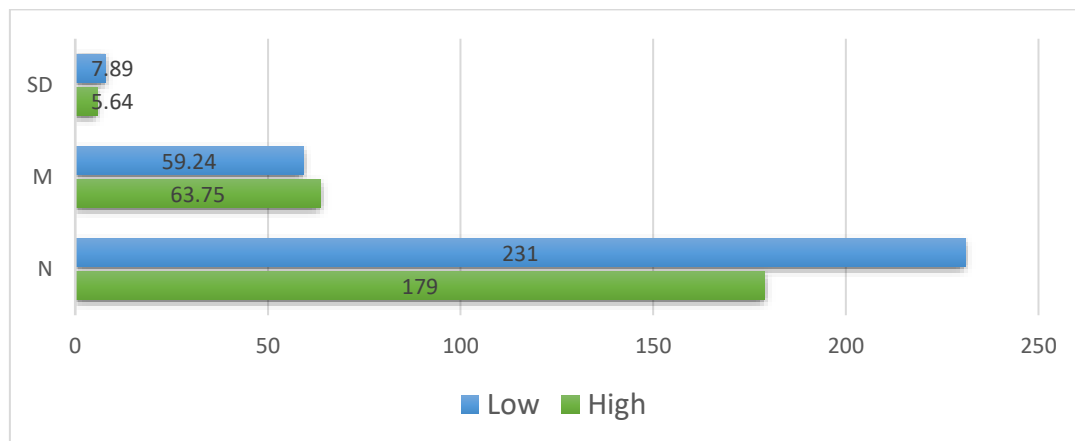


Figure 3: N, Mean, SD of Study Habits among High and Low Socio-Economic status School Students

The calculated t-value of 6.47 was well above the critical t-value of 1.962 at the 0.05 significance level, indicating that the difference is statistically significant and not due to chance. This suggests that socio-economic status is a significant predictor of study habits among Grade 9 students.

5. Difference in Study Habits of Students with References to Gender

Table 4.4: Difference in Study Habits between Grade 9 Students with Respect to their Gender

Groups	N	M	SD	df	T Ratio	Table Value	Remark
Boys	476	59.25	7.13	808	1.83	1.962	Not Significant
Girls	334	60.17	6.91				

An independent samples t-test was conducted to investigate differences in study habits between Grade 9 boys and girls. The analysis aimed to determine if there was a statistically significant difference in study habit scores between the two genders.

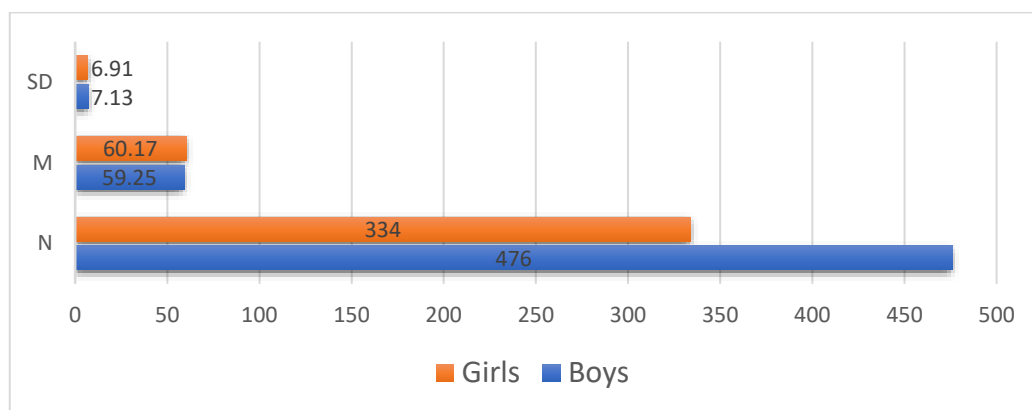


Figure 4: N, Mean, SD of Study Habits among Boys and Girls Students

The results showed no significant difference, with a calculated t-value of 1.83 falling below the critical t-value of 1.962 at the 0.05 significance level. This suggests that the observed difference in mean study habit scores is likely due to chance rather than a true gender-based variation. Consequently, the study does not provide sufficient evidence to support a systematic difference in study habits between boys and girls in Grade 9.

Major Findings

- i. **Study Habits Comparison:** CBSE students exhibit significantly better study habits compared to BSE students.
- ii. **Intelligence Levels:** Students with higher intelligence levels have notably better study habits than those with lower intelligence levels.
- iii. **Socio-Economic Status:** Students from higher socio-economic backgrounds demonstrate significantly better study habits compared to those from lower socio-economic backgrounds.
- iv. **Gender Differences:** There is no significant difference in study habits between boys and girls.

Discussion

The findings of this research align with several studies reviewed in the literature. For instance, the observation that CBSE students exhibit significantly better study habits compared to BSE students is consistent with the findings of Kumar (2023), who highlighted that a significant portion of secondary school students exhibited poor study habits, necessitating interventions to improve these habits through counseling and mentoring. Similarly, the study by Channawar (2021) supports the finding that students with

higher intelligence levels have better study habits, as it revealed that intelligence positively influences academic achievement and study habits.

The finding that students from higher socio-economic backgrounds demonstrate better study habits aligns with Razia (2015), who found a positive relationship between socio-economic status and study habits among secondary school students. This suggests that students from higher socio-economic backgrounds tend to have better study habits, which can be attributed to the availability of resources and a conducive learning environment.

However, the finding that there is no significant difference in study habits between boys and girls differs from the results of several studies. For example, Nadaf (2018) found that male students exhibited better study habits compared to female students at the Central University of Kashmir. Additionally, the study by Sivasankar and Ravindranadan (2016) revealed that girls demonstrated better study habits and attitudes compared to boys. These discrepancies could be due to differences in sample characteristics, educational contexts, or cultural factors influencing study habits.

In conclusion, while the findings of this research align with some studies, they also differ from others, highlighting the complexity and variability of factors influencing study habits. Further research is needed to explore these differences and develop targeted interventions to improve study habits across different student populations.

Educational Implications

Curriculum Development: Insights from the study can guide the development of more effective and tailored curricula for both BSE and CBSE boards, addressing the specific needs and study habits of students.

Targeted Interventions: The findings highlight the need for targeted interventions to support students with lower study habits, particularly those from lower socio-economic backgrounds and with lower intelligence levels.

Gender-Specific Strategies: Although the study found no significant gender differences in study habits, understanding the nuances can help in designing strategies that cater to both boys and girls effectively.

Policy Formulation: The study's results can inform policymakers in creating educational policies that bridge the gap between different socio-economic groups and enhance overall student performance.

Conclusion

This study provides valuable insights into how different educational frameworks, intelligence levels, and socio-economic backgrounds influence study habits among Grade 9 students in Odisha. The findings suggest that targeted interventions are needed to support students from lower socio-economic backgrounds and those with lower intelligence levels. Additionally, the significant differences between BSE and CBSE students highlight the need for educational reforms to standardize study practices across different boards. Future research could explore the impact of teaching methodologies and parental involvement on study habits to develop more comprehensive educational strategies.

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