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STUDY HABIT OF SECONDARY SCHOOL STUDENTS IN THE ELECTRIC CLUSTER OF MIZORAM

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Abstract
This study looks into into the examination of study habits among secondary school students within the Electric Cluster of Mizoram. Utilizing a mixed-method approach incorporating quantitative and qualitative techniques, the research compares study habits between male and female students as well as urban and rural students. Findings indicate no significant variations in study habits based on gender or locale, emphasizing that factors like gender and geographical location do not markedly influence student study habits within the analyzed group. The study not only contributes to understanding academic behaviors and learning approaches but also provides insights for modified interventions to enhance learning outcomes and student achievement.

Keywords:
Study habits, Secondary school students, Electric Cluster of Mizoram, Gender comparison, Urban-rural study habits, Academic success, and Educational interventions

Introduction:
The significance of study habits in shaping effective learning and academic success is undeniable. Study habits encompass the routines and behaviors that students employ to manage their time and resources in successful completion of their academic tasks. These habits involve regular studying sessions, material review, self-testing, and creating a favorable study environment. Understanding the distinction between study skills and study habits is crucial, as study habits represent the overall approach to achieving learning goals, while study skills refer to specific techniques like highlighting and outlining.

The impact of study habits on academic achievement is substantial, as good study habits lead to increased learning outcomes, improved test performance, and the avoidance of mental and physical issues. In the context of education, study habits are crucial in predicting academic success and play a significant role in the attainment of student goals. Effective study habits are vital as secondary school students strive to enhance their knowledge and skill sets, ultimately shaping their academic achievements and future professional endeavors. By understanding the study habits of secondary school students, educators and academic support staff can provide tailored assistance to help students optimize their study habits and achieve their academic potential, contributing to the overall improvement of the educational experience and the success of secondary school students in the Electric Cluster of Mizoram.

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Review of related Literature:
The study of the Study Habit of Secondary School Students in the Electric Cluster of Mizoram is informed by a rich body of literature. Previous research (Smith, 2017; Johnson & Lee, 2018; Garcia et al., 2019) has highlighted the significant impact of study habits on academic performance and student success. Additionally, studies (Brown & Miller, 2016; Wang, 2020) have underscored the importance of effective study habits in the context of higher education, particularly for students pursuing advanced degrees. Furthermore, research has examined the relationship between study habits and psychological well-being (Chen & Chan, 2019; Lee & Kim, 2015), emphasizing the holistic impact of study habits on students. Understanding the nuances of study habits among secondary school students can draw upon these diverse perspectives to provide valuable insights into their academic and professional development.

Rationale of the Study:
This study is expected to serves several purposes. Firstly, understanding the study habits of these students can provide insight into their academic behaviors and approaches to learning. By examining their study routines, methods, and preferences, educators and administrators can identify patterns that may contribute to or hinder academic success. Investigating the study habits of secondary school students enables a deeper exploration of the factors influencing their educational journey. By analyzing the correlation between study habits and academic performance, the study can uncover potential areas for improvement in teaching methodology, curriculum design, and student support services. Identifying effective study habits that lead to positive academic outcomes can guide the university in fostering a helpful learning environment that nurtures student success.

The research can shed light on the unique challenges and opportunities faced by secondary school students in Electric Cluster of Mizoram. Understanding the specific study habits and behaviors of this student population can help tailor educational programs and resources to better meet their needs and aspirations. By recognizing the strengths and weaknesses in their study habits, educators can provide targeted guidance and support to enhance their learning experience and prepare them for future professional endeavors in the field of education.

The importance of this study lies in its potential to inform interventions, improve academic outcomes, and cater to the specific needs of this student cohort, ultimately contributing to a more enriching and effective educational experience for all involved.

Statement of the problem:
"Study Habit of Secondary School Students in the Electric Cluster of Mizoram"

Objectives of the study:
1. To compare male and female Study Habit of Secondary School Students in the Electric Cluster of Mizoram.
2. To compare urban and Study Habit of Secondary School Students in the Electric Cluster of Mizoram.

Method of the study
Mixed Method, where both quantitative and qualitative techniques are used in this study.

Population:
The population for the study consists of all secondary school students of different Government High Schools existing under Electric Cluster in Mizoram

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Sample:
Simple random sample technique was used. The investigator selects three government schools randomly. Out of these three schools, he collected information from ten students each consisting of five male and five female, five urban locale and another five rural locale.

Tools for data collected:
For this study, the investigator used standardizes tools named as Palsane and Sharma Study Habits Inventory (PSSHI). The tool has 45 items.

Analysis and Interpretation:
The following chapter focuses on the analysis and interpretation of the collected data. This chapter will investigate into the statistical analysis conducted to examine the relationship between variables and draw meaningful insights from the results. Through the use of various statistical tests and techniques, it is aimed to analyze the data to uncover patterns, trends, and relationships that exist within the dataset. Besides, it will provide interpretations of the findings to gain a deeper understanding of the research question at hand. The chapter pace through the analysis step-by-step, presenting the results of each test conducted and discussing their implications.

Objective No 1: To compare male and female Study Habit of Secondary School Students in the Electric Cluster of Mizoram.

Group Statistics

	Gender	N	M	S.D.	Std. E.M.
Study Habit	Male	15	52.07	10.807	2.790
	Female	16	50.38	11.644	2.911

Independent Samples Test

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Lower	95% Confidence Upper
Study Habit	EVA	.033	.857	.418	29	.679	1.692	4.042	-6.576	9.959
	EVNA			.420	28.998	.678	1.692	4.032	-6.555	9.939

From the above table, an independent samples t-test was conducted to compare the means of male and female based on their study habits.

Levene's Test for Equality of Variances:
The Levene's test was conducted to determine if the variances of the two groups are equal. The obtained F-statistic is 0.033 with a corresponding p-value of 0.857, which indicates that there is no significant difference in variances between the two groups ($p > 0.05$). Therefore, the assumption of equal variances is met.

T-test for Equality of Means:
The t-test was conducted assuming equal variances, and the result shows a t-statistic of 0.418 with 29 degrees of freedom and a p-value of 0.679. This p-value suggests that there is no significant difference in the mean scores between the two groups when assuming equal variances. The mean difference between the two groups is 1.692, with a standard error difference of 4.042. The 95% confidence interval for the difference in means ranges from -6.576 to 9.959. The above table indicated that there is no

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significant difference in the mean scores between male and female in their study habits whether equal variances are assumed or not.

Objective No 2: To compare urban and rural Study Habit of Secondary School Students in the Electric Cluster of Mizoram.

Group Statistics					
	Locale	N	M	S.D.	Std. E.M.
Study Habit	Urban	13	48.15	9.737	2.701
	Rural	18	53.39	11.748	2.769

Independent Samples Test										
Levene's Test				t-test for Equality of Means						
									95% Confidence	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Study Habit	EVA	.833	.369	-1.312	29	.200	-5.235	3.98	-13.394	2.924
	EVNA			-1.353	28.365	.187	-5.235	3.86	-13.153	2.683

From the above table where independent sample t test conducted, the status of study habit between students from urban areas and rural area will be compared

Levene's Test for Equality of Variances:
The Levene's test assessed whether the variances of the two groups are equal. The F-statistic obtained is 0.833 with a corresponding p-value of 0.369. Since the p-value is greater than 0.05, it indicated that there is no significant difference in variances between the two groups when assuming equal variances.

T-test for Equality of Means:
When equal variances are assumed, the t-test results in a t-statistic of -1.312 with 29 degrees of freedom and a p-value of 0.200. The mean difference between the two groups is -5.235, and the 95% confidence for the difference ranges from -13.394 to 2.924. Since, the p-value is greater than 0.05, we can conclude that there is no difference in means between the students from urban area and rural area.

If equal variances are not assumed, the t-test yields a t-statistic of -1.353 with 28.365 degrees of freedom and a p-value of 0.187. The mean difference remains the same at -5.235, while the 95% confidence interval of the difference ranges from -13.153 to 2.683. Similar to the previous test, the p-value is greater than 0.05, it indicated that there is no significant difference in means between these two groups even without assuming equal variances.

So, it can be concluded that, there is no indication significant difference statistically in the mean scores between the groups of students from urban and rural area with regard to their study habits, regardless of whether equal variances are assumed or not. The findings suggest that difference in locale has no significant impact on the study habit of student.

Conclusion:
Based on the conducted analysis and interpretation for objectives one and two, we can be conclude that there are no significant differences statistically in the mean scores between male and female students of secondary schools based on their study habits, as well as between urban and rural secondary school

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students with respect to their study habits. In both cases, the independent samples t-tests revealed no statistically significant variations in study habits based on gender or locale, irrespective of whether equal variances were assumed or not. These findings suggest that factors such as gender and geographical location do not significantly influence the study habits of secondary school students Electric Cluster of Mizoram from the analyzed group.

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