

CONSTRUCTION AND VALIDATION OF STUDY PRACTICES SCALE FOR HIGHER SECONDARY STUDENTS

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Abstract

The study practices are essential for academic and professional success. The present research aimed to develop and validate a "Study Practices Scale" for higher secondary school science students. The researcher examined five areas of study practices: reading and note making, planning of subject, habit concentration, preparation for examination and learning environment . Based on these measurements, the investigator created 65 items. The investigator enlisted the help of five education and psychology professionals to check the inventory's content and face validity. Following the expert's review, 8 items were deleted, and several of the questions were changed in response to their key ideas, yielding 54 items for early testing of the scale. The preliminary try-out scale was attended by 50 students from Tiruchirappalli district higher secondary schools. The Correlation Coefficient was utilized to separate out the important components. The instrument contains both positive and negative feedback. The creation and validation of the study practices scale, as well as the final draft of the instrument, are all detailed.

Key words: Study Practices, Study Practices Scale, Construction, Validation, and Higher Secondary School Students.

Introduction

Learners must be encouraged to adopt study practices in order to continue in the educational process in a regular and continuous manner. Teachers teach all students at the same time, yet not all students get the same grades (Sheik, 2013). Study habits are regular ways for students to exercise and practice outside of class hours in order to master a subject or topic of syllabus (Ahmed, Alamgir and Kulsuma, 2019). Having a personal timetable, attempting to study at the same times each day, setting specific goals for studying, studying course materials on a regular basis, reading class topics before the class for better understanding teachers' lectures, working on study tasks i.e. assignment, homework, etc., completing assignment, homework on time, reviewing notes taken in classes, choosing a specific place that is free of noise, and other factors that are important. Developing study practices is essential not just for academic performance, but also for creative and critical thinking, as well as metacognition, which are all necessary for the development of Higher Order Thinking Skills (HOTS) (Sreelekha et al., 2015). It is often assumed that students who practice great study habits outperform those who practice poor study habits (Arora, 2016). According to psychologists and educators,

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there is a relationship between study habits and successful learning. A learner's learning personality is defined by his or her study habits. Study habits serve as a pathway for learning. It may be seen as both a means to a goal and an end in itself (Neelam, 2015). Thus, the relevance of the study practices as a study practices is more general than specific. It has far-reaching consequences in people's lives, as well as cumulative and interacting societal implications (Ram, 2017).

Related Literature

The Bangla version of the Study Habits Questionnaire was a psychometrically sound measure fit for Bangladeshi university students, according to Ahmed, Alamgir, and Kulsuma (2019), who investigated the essential relationship between study habits and academic achievement.

Sreelekha et al. (2015) evaluated the study habits and academic performance of first-year MBBS students. Students with strong study habits outscored those with bad study habits by a considerable margin on the part completion test.

Arora (2016) explored the relationship between adolescent academic achievement and study habits. Adolescent academic achievement and study habits were shown to have a strong positive correlation.

Neelam (2015) studied the study habits of children of working and nonworking mothers in connection to their home environment. There was a significant difference in study habits between male and female children. There was a significant variation in study habits between rural and urban youth.

Sheik (2013) conducted a study comparing the study habits, emotional intelligence, and academic achievement of working and nonworking mothers. Modern competitive education, according to the data, provides equal opportunities for both boys and females. This naturally increases desire and expectation, which fuels competitive spirit.

Ram (2017) looked into the study habits of senior secondary school students in Rajasthan's Alwar District. There is a significant difference between students' study habits in government and private senior secondary schools, male students' study habits in government and private senior secondary schools, and female students' study habits in government and private senior secondary schools, according to the findings.

Jafari, Aghaei, and Khatony (2019) examined the study habits of medical sciences students in Kermanshah, Iran, and the relationship between them and academic achievement. The researcher proposes that students' study habits be addressed and analyzed at the time of admission to university, and that students be given specific instruction to help them establish or alter study habits in order to enhance their academic achievements.

Pakseresht and Mehri (2015) studied the study habits of Rehabilitation Faculty Students at an Iranian University of Medical Sciences over the course of a semester. Taking notes and reading skills were strongly linked. Taking notes and time management were also strongly linked.

Sharma (2018) created and validated a study habits assessment for secondary school students. The study habits scale is important because understanding the current status of students' study habits is incredibly useful for teachers, school counselors, parents, and students.

The Teacher Trainee Study Habits Scale was created and validated by Kapadia and Joshi (2019). The construct validity of the developed tool's credibility was shown.

Rana and Deepika (2020) evaluated upper secondary school students' study habits depending on gender, school type, and academic stream. Significant gender differences in upper secondary school students'

study habits have been found in favor of females.

Crede and Kuncel (2011) studied students' Study Habits, Skills, and Attitudes. The Third Supporting Collegiate Academic Performance Pillar In predicting academic accomplishment, habit and skill evaluations exceed every other non-cognitive individual difference variable tested so far and should be regarded the third pillar of academic success.

Objectives of the study

- To construct study practices scale for Higher Secondary Science Students
- To standardize study practices scale for Higher Secondary Science Students
- To establish norms for study practices scale for Higher Secondary Students.

Research Design

The researcher wanted to look at the study practices scale for Higher Secondary School Science Students in Tiruchirappalli District, Tamil Nadu. The population of the study comprises of all Tiruchirappalli Higher Secondary School students. The current study included purposeful sampling. The researcher then selects a sample at random. The instrument was given to 50 randomly chosen Higher Secondary School students. Permission and research ethics were obtained from Higher Secondary Students at each level of the tool administration. The B.V. Patel habit Inventory serves as the foundation for the study practices inventory (1976). The phrases were reworded and rearranged to match the sample in the present context.

A scale on Study Practices

The investigator developed a study practices inventory, which was used to measure the level of study practices among higher secondary students. Initially, the inventory had 57 goods. It was made using the steps mentioned below.

Preparation of Items

Following a thorough assessment of the literature and discussions with faculty members from Education, Educational Technology, Senior, Experts, and instructors, the investigator developed 65 statements outlining various parts of study methods. After experts verified their relevance to the study's goals, the questions were reduced to 57. English language professionals checked the prepared statements for grammatical correctness and ambiguity.

Standardization of Study Practices Scale

The dependability of the study practices inventory was established utilizing jury judgment, item analysis, and a test-retest technique after the rough copy of the inventory was prepared.

Content Validity

The draft study scale was provided to a panel of teacher education professionals and postgraduate science instructors to assess the usefulness of the items in the study practices inventory for content validity. Some things were altered as a consequence of the suggestions and thoughts. As a result, expert judgment was employed to determine the content validity of the study practices scale.

Reliability

The draft research methods inventory was administered to 50 high school students, and their responses were collected. Use the test-retest procedure after a 15-day break to determine the dependability of the research method inventory. After that, the Pearson's product moment correlation coefficient was computed. The

dependability co-efficient for the investigation was judged to be 0.81. As a consequence, the research practices scale is considered reliable.

Description of Study Practices Inventory

The final version of the research practices inventory has 54 assertions, 48 of which are good and 6 of which are negative. The dimensions of the item in the inventory of study practices are as follows.

- ❖ Reading and note making,
- ❖ Planning of Subjects,
- ❖ Habit of Concentrations,
- ❖ Preparation for Examinations, and
- ❖ Learning Environment.

Dimensions and Number of Items in each dimension in the Study Practices scale

S.No	Dimensions	No.of Items
1.	Reading and note making	12
2.	Planning of Subjects	11
3.	Habit of Concentration	12
4.	Learning Environment	11
5.	Preparation for Examinations	8

Polarity of the items in the Study Practices Scale

S.No	Serial Number of Items in the Scale	Polarity	Total
1	1,2,3,4,5,,7,,9,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,24,25,26,27,28,29,30,31,32, 33,34,35,36,38,39,40,41,42,43,44,45,46,47, 48,50,51,52,	Positive	48
2	6,8,37,49,53,54	Negative	6

Pilot Study and Administration of Study Practices Inventory

The investigator personally distributed the study inventory to the upper secondary students in their respective places after rigorous preparation. The instructions were carefully read aloud, and it was indicated that the statements should be answered to by inserting a check (tick) mark in the appropriate boxes.

Quantification of Study Practices Inventory

The investigator's study habits inventory is of the likert kind, with five responses (five point scale) such as "always," "often," "sometimes," "seldom," and "never." This study practices scale is intended to evaluate higher secondary students' study practices. There are 54 statements in this research study practices scale. The scale on study practices has a maximum score of 270 and a minimum score of 54.

Scoring Procedure for items in the Study Practices Scale

Response	Score for Positive Statement	Score for Negative Statement
Always	5	1
Often	4	2
Sometimes	3	3
Rarely	2	4
Never	1	5

Item Validity

The investigator distributed the study practices scale to 50 students. It had 57 items. The investigator systematically distributed the higher secondary school students to fill out a questionnaire. The necessary instructions were given. To avoid ambiguity, the investigator gathered the students' viewpoints and reworded and reworded the items many times. Following the discovery of a link between the total and the individual item, the items in the research inventory were picked. After calculating the correlation, items having correlation values less than 0.4 were discarded. The scale was reduced by three items, leaving the final tool with 54 items. As a result, the investigator developed the Study Practices Scale, which initially included 54 items divided into five categories: reading and note taking, planning of subject, habit of concentration, preparation of examination, and learning environment.

Correlation Value for the Items in the Study Practices Scale

Item No.	'r' value	Remark	Item No.	'r' value	Remark
1	0.446	S	31	0.429	S
2	0.536	S	32	0.445	S
3	0.473	S	33	0.53	S
4	0.649	S	34	0.428	S
5	0.42	S	35	0.476	S
6	0.592	S	36	0.439	S
7	0.434	S	37	0.528	S
8	0.555	S	38	0.428	S
9	0.427	S	39	0.559	S
10	0.585	S	40	0.635	S
11	0.135	NS	41	0.52	S
12	0.228	NS	42	0.336	NS
13	0.549	S	43	0.435	S
14	0.565	S	44	0.482	S
15	0.57	S	45	0.554	S
16	0.564	S	46	0.607	S
17	0.455	S	47	0.535	S

18	0.555	S
19	0.456	S
20	0.427	S
21	0.579	S
22	0.544	S
23	0.452	S
24	0.673	S
25	0.518	S
26	0.439	S
27	0.52	S
28	0.448	S
29	0.562	S
30	0.45	S
48	0.404	S
49	0.43	S
50	0.501	S
51	0.471	S
52	0.698	S
53	0.676	S
54	0.668	S
55	0.515	S
56	0.492	S
57	0.613	S

S - Selected**NS -Not Selected**

Conclusion

As part of this empirical research, the investigator developed and validated an instrument to measure higher secondary students study practices. The application will assist students, teachers, administrators, academics, and other stakeholders in education in analyzing the degree of study practices and elements of Higher Secondary Students. Because of the developer's ease of administration, it may be administered to a larger sample and will help in the prediction of study practices on which teachers can base their style and way of teaching any subject.

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