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RESEARCH ARTICLE

A COMPARISON OF STUDY HABITS OF ENGLISH MEDIUM STUDENTS.

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Abstract

In the present society there exists the principle of struggle for existence and survival for fittest. The most common problem of student have which contributes to their poor performance in examination is improper study habit. In School, performance has been attributed to students good study habits. There is need for good study habits in the students for an excellent performance. This is the reason why the teacher should try to adopt many techniques to help the students to learn. A student, needs to choose a suitable place for his studies, who wants to study wells. Where to study is equally important as what to study and how to go about studying. Proper study habits require learners to prepare a proper personal time-table for themselves, depending on how difficult each subject is and allocating time for a particular subject.. Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present study was conducted to find out the study habits on a sample of 200 students randomly drawn from different schools studying in 12th class in English medium schools. Study habit inventory (Hindi version) constructed by Dr. B.V.Patel was used to collect the relevant data. Mean, S.D. and t-test was used to analyse the data. The findings revealed that there exists no significant difference in study habits of science and commerce students of English medium schools.

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Introduction

In the present society there exists the principle of struggle for existence and survival for fittest. But “habit” as it was defined from the Introduction to Psychology, means “a learned, or fixed way of behaving to satisfy a given motive”. Habits are affected by external interference like environment, attitude toward his companions, teachers and the books and the available reading materials, the study place and other factors. These influence the concentration of a students to effectively understand his lessons, to discipline himself and form for himself the proper study habits which he knows he really needed.

Study-habits are the base of an influential personality. By inculcating good study habits a student will benefit in future. Study habits are those techniques which students employ to assist themselves in the efficient learning of the material, such as outlining, note taking, summarizing, or locating material. The term “Study Habit” means some sort of method of studying.

“Study habits are the ways that you study - the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work time.”¹ According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.” According to Good the term study habits is defined as: “the students’ way of study whether systematic, efficient or inefficient etc. Good study habits are perceived to be the determinants of the academic performance”.² Narramore (1974) defined habit as “a pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on

with a minimum of conscious effect".³ That is why efforts are made by the parents to develop and improve good study habits in the children. To quench the thirst for knowledge the student needs proper study habits.

Basically it means that a student does the best he can to get the good grades. He is not distracted by anything, has calm and quiet place allotted for study where he spends time studying and doing homework. It is the manner which is used consistently to study for school or college. Study Habits is one of the most important factors that affect his or her understanding regarding certain subject. It means, if a student possesses good study habits, she has a greater chance of getting good grades, compared to a students who has a poor study habit.

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Objectives:

1. To compare the study habits of science and commerce students.
2. To compare the study habits of science girl and commerce girl students.
3. To compare the study habits of science boy students and commerce boy students.

Hypotheses

1. There will be no significant difference in study habits of commerce and science students.
2. There will be no significant difference in study habits of commerce girl students and science girls students.
3. There will be no significant difference in study habits of commerce boys students and science boys students.

Method

Sample: The study was conducted on a sample of 200 students randomly drawn from different schools studying in 12th class in English medium schools.

Tools: Study habit inventory (Hindi version) constructed by Dr. B.V.Patel was used to measure the study habits of students. The tool consist of 45 items in all distributed in seven areas namely; home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation of the exam, habits and interest, school environment.

Data Analysis The collected data were scored as per manual and analysed by applying Mean, S.D., and t-test.

The mean scores obtained by secondary school students of study habits along with standard deviation and t-value testing significance of mean differences are given in Table I.

From the above Table we can conclude that mean of scores of commerce students 177.27 is higher by 1.9 than that of science students 174.77. To determine the significance of this difference statistically the value of critical ratio was calculated and it was found to be 1.37 This value of critical ratio is less than the minimum value of 2.61 for significance at 0.05 level of significance which suggests that there exist statistically insignificant difference between the two groups.

The values of SD for two groups of commerce students and science students are 24.16 and 22.13 respectively which suggest that the variability among the commerce students is higher as compared to science students. On the basis of the above results it can be inferred that there is no significant difference in the study habits of commerce and science students.

The mean scores obtained by secondary school students of study habits of commerce & science girls students along with standard deviation and t-value testing significance of mean differences are given in Table II.

From the above Table we can conclude that mean of scores of commerce girl students 163.5 is higher by 1.2 than that of science girl students 162.5. To determine the significance of this difference statistically the value of critical ratio was calculated and it was found to be 0.20 This value of critical ratio is lower than the minimum value of 2.61 for significance at 0.05 level of significance which suggests that there exist statistically insignificant difference between the two groups.

The values of SD for two groups of commerce girl students and science girl students are 29.59 and 28.93 respectively which suggest that the variability among the commerce girl students is higher as compared to science girl students. On the basis of the above results it can be inferred that there is no significant difference in the study habits of commerce girl and science girl students.

The mean scores obtained by secondary school students of study habits of commerce & science boys students along with standard deviation and t-value testing significance of mean differences are given in Table III.

From the above Table we can conclude that mean of scores of commerce boys students 162.1 is higher by 1.9 than that of science boys students 164. To determine the significance of this difference statistically the value of critical ratio was calculated and it was found to be 1.51. This value of critical ratio is less than the minimum value of 2.61 for significance at 0.05 level of significance which suggests that there exist statistically insignificant difference between the two groups.

The values of SD for two groups of commerce boy students and science boy students are 16.13 and 14.06 respectively which suggest that the variability among the commerce boys students is higher as compared to science boys students. On the basis of the above results it can be inferred that there is no significant difference in the study habits of commerce boy students and science boy students.

Conclusions

If the result is observed hypothesis wise the following results are obtained;

1. There is no significant difference in "Study habits" between commerce and Science students.
2. There is no significant difference in "Study habits" between Commerce Girls and Science girls.
3. There is no significant difference in "Study habits" between Commerce boys and Science Boys.

TABLE I.

COMPARATIVE RESULTS OF STUDY HABITS OF COMMERCE & SCIENCE STUDENTS

GROUP	TOTAL	MEAN	SD	CR	"p" Value
COMMERCE	100	178.27	24.16	1.37	>0.05
SCIENCE	100	175.77	22.13		

TABLE II.

COMPARATIVE RESULTS OF STUDY HABITS OF COMMERCE & SCIENCE GIRLS STUDENTS

GROUP	TOTAL	MEAN	SD	CR	"p" Value
COMMERCE	50	163.5	29.59	0.20	>0.05
SCIENCE	50	162.5	28.93		

TABLE III.

COMPARATIVE RESULTS OF STUDY HABITS COMMERCE & SCIENCE BOYS STUDENTS

GROUP	TOTAL	MEAN	SD	CR	"p" Value
COMMERCE	50	162.1	16.13	1.51	>0.05
SCIENCE	50	164	14.06		

Educational Implications

The present study is of great educational importance. It will help the students to change their faulty study-habits and devote equal time to all the subjects. They students should be encouraged to use library books and magazines to develop good study habits. To identify their strengths and weakness in the learning strategies and become more conscious about better study habits proper guidance and Counselling programs should be organized. By Organizing proper curricular activities in school programme in which students may actively participate and good study habits may be cultivated in the students. To promote school effectiveness and hence students' learning. School education should be need based and practical.

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