STUDY HABITS OF HIMACHAL PRADESH UNIVERSITY STUDENTS IN RELATION TO THEIR SEX AND STREAM

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ABSTRACT

The study aims to determine the study habits of Himachal Pradesh University students with respect to the various components. Study habits inventory by Dr. B.V. Patel (1975) was administered on a sample of 160 university students (male and female) which are belonging to the arts and science stream selected through convenient sampling. The descriptive survey method of research was used for the present study. The statistical technique t- test was selected for find out the significant difference in the mean scores of Himachal Pradesh University students on study habits. The results indicated that both sex and stream possess similar study habits in most of the components but slightly differ in some components of study habits. The overall study habits of Himachal Pradesh University students possess normal study habits.

INTRODUCTION

Man is said to be the crown of all creation as he is gifted with special capacity for learning. All human beings have their own special tendencies, pattern, thinking, imagination and ideas about a particular thing. Different individuals can behave in different manners in similar type of situation. This is due to the habit, which an individual has developed. The behavior of every social animal is characterized by a bundle of habits. Different people have different type of habits and in the field of education; one of the important habit is the study habit. Study habit is related to the ways one read. Reading means to bring out behavioural changes in an organism. Reading is concerned with intellectual & emotional growth and gets self- enlightenment. It is the best and simplest tool for the modification of behaviour. It is true that qualitative improvement in the standard of education is consequent upon the formation of good study habits in school students as well as the students of higher secondary level.

From the aforesaid discussion it is clear that study habits is the main factor for the self - realization and for the improvement of the academic success but they differ in the area of sex and stream. The review of previous studies indicates that there is scarcity of recent researches on study habits related to sex and stream. Kovach (1999) investigated the relationship between study skills and attitude towards intelligence in undergraduate university students. He found a relationship between the variable such as the general education undergraduate students with an empty view of intelligence had weaker study skills, exerting less study efforts that did similar student with an incremental view of intelligence.Gill and kahlon (2000) conducted a study to identify the study habits of college going girls of Arts, science and commerce streams they concluded that the study habits of girl students belonging to the three groups are almost the same. However, the girls of medical and commerce devoted more time to consult text books, prepared notes of difficult topics.ManjuBala (2001) conducted a study on study habits of Navodaya Vidyalayas and government secondary school students in relation to their sex, caste and parental education. The findings were study habits of boys and girls do not differ significantly. There is no difference in the study habits of students studying in govt. schools and Navodaya vidyalayas. Elliot, lisa (2002) investigate the use of a speech to text system by 36 main streamed high schools and college students who were deaf or hard of hearing to their teacher. The students and 10 teachers of the deaf students were interviewed about their perceptions of how students read only

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notes whereas the college students use multiple study strategies. Bhan, R. and Kumar, S. (2003) while studying the study habits of 10 +2 science students of Hamirpur, found that overall study habits of students to be normal, girls show better habits of planning of subjects and preparation for examination than boys and boys depict good habit of group concentration in comparison to girls.Sandeep (2004) conducted a study on study habits of 10 + 2 school students in Tehsil palampur of district kangra in Himachal Pradesh. Major finding were that there is no significant difference in the study habits of male and female students. There is no significant difference in the study habits of all components in any case in the study.Pradeep (2006) conducted a study on study habits of university students in relation to their gender and stream. The major findings were the female students concentrate more in their studies than male university students and the science students concentrate in their studies as compared to commerce and arts students.Reddy Muniraja, Reddy Ramachandra, Manchala (2008) studied the study habits of 10th class students with a study habits inventory. His results showed that majority of the students are having average level of study habits and it will be possible to predict achievement in reading with the help of study habits. Ochanya Rosemary (2010) concluded that the formation of effective study habit in school is an outcome of good guidance and counseling program. The formation of effective study habits will create the awareness for regular and steady learning. ErgeneTuncay (2011) found that there is a positive relationship between study habits score and achievement motivation level. No correlation was observed between achievement motivation and academic success. Females were significantly higher in test anxiety scores. Lajwanti (2012) reported that study habits of internet users and non-users differ significantly and users are found better. While Interaction effect of sex, stream of education and internet use/non-use on study habits was found insignificant i.e. these variables have no combined effect on study habits of higher secondary students.

These above evidences mentioned above that study habits is related with other psychological variables. As not work has been done in this field on Himachal Pradesh University students so it was decided to study further on this topic because well- formed habits help the individual in his or her adjustment in home background, future life and notion building. It also helps in make our life better and solved. Academic achievement of each individual differs from each other as they have different habits of study. Good study habits help the students to choose particular profession of their choice and to run their life smooth and happily. Hence, it is considered relevant to study the study habits of Himachal Pradesh University students in relation to their sex and stream. In the light of this, the present study has been undertaken to realize following objectives.

OBJECTIVES OF THE STUDY

1. To study the overall study habits of Himachal Pradesh University students with respect to following components
   - a Home environment and planning of work
   - b Reading and comments
   - c Planning of subjects
   - d Concentration
   - e Preparation of examination
   - f Habit and interest
   - g Institutional environment
2. To study and compare the mean scores of male and female university students on study habits with respect to various components under study.
3. To investigate if there exists any significant difference in mean scores of arts and science university students on study habits with respect to different components under study.
4. To find out the significant difference in mean scores of male arts and female arts university students on study habits with respect to all the areas under study.
5. To study the significant difference in mean scores of male science and female science university students on study habits with respect to various components under study.

6. To study and compare the significant difference in mean scores of male arts and male science university students on study habits with respect to various components under study.
7. To find out the significant difference in mean scores of female arts and female science university students on study habits with respect to all the areas under study.

HYPOTHESES OF THE STUDY

1. Himachal Pradesh university students will not show normal study habits with respect to the following components-
   a Home environment and planning of work
   b Reading and comments
   c Planning of subjects
   d Concentration
   e Preparation of examination
   f Habit and interest
   g Institutional environment
2. No significant difference in mean scores will be shown by male and female university students on study habits with respect to various components under study.
3. There will be no significant difference in mean scores of arts and science University students on study habits in all the components under study.
4. Male arts and female arts university students will not differ significantly in mean scores on study habits with respect to various components under study.
5. No significant difference will be shown by male science and female science students on study habits with respect to various components under study.
6. There will be no significant difference in mean scores of male arts and male science University students on study habits in all the components under study.
7. Female arts and female science university students will not differ significantly in mean scores on study habits with respect to various components under study.

METHODOLOGY

The descriptive survey method of research was followed for the present study.

SAMPLING

Out of the total population of Himachal Pradesh University students, a representative sample of 160 students (80 students from science and 80 students from arts streams) was selected for the study by using convenient method of sampling.

RESEARCH TOOL USED

Study habit inventory developed and standardized by Dr. B.V. Patel (1975) was used to obtain reliable data. The study habit inventory is based on five point scale (always, frequently, casually, rarely and never) and includes 45 items under seven major areas such as Home environment and planning of work, Reading and comments, Planning of subjects, Concentration , Preparation of examination, Habit and interest and Institutional environment.

The test retest reliability of this scale has been calculated as 0.92. The concurrent validity has also been established by the author by taking identical groups.

PROCEDURE OF DATA COLLECTION

The data on study habits were collected by the administration of the above selected tool. However, the subjects were informed regarding the purpose and importance of the study before administration of the inventory. Standard instructions were also issued for recording their responses. Scoring was done by using standard scoring key given by authors in the manual of study habit inventory.

STATISTICAL TECHNIQUE EMPLOYED

For finding out the significant difference in mean scores of Himachal Pradesh University students on study habits with respect to sex and stream, statistical technique of t-test was employed.

ANALYSIS AND INTERPRETATION OF DATA

The collected data was analyzed, tabulated and interpreted as under:

Table-1

Overall Study Habits of University Students on the basis of norm scores

Sr.No.	Components of study habits	Mean	S.D.	Norm scores	Level of study habits
1	Home environment and planning of work	24.66	4.24	28 Or below	Bad
2	Reading and comments	30.61	4.88	30 or more	Good
3	Planning of subjects	22.51	4.28	19 or more	Good
4	Concentration	13.41	3.32	In between 13 and 14	Average
5	Preparation for examination	20.63	3.93	19 or more	Good
6	Habit and interest	29.03	4.27	26 or more	Good
7	Institutional environment	21.05	3.52	19 or more	Good
	Total study habits	161.9	28.44	Between 160-179	Normal

It is evident from Table 1 that the overall study habits of the university students were found to be normal which indicates that the university students possess good level of study habits in most of the components. However, in the area of home environment and planning of work as well as concentration the students could not show good study habits.

Thus, the null hypothesis no. 1 stated as “Himachal Pradesh university students will not show normal study habits with respect to the various components” stands rejected. This result is consistent with the finding of Bhan and Kumar (2003) who reported that overall study habits of the students to be normal.

Table-2

Means, Standard deviations and significance of difference between means ('t') of male and female, arts and science &male arts and female arts university students on various components of study habits

Components of study habits		Sex			Stream			Sex with arts stream		
		Male	Female	t-value	Arts	science	t-value	Male arts	Female arts	t-value
Home environment and planning of work	Mean	24.60	25.11		25.84	23.88		25.90	25.78	
	S.D.	4.32	4.29	0.75	4.57	3.79	2.95**	3.84	5.25	0.12
Reading and comments	Mean	29.82	31.68		31.29	30.23		31.35	31.23	
	S.D.	5.00	4.69	2.43*	4.79	5.03	1.37	3.93	5.58	0.12
Planning of subjects	Mean	22.00	22.94		23.20	21.74		23.35	23.05	
	S.D.	4.84	3.75	1.37	4.62	3.93	2.16*	4.79	4.51	0.28
concentration	Mean	13.31	13.80		13.89	13.23		13.92	13.85	
	S.D.	3.52	3.11	0.93	3.33	3.31	1.26	3.12	3.57	0.10
Preparation for examination	Mean	20.06	21.04		20.75	20.35		20.85	20.65	
	S.D.	4.05	3.82	1.57	3.52	4.35	0.64	3.14	3.90	0.25
Habit and interest	Mean	29.59	29.35		30.29	28.65		30.65	29.93	
	S.D.	4.41	4.22	0.35	4.56	3.89	2.44**	4.44	4.71	0.71
Institutional environment	Mean	21.92	21.20		21.73	21.40		22.40	21.05	
	S.D.	3.79	3.22	1.30	3.65	3.42	0.58	3.22	3.96	1.67

't' value at 0.05 level of significance with df 158 = 1.98*

't' value at 0.01 level of significance with df 158 = 2.61**

It is evident from table -2 that the calculated t-values for ascertaining the sex difference in study habits with respect to various components were found to be insignificant in all the areas under study except in the area of Reading and comments where the t-value was found to be significant at 0.05 level of confidence. Thus the null hypothesis no. 2 stated as "No significant difference in mean scores will be shown by male and female university students on study habits with respect to various components under study" stands accepted in all the areas of study habits.This result is in consensus with the findings of ManjuBala (2001) and sandeep (2004) who observed that girls and boys have almost the same study habits.

The calculated t-values for showing the difference in study habits of science and arts stream students were found to be significant in the components of Home environment and planning of work, Planning of subjects and Habit and interest and in the rest of the areas of study habits, the t- values were found to be non-significant. Thus, the null hypothesis no. 3 stated as "There will be no significant difference in mean scores of arts and science University students on study habits in all the components under study" stands accepted in the areas of reading and comments, concentration, preparation for examination and institutional environment and is rejected in the rest of the areas. There is disagreement in this finding and the result of Pradeep (2006) who reported that science students concentrate in their studies as compared to the commerce and arts students.

The calculated values of 't' for ascertaining the difference in study habits of male arts and female arts university students came out to be non-significant in all the components under study, thereby showing that both the groups do not differ significantly in their study habits and possess the same kind of study habits.Therefore, the null hypothesis no. 4 stated as "Male arts and female arts university students will not differ significantly in mean scores on study habits with respect to various components under study" stands accepted in all the areas of study habits.

Table-3

Means, Standard deviations and significance of difference between means ('t') of male science and female science, male arts and male science & female arts and female science university students on various components of study habits

Components of study habits		Sex with science stream			Male with both stream			Female with both stream		
		Male science	Female science	t-value	Male arts	Male science	t-value	Female arts	Female science	t-value
Home environment and planning of work	Mean	23.30	24.45		25.90	23.30		25.78	24.45	
	S.D.	4.42	3.00	1.36	3.84	4.42	2.81**	5.25	3.00	1.39
Reading and comments	Mean	28.30	32.15		31.35	28.30		31.23	32.15	
	S.D.	5.52	3.63	3.69**	3.93	5.52	2.85**	5.58	3.63	0.88
Planning of subjects	Mean	20.65	22.82		23.35	20.65		23.05	22.83	
	S.D.	4.55	2.85	2.56*	4.79	4.55	2.59*	4.51	2.85	0.27
concentration	Mean	12.70	13.75		13.93	12.70		13.85	13.75	
	S.D.	3.82	2.64	1.43	3.12	3.82	1.57	3.57	2.64	0.14
Preparation for examination	Mean	20.80	20.50		20.85	19.28		20.65	21.43	
	S.D.	3.12	3.90	0.54	3.14	4.69	1.76	3.90	3.75	0.91
Habit and interest	Mean	28.52	28.77		30.65	28.53		29.93	28.78	
	S.D.	4.16	3.64	0.29	4.43	4.16	2.21*	4.71	3.64	1.22
Institutional environment	Mean	21.45	21.35		22.40	21.45		21.05	21.35	
	S.D.	4.28	2.32	0.13	3.22	4.28	1.12	3.96	2.32	0.41

't' value at 0.05 level of significance with df 158 = 1.98*

't' value at 0.01 level of significance with df 158 = 2.61**

It can be revealed from table-3 that the calculated t-values for showing the difference in study habits of male science and female science university students were found to be significant in the components of reading and comments and planning of subjects and in the rest of the areas of study habits, the t- values were found to be non-significant. Hence, the null hypothesis no. 5 stated as "No significant difference will be shown by male science and female science students on study habits with respect to various components under study" stands rejected in most of the areas of study habits except in the component of reading and comments and planning of subjects where it is accepted.

The calculated t-values for showing the difference in study habits of male arts and male science university students were found to be significant in the components of Home environment and planning of work, Reading and comments, planning of subjects and Habit and interest. However, in the rest of the areas of study habits, the t- values were found to be non-significant.Therefore, the null hypothesis no. 6 stated as "There will be no significant difference in mean scores of male arts and male Science University students on study habits in all the components under study" stands accepted.

The calculated values of 't' for ascertaining the difference in study habits of female arts and female science university students came out to be non-significant in all the components under study, thereby showing that both the groups do not differ significantly in their study habits and possess the same kind of study habits.Thus, the null hypothesis no. 7 stated as "Female arts and female science university students will not differ significantly in mean scores on study habits with respect to various components under study" stands accepted in all of the components of study habits. There is disagreement between present finding and the findings of Gill and Kahlon (2000).

MAJOR FINDINGS OF THE STUDY

1. Majority of the university students possess normal study habits.
2. Both male and female university students do not differ significantly in most of the study habits except in the component of Reading and comments, thereby showing almost the same kind of study habits. Hence, the inference can be drawn that the sex does not play much role in the formation of study habits as the two sexes have reported almost the same kind of study habits.
3. University students from science and arts stream differ significantly in their study habits in the components of Home environment and planning of work, planning of subjects and Habit and interest. However, in other areas such as reading and comments, concentration, preparation for examination and institutional environment, the university students possess almost the same kind of study habits.
4. Male arts and female arts university students do not differ significantly in their study habits on various components under study. Hence, it may be concluded that gender in association with arts stream does not show any impact in the differentiation of study habits of university students.
5. Study habits of male science and female science university students do not differ significantly in most of the areas except in the components of Reading and comments and Planning of subjects. Hence, except in the area of reading and comments and planning of subjects, sex in association with science stream does not play any role in the differentiation of study habits of university students.
6. Male arts and male science university students have almost the same study habits in the area of concentration, preparation for examination and institutional environment and differ in the area of home environment and planning of work, reading and comments, habit and interest and planning of subjects.

7. Female arts and female science university students do not differ significantly in their study habits in all the components of study habits. This shows that both science and arts stream when taken in combination with the female sex to ascertain the difference in study habits of university students do not show significant difference.

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