STUDY HABITS OF TRIBAL UNDERGRADUATE STUDENTS OF DIFFERENT STREAMS

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ABSTRACT

Higher education plays a vital role in every student's life as it decides the career and future life of any student. It is observed that even a good student who has the potentiality to achieve better may not be able to achieve as per expectations without good study habits. The present study was carried out to determine the difference (if there exits any) in Study Habits of undergraduate Arts, Science and Commerce students. This study was conducted on a sample of 1423 tribal students who were studying in different colleges at undergraduate level by applying simple random sampling technique. The sample comprised of 557 boys and 866 girls from Bastar and Dantewada districts of Chhattisgarh. The results indicate that undergraduate female students of Arts, Science and Commerce streams are better than male students of all streams and Science stream students are better than Arts and Commerce students in their study habits.

Key Words-Study Habits, Undergraduate, Higher Education and Tribal Students

INTRODUCTION

Habit is something that is acquired through repetition of any particular skill like reading habit, writing habit etc. Reading and writing is the gateway to knowledge and wisdom. They are one of the most effective means of systematic development of language and personality of a person. Reading skills are critical for children's development, and consecutive studies have shown a link between competency in reading and overall attainment. Reading makes students more articulate, develops higher order reasoning, and promotes critical thinking. Once students have mastered the ability to read they will be able to have access to a wider breadth of language that they can use in their oral and written communications. A school child may develop the habit of inattention merely because there is relatively little reason to give attention.

According to Percivel and Ellington (1984) study habits refers to the method or techniques of effective learning which in turn involve a set of study skills as organization of time, effective use of time, reading skills, essay writing, report writing skills, note-taking, examination techniques and even job-hunting skills. Study habits of students are their responses to the requirement or standard set for them by academic institutions. The study habits of students are influenced by many factors such as motivation, interests, attitudes, personality traits, teaching methods adopted the material they are using to learn and levels of aspiration etc. Here are some tips for cultivating good study habits

1. Chalk out a plan well in advance with regard to what one wants to study and in what way.
2. Develop a liking for good reading.
3. Allot some fixed hours for engaging with the activities.
4. Don't hesitate to communicate freely with the parents.
5. Never follow the rote method of study.

Yenagi (2006) conducted a study on study habits as a function of self-perception among intellectually gifted and non-gifted students. A sample consisting of 1020 pre university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habits inventory by Patel (1976) and self-perception inventory Soars and Soars (1976) were chosen for data collection. The results revealed a significantly difference in the overall study habits of gifted and non gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits, habits of concentration were also found to be significant. Thus the results

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indicated that study habits influence academic achievement of students.

Aluede and Onolemhemhen (2001) studied the effect of study habits counseling on the academic performance of secondary schools students in English language. The 108 senior secondary students of Uromi, Edo state, Nigeria were targeted. The multi-stage stratified sampling method was used. The study habit inventory (Bakare, 1977) was used. The findings of the study revealed that counseling students on good study habits could bring about improvement in the students' academic performance.

OBJECTIVES OF THE STUDY

1. To compare the Study Habits of undergraduate tribal students belonging to Arts, Science and Commerce streams on the basis of gender
2. To compare study habits of undergraduate male students belonging to Arts, Science and Commerce streams.
3. To compare study habits of undergraduate Female students belonging to Arts, Science and Commerce streams.

HYPOTHESES

1. There is no significant difference in Study Habits of male and female undergraduate tribal students of Arts, Science, and Commerce streams.
2. There is no significant difference in study Habits of Undergraduate tribal male students of Arts, Science and Commerce streams.
3. There is no significant difference in study Habits of Undergraduate tribal Female students of Arts, Science and Commerce streams.

RESEARCH DESIGN

METHODOLOGY

The present study was carried out using the Survey method of research. It was conducted on one variable (Study Habits) and two demographic variables (gender and streams).

POPULATION

The Population of the study consists of all undergraduate tribal students enrolled in regular conventional courses (Arts, Science and Commerce Streams) belonging to Bastar and Dantewada districts.

SAMPLE

For the present study undergraduate tribal students belonging to Bastar and Dantewada districts were taken from the population as sample. Total 1423 tribal students were taken as sample from the population by the random sampling method, out of which 557 were boys and 866 were girls. Total Arts stream students taken were 583, Science stream students were 738 in number and total Commerce stream students taken were 102.

TOOLS USED

The tool used to collect the Data from undergraduate tribal students was 'Study habits Inventory' developed and standardized by M. Mukopadhyaya and. D.N. Sansanwal in 1971. On the basis of characteristics of the inventory given in the manual of tool, it was considered suitable for the purpose. Reliability and validity of this inventory are satisfactory. This inventory measures the study habits of the students in nine areas.

PROCEDURE

The inventory was administrated individually on the groups of students. The students were asked to read instructions carefully and give their responses genuinely on all the items of scores collecting tool. The responses were scored with the help of scoring key given in the manual of the tool. The obtained data was tabulated and analyzed. Mean, S.D., SED, and t-value were calculated for the scores obtained.

ANALYSIS AND INTERPRETATION

The t-test of significance was used to determine the significance of difference between mean scores of total study habits in respect of undergraduate students of Arts, Science and Commerce students. Results of such an analysis are presented in the following tables.

Table-1: Significant difference in Study Habits of male and female undergraduate tribal students of Arts, Science, and Commerce streams

Category	Nos.	Mean	SD	SED	t-value	Level of Significance
Male Arts	195	179.20	21.50	1.96	0.436	Not Significant at 0.05 level
Female Arts	398	180.02	20.38			
Male Science	343	179.03	21.53	1.55	1.05	Not Significant at 0.05 level
Female Science	395	180.65	19.92			
Male Commerce	29	169.44	19.69	4.26	2.81	Significant at 0.05 level
Female Commerce	73	181.41	18.59			

Table-1 shows that t-values of Arts is 0.436 and Science is 1.05 which were not found to be significant at 0.05 level ($p<0.05$, df=581 and df=736). It indicates that there exists no significant difference in the study habits of undergraduate male and female tribal students of Arts and Science streams. The mean score of female Arts students (M= 180.02) was slightly higher than that of male Arts students (M=179.20) and same as the mean score of female students (M= 180.65) was slight differ than male students (M=179.03) of Science streams. It can be say that the study habits of female tribal students are slightly better in comparison to that of male tribal students of Arts and Science streams, but this variation in the mean is very low to differ significantly. In the Commerce stream t-value of 2.81 was found to be significant at 0.05 level ($p<0.05$, df=100). It indicates that there exits significant difference in the undergraduate male and female tribal students of Commerce streams in their study habits Since the mean score of female students (M= 181.41) was higher than male students(M=169.44) of Commerce streams it may be said female Commerce students have better study habits than male Commerce students. Thus the null hypothesis "There is no significant difference in Study Habits of male and female undergraduate tribal students of Arts, Science, and Commerce streams" is partially accepted.

Table-2: Significant difference in Study Habits of undergraduate tribal male students of Arts, Science and Commerce streams

Category	Nos.	Mean	SD	SED	t-value	Level of Significance
Male Arts	195	179.20	21.50	1.95	0.087	Not Significant at 0.05 level
Male Science	343	179.03	21.53			
Male Science	343	179.03	21.53	3.85	2.50	Significant at 0.05 level
Male Commerce	29	169.44	19.69			
Male Arts	195	179.20	21.50	3.95	2.45	Significant at 0.05 level
Male Commerce	29	169.44	19.69			

Table- 2 shows that t-value of 0.087 was not found to be significant at 0.05 level ($p<0.05$, df = 526). It indicates that there exists no significant difference in the study habits of undergraduate male tribal students of Arts and Science streams. The mean score of male Arts students (M= 179.20) was nearly same as that of male Science students (M=179.03). Table-2 further shows that t-value of 2.50 and 2.45 were found to be significant at 0.05 level ($p<0.05$, df=370 and Df=212). It indicates that there exits significant difference in the undergraduate male tribal students of Science and Commerce streams and male tribal students of Arts and Commerce stream in their study habits, Since the mean score of male students of Science stream (M= 179.03) was higher than that of male students of Commerce streams (M=169.44) and the mean score of male students of Arts stream (M= 179.03) was higher than that of male students of Commerce streams (M=169.44) thus the null hypothesis "There is no significant difference in study Habits of Undergraduate tribal male students of Arts, Science and Commerce streams" is partially rejected.

Table-3: Significant difference in Study Habits of undergraduate tribal female students of Arts, Science and Commerce streams

Category	Nos	Mean	SD	SED	t-value	Level of Significance
Female Arts	398	180.02	20.38	1.42	0.44	Not Significant at 0.05 level
Female Science	395	180.65	19.92			
Female Science	395	180.65	19.92	2.39	0.317	Not Significant at 0.05 level
Female Commerce	73	181.41	18.59			
Female Arts	398	180.02	20.38	2.40	0.579	Not Significant at 0.05 level
Female Commerce	73	181.41	18.59			

Table-3 shows that t-value of 0.44, 0.317 and 0.579 was not found to be significant at 0.05 level

($p<0.05$, df=681, Df=366 & Df=469). It indicates that there exits not significant difference in the undergraduate Female tribal students of Arts and Science streams; Science and Commerce streams & Arts and Commerce Streams in their study habits. The Mean score of Female Science students (M= 180.65) was slightly higher than female Arts students (M=180.02), the Mean score of Female Commerce students (M= 181.41) was slightly higher than female Science students (M=180.65) and the Mean score of Female Commerce students (M= 181.41) was slightly higher than female Arts students (M=180.02) but it is negligible to differ significantly. Thus the null hypothesis "There is no significant difference in study Habits of Undergraduate tribal Female students of Arts, Science and Commerce streams" is completely accepted.

CONCLUSION

The above research gives a detailed view of the study pattern of the tribal students of Bastar and Dantewada district. On the basis of the research it can be inferred that the study habits of male students and female students are almost alike in Art and Science stream but in case of Commerce stream the study habits of female students are better than that of male students. On further dwelling into the matter the researcher further examined the study habits of boys and girls separately. The overall study habits of male students of Science stream were found to better than those of male students of Arts stream, but male students of Science & Commerce and Arts and Commerce streams is almost alike. On another hand the total study habits of female students of Arts stream are superior to that of female students of Science and Commerce stream. But female students of Science stream are superior to that of female students of Commerce stream.

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