

Study Habit of College Going Students on Rajkot District

Abstract

The Present study main aim study habit of college going students. The random sample consisted of 240 boys and 240 girls of high and senior secondary colleges of Rajkot districts. In this study Investigator was used Study Habits Inventory by M. N. Palsane and S. Sharma for testing of the student's study habits. The results reported that the main effect of urban and rural area, types of college study habits was very highly significant.

Keywords: Supritendent, goverments children home
Gandhinagar

Introduction

So many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behavior of an individual related to studies. Which is adjudged from his study habits? In the process of learning, learners' habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners.

The Study habits play is very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it required practice. Some students study more but fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort.

Definition of Study Habits

Tuckman (2003) defined study skills as "the learning and motivation strategies that enable a student to be successful".

Chadha (2006) states that, independent learning skill was required for those secondary students going on to college and also into the ever changing workplace.

Weiner (1995) (as cited by Tuckman) emphasized "the student takes responsibility" method of teaching in which the student realized how their efforts affected their test grade

Review of Literature

Research is made in order to inform people with new knowledge or discovery. However, it is not to be expected that everybody would willingly believe what you are tackling in your whole research. Thus, what researcher can do to make your research more credible will be to support them with other works which have spoken about the same topic that you have for research. This is where literature review comes in.

Christian (1983) studied was need to achievement and study habits of the pupils of standard 10th in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

Singh (1987) the investigated into the Study habits was scheduled caste adolescents in relation to their intelligence and achievement motivation. The random sample consisted of 100 boys and 100 girls of 9th standard at high and senior secondary colleges of Bilaspur, Kangra and Simla districts of Himachal Pradesh in India. Study habits Inventory and general mental ability test and TAT were used for the study. General mental ability test above the mean score were considered as high group and below the mean scores as low group. The results reported that the main effect of intelligence ($F=9.03^{***}$) on study habits was

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very highly significant. High intelligent group had better study habits than the low intelligent group.

Sampath and Selvarajnanaguru (1997) this studied was Study habits of higher secondary commerce students. 428 higher secondary second year commerce studying in Chidambaram taluk in Tamil Nadu were selected by using cluster sampling technique. Study Habit Inventory of Mukopadhyay and Sansanwal (1983) were used as a tool of the study. The 't' test indicated that there was no significant difference between study habits of boys and girls.

Problem

Study Habit of College Going Students on Rajkot District Area

Objectives of the Study

The following main objectives were formulated for the present study.

1. To study the effect of sex (boy-girl) on a study habits.
2. To find out whether there is any significant

Variable

Table 1 Nature and level of selected variables

No.	Name of Variable	Nature of variable	Number of Level	Name of Level
1.	Gender	Independent Variable	2	(1) Boy (2) Girl
2.	Area of residence	Independent Variable	2	(1) Urban (2) Rural
3.	Type of college	Independent Variable	2	(1) Granted (2) Non Granted
4.	Category	Independent Variable	2	(1) Reserved (2) Non Reserved
5.	Study habits	Dependent Variable	8	Type of Study Habits

Sample

According to the objectives of this study, the population of this research is students of all science and commerce college of the Rajkot district, where standard – f.y to t.y has been taught. In this research samples was selected randomly from all secondary college s in the Bhavnagar district. Researcher was selected 240 boys and 240 girls' students from different college . So there were total 480 samples selected in this research.

Tools

Following tools were used to collect the data from students.

Study Habits Inventory - M. N. Palsane and S. Sharma.

In this study Investigator was used Study Habits Inventory by M. N. Palsane and S. Sharma for testing of the student's study habits. It inventory published by national psychological corporation, Agra, India. This is a three – point scale with 45 items. Every item has three- point as like 'always',

difference in study habits of urban and rural students.

3. To check out whether there is any significant difference in study habits of private and government college's students.
4. To examine the effects of study habits reserved and non – reserved students.

Hypothesis

The following research null hypotheses were tested in the present study.

1. There is no significant difference in the study habits between male and female student.
2. There is no significant difference in the study habits between urban and rural students.
3. There is no significant difference in the study habits between private and government college's students.
4. There is no significant difference in the study habits between reserved and non-reserved students.

'sometimes' and 'never'. In this inventory the overall scores give a measure of study habits.

Reliability

The reliability of the inventory is determined by two methods.

1. The reliability coefficient was found to be 0.88 by test retest method (with an interval of 4 weeks) on a sample of 200 male students of undergraduate classes.
2. The reliability coefficient was found to be 0.67 with an interval of 3 months on samples of 60 girls studying in intermediate classes.
3. Using slip half techniques on 150 boys of intermediate and undergraduate classes, the coefficient of correlation was found to be 0.56 between odd and even item.

Validity

The inventory, besides having high face validity, has the other validity coefficients which are given below:

Table: 2 is External Criterion (Similar Type of Inventory)

Sr. no	Name of other tests	N	Validity coefficients
1.	Study habit inventory –Mukhopadhyaya and Sansanwal	80	0.69
2.	Test of study habits and attitudes – C.P. Mathur	80	0.67
3.	Study habit inventory – B.V.Patel	80	0.74
4.	Study involvement inventory – Asha Bhatnagar	80	0.83

Table 3 is other variable measures

S. No.	Name of other tests	N	Validity coefficients
1.	Verbal achievement motivation test – V.P. Bhargava	50	0.46
2.	Scholastic achievement (total marks in annual examination)	50	0.42
3.	Level of aspiration - Shah and Bhargava	50	0.58
4.	Projective test of achievement motivation – P. Deo	50	0.53
5.	Reading comprehension test – Ahuja & Ahuja	50	0.76

The above validity coefficients indicate that the inventory has sufficiently high validity with other similar inventories and allied measures by other authors and have significant relationship with other variables which influence the study habits and academic performances. For research purposes, the inventory can be safely recommended for use with the sample for which it has been prepared.

Research Method

This research was focus on study habits of college going students. researcher was in the beginning take the list of secondary college of the Rajkot district. Then keeping in mind the objectives of this research, college s were selected from this list by random method. After this processes students was selected as a sample from selected college . Investigator was got permission of proper time and will take visit of the college and give some instruction and tool for data collection. The inventory was administered individually on the groups of students.

The students were asked to read instructions carefully and give their responses genuinely on all the items of score collecting tool. Totally 480 students data added in last sample. The analysis of the data was prepared by data – sheet. The analysis of row data was prepared by necessary and proper statistical method.

Statistical Techniques

In this research the obtained data was tabulated and analyzed. ‘t’ test was employed study the significant difference between the means of scores of gender boys and girls, area of residence urban and rural, granted and non granted college s, reserved and non reserved category on study habits

Result and Discussions

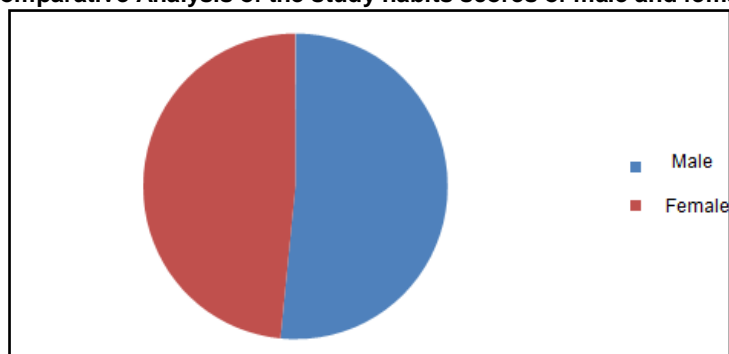
HO1

There is no significant difference in the study habits between male and female students

Table: 4 Mean, SD, SED and ‘t’ value of study habits scores of male and female students

Group	N	Mean	SD	SED	‘t’ Value	
					Tabulated	Calculated
Male	240	78.56	9.67	0.99	2.58	4.73
Female	240	72.90	11.80			

Figure 1 Comparative Analysis of the study habits scores of male and female students



The graph shows the study habits scores of male and female students. The study habits score of male students found to be higher as compared to the female students. The t-test was applied to see the significance of difference between the mean scores of the male and female students. It was found that the scores of male students on Study Habits Inventory (M = 78.56, SD = 9.67) was significantly

higher than female students (M = 72.90, SD = 11.80). The calculated value of t = 4.73 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

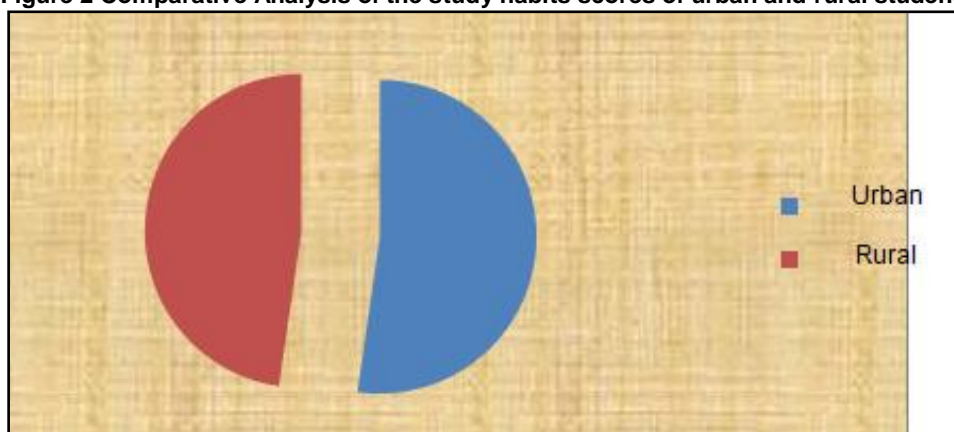
HO2

There is no significant difference in the study habits between urban and rural students

Table: 5 Mean, SD, SED and 't' value of study habits scores of urban and rural students

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Urban	240	78.63	11.31	1.00	2.58	6.77
Rural	240	71.83	10.69			

Figure 2 Comparative Analysis of the study habits scores of urban and rural students



The graph shows the study habits scores of urban and rural students. The study habits score of urban students found to be higher as compared to the rural students. The t-test was applied to see the significance of difference between the mean scores of the urban and rural students. It was found that the scores of urban students on study habits inventory (M = 78.63, SD = 11.31) was significantly higher

than rural students (M = 71.83, SD = 10.69). The calculated value of t = 6.77 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

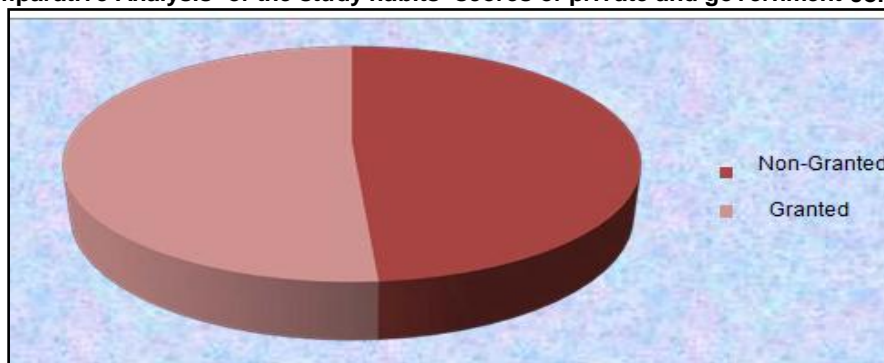
HO3

There is no significant difference in the study habits between private and government college's students.

Table: 6 Mean, SD, SED and 't' value of study habits scores of private and government college's students

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Non-Granted	240	73.42	11.11	0.99	2.58	3.64
Granted	240	78.04	10.66			

Figure 3 Comparative Analysis of the study habits scores of private and government college's students



The graph shows the study habits scores of private and government college's students. The

study habits score of granted college's students found to be higher as compared to the non granted

college 's students. The t-test was applied to see the significance of difference between the mean scores of the private and government college 's students. It was found that the scores of private college 's students on study habits inventory (M = 73.42, SD = 11.11) was significantly higher than government college 's students (M = 78.04, SD =10.66). The calculated

value of t = 3.64 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.
HO4

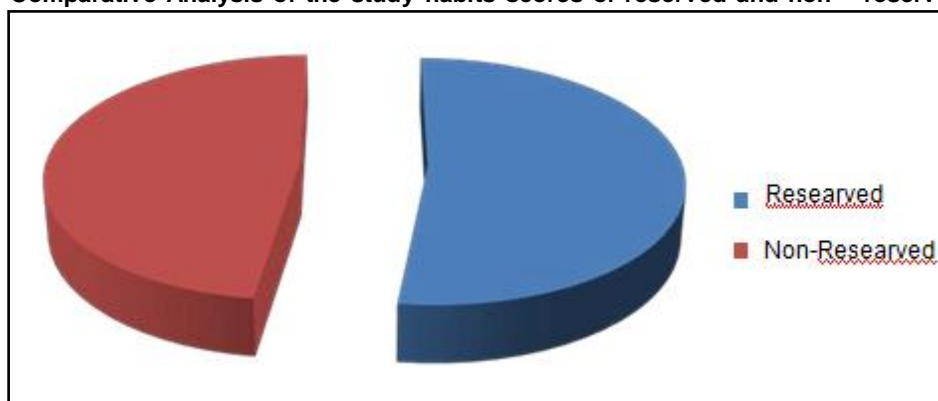
There is no significant difference in the study habits between reserved and non – reserved students.

Table: 7

Mean, SD, SED and 't' value of study habits scores of reserved and non–reserved students

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Reserved	240	76.40	10.73	0.97	2.58	6.57
Non –reserved	240	70.06	10.41			

Figure 4 Comparative Analysis of the study habits scores of reserved and non – reserved students



The graph shows the study habits scores of reserved and non – reserved students. The study habits score of reserved students found to be higher as compared to the non – reserved students. The t-test was applied to see the significance of difference between the mean scores of the reserved and non – reserved student. It was found that the scores of private college 's students on study habits inventory (M = 76.40, SD = 10.73) was significantly higher than government college 's students (M = 70.06, SD = 1.41). The calculated value of t = 6.57 was found greater than the tabulated value t = 2.58 at 0.01 level of significance

Conclusion

Following research null hypotheses were tested in the present study.

1. There was no significant difference in the study habits between male and female students.
2. There was no significant difference in the study habits between urban and rural students.
3. There was no significant difference in the study habits between private and government college's students.
4. There was no significant difference in the study habits between reserved and non – reserved students.

Limitations of the study

The main limitations of the study are as follows:

1. In this research only 480 students are included.
2. In this research the tools which we used had also some limitations that limitations are also implies to this research.
3. In this study researcher used 't' test but if LSD

test, F test and r test is used than it gives more useful results.

4. In this study the information about the students which researcher got in Bhavnagar district, the results from this information is limited for Bhavnagar district only.

Suggestions for Further Study

1. Problems and personality of the students can be studied.
2. Academic anxiety of Students of the joint family and separate family can be studied.
3. The I.Q. of students can be studied.
4. The study habits of students of the government college and private college can be comparatively studied.
5. The education level of parents and problems of students can be comparatively studied.
6. The study habits of students of urban and rural area can be comparatively studied.

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Conflict of Interests

The author declared no conflict of interests.

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