STUDY HABIT OF STUDENTS IN RELATION TO GENDER AND ACADEMIC STREAM

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Abstract

The aim of this research is to investigate some of the factors affecting on study habits of the students. The null hypothesis was framed regarding the students from the gender point of view of the boys and girls and from the academic stream point of the view regarding the general stream and science stream. A random sample method was used to select 120 students of the Mehsana district of Gujarat. The research tool is Prof.M.Mukhopadhyay and Prof.D. N. Sansanwala study habit inventory which was translated in Gujarati by Prof.Dr.B.D.Dhila and Ashok.N.Prajapati. This contains a personal data sheet and study habits for students. For analysis data 'T' test was used. Results revealed that a significant difference was found in the students.

Keywords -: Students, Gender, Academic Stream and Study Habit

INTRODUCTION

Study habit as a research variable in Indian researches, has been investigated in two ways. One group of studies treated it as the depended variable-measured it and also studied several other variable as its correlates. Rarely, any researcher predicted study habit by another set of variable. The second and the major group of researchers studied study habit as a correlate or predictor or certain other criterion variables-academic achievement is the most common among them. In fact, the study habit is the very important characteristics of all human beings who are 'being educated' and 'are educated'. As much study habit is important for higher academic achievement of the student, so mush it is important for their fruitful use of leisure time. The later aspect is also important for adults who are now in the job, particularly for the teachers. Thus 'study habit' as a habit is generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals, and by cumulative and interactive effects in the society.

DEFINITION OF STUDY HABIT

Good (1973) Defined the term study habit as "The students way of study whether systematic, efficient, etc."

According to Patel (1976) study habit include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation, general habits & attitudes, school environment.

"Study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning. so as to attain mastery of the subject." Azikiwe (1998)

As said by New Standard Dictionary of Education, study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given.

In line with Crow & Crow (1992) the effective habits of study include plan/place, a definite time table and taking brief of well organized notes.
Nneji (2002) states that study habits are learning tendencies that enable students work privately.

Fielden (2004) states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing.

WHAT ARE STUDY HABITS?

Only healthy and ideal school environment is not a guarantee that effective learning by a student will take place. Learning can be done with a wide variety of methods. Some of these methods are time-saving, while others may

be length. Some require more efforts while others may be economical. Some make a greater and better grasp of lessons possible, while others are relatively inferior in this respect.

A student whose main objective at school is to develop educational competence must use those methods of studying which are most effective. Generally, student knowingly or unknowingly takes over the methods of study from parents, teachers, friends, elder brothers or sisters and other persons in the neighborhood. All of these methods may not necessarily be the most effective. Psychologists have compared various methods of study and found some of them to be more profitable. A student should select these methods for study and follow them throughout his career as an ideal study habits.

These are as follows:

1) Having a definite time for study.
2) Taking lecture notes.
3) Ignoring distractions.
4) Preliminary reading.
5) Thinking of new illustrations.
6) Reviewing previous work.
7) Rest and sleep.
8) Breaking-up the lesion.
9) Recitation.

The discussion of above points shows that there are certain conditions and techniques with which learning can be more effective. If a student develops the habits of studying with those methods and under favorable conditions, he can enhance his performance with minimum expenditure of energy.

OBJECTIVE OF THIS STUDY

The main objectives of study where as under :
1. To study the study habit of students with respect to their gender.
2. To study the study habit of students with respect to their academic stream.

HYPOTHESIS OF THIS STUDY

1. There is no significant difference between score of study habit of boys and girls students.
2. There is no significant difference between score of study habit of science stream and general stream students.
3. There is no significant difference between score of study habit of science stream and general stream students with respect to their boys.
4. There is no significant difference between score of study habit of science stream and general stream students with respect to their girls.
5. There is no significant difference between score of study habit of boys and girls students with respect to their science stream.
6. There is no significant difference between score of study habit of boys and girls students with respect to their general stream.

VARIABLES

The following variables were treated as independent and dependent variables: **Independent Variables:** Gender

- Boys and Girls

Academic Stream - Science Stream and General Stream

Dependent variables: Score achieved on study habit.

RESEARCH DESIGN

B		A		
		A1	A2	Total
	B1	A1B1(30)	A2B1(30)	60
	B2	A1B2(30)	A2B2(30)	60
		60	60	120

2*2 Factorial Design:

RESEARCH POPULATION AND SAMPLE

According to the purpose of the present study, all the students to the Mehsana district of Gujarat were constituted as the population for the present study. A total of 120 students were randomly selected as samples from Shree

S.V.Shah Vidhya vihar school of Mehsana district of Gujarat. Out of these 120 students 60 students were randomly selected who were boys and 60 students were randomly selected who were girls in Shree S.V.Shah Vidhya vihar school of Mehsana district of Gujarat. Out of these 120 students 60 students were randomly selected who were science stream and 60 students were randomly selected who were general stream in Shree S.V.Shah Vidhya vihar school of Mehsana district of Gujarat were selected as sample.

TOOLS

Following standardized tools will be used for collecting the data.
1.   Personal Data Sheet:
A personal data sheet developed by investigator was used to collect information about name, school name standard, and gender in Shree S.V.Shah Vidhya vihar school.
2.   Study Habit
Study habit inventory, constructed and standardized by prof.M.Mukhopadhyay and prof.D.N.Sansanvala to measure the study habit of school students. The reliability of the whole inventory was worked out by using split – half method. The reliability coefficient is 0.91 which is fairly high and indicates that the inventory is reliable. The validity of test is minimum of 0.49 to a maximum of 0.87.

RESULT AND DISCUSSION

HO.1 There is no significant difference between score of study habit of boys and girls students.

Table:1 Result of mean scores of regarding gender of students.

Particular	N	Mean	SD	T	Level of Significant	
					0.05	0.01
Boys	60	129.43	17.57	3.44	1.98	2.62
Girls	60	140.38	17.31		S	S

* Insignificant at 0.05 and 0.01 level
As above mentioned, table No 1 shows that there is significant difference between score of study habit of boys and girls students. The result is significant so null hypothesis is rejected. The mean difference shows that there is difference between boys(129.43) and girls(140.38) students.

HO.2 There is no significant difference between score of study habit of science stream and general stream students.
Table:2 Mean scores on study habit with regard academic stream of students.

Particular	N	Mean	SD	T	Level of Significant	
					0.05	0.01
Science stream	60	141.55	18.62	4.23	1.98	2.62
General stream	60	128.77	16.17		S	S

* Insignificant at 0.05 and 0.01 level
As above mentioned, table No 2 shows that there is significant difference between score of study habit of science stream and general stream students. The result is significant so null hypothesis is rejected. The mean difference shows that there is difference between science stream(141.55) and general stream(128.77) students.

HO.3 There is no significant difference between score of study habit of science stream and general stream students with respect to their boys.
Table:3 Mean scores on study habit with regard to academic stream and their boys of students.

Particular	N	Mean	SD	T	Level of Significant	
					0.05	0.01
Science stream boys	30	133.27	20.42	1.68	2.00	2.66
General stream boys	30	125.60	14.16		NS	NS

* Insignificant at 0.05 and 0.01 level
As above mentioned, table No 3 shows that there is No significant difference between score of study habit of science stream boys and general stream boys students. The result is No significant so null hypothesis is accepted. The mean difference shows that there is difference between science stream boys(133.27) and general stream boys(125.60) students.

HO.4 There is no significant difference between score of study habit of science stream and general stream students with respect to their girls.

Table:4 Mean scores on study habit with regard to academic stream and their girls of students.

Particular	N	Mean	SD	T	Level of Significant	
					0.05	0.01
Science stream girls	30	149.83	16.64	4.48	2.00	2.66
General stream girls	30	130.93	17.95		S	S

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 4 shows that there is significant difference between score of study habit of science stream girls and general stream girls students. The result is significant so null hypothesis is rejected. The mean difference shows that there is difference between science stream girls(149.83) and general stream girls(130.93) students.

HO.5 There is no significant difference between score of study habit of boys and girls students with respect to their science stream.

Table:5 Mean scores on study habit with regard to science stream boys and science stream girls students.

Particular	N	Mean	SD	T	Level of Significant	
					0.05	0.01
Science stream boys	30	133.27	20.42	3.44	2.00	2.66
Science stream girls	30	149.83	16.64		S	S

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 5 shows that there is significant difference between score of study habit of science stream boys and science stream girls students. The result is significant so null hypothesis is rejected. The mean difference shows that there is difference between science stream boys(133.27) and science stream girls(149.83) students.

HO.6 There is no significant difference between score of study habit of boys and girls students with respect to their general stream.

Table:6 Mean scores on study habit with regard to general stream boys and general stream girls students.

Particular	N	Mean	SD	T	Level of Significant	
					0.05	0.01
General stream boys	30	125.60	14.16	1.28	2.00	2.66
General stream girls	30	130.93	17.95		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 6 shows that there is No significant difference between score of study habit of general stream boys and general stream girls students. The result is No significant so null hypothesis is accepted. The mean difference shows that there is difference between general stream boys(125.60) and general stream girls(130.93) students.

CONCLUSION

[1] There is significant difference in study habit between boys and girls students.

[2] There is significant difference in study habit between science stream and general stream students.

[3] There is No significant difference in study habit between science stream boys and general stream boys students

[4] There is significant difference in study habit between science stream girls and general stream girls students.

[5] There is significant difference in study habit between science stream boys and science stream girls students.

[6] There is No significant difference in study habit between general stream boys and general stream girls students.

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