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GRT TO MEASURE AND COMPARE THE STUDY HABITS OF SCIENCE AND ARTS STUDENTS

Vijay Singh , Meenakshi Naranja and Nagesh Jamwal

Abstract:-Study Habits Inventory developed by Prof.M.Mukhopadhaya and Prof.D.N.Sansanwal().The total sample was 100, where in 50 students were from science stream and the other 50 were from arts stream .the data were collected using random sampling technique ,and were subsequently analysed using Mean, S.D and t-test. The study was aptly conducted on Higher Sec. School Students. The results indicated that on the total scores a highly significant difference between the scores and mean of the students was found where $t(53)=8.09$.

Keywords:Study Habits, Higher Secondary School Students

INTRODUCTION:

STUDY HABITS

No two people study the same way. However, there are some general techniques that seem to produce good results

EFFECTIVE STUDY SKILLS ARE ABOUT MORE THAN UNDERSTANDING

Effective study skills must be practiced in order for you to improve. "Practice doesn't make perfect; perfect practice makes perfect

Attend all Classes and Be on Time
Keep a Notebook
Take Notes!
Ask Questions
Focus on Learning Rather than on Grades
Textbook and Readings

SOME OF THE STUDY TIPS TO ENHANCE STUDY HABITS

- 1.Study in Short, Frequent Sessions
- 2.Take Guilt-Free Days of Rest
- 3.Review the Same Day
- 4.Observe the Natural Learning Sequence
- 5.Prepare Your Study Environment
- 6.Respect "Brain Fade"

THEORETICAL WORK ON STUDY HABITS

OBSERVATIONAL LEARNING OF MODELING (BY BANDURA)

All these variations allowed Bandura to establish that there were certain steps involved in the modeling process:

- 1.Attention

- 2. Retention
- 3. Reproduction
- 4. Motivation

CONSTRUCTION:

For the present inventory, the study habits have been considered to be constituted of nine different kinds of study behaviours. These are:

- (i) Comprehension
- (ii) Concentration
- (iii) Task Orientation
- (iv) Sets
- (v) Interaction
- (vi) Drilling
- (vii) Supports
- (viii) Recording
- (ix) Language

REVIEW OF LITERATURE

Wrenn and Humber (1941) showed that the study habits are associated with scholastic achievement. Brown and Holtzman (1955) and Chauhan and Singh (1982) found that a positive relationship exists between study habits and academic achievement of school going children. Patel (1996) observed that the students who have good study habits did get significantly more achievement scores than those of poor study habits. Chauhan (2003) studied the academic achievement of high students in relation to their study habits and found study habits positively related to academic achievements. Raina (2008) studied the relationship between study habits, attitude and academic achievement of students of senior secondary schools. They found that study habits and attitudes scores were positively correlated with academic achievement of the students. V. Kumar, M.M. Aggarwal study habits and academic achievements of the students at secondary level (2009). It was found that students who have better study habits have better academic achievements.

Objectives:

- 1. To study the study habits of Science and Arts students.
- 2. To study the relationship between the variables and the study habits of Science and Arts students.

Hypothesis:

- 1. This will be no significant difference in the study habits of Science and Arts students.
- 2. This will be no significant difference in the demographic variables and the study habits of Science and Arts students.

COLLECTION AND TABULATION OF DATA

Selection of the sample:

The sample of the present study consist of 100 students of high secondary school. Two types of sample are selected using random sampling technique, 50 from science stream and 50 from arts stream

Students from Science Stream	50 Students (Medical, Non- Medical)
Students from Arts Streams	50 students (Arts)

Selection of the Tools:

Study Habit Inventory, By Prof. M. Mukhopadhaya and Prof. D.N. Sansanwal. The present inventory consists of nine factors i.e. comprehension, concentration, task orientation, study sets, interactions,

drilling, supports, recording, language.

Category of responses:

	Positive items	Negative Items
Always	4	0
Frequently	3	1
Some times	2	2
Rarely	1	3
Never	0	4

Positive Items:

2,5,6,8,9,13,29,30,32,38,49.14,22,27,7,11,15,23,24,25,41,43,44,1,12,31,39,34,50,51,52,3,4,46.

B. Statistical Tools:

Descriptive Statistics: Mean, Standard Deviation
Inferential Statistics: t-test

Tools:

- a) Permission was taken from the Principal of Central Basis Higher Secondary School and SRMLA Higher Sec. School
- b) Samples included in the study were individually contacted and report was built with them.
- c) Those who volunteer to fill the questionnaire were only included in the sample. Scoring:

There is 52 items in the study habits inventory and 5 point rating scale is used.
For positive items scoring is done as 4,3,2,1,0 and for negative items scoring is done as 0,1,2,3,4.
Then the scores of all items are added together.
Tabulation of the data: The score obtained by the individual students were tabulated for further analysis and interpretation.

RESULTS AND DISCUSSION OF DATA

CATAGORY	MEANS	S.D	t.VALUE	SIG.
SCIENCE STD	9051	13.301	8.094	At .01 level
ARTS STD	6493	16.755		

COMPREHENSION	S-1698	5.383	1.828	Insignificant at .05
	A-1169	3.848		
CONCENTRATION	1292	4.4001	1.454	Insignificant at .05
	887	4.557		
TASK ORIENTATION	1167	4.163	1.966	significant at .05
	854	3.590		
STUDY SET	908	3.632	2.255	significant at .05
	666	4.292		
INTERACTION	408	2.132	2.085	significant at .05
	223	1.775		
DRILLING	561	2.443	2.404	significant at .05
	358	2.621		
SUPPORT	2589	9.263	1.143	Insignificant at .05
	2058	9.294		
RECORDING	290	1.385	1.282	Insignificant at .05
	181	1.291		
LANGUAGE	138	1.060	0.0002	Insignificant at .05
	97	1,076		

On the total scores a highly significant difference between the scores and mean of the students was found where $t(53) = 8.09$. Likewise significant difference is found on the factors task orientation, study sets, interaction and drilling. Whereas insignificant difference is found on the factors comprehension, concentration, support, recording and language.

CONCLUSION, IMPLICATION OF THE STUDY

CONCLUSION OF THE STUDY: On the total scores a highly significant difference between the scores and mean of the students was found where $t(53) = 8.09$. Hence null hypothesis rejected. Likewise significant difference is found on the factors task orientation, study sets, interaction and drilling. Therefore null hypothesis is rejected. Whereas insignificant difference is found on the factors comprehension, concentration, support, recording and language. Hence null hypothesis is accepted.

IMPLICATION OF THE STUDY:

The findings revealed that the study habits of arts students lower than the study habits of science students. This shows that the science stream students have better study habits and better academic achievements. Whereas the arts students who scored low on study habits could be cancelled on the factors they lack in scores and good study tips can enhance their study

habits.

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