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"A COMPARATIVE STUDY OF STUDY HABITS AMONG
ARTS & SCIENCE STUDENTS".



Hosamani Manilingappa

P.G. CO-ORDINATOR, Asst. Prof. of Psychology , Maharani Women's Arts, commerce and Management College , Sheshadri Road,Bangalore .

Short Profile

Hosamani Manilingappa is working as an P.G. CO-ORDINATOR and Assistant Professor of Psychology at Maharani Women's Arts in commerce and Management College , Sheshadri Road,Bangalore .



ABSTRACT:

The present study attempts that study habits among Arts & Science college students the sample is collected 100 students of Arts & Science. The Study clearly shows that science students are more required the habit of study habits then the Arts Students. Female required more study habits then the male.

KEYWORDS

study habits , Arts & Science Students , study environment .

INTRODUCTION

Observers have noted wide variations in the study methods typically employed by students. The time and place for studying the physical conditions of the study environment and the employment of specific study mechanics were found to influence study habits. A large number of books, guides and taxis have been published to assist students in improving study skills.

Typical of the better researched how to study manuals and guides are effective study by Francis, P. Robinson (1970), how to study in college by Walter Pauk (1974) and a guide to college survival by William F. Brown and Wayne, Haltzman (1972) Robinson (1970) originator of the SQ3R method for readings.

The study habits of the individual concerns mainly the reading habits, learning techniques, memory time schedule, physical conditions, examination, evaluation etc.

1. BUDGETING TIME : It is very important to plan the budget of study time to time schedule helps to adjust the study periods and other activities according to the needs of the individual.

2. PHYSICAL CONDITION FOR STUDY: The place for study should be claim and quite, it should be clean and these should be proper illumination and ventilation furniture should be comfortable.

3. READING ABILITY: Reading is the basic skill in any kind of study reading comprehension independent selection of appropriate materiel for reading and locating information.

4. NOTES TAKING: Taking notes from book also helps a great deal in study there are different ways of taking notes. Preparing in ON's own words and summerising is supposed to be the best way of making own notes.

5. LEARNING MOTIVATION: If one is generally interested in earning the may learn quickly and retain it for a long time there are individual difference in capacity to learn every body can improve with extra efforts spirit of the competition and co-operation help in learning.

6. MEMORY: Improving the memory means learning better distributing learning periods is preferable to continuous or missed learning. The better we learn the longer we retain over learning helps in remembering for a longer period.

7. TAKING EXAMINATION: Most of our examinations are of essay type where a few questions are given and students are required to write long answer if is good to prepare an outline and arrange the ideas properly following logical pattern of presentation use of simple language is advisable separate idea should be discussed in paragraphs.

(I) PREPARATION FOR EXAMINATION: One should devote more time and attention to his weak points a time should be prepared clam cool and relaxed attitude towards the examination is necessary and can be achieved any after a good preparation.

8. HEALTH: Regular and healthy habits of eating, exercise] recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

STUDY TECHNIQUES AND HABITS

Several systems have been developed for aiding students in improving academic performance

procedures for taking notes, writing papers. Preparing for examination and laboratory work scheduling the student's time and improving efficiency in reading have been described.

SQ3R: One system for improving academic performance is the SQ3R method the purpose is to develop and inquiring attitude this steps involves some of the principle of discovery learning the students is advised against note taking in the reading state, he simply reads the material through from beginning to end the most important step in the sequence is recitation in which the students recites as well as he can the information he has previously survey questioned and read recitation is crucial because it is this behaviours which usually is required in class and in examinations the recitation can be either oral or writing generally t is done in outline form. In reviewing the student's crappers he performance with the material he was read and notes his errors and omissions because it required him to serves the lesson again the review also serves as guide for further study.

IMPROVIING STUDY HABITS THROUGH CONDITIONING

The study regimen was based chiefly upon the principles of successive approximations and extinction regarding the approximations, each day the subject was required to do only a small test and gradually the workload was increased to avoid extortion when the students experienced difficulty or became anxious he did not have to remain in the study room for an extended period possibly becoming moue anxious instead in the approved produced the students experienced difficulty was to do only a small amount of additional work and then to stop studding this behaviour was immediately followed by the re informant of seeing his friends or engaging in some other pleasurable activity they studying was reinforced rather than extinguished or associated with anxiety and discomfort other techniques were invalid also including the SQ3R Sequence.

ROLE OF MOTIVATION

One important aspect of successful academic performance is motivation for accomplishing a given task studying is no just marking in recall. This ability is tested in recitation a task which requires that the students be motivated to learn, learning does not occur when one is thinking about personal problems or other activities as he under lines or make copies notes in a Methodist fashion, when a student's mind is else where when we more motivated to Performa anther activity than to study his performance declines when students experience difficulty in studying it may be because they do not know efficient techniques of study because they have interfering emotional problems or because they do no have a high level of inborn academic aptitude a combination of these factors in invalued.

No study techniques will improve performance significantly unless the student is motivated to do so.

REVIEW OF LITERATURE

SWEDEIL GRABRIL (1996) in his study skills and time management found that pre-existing inappropriate highlighting interfered with performance and the negative effective of pre-exiting in appropriate high lights did not illuminate the effect of the in appropriate highlighting Brown (1977)

concluded that attitudinal and motivational characteristic were of potentially greater importance than the purely mechanical procedures of studying.

HITTICH PUL (1998) Explained that self management skills empowers to take charge of every day behaviour and the essential study skills need to master to become an active learner.

VAV-EDE-POROTHEA-M (1996) Evaluated the reliability and construct validity of the metamemory he concluded that which is measurement of the interference of various failures in information processing and their constraint on the ability of the information processor to cope with the memory task demands.

NG-CHEAK-FUNTURABALL-SEFFERY (1996) Have studied effectiveness of studying as related to preference for noise the results reveals that there is no significant difference between conditions the interaction effect between preference for noise and conditions of noise was also not significant.

LEEMING FRANC C. (1997) Concluded that in the commitment condition significantly more study time than controls and also performed significantly better on the exam the effect was strong across all upper.

MC DONGULL DENNIS (1996) Studied the study habits results indicates that undergraduates who expected their instructor to call on them these results suggested that college instructor who wish to increase undergraduates preparation for class questioning methods or statistics on use this experiment as a stimulating.

ALBAILI-MOHAMED (1997) Noted that motivation was the most powerful discriminating factor that separated law achieving students from their high achieving peers.

TURNOCK (1998) Investigated the relation between self reported attention deficit hyperactivity disorder (ADHD) symptoms coping strategies and academic success intelligence was associated with academic achievement among high symptom the use of coping behaviors is not.

ZIMMERMAN-BURRY (1998) Explained that self-regulatory process are not only important during initial development of a skill but also during subsequent performance of it in naturalistic settings. Beneficial effect of self regulated studying recounted an academic motivational as well as achievement.

TULKANAN (1998) Discussed that potential difference due to self —selection attendance was unrelated to ability test performance anxiety or program based on characteristic of attendance was found.

RHOADES (1998) examined the effectiveness of a homework intervention training for parents of their children accuracy of work completion remained high over the duration of the research project.

JEGED JOSEPH (1997) Have studied academic performance with effect of achievement motivation and study habits concluded achievement motivation work perform better in language than any of the other groups study habits, achievement motivation control.

PROBLEM: To examine the study habits of students of Arts and Science faculty.

VARIABLE:

1. Independent variable Faculty and Sex
2. Dependent variable Study habits

HYPOTHESIS:

1. There is no significant difference between Arts and Science students in their study habits.
2. There is no significant difference between male and female students in their study habits.

OBJECTIVES:

- 1 To examine differences in study habits of both Science and Arts students.
2. To examine the differences in study habits of both male and female Students.

METHODOLOGY:

Sample : The total sample consists of 100 students selected randomly from science and arts faculties studying in NV. College, Gulbarga. The sample design is given below.

Sample design

Sex	Arts	Science	Total
Male	25	25	50
Female	25	25	50
Total	50	50	100

TOOLS:

The study habit inventory constructed and Standardized by palsane and Sharma (1989) was used in the present study. This three point Scale consists of 45 statements] and there are three alternatives for each statement.

The items of the inventory are distributed in 8 areas shown as under:

- | | |
|-------------------------|-----------------------------------|
| 1) Budgeting time | (2) Physical Conditions for study |
| 3) Reading ability | (4) Notes taking |
| (5) Learning motivation | (6) Memory |
| (7) Taking examination | (8) Health. |

TEST ADMINISTRATION:

While administering the test the subjects are made to sit Comfortable and the inventory is distributed to each subject. Then instruction are given "My dera Friends much of your success in the examinations depends upon the way you study your college subjects, following are the statements describing your habits of study. We wish to know your study habits so that we may help you in getting better marks in your examination. Please read the following statement. Three alternatives are given for

your answers (1) always or mostly (b) Sometimes (c) Rarely or never.

If you take notes always, then select alternative ('a') and cross mark it, if you take notes some times then select alternative 'b' and cross mark it, and if you rarely or never take notes, then select alternative "c" and cross mark it. There is no time limit, but answer all statements as honestly and as carefully as you can. Answer within 20 minuets. If you find any problem to be too difficult for your type of knowledge, then do not spend much time over it and you may pass on the next one.

SCORING:

For always or mostly response a score of 2 is awarded, where as a score of "One" and "Zero" are to be given for some times and never respectively. In case of statements numbered 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 and 42 the weightage of scoring is revered and it is 0,1 and 2 for always "some times, and never' responses respectively. The maximum obtainable score is 90 higher score indicates good study habits.

DISCUSSION:

The study is conducted to know the study habits. Poor study habits are one of the important cause of educational backwardness. The potential of any one for full scholastic achievement is hardly ever realized due to many factors.

This study attempts to asses better study habits of both science and arts students studying in colleges. The results of the study are given in the following tables.

Table-1 showing the mean scores of study habits
Of students. (N=100)

Arts (N=50)	Mean	60.16
	S.D.	60.80
	T-Value	0.524
Science (N=50)	Mean	59.3
	S.D.	9.35

The mean score and the S.D. of students belonging to Arts and Science faculty are presented in Table-1. The mean score of arts students is 60.16 and S.D. is 6.8. The science students have scored a mean of 59.3 and S.D. of 9.35, This indicates that the Arts students have scored slightly higher than science students, which means that Arts students have slightly higher study habits than the science students. The T-value of 0.524 is not significant. This reveals that there is no significant difference in study habits between the science and Arts students.

Table- Showing sex difference in study habits between Male and Female students.

Male (N=50)	Mean	58.82
	S.D.	7.55
	T-Value	1.12
Female	Mean	60.66
	S.D	8.69

Table-2 represents mean score and S.D of study of male and female students. It is that female students have scored a higher mean of 60.66, than the male students who have scored a mean of 50.82. This indicates that female students have slightly better study habits than those of male students. The T-value is 112 which is not significant. This indicates that there is no significant difference in he study habits between male and female students.

Table-3 Showing mean and S.D. of study habits of male and female students in two faculties (N-100)

Sex		Arts	Science
Male	Mean	60.72	56.88
	S.D.	6.05	8.33
	T-Value	0.594	1.86*
Female	Mean	59.56	61.73
	S.D.	7.42	9.68

*Significant at 0.10 level.

An affempt is make to examine the differences in study habits between male and female students belonging to Arts and Science faculties. Table-e represents the results and it is noted that male students of Arts faculty have slightly higher mean than the female students of Arts who have scored a mean of 59.56. The T-value is 0.594 which is not significant. This reveals that there are no significant sex differences in the study habits of Arts faculty students. The female students of science faculty have scored a mean of 61.72 and the male students of science have scored a mean of 56.88. This indicates that the female of science faculty have higher mean scored than the males of science faculty.

The T-value of 1.86 is significant at 0.10 level this clearly reveals that there is a significant sex differences in the study habits of science faculty students. In this faculty female have significantly better study habits than the male students.

CONCLUSION:

The following are the conclusions of the study.

- 1) There is no significant difference in the study habits between the students of Arts and the Science faculty.
- 2) There is no significant sex difference in this study habit of students.
- 3) There is a significant sex difference in the faculty of science. The female science students have better study habits than the male science students.

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