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## Analysis of study habits of college students in Villupuram district

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**Abstract**

In this study, an attempt has been made to study the study of college students. Study habit scale standardized by Prof. A. K. P. Sinha and Prof. R. P. Singh has been used to measure the study habit of college students. The normative survey method has been followed to find out the Study habit of college students. The purposive sampling technique has been followed for the present study. The data collected was subjected to descriptive and differential analysis. The result of the analysis reveals that the study habit of college students of sub-samples viz. male and female, students studying in government and students studying in private college, parent income (below 20,000 and above 20,000), and students who belong to joint family and who belong nuclear family do not differ significant in their study habit. But no significant difference was observed between the subsamples viz. But significant difference was observed between the college students residing at urban and rural area.

**Keywords:** Education, college student, study habits

**Introduction**

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term "Study Habit" implies a sort of more or less permanent method of Studying. According to Good's dictionary of education, "Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient." Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual.

Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002) [11, 12, 10, 13]. Ramamurti (1993) [8] has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students' plays important role in learning and fundamental to school success.

The students studying in private schools have better study habits than the students studying in government schools (Naggappa & Venkataiah, 1995;Sanjeev,2003)<sup>[3, 9]</sup>.But Chaudhary & Lily(1991)<sup>[2]</sup> pointed out that students belonging to government and private school were by and large similar with respect to their study habits. The nature of the family, namely, joint and nuclear, does not have any influence on the study habits of students, with respect to home environment, reading, note taking, planning, concentration and general study habits. Whereas, the nature of the family has significant influence on the study habits of students with respecttopreparation for examination and school environment (Rajendran *et al.*;2009) [6].

From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study. But with the advancement of science and technology, changing family structures and increasing privatisation of education, it becomes

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essential to conduct a fresh study. In the presents study a humble attempt has been made in this regard.

### Concept of Study Habits

Study habit can be defined as the sum total of all habits, determined purposes and enforced practices that the individual has in order to learn. It is necessary for the students to develop special study habits and skills. It is a well- formed habit that furnishes its own source of motivation. Students who study according to the time table, regularity in preparing and learning lessons, adopting a suitable sitting posture while studying, struggling had to overcome difficulties or in other words by put in their best efforts are like to excel others of equal intelligence only because of their superior study habits. Literally speaking, study habits are a combination of two words, 'Study' and 'Habits'. According to Onubugwu (1990) <sup>[4]</sup>, Study habits is a technique, a student employs to go about his or her studies which are consistent and have become stereotyped as a result of long application or practice..

Study habits can be thus interpreted as a planned program of subject mastery. The most important requisite for effective study habit is a good system of study; the individual should evolve two fundamental abilities that is regulation of work and the persistence till the end. There are many factors viz. concentration, motivation, keen observation, adjustment in school, reading and note taking ability, networking etc. which influence the proper developments of study habits. So proper study habits, not only help in upgrading the underachievers but also check the wastage of potentialities if competent students.

### Review of the Literature

Ramachandra Reddy and Nagaraju (2001) <sup>[7]</sup> conducted a study on "Influence of Sex and Locality on Study Habits of Class X Pupils". The objectives of the study were to identify the difference in the study habit between boys and girls and to study the difference in the rural and urban school pupils' study habits. Descriptive survey methods as well as qualitative and quantitative approaches were adopted in the study. The sample was taken from 200 pupils from Class X, Kurnool district in Andhra Pradesh, using probability sampling method for the study. The major findings of the study were i) Urban pupils differed from the rural pupils in their study habits. ii) There was no significant impact of sex on the study habits and iii) There was no interaction effect of sex and locality on the study habits. Study habits need to be improved among the high school students.

Vyas (2002) <sup>[13]</sup> conducted a study on "A Study of Learning Style, Mental Ability, Academic Performance and Other Ecological Correlates of under Graduate Adolescent Girls of Rajasthan". The objectives of the study were to compare the academic performance of students in respect of different learning styles and to study the interactive effect of ecological correlates and learning style on academic performance of girls. A sample of 500 girls from Class XII of 16 Government Sr. Secondary colleges of Baran, Bundi, Jhalawar and Kota District in Rajasthan was taken. Under the ecological category the investigator has opted the area (urban/rural) and the level of parent's education, their occupation and income. The tools used include Learning of students and iv) An ecological factor namely, residence and its interaction with environmental has found significantly contributing towards the better learning style of academic

performance. Style Inventory by K.K. Rai and K.S Narual, Mental Ability Test by S. Jalota, SEs Scale by R.A. Singh and S.K. Saxena and academic performance marks obtained by the students in board examination. The statistical techniques used were Mean, Standard Deviation, 't' test and 'F' test for data analysis. The major findings of the study were i) the environmental, emotional, sociological dimension of learning style do not affect significantly the academic performance of girls. ii) Residence as urban/rural and ecological correlates has significant effect on the academic performance of girls. Parents' education, occupation and income do not affect significantly the academic performance of girls. Parents' education, occupation and income do not affect significantly the academic performance of girls. iii) The environmental dimension of learning style preference does not affect the academic performance where as mental ability influence the academic performance.

Patel (2002) made an investigation into the "Study Habits of the Adivasi students of secondary colleges of panchmahals Districts in Relation to some psychosocio variables". The objective of the study was to study the study Habits of the Adivasi students in relation to Area, Sex, I.Q., Vocational Aspirations and SES. The Methodology used in this study was descriptive in nature. Survey method was employed. 1035 Adivasi (S.T) students of semi-government secondary colleges of panchmahals district were selected randomly. The tools used for measuring the variables were Desai-Bhatt's Group of study intelligence Test, Vocational Aspiration measurement by Dr. A.K. Shrivastav, scale of Socio-economic status by Patel and a study Habits Inventory constructed and standardized by the investigator. The test-retest reliability was found 0.82. For data analysis, critical Ratio and Analysis of variance were used as statistical technique. The findings of the study showed that there is significant effect of Area, I.Q., and Vocational aspiration on study Habits.

Yenagi (2006) conducted a study on "Study habit is a function of self-perception among intellectually gifted and non-gifted students". A sample of 1020 pre university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habit inventory by Patel (1976) and self-perception inventory by Soars and Soars (1976) were considered for data collection. The results revealed that the overall study habit was significantly differed from 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.

### Sample of the Study

The sample includes 170 male and 130 female college students studying in government and private arts and science colleges at Villupuram District in Tamilnadu.

### Method of the Study

The normative survey method has been followed to find out the study habit of college students. The purposive sampling technique has been followed for the present study.

### Tool Used For Present Study

Study habit scale standardized by Prof. A. K. P. Sinha and Prof. R. P. Singh (1980) has been used for the present study to measure the study habit. It is a three point scales, which includes 45 statements.

**Statistical Techniques Used**

The data collected from the sample has been subjected to Descriptive and Differential analysis.

**Operational Definition**

A few terms have been frequently used that have got specific meaning for the present investigation. Given below are the operational definitions some of such key terms.

**Study Habits**

Habit is something that is done on a scheduled, regular and planned basis that it not regulated to a second place or optional place in one’s life. In the field of education, habits of thinking regularly, proper reasoning concentration on study, punctuality etc., and help the students in their proper learning.

Study habit refers to the method or technique of effective learning which in turn involves 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.

**Objectives of the Study**

The study has the following objectives:

1. To find out whether there is any significant difference between male and female students in their study habit.
2. To find out whether there is any significant difference between the students residing at urban area and rural area in their study habit.

3. To find out whether there is any significant difference between the college students studying in government school and private schools in their study habit.
4. To find out whether there is any significant difference between parents income (below 20000 and 20000 above in their study habit.
5. To find out whether there is any significant difference between college students who belong to joint family and those who belong to nuclear family in their study habit.

**Hypotheses of the Study**

1. There is no significant difference between male and female college students in their study habit.
2. There is no significant difference between the students residing at urban and rural area in their study habit.
3. There is no significant difference between the college students studying in Government and private college in their study habit.
4. There is no significant difference between the parents income (below 20,000 and above 20,000) in their study habit.
5. There is no significant difference between college students who belong to joint family and those who belong to nuclear family in their study habit.

**Analysis of Data and Interpretation**

**Table 1:** Mean, Standard Deviation and ‘t’ value for the Mean Study habit Scores of College Students

S.No	Variables	N	Mean	Standard	‘t’ value
1	Male	170	127.23	17.32	0.32 NS
	Female	130	126.72	20.96	
2	Students residing at Urban area	102	133.41	17.68	5.97 S
	Students residing at rural area	198	123.67	19.43	
3	Students studying in Govt college	174	126.61	17.35	0.38 NS
	Students studying in Private college	126	127.23	20.98	
4	Below 20000	190	127.26	19.18	1.84 NS
	20000 above	110	128.65	19.20	
5	Students belong to Joint family	184	127.75	22.58	0.67 NS
	Students belong to Nuclear family	116	126.59	17.82	

S- Significant, NS – No Significant

The ‘t’ value has been calculated to compare male and female college students on study habit. The ‘t’ value is found to be 0.32 (Table 1). It is not significant at 0.05 level. Hence it is concluded that there is no significant difference between male and female college students on study habit.

The ‘t’ value has been calculated to compare the college students residing at urban area and rural area on study habit. The ‘t’ value is found to be 5.97 (Table-1). It is significant at 0.05 level. Hence, it is concluded that there is a significant difference between college students residing at urban and rural area on study habit. From the mean value, it is noticed that the study habit is high for the college students residing at urban area than the college students residing at rural area.

The ‘t’ value has been calculated to compare the college students studying in government school and private schools on study habit. The ‘t’ value is found to be 0.38 (Table-1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between students studying in government colleges and students studying in private colleges on study habit.

The ‘t’ value has been calculated to compare the parent income (below 20,000 and (above 20,000) in their study habit. The ‘t’ value is found to be 1.84 (Table 1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between parent income (below 20,000 and (above 20,000) in their study habit.

The ‘t’ value has been calculated to compare the college students who belong to joint family and those who belong to nuclear family in their study habit. The ‘t’ value is found to be 0.67 (Table 1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between college students who belong to joint family and who belong nuclear family in their study habit.

**Major Findings of the Study**

The following are the important findings of the study:

- ❖ There is no significant difference between male and female college students on study habit.
- ❖ There is a significant difference between college students residing at urban and rural area on study habit. From the mean value, it is noticed that the study habit is

high for the college students residing at urban area than the college students residing at rural area.

- ❖ There is no significant difference between students studying in government colleges and students studying in private colleges on study habit.
- ❖ There is no significant difference between parent income (below 20,000 and above 20,000) in their study habit.
- ❖ There is no significant difference between college students who belong to joint family and those who belong to nuclear family in their study habit.

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