



## Study Habits of Hostler and Day Scholar Students: A Comparative Study

### KEYWORDS

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**ABSTRACT** *This study attempts to study the difference between the study habits of hostler and day scholar students. A sample of 60 students was selected from the graduate and post graduate colleges of Ghaziabad district. They were administered Study Habit Inventory developed by M.N. Palsane & Anuradha Sharma. Mean, S.D., F-test and t-test were used to analyze the data. Results show that hostler and day scholar students do not differ significantly on all the dimensions of study habits except the dimension reading ability.*

### Introduction:

Study habit is the tendency of a student to study, whether it is systematic or unsystematic, efficient or un-efficient and implies a sort of more or less permanent method of studying. Habits are acquired are not inborn. Habit is a second nature, it is routine of a person what he or she does in every condition. It cannot be changed it may be good or bad. It does not get affected by the changing of place or scheduled regular, planned basis and that is not related to a second place or optional in one's life. Teacher plays a significant role in drawing the best potentialities from the student to nourish a good study habit. Different students have different study habits but the achievement of the students depends on a good study habits among students (Mittam, 2008) in the research of (Stella and Purushothman, 1993) secondary school students were underachievers in academically due to poor study habit. (Harry Maradox, 1993) state that success in academic study depends not only on ability and hard work but also on effective method of study. Brown and Haltzman (1956) and Srivastava (1967) point out that for good academic success good study habits and attitudes are important.

A number of studies have been carried out on the relationship between study habits and academic achievement observed. (Brown and Haltzman, 1995; Bhandari, 1971; Koushik, 1974; Chandra, 1975; Thompson and Mark, 1976; Verma and Raj Kumar, 1999; etc.). Study means to supply one's mental capacities to the acquisition of knowledge. There is no magic key by which study habits can become suddenly and marked by improved. But there is no doubt that study habits can be improved step by step. Study habits are very easy to improve and good habits are very important for the acquisition of knowledge. Students do not enjoy school because they do not know how to study. In order to study effectively, it is not only necessary for the subjects of study students to be interested in the subjects of study, but it is also necessary for them to possess the knowledge of effective methods of study. This is why researcher feels that the comparison of the study habit between hostler and day scholar students. The problem investigated was to explore the comparison between the study habits of the hostlers and day scholar students of the Universities.

### Objectives of the Study:

- To compare the study habits between hostler and day scholar students.
- To compare the Budgeting time as a dimension of

study habit between hostler and day scholar students.

- To compare the physical conditions as a dimension of study habit between hostler and day scholar students.
- To compare the reading ability as a dimension of study habit between hostler and day scholar students.
- To compare the note taking ability as a dimension of study habit between hostler and day scholar students.
- To compare the factors in learning motivation as a dimension of study habit between hostler and day scholar students.
- To compare the memory as a dimension of study habit between hostler and day scholar students.
- To compare their achievement in the examinations as a dimension of study habit between hostler and day scholar students.
- To compare the health as a dimension of study habit between hostler and day scholar students.-

### Hypotheses of the Study:

- There is no significant difference between hostler and day scholar students with regard to their study habits.
- There is no significant difference between hostler and day scholar students with regard to their budgeting time.
- There is no significant difference between hostler and day scholar students with regard to their physical condition for study.
- There is no significant difference between hostler and day scholar students with regard to their reading ability.
- There is no significant difference between hostler and day scholar students with regard to their notes taking ability.
- There is no significant difference between hostler and day scholar students with regard to learning motivation.
- There is no significant difference between hostler and day scholar students with regard to their memory.
- There is no significant difference between hostler and day scholar students with regarding to their taking examination.
- There is no significant difference between hostler and day scholar students with regarding to their health.

### Method:

In this study 'Descriptive' survey method has been used. Therefore, survey research sample drawn from the population was studied and inferences were made about the whole population.

**Population of the Study:**

All the students presently studying at undergraduate and post graduate level colleges in Ghaziabad District.

**Sample:**

There are many techniques of sample selection. Keeping this in view the researcher used Purposive Sampling Technique to collect the data. In the present study the sample is 60 including 30 hostler and 30 day scholar students.

**Tools Used:**

In the present study, Study Habit Inventory developed by M.N. Palsane & Anuradha Sharma was used.

**Results:**

To find out the differences between hostler and day scholar students on study habits, t-test was used. Results are presented in the following tables.

**Table-1**  
**Table Showing comparison of Mean, S.D. and 't' value of Hostler and Day scholars (overall) on study habit.**

S.No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	62.87	9.45	0.14	Not significant
2.	Day Scholar	30	63.20	8.66		

It is evident from table-1, that hostlers have a mean 62.87 with S.D. 9.45 and day scholars have a mean 63.20 with S.D. 8.66 on their study habit regarding to overall dimension. Calculated 't' value is 0.14 which is not significant at 0.05 level. Therefore, null hypothesis is accepted. It means that there is no significant difference between hostler and day scholar students in their study habits regarding to overall dimension.

**Table-2**  
**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on budgeting time.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	7.43	1.87	0.62	Not significant
2.	Day Scholar	30	7.13	1.85		

It is evident from the table-2 that hostlers have a mean 7.43 with S.D. 1.87 and day scholars have a mean 7.13 with S.D. 1.85 on the dimension budgeting time. Calculated 't' value is 0.62 which is not significant at 0.05 level. Therefore, null hypothesis is accepted. It means that there is no significance difference between Hostler and day scholar students with regard to their budgeting time.

**Table-3**  
**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on physical condition for study.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	7.90	1.65	1.10	Not significant
2.	Day Scholar	30	8.37	1.63		

In the table-3, it is shown that hostlers have a mean 7.90 with S.D. 1.65 and day scholars have a mean 8.37 with

S.D. 1.63 on the dimension 'physical condition' for study. Calculated 't' value is 0.62 which is not significant at 0.05 level. Therefore, null hypothesis is accepted. It means that there is no significance difference between Hostler and day scholar students with regard to physical condition for study.

**Table-4**  
**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on reading ability.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	9.80	2.21	2.08	Significant at 0.05
2.	Day Scholar	30	10.90	1.84		

In the above table-4, it is shown that hostlers have mean 9.80 with S.D. 2.21 and day scholars have a mean 10.90 with S.D. 1.84 on the dimension reading ability. Calculated 't' value is 2.08 which is not significant at 0.01 level but significant at 0.05 level. So null hypothesis is rejected at 0.05 level and accepted at 0.01 level. Therefore, it is clear that Hostler and day scholar students have significant differences in their reading ability at 0.05 level.

**Table-5**  
**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on note taking ability.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	4.83	1.95	1.39	Not significant
2.	Day Scholar	30	4.17	1.74		

In the above table-5, it is shown that hostler have mean 4.83 with S.D. 1/95 and day scholars have a mean 4.17 with S.D. 1-74 on the dimension notes taking ability. Calculated 't' value is 1.39 which is not significant at 0.05 level. So null hypothesis is accepted. It means that there is no significance difference between Hostler and day scholar students with regard to their notes taking ability.

**Table-6**  
**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on learning motivation.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	9.37	2.04	0.75	Not significant
2.	Day Scholar	30	8.96	2.04		

In the above table-6, it is shown that hostlers have mean 9.37 with S.D. 2.04 and day scholars have a mean 8.96 with S.D. 2.04 on the dimension learning motivation. Calculated 't' value is 0.75 which is not significant at 0.05 level. So null hypothesis is accepted. It means that there is no significance difference between Hostler and day scholar students with regard to their learning motivation.

**Table-7**  
**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on memory.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	5.57	1.07	1.10	Not significant
2.	Day Scholar	30	5.50	1.22		

In the above table-7, it is shown that hostlers have mean 5.57 with S.D. 1.07 and day scholars have a mean 5.50 with S.D. 1.22 on the dimension learning motivation. Calculated 't' value is 1.10. which is not significant at 0.05 level. It means that there is no significance difference between Hostler and day scholar students with regard to their memory.

**Table-8**

**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on taking examination.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	14.47	2.48	0.79	Not significant
2.	Day Scholar	30	13.95	2.38		

In the above table-8, it is shown that hostlers have mean 14.47 with S.D. 2.48 and day scholars have a mean 13.95 with S.D. 2. on the dimension learning motivation. Calculated 't' value is 0.79 which is not significant at 0.05 level. It means that there is no significance difference between Hostler and day scholar students with regard to taking examination.

**Table-9**

**Table showing the comparison of Mean, S.D. and 't' value of Hostler and day scholar students on health.**

S. No.	Name of Group	N	Mean	S.D.	't' Value	Level of Significance
1.	Hostler	30	3.73	0.90	1.82	Not significant
2.	Day Scholar	30	4.23	1.19		

In the above table-9, it is shown that hostlers have mean 3.73 with S.D. 0.90 and day scholars have a mean 4.23 with S.D. 1.19 on the dimension learning motivation. Calculated 't' value is 1.82 which is not significant at 0.05 level. It means that there is no significance difference between Hostler and day scholar students with regarding to their health.

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