

A COMPARATIVE STUDY OF STUDY HABITS OF ENGLISH MEDIUM AND HINDI MEDIUM SCHOOL STUDENTS

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ABSTRACT

Human beings, from childhood to the old age have the habit of study something. But in life to achieve high success it is necessary to have good study habits. In student's life society, teacher, family, social situation, atmosphere, punishment and gift gives inspiration to them. The success basically depends on their way of study. According to the proverb "tit for tat" student have to study hard to gain success. There are different subtypes of study such as study of textbook, planning of time, skill of note making, concentration, mental ability, explanation of thoughts and understanding the meaning of difficult words, phrases etc. and skill of increasing vocabulary are important. In the present study, since the objectives were to compare study habits of English medium and Hindi medium students studying in secondary schools located in Faridabad district of Haryana, therefore the descriptive survey method was followed which is comparative in nature. The investigator selected two Government schools where medium of instruction was Hindi and two English medium private school of Faridabad for the selection of 100 students as sample for the study. There were 50 students of class 9th whose medium of instruction was Hindi taken from Government schools and 50 students of same class were taken from English medium private schools located in Faridabad district of Haryana state. The Study Habit Inventory (SHI) developed by M. Mukhopadhyay and D. N. Sansanwal (2002) was used as a tool. The findings of the study show that there is slight difference between Study Habits of Hindi medium and English medium students which is statistically insignificant. It can be concluded that Hindi Medium and English Medium students have similar study habits. However, in the context of the mean scores, it can be seen from the table that English Medium students have better study habits than Hindi Medium school students.

Key Words: Study; Habit; Study Habits; Achievement; Performance.

INTRODUCTION

Basically human success depends on the habits. Habits are in different stages but in student's life habits of study is the most important thing. The success basically depends on their way of study. According to the proverb "tit for tat" student have to study hard to gain success. There are different subtypes of study in that skill of test, study of textbook, planning of time, skill of notes, concentration and mental ability, explanation of thoughts and understanding the difficult or problem, skill of increasing vocabulary are important. But all these sub habits of study we develop in the future of students. But in all these to give proper direction the most important role is played by parents, teachers, school and society. In student's life examination is the most important aspect which gives the real turn to the life of student. So it is one of the important aspects in his success.

Today's world is the world of competition. If we have to survive in such situation success exam is the most important aspect. So, the bright success in examination is very important. For that purpose it is important that study habits and methods of achieving and motivating the students, to develop good habits of study are necessary for the students to understand the achievement motivation. Today's students are going to become a citizen of tomorrow and they have to overcome these difficulties completely. Hence, the secondary and higher secondary level students' study habits and achievements motivations, home environment and school environment variable correlation is mentioned in the research through comparative study.

Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the nature and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are and the

relationship between cause and effect.

Study habit is the pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in Hindi Medium acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to studying. In short, study habits of students are determined through their time management ability, work methods, attitudes toward teachers and acceptance of education.

STUDY HABITS

Study habit is a combination of two words 'Study' and 'Habit'. When taking it separately, study means, 'Application of the mind to the acquirement of knowledge'.

According to **Encyclopedia of Education (1971)** study habit is methods of study. The teachers should present to the class the most effective techniques or methods of work, as proved by experience and experiment, so that the students may make their choice.

According to **Good's Dictionary of Education**, "Study habit is the tendency of a pupil of student's way of studying whether systematic or unsystematic, efficient or inefficient etc. Study habits are measured directly through reports, examination, assessment and rating. Its measurement is done by individual scores on each dimension regarding study i.e. comprehension, concentration, task-orientation, interaction, drilling, supports, recording and total scores can be calculated on the basis of Study Habit Inventory(SHI) developed by Mukhopadhyaya and Sansanwal (2002).

According to **Mace (2002)**, "study is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application".

Kelly (1998) stated that study is the application of one's mental capacity to the acquisition, understanding and organization of knowledge. It often involves some form of formal learning.

Crow and Crow (2000) explained that study is a programme of subject matter mastery which involves hard work. However, study involves the individual's thinking, feeling, personality, social interaction, physical activities and health.

Narramore (1974) defined habit as "a pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effect". Study habit, therefore, refers to learning which leads to the achievement of a learner's goal, through a prescribed pattern of steady behaviour.

Crede and Kuncel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment.

According to Good the term study habits as: the students' way of study whether systematic, efficient or inefficient etc.' good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits of students. University students have to face the emotional causes due to several reasons. They have poor study habits and show poor academic performance motivation. A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

Study Habits has been defined in Dictionary of Education as the Students way of study, it can be effective and ineffective etc. We can say that Study habits are the methods of learning or acknowledgement, which is used by a student. The Methods can be both systematic and unsystematic.

A study habit is a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the student towards understanding academic subjects and passing at examination. Students' study habits seem to show differences in how they learn and how serious they are about their learning (Young, 1998).

Study habits refer to the activities carried out by student during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. According to Patel (1976) study habits include:

- Home environment and planning of work

- Reading and note taking habits
- Planning of subjects
- Habits of concentration
- Preparation for examination
- General habits and attitudes
- School environment

It is usually assumed that failure in academics is due to lack of ability and failure is still one of the greatest tragedies in the lives of college or school students. It is true that there are factors other than poor study habit that account for their failure, but lack of training in study takes its toll.

Nonis & Hudson (2010) found that study habits have a significant direct relationship with the academic performance of college students. Although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than those students with poor study habits. Study habits have been associated with academic achievement, independently of scholastic aptitudes.

NEED AND IMPORTANCE OF THE STUDY

Education not only fills the missing links and gaps created due to a fast paced life, but also creates general awareness about changing scenario. Education is the axis around which revolves the fullness of human being and education forms an effective means to improve the status of character of living patterns of the pupil, helps in intellectual, social and emotional development and enables them to meet their basic needs. Thus education is an indispensable instrument for stability and progress of individual as well as society. In education, effective learning not only depends upon good teaching but also on satisfactory learning procedure i.e. good study habits. Psychologists believe that good study habits are the gateway of the knowledge and wisdom. It is the one of the effective means of systematic development of the personality of an individual. 'Study habit' as a habit is generic than specific in terms of importance.

The relationship between study habit and students' academic performance has for long received attention from scholars and educational agencies. Raiz et al. (2002) revealed that there existed a significant and positive relationship between achievement of the students and the said factors like schedule of study, habit of note taking and writing book. Hence, study habits of students' plays important role in learning and fundamental to school success. Some of these factors identified are intellectual ability, poor study habits, achievement motivation, lack of vocational goals, self-concept, low socioeconomic status of the family, poor family structure and so on. The concept of study habit comprises the concept of study attitude, study method and study skill. Attitude towards study has a great contribution in academic achievement and good study pattern. Successful students adopt a positive attitude towards study and do not waste time or energy.

Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is a direct relationship between study habits and academic achievement. Study habits are usually defined as student's ability to manage time and other resources to complete an academic task successfully. 'Study habit' is the amount and kind of studying routines which the student is used during a regular period of study occurred in a conducive environment. Study habits typically denotes degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is conducive to studying. Study habits refer to the activities carried out by learners during the learning process of improving learning.

A number of studies pointed out that study habits are important in academic success and formation of good study habit. In this study the investigator tried to find out the difference of study habits among English medium and Hindi medium students studying in secondary schools located at Faridabad district of Haryana.

STATEMENT OF THE PROBLEM

The problem is entitled as, *A Comparative Study of Study Habits of English medium and Hindi Medium school students.*

OBJECTIVES OF THE STUDY

1. To find out Study Habits of English medium secondary class students
2. To find out Study Habits of Hindi medium secondary class students;
3. To study the difference between the study habits of English medium and Hindi Medium secondary class students.

3.6 HYPOTHESES

The following hypothesis was formulated and tested;

1. There is no significance difference between the study habits of English medium and Hindi Medium secondary class students.

METHODOLOGY

In the present study, since the objectives were to find out the difference between study habits of English medium and Hindi medium students studying in secondary schools located in Faridabad district of Haryana, therefore the descriptive survey method was followed which is comparative in nature.

RESEARCH DESIGN OF THE STUDY

Research design as defined by Kerlinger (1995) is the plan and structure of investigation so conceived as to obtain answer to research questions. Keeping this in view, the adaptability of the design with respect to the type of study, variables under consideration, size of respondents and phenomenon to be studied, the descriptive research method was selected as an appropriate research design. After the selection of the problem and the review of related literature, the researcher has chosen the survey method to carry out the research work for collecting the data and to arrive at conclusions.

Population: The investigator selected two Government schools where medium of instruction was Hindi and two English medium private school of Faridabad for the selection of sample for the study. The population of the study includes all the students of IX class, studying in secondary schools in Faridabad district.

Sample and Sampling Technique

Purposive sampling technique was adopted for selection of 100 students studying in 9th standard. Out of them 50 students of class 9th whose medium of instruction were Hindi taken from Government schools and 50 students of same class were taken from English medium private schools located in Faridabad district of Haryana state.

TOOLS USED

The Study Habit Inventory (SHI) developed by M. Mukhopadhyay and D. N. Sansanwal (2002) was used for the collection of data.

PROCEDURE OF DATA COLLECTION

The investigator has intimated the Head of the schools about the research work well in advance and obtained permission. The data had been collected from the ninth class students with the help of concerned class teachers after explaining the need and purpose of the work. The required numbers of students chosen was seated in a separate place and given the instructions orally and were also asked to read the instructions given along with the instruments and motivated to respond genuinely to all the items.

STATISTICAL TECHNIQUES USED

The Mean and Standard Deviation was calculated of the obtained scores of entire test conducted on the students, t-test used to see the difference between study habits of English and Hindi medium secondary school students.

Comparison of study habits scores of Hindi medium and English medium School Students: The table-1 shows the descriptive statistics i.e. number of students, the mean and standard deviation of the scores of Study Habits of the 50 Hindi medium students of Government schools and 50 students of English medium schools. The table also shows the t-ratio (Critical Ratio) between the mean scores of Hindi medium and English medium students with respect to their study habits.

Table 1: Comparison of study habits scores of Hindi medium and English medium school students					
Students	N	Mean	Std. Deviation	t-ratio	Remarks
Hindi medium	50	137.02	39.44	0.97	Insignificant
English medium	50	140.84	39.99		

The mean score of Study Habits of 50 Hindi medium students' of Government schools was calculated to be 137.02 with standard deviation 39.44. While the mean score of Study Habits of 50 English medium students' of private schools was calculated to be 140.84 with standard deviation 39.44. This shows that there is slight difference between Study Habits of Hindi medium and English medium students.

The calculated t-ratio between the study habits scores of Hindi medium students of Government schools and English medium students' of private schools was calculated to be 0.97 which is statistically insignificant, so no significant difference exists between study habits of Hindi medium students of Government schools and English medium students' of private schools.

Hence we retained our null hypothesis. "There is no significant difference in study habits between Hindi Medium and English Medium students". We can conclude that Hindi Medium and English Medium students have similar study habits. However, in the context of the mean scores, it can be seen from the table that English Medium students have better study habits than Hindi Medium school students.

DELIMITATION OF THE STUDY

The present study has the following delimitations.

1. The present study is confined to only one district i.e., Faridabad.
2. It is confined to the students of IX Class (boys and girls) under government and private managements of both media (Hindi and English) of secondary schools of Faridabad district.
3. Only four secondary schools at Faridabad district were taken for study.

MAJOR FINDINGS OF THE STUDY

- The mean score of Study Habits of 50 Hindi medium students' of Government schools was calculated to be 137.02 with standard deviation 39.44. While the mean score of Study Habits of 50 English medium students' of private schools was calculated to be 140.84 with standard deviation 39.44. This shows that there is slight difference between Study Habits of Hindi medium and English medium students.
- The calculated t-ratio between the study habits scores of Hindi medium students of Government schools and English medium students' of private schools was calculated to be 0.97 which is statistically insignificant, so no significant difference exists between study habits of Hindi medium students of Government schools and English medium students' of private schools.
- It can be conclude that Hindi Medium and English Medium students have similar study habits. However, in the context of the mean scores, it can be seen from the table that English Medium students have better study habits than Hindi Medium school students.
- Thus, to enhance the quality of education, there is a need of achievement motivation in order to improve the study habits of the students

CONCLUSION

No significant difference exists between study habits of Hindi medium students of Government schools and English medium students' of private schools. It can be concluded that Hindi Medium and English Medium students have similar study habits. However, in the context of the mean scores, it can be seen from the table that English Medium students have better study habits than Hindi Medium school students.

IMPLICATIONS OF THE STUDY

- Study habits is influenced by introduction of creative work, various mental problems solving games and exercises on a larger scale and enforced with a spirit of competition which improves the study habits.
- School should make provisions for good training program for enhancing study habits. Individual counseling can serve as an effective intervention to improve their study habits.
- While teaching, it is important that teachers should enhance study habits in the classroom and aware of the variety of strategies that they can use to teach students as related to promote their study habits.

RECOMMENDATIONS

It is recommended that future research in an effort to support the qualitative findings of the study conduct follow-up studies on a broader scale as regards to sample size, diversity of participants included in the study, and the number of schools included in the population study of more participants and/or more schools would almost certainly yield greater insight and perhaps an even closer convergence with the findings of this research.

- The investigative study focused exclusively on secondary school's students thus there is a need for future study to be directed toward elementary schools.
- Future research needs to ask the question as to whether or not the role of parents, caregivers as socializes of achievement on study habits.
- It would be interesting to make comparison, study habits between urban and rural students.
- Recommended that school counseling as an intervention be included as a variable in further research on the study habits.
- Needs to ask the role of school environments, socioeconomic status, students' race, ethnicity, curriculum, parent involvement on study habits.

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