

# Study Habit among English and Marathi Medium Student

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**Abstract:** *The quality of a nation depends upon the quality of its citizen while quality of citizen depends on the quality of its education which in turn depends on the study habits of the students. The aim of the present study was to find out the difference between English and Marathi medium students on study. For the present study 100 samples selected from Aurangabad city by purposive sampling method data were collected by study habit inventory. Result show that there is significant difference between English and Marathi medium students on study habit. Result also suggests that girl's students have better study habit than boy's students in both medium.*

**Keywords:** study habit, medium

## 1. Introduction

Study habits differ from person to person, hence in an attempt to help the learner's development by developing suitable study habits; we need a different set of parameter that takes into account of the individual capabilities. Education is an activity or procedure, which modifies the behavior of a person from instinctive to human behavior (Taneja, 2003, p.9). This definition reveals the innate truth that education aims at discovering aptitude as well as to progressively prepare man for social action; because of this, education through which the basic needs (food, shelter and clothing) are provided is necessary for the endurance of the society. According to Hills (2000), a very good and conducive learning environment encourages students study habit and might have positive impact on their academic performance but students reading in an adverse environment might find it hard to study which may affect their academic achievements.

According to Riaz et al (2002), the study habits of the students could play pivotal role in the learning process reflected in the academic presentation of the students in mathematics. Abid (2006) stated that the quality of a nation depends upon the quality of its citizen while quality of citizen depends on the excellence of its education which in turn depends on the study habits of the students. Quality of education is reflect through academic achievements which is a function of students' study habits. Therefore, the purpose of this study was to find out if there is a relationship between students' study habits and their academic performance in mathematics in Uyo Local Education Committee. Thus, study habit is one of the maximum students or learning factors that enormously influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and outside examinations would carry on to boom and become more overwhelming and alarming. Mark and Howard (2009) are of the opinion that the most common challenge to the success of students in all ramifications is a lack of effectual or positive (good) study habit. They further uphold that if

students can develop a good study habit and with good discipline, they are bound to perform extraordinarily well in their academic pursuit. Study habits are the methods of study used by students during an academic course within an suitable environment; in other words, it is the ability of students to manage time for the successful accomplishment of academic tasks. According to the definition obtainable by Azikiwie, Bajwa et al. introduces study habits as the method selected by the student for private study or the technique used to control a topic after classroom learning. Study habits play an important role in academic success, and effective study cannot be conducted without using these skills. Students who have better academic achievements take on a wider utilization of these skills than those who make poor development. According to the statistics, about one third of university students are at risk of academic failure. Investigating the causes of academic failure of the students at the Shiraz University of Medical Sciences, Dehbozorgi and Mooseli found that 43.4% of the ineffective students had no plans for studying. People who do not have enough information on study strategies will not have effectual and sustainable learning practices, despite all the time that they spend studying. In their article, Abd Khodaei and Ghaffari reported that there is a association between study strategies and the achievement of success in studies.

## 2. Methodology

### 1) Statement of the problem

To Study of Study habit among the English medium and Marathi medium students.

### Objective:-

- 1) To find out the difference between English medium and Marathi medium students on study habit.
- 2) To measure the gender difference between boys and girls students on study habit.

### Hypothesis

- 1) There will be significant difference between English and Marathi medium students on study habit.
- 2) There will be significant difference between boys and girls students on study habit.

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**Sample**

For the present study 100 students among them 50 English and 50 Marathi medium students is selected from Aurangabad city. The age range of present sample is 12-16 year all sample selected by purposive sampling method.

**Sample design:-**

	English medium	Marathi Medium	
Boys	25	25	50
Girls	25	25	50
Total	50	50	100

**Variables****Independent Variables****1) Medium**

- A) English Medium
- B) Marathi Medium

**2) Gender**

- A) Boys
- B) Girls

**Dependent Variables**

- 1) Study habit Inventory

**Research Design**

	A1	A2
B1	A1B1	A2B1
B2	A1B2	A2B2

**Tools:**

The Study habit Inventory by M.N. Palsne (1977) consist of 45 items to measure the study habits of students. The items are objective type and three alternative answers i.e. Always, Sometimes and rarely were provided against each item. The subject has to choose any one as applicable to him. Score points 2, 1, 0 are awarded as per alternative chosen by the subject. The sum of the score points is the raw score of the subject. The time limits of the inventory are not specified. Scoring can be done with the help of scoring key. Reliability coefficient of this test has been found .88 by test retest method. The inventory is a kind of checklist and possesses only validity.

**Table 1:** show mean, SD and t-test difference on study habit among English and Marathi medium students

Medium	Gender	N	Mean	SD	T value	Significant level
English	Boys	25	41.85	6.30	3.6112	0.01
	Girls	25	48.5	6.72		
Marathi	Boys	25	33.23	2.12	8.6657	0.01
	Girls	25	41.5	4.27		

**3. Discussion**

The aim of the present study was to find out the difference between English and Marathi medium boys and girls result table no.1 show mean and t-difference. Mean of English medium boys is 41.85 and SD is 6.30 and mean of English medium girls is 48.5 and SD is 6.72 and t-value is 3.61 which show significant difference between boys and girls on study habit on 0.01 levels. Mean of Marathi medium boys is 33.23 and SD is 2.12 and mean of Marathi medium girls is 41.5 and SD is 4.27 and t-value is 8.66 which show significant difference between boys and girls on study habit

on 0.01 levels. Quality of education is reflected through academic achievements which is a function of students' study habits. Students who have better academic achievements adopt a wider utilization of these skills than those who make poor progress.

**4. Conclusion**

There is significant difference between English and Marathi medium students on study habit. Result also suggests that girl's students have better study habit than boy's students in both medium.

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