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Study Habits of the Students of Dibrugarh University

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Abstract

The present study titled “Study Habits of the Students of Dibrugarh University” was undertaken with the following objectives: (a) To study the level of study habits of the students of Dibrugarh University (b) To compare the study habits of the students of Dibrugarh University on the basis of programme of study (Liberal and Professional programme of study). (c) To compare the study habits of the students of Dibrugarh University on the basis of stream (Science, Arts and Commerce). (d) To compare the study habits of the students of Dibrugarh University on the basis of gender (Male and Female). The present study was carried out on a sample of 958 students. Study Habit Inventory developed by M.Mukhopadhyay and D.N.Sansanwal was administered. The findings of the study revealed that there was a significant difference in study habits between the students of Liberal and professional programme of study. A significant difference was also observed in study habits between the students of Science, Arts and Commerce stream. The present study also revealed that female students have significantly better study habits than the male students with respect to the dimension of comprehension, drilling and support.

1.0 INTRODUCTION:

Study habits are the behavior of an individual related to studies. In the process of learning, learner’s habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits. Learner’s learning character is characterized by his study habits. It serves as the vehicle of learning. It plays a very important role in the life of students. Success or failure of each student depends upon his own study habits. (**Gudaganavar and Halayannavar, 2014**)

Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Study habits determine the academic achievement of students to a great extent. Both study habits and academic achievement are interrelated and dependent on each other. There are students who come from different environment, localities, etc and have different levels of academic achievement. They also differ in the pattern of study habits. Some students have better study habits while the others have poor. Better the study habits better is the academic achievement. Academic achievement of the students is determined by their study habits. It is the study habits which help the learner in obtaining meaningful and

desirable knowledge. Good study habits act as a strong weapon for the students to excel in life. **(Bashir and Mattoo, 2012)**

2.0 Significance of the study:

To complete the university education successfully is a matter of concern both for the teachers and the students. It is also a matter of serious concern for the parents and also for the government. The parents make financial contribution in the form of fees and sacrifices a lot for the academic success of their children. The teachers apply different teaching strategies to teach effectively and to make the students understand. The government provides better learning facilities to the students in the form of infrastructure and other facilities. On the other hand the student is entrusted with the sole responsibility to study properly so that he/she can achieve academic success. So, it is very essential for the students to develop a proper study habit to achieve success in academic life. Some students may not be able to develop a good study habits necessary for their academic success and thereby, leading to failure in examinations. Therefore, considering the importance of study habit to achieve academic success, it is very important to investigate the study habits of university students. Effective study habits are vital to student's future. It is in the light of this, that the present study investigates the study habits of students under Dibrugarh University.

3.0 Objectives of the present study:

Following are the objectives of the present study

- A. To study the level of study habits of the students of Dibrugarh university
- B. To compare the study habits of the students of Dibrugarh University on the basis of programme of study (Liberal and Professional programme of study).
- C. To compare the study habits of the students of Dibrugarh University on the basis of the basis of stream (Science, Arts and Commerce)
- D. To compare the study habits of the students of Dibrugarh University on the basis of the basis of gender (Male and Female)

4.0 Hypotheses

On the basis of the objectives outlined above the following null hypotheses have been formulated by the investigator:

- H-1: There is no significant difference in study habits between the students of liberal and professional programme of study under Dibrugarh University
- H- 2: There is no significant difference in study habits between the students of arts; science and commerce Stream of Dibrugarh University.
- H- 3: There is no significant difference in study habits between the male and female students of Dibrugarh University

5.0 Definitions of the key terms:

5.01 Study habits- Study habits is the practice that a student needs to study successfully, for comprehension, concentration and drilling. Every student has his or her own method of study. In the present study the scores obtained by the students of Dibrugarh University in the study habit inventory constructed and standardized by M. Mukhopadhyay and D.N. Sansanwal is considered to be the study habits of the students. The student, who secured high score in this inventory, is considered as having satisfactory study habits.

5.02 Liberal programme of study- Liberal programme of study are the programmes of study which are of pure/basic or interdisciplinary in nature covering the various fields like Humanities, Social Sciences and Natural Sciences. In the present study the programmes viz M.A/M.sc in Anthropology, M.A in Assamese, M.Sc in Applied Geology, M.A in Applied Psychology, M.Sc in Bioinformatics, M.Sc in Biotechnology, M.Sc in Chemistry, M.A in Economics, M.A in Education, M.A in English, M.Com in Finance and Marketing ,M.A/M.sc in Geography, M.A in History, M.Sc in life sciences, M.A/M.sc in Maths , M.A in Philosophy, M.Sc in Physics, M.A in Political Science, M.A in Sociology offered under different Departments and Centre for Studies under Dibrugarh University are considered as Liberal programme of study

5.03 Professional programme of study: Professional Programme of study is the programmes of study in which one studies about the various professional skills and competencies that can help the learner in the earning of their livelihood. In the present study the programmes viz MCA, BCA, B.A.(LL.B, LLM,) MLISc, M.A in performing arts, M.A in Journalism and Mass Comm, BBA, MBA (FT), MSW, M.Tech in Petroleum Geology, M.Tech in Exploration Geophysics, M.Tech in Petroleum Technology, B.Pharm, M.Pharm, B.Tech provided under different Department, Centre for Studies, Institutions under Dibrugarh University are considered as Professional programmes of study.

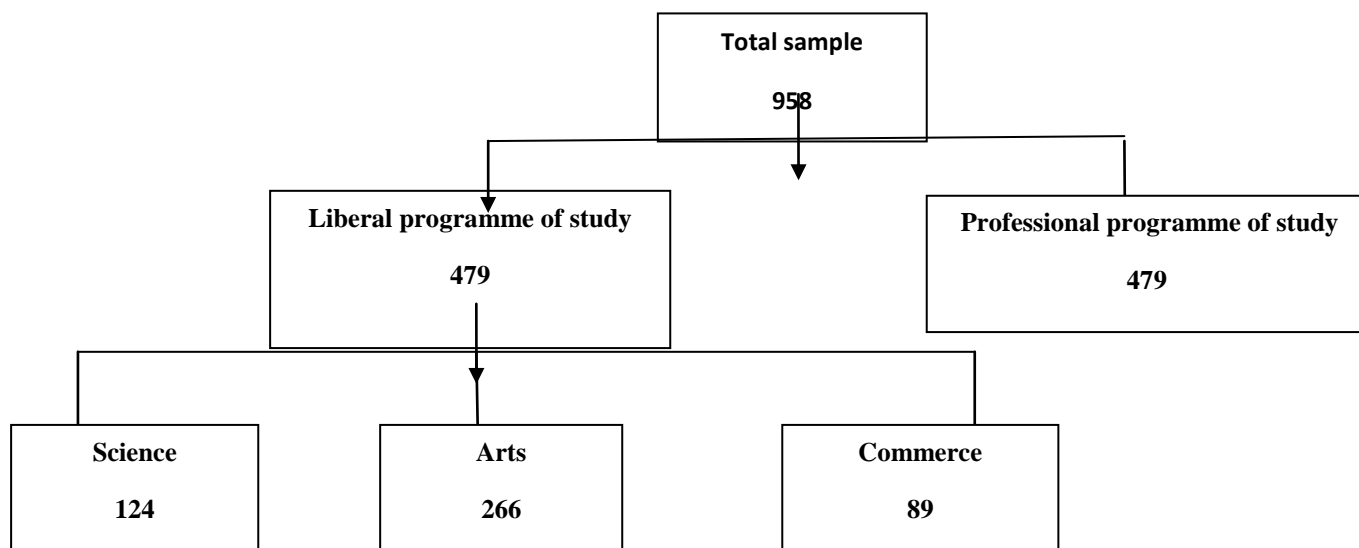
6.0 Methodology of the study

6.01 Methods used: In this study the Normative Survey method was used. The researcher collected the data herself, by visiting the selected Departments/Centre for studies/Institutions of the Dibrugarh University.

6.02 Population: The population of the present study comprised of all the students of Dibrugarh University under Liberal and Professional programme of study within the university campus.

6.03 Sample: In the present research study, the sample of the universe was selected by adopting both purposive and incidental sampling. At first the total population was classified in to two categories under Liberal and Professional programme of study. After that, the Liberal programme of study was classified into three different categories according to the nature of the stream i.e. Science, Arts and Commerce. *Purposive sampling technique* was used for selecting the Departments/Centre for Studies / Institutions and *Incidental sampling technique* was used to select student's sample.

Flow-Chart of the population sample



6.04 Tools used for data collection: A study habit inventory constructed and standardized by M. Mukhopadhyay and D.N. Sansanwal is used by the investigator to assess the study habits of the student of Dibrugarh University. The inventory comprises 70 items pertaining to nine sub-components namely Comprehension (12 items), concentration (10 items), Task Orientation (9 items), Study sets (7 items), Interaction (3 items), Drilling (4 items), Supports (22 items), Recording (2 items), and Language (1item). Out of 70 items, 52 items are in affirmative and only 18 items are in negative forms. The items have been drafted in affirmative (52 items) and negative (18 items) forms. The split-half reliability coefficient of the scale is .91

6.05 Collection of data: Data were collected during the months of February to April, 2016. In order to collect data the investigator had visited the selected Departments/Centre for studies/Institutions under Dibrugarh University. After getting the formal permission from the HOD of concerned departments’ data was collected. Students were briefed about the nature and the purpose of the current study. Students were assured about the confidentiality of the data. After establishing a good rapport with the students, the students were asked to read the instructions carefully before giving their responses. The investigator also provided oral instructions. When the students completed responding, the filled in copies were then collected.

7.0 Findings of the study:

The findings of the present study has been presented with respect to all the objectives-

7.01 Establishing the Criterion of Parametric Test through Histogram with NPC (Normal Probability Curve) and Normal p-p plot of Study Habit of the students of Dibrugarh University

The Histogram is the style of presentation of data graphically and NPC is the indication of normality, which are presented in a single graph to comprehend about the nature of the distribution. The Histogram and the NPC showing the distribution of

Study Habits of the students of Dibrugarh University are presented to observe the features of normality (Figure: 1.1)

Histogram with NPC showing the distribution of study habits of Dibrugarh University students

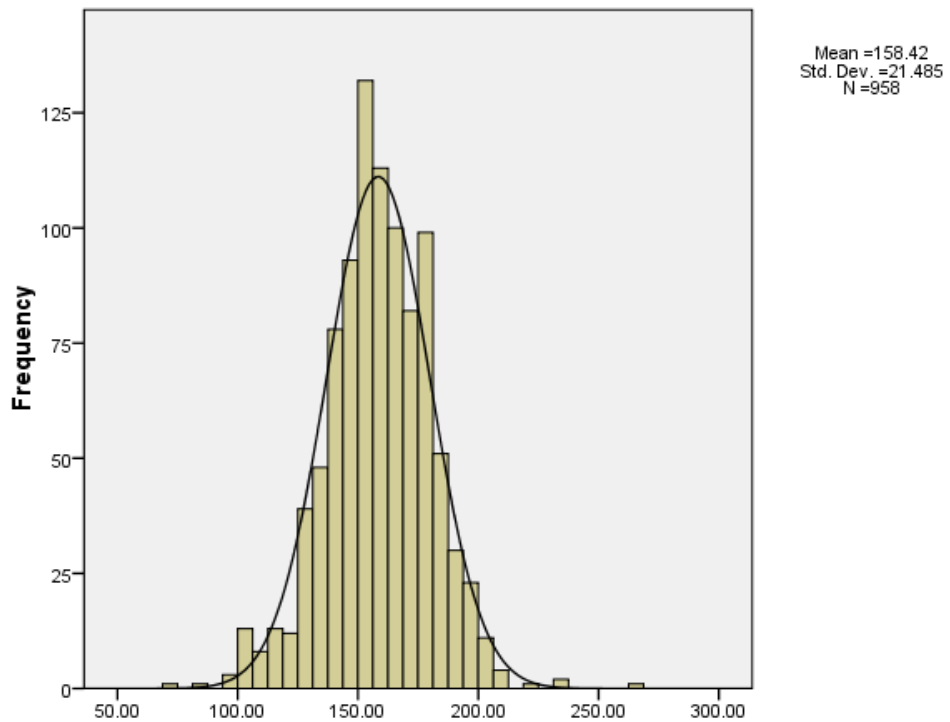


Figure 1.1: Histogram with NPC showing the distribution of study habits of Dibrugarh University students

From the Histogram with NPC, (Figure: 1.1), it is cleared that the bars of the histograms near the point 100 and near the point 150 and 200 have crossed the NPC line, i.e. a small portion of the Histogram is outside the NPC area. Thus it can be concluded that it is very slightly diverted from the Normal Probability Curve.

Normal P-P Plot representing the distribution of study habit of the Students of Dibrugarh University

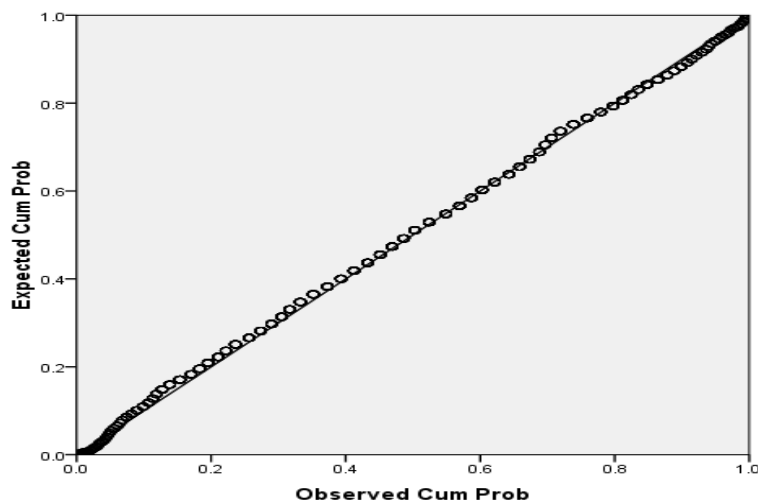


Figure 1.2: Normal P-P Plot representing the distribution of study habit of the students of Dibrugarh University

It is observed from the figure: 1.2 that all the small circles touch the base NPC line. Thus, it can be concluded that the distribution of the study habit of the students of Dibrugarh University is normal in nature.

7.02 Level of Study Habits of the students of Dibrugarh University

The scores obtained by the students of Dibrugarh University in the Study Habit Inventory were used to calculate Mean, Median, Standard Deviation, Quartile Deviation, Skewness and Kurtosis. Table 1.1 shows the level of Study Habits of the students of Dibrugarh University

**Table-1.1
Level of Study Habits of the students of Dibrugarh University**

Mean	Median	Mode	Standard Deviation	Quartile Deviation	Skewness (Sk)	Kurtosis (Ku)
158.37	159	160	21.52	14	-0.095	0.98

The value of Mean, Median, Mode, Standard Deviation and Quartile Deviation of the distribution of scores on internet awareness obtained by the students of Dibrugarh University are found to be 158.37, 159, 160, 21.52 and 14 respectively. The value of Sk is -0.095. Thus, the Distribution is skewed negatively or to the left. The value of Ku is 0.98. Thus the distribution is leptokurtic in nature, i.e. the peak of the curve is higher than the normal curve.

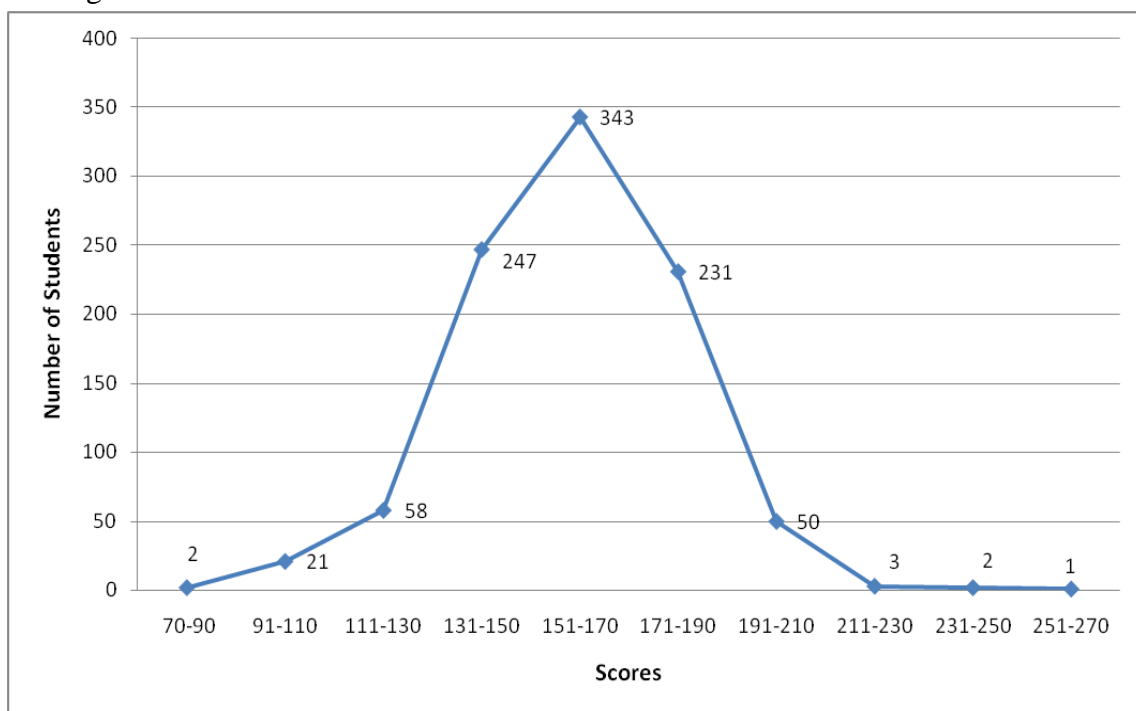


Figure 1.3: Study Habits of the students of Dibrugarh University

Figure 1.3 shows the distribution of students studying in Dibrugarh University on the basis of the scores obtained in Study Habit Inventory. It is clear from figure 1.3: that out of 958 university students, Majority of the students i.e 343 students obtained the scores ranges from 151-170, 247 students scored between 131-150, 231 students scored between 170-190. Figure 1.3 also shows that 58 students scored between 111-130, 50 students scored between 191-210 and 21 students scored

between 91-110. Only 3 students scored between 211- 230 and only 2 students scored between 231-250 and 70-90. Only 1 student scored between 251-270.

7.03 Comparison of Study Habits of the students of Dibrugarh University on the basis of programme of study (Liberal and Professional programme of study)

In order to compare the study habits of the students of Dibrugarh University on the basis of programme of study ‘t’ test was used. Table 1.2 shows the comparison of study habits of the students of Dibrugarh University with respect to Liberal and Professional programme of study.

Table-1.2
Comparison of study habits (Dimension Wise) between the students’ of Liberal and Professional programme of study under Dibrugarh University

Categories	N	Dimensions of Study Habits	Mean	SD	t	df	Significance
Liberal programme of study	479	Comprehension	28.32	24.47	3.38	956	Significant at .01 level
Professional programme of study	479	Comprehension	27.28	21.25			
Liberal programme of study	479	Concentration	20.40	21.89	1.91	956	Not significant at .01 level
Professional programme of study	479	Concentration	19.84	19.08			
Liberal programme of study	479	Task orientation	20.13	23.32	3.11	956	Significant at .01 level
Professional Programme of study	479	Task orientation	19.23	16.58			
Liberal programme of study	479	Study set	16.90	16.66	-0.39	956	Not significant at .01 level
Professional programme of study	479	Study set	17.00	15.66			
Liberal programme of study	479	Interaction	6.71	4.68	.71	956	Not significant at .01 level
Professional programme of study	479	Interaction	6.61	4.23			
Liberal programme of study	479	Drilling	6.41	7.51	6.61	956	Significant at .01 level
Professional programme of study	479	Drilling	5.33	5.27			

Liberal programme of study	479	Support	53.79	122.39	2.21	956	Significant at .05 level
Professional programme of study	479	Support	52.20	123.59			
Liberal programme of study	479	Recording	5.71	3.11	3.43	956	Significant at .01 level
Professional programme of study	479	Recording	5.31	3.46			
Liberal programme of study	479	Language	2.78	1.60	.141	956	Not significant at .01 level
Professional programme of study	479	Language	2.78	1.25			

The following null hypothesis was formulated for testing if there is any significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension ‘Comprehension’, **“There is no significant difference in study habits between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of comprehension.”** The ‘t’ value is found to be 3.38 which is significant at .01 level. Hence the null hypothesis could be rejected at .01 level of significance (Table value = 2.58). Thus, there is a significant difference between the students of Liberal and Professional Programme of study under Dibrugarh University with respect to the dimension ‘Comprehension’. The mean score (28.32) obtained by the students of Liberal programme of study with respect to the dimension ‘Comprehension’ is greater than the mean score (27.28) obtained by the students of Professional programme of study.

To examine the difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of ‘Concentration’, the null hypothesis was formulated as **“There is no significant difference between the students of Liberal and Professional of study under Dibrugarh University with respect to the dimension of concentration.”** The ‘t’ value is found to be 1.91 which is not significant at .01 level (Table value =2.58). Hence, the null hypotheses could be accepted at .01 level of significance. Thus there is no significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension ‘Concentration’.

To test the difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of ‘Task orientation’, the null hypothesis was formulated as **“There is no significant difference between the students of Liberal and Professional programme under Dibrugarh University with respect to the dimension of Task orientation.”** The ‘t’ value is found to be 3.11 which is significant at .01 level (Table value =2.58). Thus

there is a significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension 'Task orientation'. The mean score (20.13) obtained by the students of Liberal programme of study with respect to the dimension 'Task orientation' is greater than the mean score (19.23) obtained by the students of Professional programme of study

In order to test if there is any significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of 'Study set', the null hypothesis was formulated as **"There is no significant difference between the students of Liberal and Professional of study under Dibrugarh University with respect to the dimension of study set."** The 't' value is found to be -0.39 which is not significant at .01 level (Table value =2.58).Hence, the null hypotheses could be accepted at .01 level of significance. Thus there is no significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of 'Study set'.

In order to test if there is any significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of 'Interaction', the null hypothesis was formulated as **"There is no significant difference between the students of Liberal and Professional of study under Dibrugarh University with respect to the dimension of interaction."** The 't' value is found to be .71 which is not significant at .01 level (Table value =2.58).Hence, the null hypotheses could be accepted at .01 level of significance. Thus there is no significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of 'Interaction'.

The following null hypothesis was formulated for testing if there is any significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension 'Drilling', **"There is no significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of Drilling."** The 't' value is found to be 6.61 which is significant at .01 level. Hence the null hypothesis could be rejected at .01 level of significance (Table value = 2.58).Thus, there is a significant difference between the students of Liberal and Professional Programme of study under Dibrugarh University with respect to the dimension 'Drilling'. The mean score (6.41) obtained by the students of Liberal programme of study with respect to the dimension 'Drilling' is greater than the mean score (5.33) obtained by the students of Professional programme of study

To examine the difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of 'Support', the null hypothesis was formulated as **"There is no significant difference between the students of Liberal and Professional of study under Dibrugarh University with respect to the dimension of support."** The 't' value is found to be 2.21 which is significant at .05 level (Table value =1.97).Thus there is a significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension 'Support'.

To test the difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of ‘Recording’, the null hypothesis was formulated as **“There is no significant difference between the students of Liberal and Professional programme under Dibrugarh University with respect to the dimension of recording.”** The ‘t’ value is found to be 3.43 which is significant at .01 level (Table value =2.58). Thus there is a significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension ‘Recording’.

In order to test if there is any significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension of ‘Language’, the null hypothesis was formulated as **“There is no significant difference between the students of Liberal and Professional of study under Dibrugarh University with respect to the dimension of language.”** The ‘t’ value is found to be .141 which is not significant at .05 level (Table value =2.97). Hence, the null hypotheses could be accepted at .05 level of significance. Thus there is no significant difference between the students of Liberal and Professional programme of study under Dibrugarh University with respect to the dimension ‘Language’.

7.04 Comparison of Study Habits of the students of Dibrugarh University on the basis of streams (Science, Arts and Commerce)

In order to compare the study habits of the students of Dibrugarh University with different stream ‘F-test’ was used. Table 1.4 shows the comparison of study habits of the students of Dibrugarh University with different streams.

Table-1.4

Comparison of the Study Habits of the students of Dibrugarh University with different stream

Stream	Sum of Squares	Df	Mean Squares	F	P-value	Significance
Between Groups	3667.8393	2	1833.92	3.97	.0195	Significant at .01 level
Within Groups	220050.1022	476	462.2901			
Total	223717.9415	478				

The following null hypothesis was formulated for testing if there is any significant difference in study habits of the students of Science, Arts and Commerce under Dibrugarh University. **There is no significant difference in study habits between the students of arts; science and commerce Stream of Dibrugarh University.** Here ‘F’ value is found to be 3.97, which is significant at .01 level. Hence null hypothesis could be rejected .01 level (table value=2.58). Thus, there is a significant difference in study habits between the students of different streams, viz Science, Arts and Commerce.

7.05 Comparison of study habits (Dimension wise) of the students of Dibrugarh University on the basis of gender (Male and Female students):

The ‘t-test’ was used to compare the Study habits (Dimension wise) between male and female students of Dibrugarh University. Table 1.5 shows the comparison of

Study habits (dimension wise) between male and female students of Dibrugarh University.

Table-1.5
Comparison of the Study Habits (Dimension Wise) between Female and Male student's of Dibrugarh University

Categories	N	Dimensions of Study Habits	Mean	SD	t	df	Significance
Male	372	Comprehension	26.98	4.81	-4.30	956	Significant at .01 level
Female	586	Comprehension	28.34	4.72			
Male	372	Concentration	19.94	4.40	-1.01	956	Not significant at .01 level
Female	586	Concentration	20.25	4.60			
Male	372	Task orientation	19.83	4.85	.83	956	Not significant at .01 level
Female	586	Task orientation	19.58	4.24			
Male	372	Study set	16.96	4.06	.034	956	Not significant at .01 level
Female	586	Study set	16.95	3.99			
Male	372	Interaction	6.57	2.08	-.999	956	Not significant at .01 level
Female	586	Interaction	6.72	2.13			
Male	372	Drilling	5.45	2.49	-4.04	956	Significant at .01 level
Female	586	Drilling	6.14	2.60			
Male	372	Support	52.87	11.49	-.343	956	Significant at .05 level
Female	586	Support	53.12	10.84			
Male	372	Recording	5.49	1.85	-.248	956	Not Significant at .01 level
Female	586	Recording	5.52	1.80			
Male	372	Language	2.75	1.13	-.394	956	Not significant at .01 level
Female	586	Language	2.78	1.07			

The following null hypothesis was formulated for testing if there is any significant difference between female and male students of Dibrugarh University with respect to the dimension 'Comprehension', **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of comprehension."** The 't' value is found to be 4.30 which is significant at .01 level. Hence the null hypothesis could be rejected at .01 level of significance (Table value = 2.58). Thus, there is a significant difference between female and male students of Dibrugarh University with respect to the dimension 'Comprehension'. The mean score (28.34) obtained by female students with respect to the dimension 'Comprehension' is greater than the mean score (26.98) obtained by male students.

To examine the difference between female and male students of Dibrugarh University with respect to the dimension of 'Concentration', the null hypothesis was formulated as **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of concentration."** The 't' value is found to be 1.01 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'Concentration'. The mean score (19.94) obtained by male students with respect to the dimension 'Concentration' is almost equal to the mean score (20.25) obtained by female students.

To test the difference between female and male students of Dibrugarh University with respect to the dimension of 'Task orientation', the null hypothesis was formulated as **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of task orientation."** The 't' value is found to be .83 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'Task orientation'.

In order to test if there is any significant difference between male and female students of Dibrugarh University with respect to the dimension of 'Study set', the null hypothesis was formulated as a **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of study set."** The 't' value is found to be .034 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'Study set'.

The following null hypothesis was formulated for testing if there is any significant difference between female and male students of Dibrugarh University with respect to the dimension 'Interaction', **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of interaction."** The 't' value is found to be .999 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'Interaction'.

To examine the difference between female and male students of Dibrugarh University with respect to the dimension of 'Drilling', the null hypothesis was formulated as **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of Drilling."**

The 't' value is found to be 4.04 which is significant at .01 level. Hence the null hypothesis could be rejected at .01 level of significance (Table value = 2.58). Thus, there is a significant difference between female and male students of Dibrugarh University with respect to the dimension 'Drilling'. The mean score (6.14) obtained by female students with respect to the dimension 'Drilling' is greater than the mean score (5.45) obtained by male students.

To test the difference between female and male students of Dibrugarh University with respect to the dimension of 'Support', the null hypothesis was formulated as **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of support."** The 't' value is found to be .343 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'support'.

In order to test if there is any significant difference between male and female students of Dibrugarh University with respect to the dimension of 'Recording', the null hypothesis was formulated as a **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of recording."** The 't' value is found to be .248 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'Recording'.

To examine the difference between female and male students of Dibrugarh University with respect to the dimension of 'Language', the null hypothesis was formulated as **"There is no significant difference between the male and female students of Dibrugarh University with respect to the dimension of language."** The 't' value is found to be .394 which is not significant at .05 level (Table value = 1.97). Thus there is no significant difference between female and male students of Dibrugarh University with respect to the dimension 'Language'.

8.0 Conclusion:

The present study revealed that there was a significant difference in study habits between the students of Liberal and professional programme of study. The students of liberal programme of study have significantly better study habits than the students of professional programmes of study with respect to the dimension of comprehension, task orientation, drilling, support and recording. However no significant difference was found between the students of Liberal and professional programme of study with respect to the dimension of concentration, study set, interaction and language.

The stream-wise comparison of study habits in present study revealed a significant difference between the students of different streams studying in Dibrugarh University. A significant difference was observed in study habits between the students of Science, Arts and Commerce stream. The mean study habit score obtained by the students of Arts stream (163.62) was greater than the mean study habit score obtained by the students of Science (158.52) and Commerce (157.49)

Again the Gender-wise comparison of study habits revealed that there was a significant difference between the male and female students of Dibrugarh University. The female students have significantly better study habits than the male students with

respect to the dimension of comprehension, drilling and support. However no significant difference was found between the male and female students of Dibrugarh University with respect to the dimension of concentration, task orientation, study set, interaction, recording and language.

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