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A Comparative Study of the Study Habits of the Students of The Islamia University of Bahawalpur in Pakistan

Aijaz Ahmed Gujjar, Ph.D. Scholar, Naeem Ullah Bajwa, Ph.D., and
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Abstract

Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students cannot use effective study skills, until they are not having good habits. One individual learns more quickly and thoroughly than another due to good study habits.

The present study was conducted in order to determine the difference between the study habits of The Islamia University of Bahawalpur in Pakistan relating to selected variables, namely, Gender, Status, Faculty and Subject.

Five hundred students The Islamia University of Bahawalpur were taken by giving representation to the students of all departments of the Faculty of Science and Education. A forty-item questionnaire on five stages scale was administered to the students. The questionnaire was divided into seven clusters, namely, Time management, Class attendance and participation, General study strategies, Exam preparation, Goal setting and motivation, Textbook reading and Note-taking. Data was analyzed by using SPSS XII. The reliability of the questionnaire was 0.869 (Cronbach's alpha).

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Students of the faculty of education are significantly better than the students of the faculty of science on textbook reading. Female students are significantly better than their male counterparts on textbook reading. Students of earlier classes are significantly better than the students of the final year class on all parameters of the study habit scale.

On time management, students of Geography are significantly better and the students of Physics are significantly lower among the groups. On general study strategies, students of Geography are significantly better and students of Statistics are significantly lower among the departments/groups. On exam preparation, students of Psychology and Geography are significantly better and students of Physics is significantly lower among the departments. On goal setting and motivation, students of Psychology and Geography are significantly better while students of Health & Physical education and Physics are significantly lower among the groups/departments.

On textbook reading students of Fine Arts and Geography are significantly better while students of Health & Physical education, Physics and Statistics are significantly lower among the departments. On note-taking, students of Geography and Computer Science are significantly higher and students of Chemistry are significantly lower among the departments/groups. On over all study habits scale, students of Geography are significantly better while students of Health & Physical Education; Physics and Statistics are significantly lower among the groups/departments.

Introduction

No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively communicate it to the students and while the students have a clear view of their abilities, have good study habits and are able to use effective study skills.

Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and taking on habits and ideas which make study more pleasant and fruitful.

Why does one individual learn more quickly and thoroughly than other? The main reason for inefficiency in learning is one's carelessness and ineffective study habits.

According to *New Standard Dictionary of Education*, study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it.

According to Crow & Crow (1992), the effective habits of study include plan/place, a definite time table and taking brief but well organized notes. To study successfully a student must decide what information is important and then form opinions concerning it.

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All these things must be done to the best of his ability in the shortest possible span of time. Because knowledge is very important to every person, it is wise to learn how to study in the most effective way. Experts are agreed that great success in the field of knowledge is attributed to good and consistent study habits. Like any other activity, skill and dedication are the key points for learning how to learn. According to Azikiwe (1998), study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning, so as to attain mastery of the subject.

According to Azikiwe (1998), good study skills are good asset to learners because, these assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure. Sorenson (1991), while outlining the good basic study habits, stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through instead sustained concentration is necessary.

Concentrating on this crucial aspect of learning, researchers have investigated several useful techniques and tips for helping students to get the best understanding of their course material in order to achieve full competence in the subject and high grades in examination. These methods include critical thinking, meta-cognition, reading text skill, time management, controlling reading difficulties, index system study, enhancing memory efficacy, concept mapping, thinking aloud and MURDER.

M- Mood
U- Understand
R-Recall
D-Digest
E- Expand
R- Review
(Hayes, 1989).

According to Chastain & Thurbor (1989) and Martin (1985), there are many different types of effective studying techniques. One popular study technique is called the SQ4R method. The “S” and “Q” stand for “Survey” and “Question”, and the “4R” stands for “Read”, “Recite”, “Relate” and “Review”. This method is taught in many introductory psychology courses and is a good way to prepare for tests in almost any course.

Similarly, different methods of effective learning include:

- a) Observation
- b) Learning by doing
- c) Reading and reviewing
- d) Discussing with others
- e) Experimenting
- f) Thinking around new ideas and concepts
- g) Reflecting on what the subject means

- h) Thinking about practical applications
- i) Listening and asking questions
- j) Reformulating-putting something into one's words

According to Apps (1982), Reed (1996) and Rooney & Lipume (1992), sound and persistent study habits reduce test anxiety, enhance student's ability, improve his performance and develop confidence in him. Learning is doing and it is an active process in which a student must be involved and participating in what he / she is trying to learn.

Teaching and Learning Situation in Pakistan

Teaching and learning situation in Pakistan is very much in a continuous dilemma. The survival of Pakistan lies in the fast development. Development cannot be postponed further. In order to contribute to national development, both males and females must play an equal role. Education is one of those fields, which is continuously facing decline for the past fifty nine years. The importance of adopting effective study habits by students in the whole process of learning has always been ignored.

Gender Bias

With reference to investigating study habits, all students are important without any gender bias. Pakistan is an ideological and democratic country, demands gender balance between two sections of the population. Unfortunately, women candidates are much disappointed and or lagging far behind their male counter parts in many walks of life. Studies with reference to women's issues of literacy, education, health, economic opportunity, empowerment and security reveal that Pakistani women are most suffering than men in all of these areas in social development.

According to Mirza & Malik (2000), educational institutions are mirror to the society. The plight of women demands that women need to be encouraged to excel in their academic pursuits in order to compete with their male counter parts, for which they need to adopt good study habits and effective study skills.

On the Requirement of Study Time

Nausheen (2002) suggested that proper investment of time in students' life is important. The actual amount of study time required by an individual depends on his/her speed and efficiency in the work and his/her preparation and adaptability for each type of work in which he/she is engaged. Generally it is expected that students spend two hours on self-study for every hour spent in class, especially at the higher level of education and these hours should be properly scheduled for a day or a week and deadline should be settled for each task. However, in Pakistan, firstly students do not spare much time for self-study and, secondly, resort to ineffective study skills, because of which their performance in examinations is badly affected. They are unable to develop an appropriate understanding of the concepts, issues and ideas.

The Focus of the Present Study

The present study focuses on surveying the study habits of students of The Islamia University of Bahawalpur on different variables, namely, subject, gender, status and faculty. Very few research studies on the current topic have been conducted in Pakistan.

Asma (2001) conducted a study to collect information regarding study habits of university students. Iqbal & Shezadi (2002, p.60) conducted a research on “Study habits of female students of the university” and concluded that female students of all the departments lacked good study habits as well effective study skills.

Methodology

Sample

Students of twelve departments of the faculty of Science and Education were selected as sample; 500 students were included in the sample. A detail of student from the entire departments is given below:

S. No	Department	Number of Students
1	Psychology	40
2	Education	70
3	Educational Training	40
4	Fine Arts	30
5	Health and Physical Education	40
6	Social Work	40
7	Geography	40
8	Computer Science	40
9	Physics	40
10	Statistics	40
11	Mathematics	40
12	Chemistry	40
Total		500

Research Instrument

After reviewing the related literature, a five point rating scale was developed to gather necessary information about the study habits of the students of the faculties of Science and Education. Forty items were carefully included in this rating scale. Students were required to respond on a five point scale. The reliability of the instrument was calculated by using SPSS XII and Cronbach’s alpha was found 0.869. The instrument was personally administered to the sample.

Data Analysis

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To analyze the data, students' responses were converted into numerical scale, according to the following description: Always 5, Often 4, Occasionally 3, Rarely 2, and Never 1. SPSS XII was used to analyze the data. The study habits scale was divided into seven clusters, namely, Time management, class attendance & participation, general study strategies, exam preparation, goal setting & motivation, textbook reading and note-taking. Vvalue of each cluster was computed on SPSS XII and then t-test and ANOVA were run in order to find the significant difference on different variables between different variables and among twelve departments.

Findings

The findings of the study are as under:

Table: 1 Showing the mean difference of science and education faculties on different variables of study habits scale

Variables	Faculty	N	Mean	Std. Deviation	Std. Error Mean	t- value	p- value
Time Management	Education	275	28.5491	4.21420	.25413	-1.173	.241
	Science	225	29.0578	5.47977	.36532		
Class Attendance and Participation	Education	275	14.1418	3.26867	.19711	-.496	.620
	Science	225	14.2889	3.33289	.22219		
General Study Strategies	Education	275	26.2473	4.39608	.26509	.890	.374
	Science	225	25.8844	4.70135	.31342		
Exam Preparation	Education	275	27.4618	4.27706	.25792	1.473	.141
	Science	225	26.8933	4.31331	.28755		
Goal Setting and Motivation	Education	275	27.9200	4.08944	.24660	1.169	.243
	Science	225	27.5067	3.73344	.24890		
Textbook Reading	Education	275	19.4218	3.07869	.18565	3.842	.000
	Science	225	18.3200	3.32131	.22142		
Note Taking	Education	275	11.8545	2.22968	.13445	-1.078	.282
	Science	225	12.0756	2.34303	.15620		
Over All	Education	275	155.5964	19.92872	1.20175	.878	.381
	Science	225	154.0267	19.85976	1.32398		

Above table shows that the students of education faculty are significantly better than the students of science faculty on text book reading, while, on all the other variables, there is a difference, but that difference is not significant. So, it can be concluded from the above table that the students of the faculty of education are significantly better on textbook reading.

Table: 2 Showing the mean difference of male and female students on different variables of study habits scale

Variables	Student Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Time Management	Female	334	28.7275	4.15040	.22710	-.331	.741
	Male	166	28.8795	5.97246	.46355		
Class Attendance and Participation	Female	334	14.1257	3.38373	.18515	-.791	.429
	Male	166	14.3735	3.11287	.24161		
General Study Strategies	Female	334	26.2246	4.54545	.24872	.983	.326
	Male	166	25.8012	4.51425	.35037		
Exam Preparation	Female	334	27.4192	4.12759	.22585	1.575	.116
	Male	166	26.7771	4.60616	.35751		
General Setting	Female	334	27.8922	3.88426	.21254	1.276	.202
	Male	166	27.4157	4.02742	.31259		
Text Book Reading	Female	334	19.1707	3.09765	.16950	2.411	.016
	Male	166	18.4337	3.44900	.26769		
Note Taking	Female	334	11.9461	2.20226	.12050	-.110	.913
	Male	166	11.9699	2.44063	.18943		
Over All	Female	334	155.5060	19.49617	1.06678	.982	.327
	Male	166	153.6506	20.67318	1.60455		

Above table shows that female students are significantly better than male students on textbook reading, while on all the other variables, there is a difference. But that difference is not significant. So, it can be concluded from the above table that female students are significantly better on textbook reading.

Table: 3 Showing the mean difference of previous and final students on different variables of study habits scale.

Variables	Student Status	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Time	Previous	278	29.6727	5.15087	.30893		

Management	Final	222	27.6577	4.13241	.27735	4.737	.000
Class Attendance and Participation	Previous	278	14.4820	3.19375	.19155	2.088	.037
	Final	222	13.8649	3.39413	.22780		
General Study Strategies	Previous	278	26.4604	4.77398	.28632	2.084	.038
	Final	222	25.6126	4.17961	.28052		
Exam Preparation	Previous	278	27.8309	4.09060	.24534	3.683	.000
	Final	222	26.4234	4.43158	.29743		
General Setting	Previous	278	28.4317	3.81343	.22871	4.522	.000
	Final	222	26.8604	3.91809	.26297		
Text Book Reading	Previous	278	19.2950	3.27435	.19638	2.876	.004
	Final	222	18.4640	3.12862	.20998		
Note Taking	Previous	278	12.1331	2.17640	.13053	1.970	.049
	Final	222	11.7297	2.39323	.16062		
Over All	Previous	278	158.3058	19.88550	1.19265	4.374	.000
	Final	222	150.6126	19.10115	1.28198		

Above table shows that students of the previous class are significantly better than the students of the final class on all the variables of study habit scales as well as on over scale. So, it can be concluded from the above table that the students of the previous class are significantly better than the students of the final class in study habits.

Table: 8 Showing the ANOVA on different parameters of study habit scale as well as on whole scale.

Variables		Sum of Squares	df	Mean Square	F	p-value
Time Management	Between Groups	657.472	11	59.770	2.660	.003
	Within Groups	10966.886	488	22.473		
	Total	11624.358	499			
Class Attendance and Participation	Between Groups	146.933	11	13.358	1.237	.260
	Within Groups	5271.435	488	10.802		
	Total	5418.368	499			
General Study Strategies	Between Groups	1026.409	11	93.310	4.930	.000
	Within Groups	9236.063	488	18.926		
	Total	10262.472	499			
Exam Preparation	Between Groups	506.030	11	46.003	2.576	.003
	Within Groups	8713.752	488	17.856		

	Total	9219.782	499			
Goal Setting and Motivation	Between Groups	674.576	11	61.325	4.244	.000
	Within Groups	7051.046	488	14.449		
	Total	7725.622	499			
Textbook Reading	Between Groups	564.362	11	51.306	5.380	.000
	Within Groups	4653.900	488	9.537		
	Total	5218.262	499			
Note Taking	Between Groups	155.640	11	14.149	2.827	.001
	Within Groups	2442.302	488	5.005		
	Total	2597.942	499			
Over All	Between Groups	17420.287	11	1583.662	4.292	.000
	Within Groups	180052.663	488	368.960		
	Total	197472.950	499			

According to the above table, there is a significant difference among the time management, general study strategies, goal setting and motivation, exam preparation, textbook reading, note-taking and overall scale of the various groups.

Table: 9 Showing the multiple comparisons on time management

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and physical education	2.47500	.020
2	Psychology vs social work	2.27500	.032
3	Psychology vs Physics	2.25000	.034
4	Education vs Health and Physical Education	0.93961	.019
5	Education vs Social Work	2.21429	.033
6	Education vs Physics	1.98929	.035
7	Geography vs Education	2.06071	.029
8	Geography vs Educational Training	3.27500	.002
9	Geography vs Fine Arts	2.87500	.012
10	Geography vs Health and Physical Education	4.27500	.000
11	Geography vs Social Work	4.07500	.000
12	Geography vs Computer Science	2.82500	.008
13	Geography vs Physics	4.05000	.000
14	Geography vs Statistics	2.72500	.010
15	Geography vs Chemistry	3.15000	.003
16	Mathematics vs Health and Physical Education	2.50000	.019
17	Mathematics vs Social Work	2.30000	.031
18	Mathematics vs Physics	2.27500	.032

Above table shows that the time management in Psychology is significantly better than Health and Physical Education, Social work and Physics. Education is significantly better than Health and Physical education, social work and Physics. Geography is significantly better than Education, Educational Training, Fine Arts, Health and Physical Education, Social Work, Computer Science, Physics, Statistics and Chemistry. Mathematics is significantly better than Health and Physical Education, Social Work and Physics. So, it is concluded that Geography is significantly better than all the departments except Psychology and Mathematics and Health & Physical Education, Social Work and Physics are significantly lower than Education, Psychology and Mathematics.

Table: 10 Showing the multiple comparisons on general study strategies

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and physical education	2.07500	.033
2	Psychology vs Statistics	2.87500	.003
3	Education vs Health and Physical Education	2.86786	.001
4	Education vs Physics	2.41786	.005
5	Education vs Statistics	3.66786	.000
6	Education vs Chemistry	1.91786	.027
7	Educational Training vs Statistics	2.50000	.010
8	Social Work vs Statistics	2.17500	.026
9	Geography vs Psychology	2.92500	.003
10	Geography vs Education	2.13214	.014
11	Geography vs Educational Training	3.30000	.001
12	Geography vs Fine Arts	3.90833	.000
13	Geography vs Health and Physical Education	5.00000	.000
14	Geography vs Social Work	3.62500	.000
15	Geography vs Computer Science	2.65000	.007
16	Geography vs Physics	4.55000	.000
17	Geography vs Statistics	5.80000	.000
18	Geography vs Mathematics	3.82500	.000
19	Geography vs Chemistry	4.05000	.000
20	Computer Science vs Health and Physical Education	2.35000	.016
21	Computer Science vs Statistics	3.15000	.001
22	Mathematics vs Statistics	1.97500	.043

Above table shows that in general study strategies adopted, Psychology is significantly better than Health and Physical Education and Statistics. Education is significantly better than Health and Physical Education, Physics, Statistics and Chemistry. Educational Training is significantly better than Statistics. Social work is significantly better than Statistics. Geography is significantly better than Psychology, Education, Educational Training, Fine Arts, Health and Physical Education, Social Work, Computer Science, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Health and Physical Education and Statistics.

Mathematics is significantly better than Statistics. So, it is concluded that Geography is significantly better than all the departments and Statistics is significantly lower than other groups.

Table: 11 Showing the multiple comparisons on exam preparation

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Education	1.81429	.031
2	Psychology vs Health and Physical Education	2.65000	.005
3	Psychology vs Physics	3.07500	.001
4	Psychology vs Statistics	2.85000	.003
5	Psychology vs Mathematics	1.97500	.037
6	Psychology vs Chemistry	2.87500	.002
7	Fine Arts vs Physics	2.20833	.031
8	Fine Arts vs Chemistry	2.00833	.050
9	Social Work vs Physics	1.95000	.040
10	Geography vs Education	1.86429	.026
11	Geography vs Health and Physical Education	2.70000	.004
12	Geography vs Physics	3.12500	.001
13	Geography vs Statistics	2.90000	.002
14	Geography vs Mathematics	2.02500	.033
15	Geography vs Chemistry	2.92500	.002
16	Computer Science vs Physics	1.87500	.048

Above table shows that in general exam preparation, Psychology is significantly better than Education, Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Fine Arts is significantly better than Physics and Chemistry. Social work is significantly better than Physics. Geography is significantly better than Education, Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Physics. So it is concluded that Geography is significantly better than all the departments and Statistics is significantly lower than other groups.

Table: 12 Showing the multiple comparisons on goal setting and motivation

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Education	1.88214	.013
2	Psychology vs Educational Training	2.32500	.006
3	Psychology vs Health and Physical Education	3.75000	.000
4	Psychology vs Social Work	2.67500	.002
5	Psychology vs Computer Science	2.20000	.010
6	Psychology vs Physics	3.57500	.000
7	Psychology vs Statistics	3.32500	.000
8	Psychology vs Mathematics	2.80000	.001
9	Psychology vs Chemistry	2.45000	.004
10	Education vs Health and Physical Education	1.86786	.014
11	Education vs Physics	1.69286	.025

12	Fine Arts vs Health and Physical Education	2.32500	.012
13	Fine Arts vs Physics	2.15000	.020
14	Fine Arts vs Statistics	1.90000	.039
15	Geography vs Education	1.95714	.010
16	Geography vs Educational Training	2.40000	.005
17	Geography vs Health and Physical Education	3.82500	.000
18	Geography vs Social Work	2.75000	.001
19	Geography vs Computer Science	2.27500	.008
20	Geography vs Physics	3.65000	.000
21	Geography vs Statistics	3.40000	.000
22	Geography vs Mathematics	2.87500	.001
23	Geography vs Chemistry	2.52500	.003

Above table shows that in goal setting and motivation Psychology is significantly better than Education, Educational Training, Health and Physical Education, Social work, Computer Science, Physics, Statistics, Mathematics and Chemistry. Education is significantly better than Health and Physical Education and Physics. Fine Arts is significantly better than Health and Physical Education, Physics and Statistics. Geography is significantly better than Education, Educational Training, Health and Physical Education, Social Work, Computer Science, Physics, Statistics, Mathematics and Chemistry. So it is concluded that Psychology is significantly better than all the groups except Fine Arts and Geography, Geography is significantly better than all the groups except Psychology and Fine Arts and Physics is significantly lower than other groups.

Table: 13 Showing the multiple comparisons on textbook reading

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and Physical Education	2.12500	.002
2	Psychology vs Physics	2.60000	.000
3	Psychology vs Statistics	2.27500	.001
4	Psychology vs Mathematics	1.90000	.006
5	Psychology vs Chemistry	1.67500	.016
6	Education vs Health and Physical Education	1.97500	.001
7	Education vs Physics	2.45000	.000
8	Education vs Statistics	2.12500	.001
9	Education vs Mathematics	1.75000	.004
10	Education vs Chemistry	1.52500	.013
11	Educational Training vs Health and Physical Education	1.65000	.017
12	Educational Training vs Physics	2.12500	.002
13	Educational Training vs Statistics	1.80000	.009
14	Educational Training vs Mathematics	1.42500	.040
15	Fine Arts vs Health and Physical Education	2.67500	.000
16	Fine Arts vs Computer Science	1.55000	.038
17	Fine Arts vs Physics	3.15000	.000

18	Fine Arts vs Statistics	2.82500	.000
19	Fine Arts vs Mathematics	2.45000	.001
20	Fine Arts vs Chemistry	2.22500	.003
21	Social Work vs Health and Physical Education	2.72500	.000
22	Social Work vs Physics	2.35000	.001
23	Social Work vs Statistics	2.02500	.004
24	Social Work vs Mathematics	1.65000	.017
25	Social Work vs Chemistry	1.42500	.040
26	Geography vs Health and Physical Education	2.72500	.000
27	Geography vs Computer Science	1.60000	.021
28	Geography vs Physics	3.20000	.000
29	Geography vs Statistics	2.87500	.000
30	Geography vs Mathematics	2.50000	.000
31	Geography vs Chemistry	2.27500	.001
32	Computer Science vs Physics	1.60000	.021

Above table shows that in textbook reading, Psychology is significantly better than Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Education is significantly better than Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Educational Training is significantly better than Health and Physical Education, Physics, Statistics and Mathematics. Fine Arts is significantly better than Health and Physical Education, Computer Science, Physics, Statistics, Mathematic and Chemistry. Social Work is significantly better than Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Geography is significantly better than Health and Physical Education, Computer Science, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Physics.

Table: 14 Showing the multiple comparisons on note taking

S.No	Pairs	Mean Difference	p-value
1	Education vs Chemistry	1.38571	.002
2	Social Work vs Chemistry	1.00000	.046
3	Geography vs Psychology	1.17500	.019
4	Geography vs Educational Training	1.25000	.013
5	Geography vs Fine Arts	1.59167	.003
6	Geography vs Health and Physical Education	1.45000	.004
7	Geography vs Social Work	1.12500	.025
8	Geography vs Physics	1.47500	.003
9	Geography vs Statistics	1.40000	.005
10	Geography vs Chemistry	2.12500	.000
11	Computer Science vs Fine Arts	1.19167	.028
12	Computer Science vs Health and Physical Education	1.05000	.036
13	Computer Science vs Physics	1.07500	.032
14	Computer Science vs Statistics	1.00000	.046

15	Computer Science vs Chemistry	1.72500	.001
16	Mathematics vs Fine Arts	1.09167	.044
17	Mathematics vs Chemistry	1.62500	.001

Above table shows that in note-taking Education is significantly better than Chemistry. Social work is significantly better than Chemistry. Geography is significantly better than Psychology, Educational Training, Fine Arts, Health and Physical Education, Social work, Physics, Statistics and Chemistry. Computer Science is significantly better than Fine Arts, Health and Physical Education, physics, Statistics and Chemistry. Mathematics is significantly better than Fine Arts and Chemistry. So it is concluded that Geography is significantly better among the group and Chemistry is significantly lower other groups.

Table: 15 Showing the multiple comparisons on over all study habits scale

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and Physical Education	13.67500	.002
2	Psychology vs Physics	12.82500	.003
3	Psychology vs Statistics	13.45000	.002
4	Psychology vs Chemistry	10.40000	.016
5	Education vs Health and Physical Education	11.46786	.003
6	Education vs Physics	10.61786	.005
7	Education vs Statistics	11.24286	.003
8	Education vs Chemistry	8.19286	.032
9	Geography vs Education	9.95714	.009
10	Geography vs Educational Training	14.37500	.001
11	Geography vs Fine Arts	12.43333	.008
12	Geography vs Health and Physical Education	21.42500	.000
13	Geography vs Social Work	14.55000	.001
14	Geography vs Computer Science	12.25000	.005
15	Geography vs Physics	20.57500	.000
16	Geography vs Statistics	21.20000	.000
17	Geography vs Mathematics	14.35000	.001
18	Geography vs Chemistry	18.15000	.000
19	Computer Science vs Health and Physical Education	9.17500	.033
20	Computer Science vs Statistics	8.95000	.038

Above table shows that in over all study habits scale, Psychology is significantly better than Health and Physical Education, Physics, Statistics and Chemistry. Education is significantly better than Health and Physical Education, Physics, Statistics and Chemistry. Geography is significantly better than Education, Educational Training, Fine Arts, Health and Physical Education, Social Work, Computer Science, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Health and Physical Education and Statistics. So it

is concluded that Geography is significantly better among the group and Health and Physical Education is significantly lower among other groups.

Table: 16 Showing correlations among parameters/sub scales of study habits scale

	Time Management	Class Attendance	General Study Strategies	Exam Preparation	Goal Setting and Motivation	Text Book Reading	Note Taking	Over All
Time Management	*****	.393(**)	.344(**)	.440(**)	.681(**)	.393(**)	.375(**)	.723(**)
Class Attendance	.393(**)	*****	.452(**)	.370(**)	.429(**)	.365(**)	.357(**)	.629(**)
General Study Strategies	.344(**)	.452(**)	*****	.458(**)	.486(**)	.620(**)	.480(**)	.737(**)
Exam Preparation	.440(**)	.370(**)	.458(**)	*****	.735(**)	.777(**)	.638(**)	.834(**)
General Setting and Motivation	.681(**)	.429(**)	.486(**)	.735(**)	*****	.609(**)	.364(**)	.844(**)
Text Book Reading	.393(**)	.365(**)	.620(**)	.777(**)	.609(**)	*****	.449(**)	.799(**)
Note Taking	.375(**)	.357(**)	.480(**)	.638(**)	.364(**)	.449(**)	*****	.657(**)
Over All	.723(**)	.629(**)	.737(**)	.834(**)	.844(**)	.799(**)	.657(**)	*****

** Correlation is significant at the 0.01 level.

Above table shows that all the parameters/sub scales are highly and significantly correlated among each other at 0.01 significant level.

Discussion

Education has become a very complex phenomenon because of expansion of knowledge and demand of that knowledge on the part of the students. Students are no more required to memorize facts and pieces of information. In almost all disciplines, students are required to demonstrate high ability to develop an understanding of the subject matter.

Since the last few decades also constructivism and constructive approach in the learning have become general practice in educational institutions in many parts of the world.

Constructivism means that students should play active role in their learning and they should be provided with an opportunity to construct their own knowledge and meaning, instead of cramming. One of the requirements of constructivism is that students should adopt desired and good study habits so that they should learn independently. Reading and writing assignment are integrated part of good study

habits. Similarly students are required to listen carefully to the lectures, take notes effectively and arrange their notes for better understanding.

There are different strategies that make study and learning more effectively. Students must know these effective strategies to make use of them while studying independently, because effective study habits and efficient work skills are necessary in a teacher training institution. So, the students may make effective use of their time and be able to select and understand the important ideas. Most of the handicaps of individuals are caused by the failure to study in the best possible way. Right and good study habits can increase the interest and positive attitude of the students towards the studies. Investigations have shown that students can save from one-fourth to one-third of their time if they systematize their efforts in accordance with the chief principles of learning.

However, it is not denying the fact that in Pakistan students are not made aware of the requirements of higher education in terms of their role to carry out self study. Secondly, they are not given any orientation toward effective study skills. This process must start at an early level of education, because habits like attitudes are not developed over night.

Results of the study reveal that students of The Islamia University of Bahawalpur at all the clusters lack good study habits as well effective study skills. By comparing the students of faculty of Education and Science, it is found that the students of Education are significantly better than students of the faculty of Science on textbook reading. Students of Education do textbook reading in a better way than the students of Science. It may be due to the reason that science students emphasize more on theory rather than whole topic, while arts' students emphasize more on the whole topic.

While comparing the students gender-wise, it is found that female students are significantly better than their male counterparts in textbook reading, while, on other parameters, there is no significant difference between the genders. When students are compared by status/level (previous year/final year in the programs of study) then it is found that students of previous class are significantly better than the students of final year class on all parameters of the study habit scale. This may be due to the seriousness of the students. Students of previous class are more serious than the students of final year.

While running the ANOVA it is found that all the departments/groups are not equal and these are significantly different on all parameters except class attendance and participation. On time management, students of Geography are significantly better and students of Physics are significantly lower among the groups.

On general study strategies, students of Geography are significantly better and students of Statistics is significantly lower among the departments/groups. On exam preparation, students of Psychology and students of Geography are significantly better and students of Physics are significantly lower among the departments. On goal setting and motivation, students of Psychology and Geography are significantly better

while students of Health & Physical Education and students of Physics are significantly lower among the groups/departments.

On textbook reading, students of Fine Arts and students of Geography are significantly better while students of Health & Physical Education, students of Physics and Statistics are significantly lower among the departments. On note-taking, students of Geography and Computer Science are significantly higher and students of Chemistry are significantly lower among the departments/groups. In over all study habits scale, students of Geography are significantly better while students of Health & physical education, Physics and Statistics are significantly lower among the groups/departments.

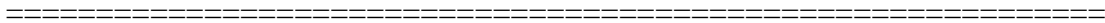
All the parameters of the study habits scale are highly and significantly correlated among each other, from which it can easily be concluded that scores of students on one parameter are having a strong correlation with all the other parameters.

Therefore, it is recommended that similar studies must be conducted to find out the underlying cause. Moreover, teachers should be made aware of effective study habits right from the school level and students should be provided with the awareness about effective study skills at all levels. It is highly desirable that developments of study skills in students be made part of teachers professional development programme. More important element is the system of examination. Assessment and evaluation of students' achievement must be conducted in such a way which discourage students to rote memorize the material; rather assessment should challenge the actual understanding of students thereby moulding their study habits.

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Appendix: A

Fig: 1 Showing the mean plot of departments on time management

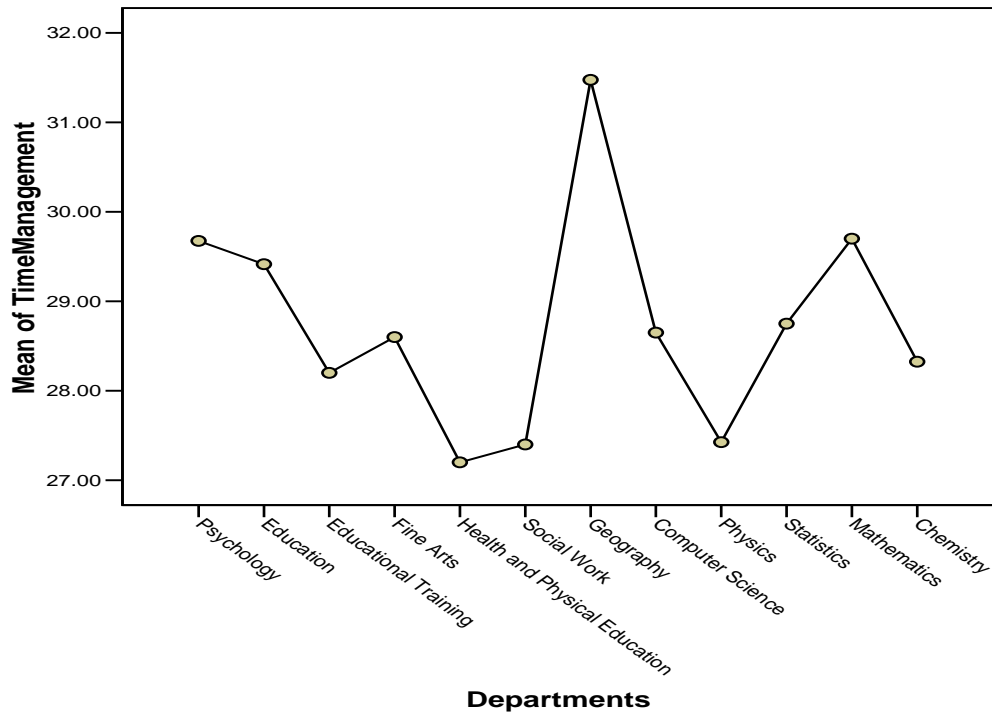


Fig: 2 Showing the mean plot of departments on general study strategies

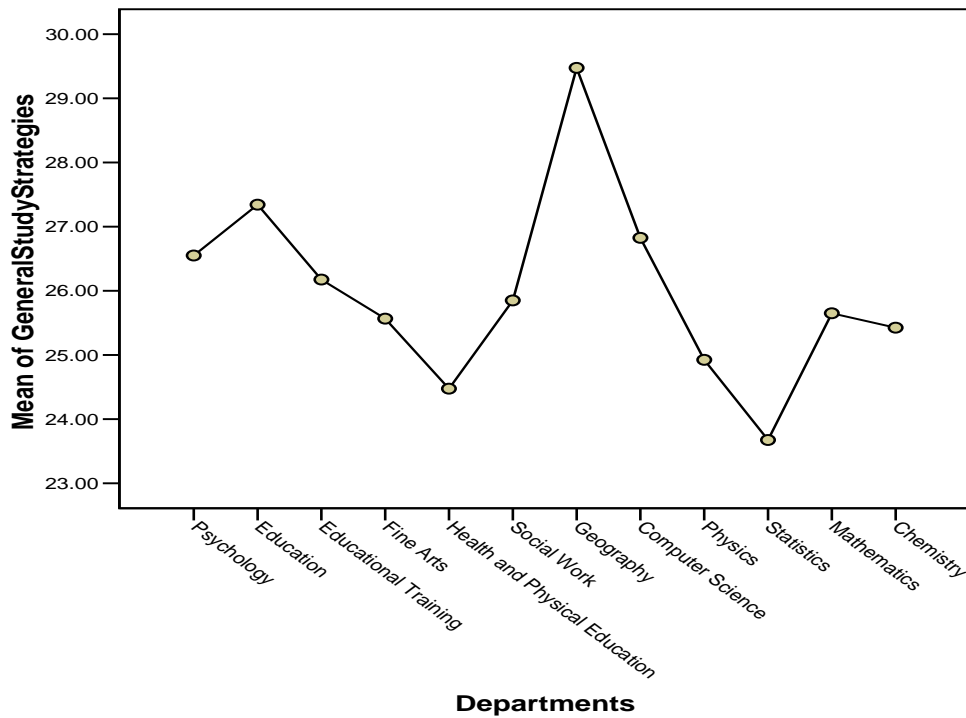


Fig: 3 Showing the mean plot of departments on exam preparation

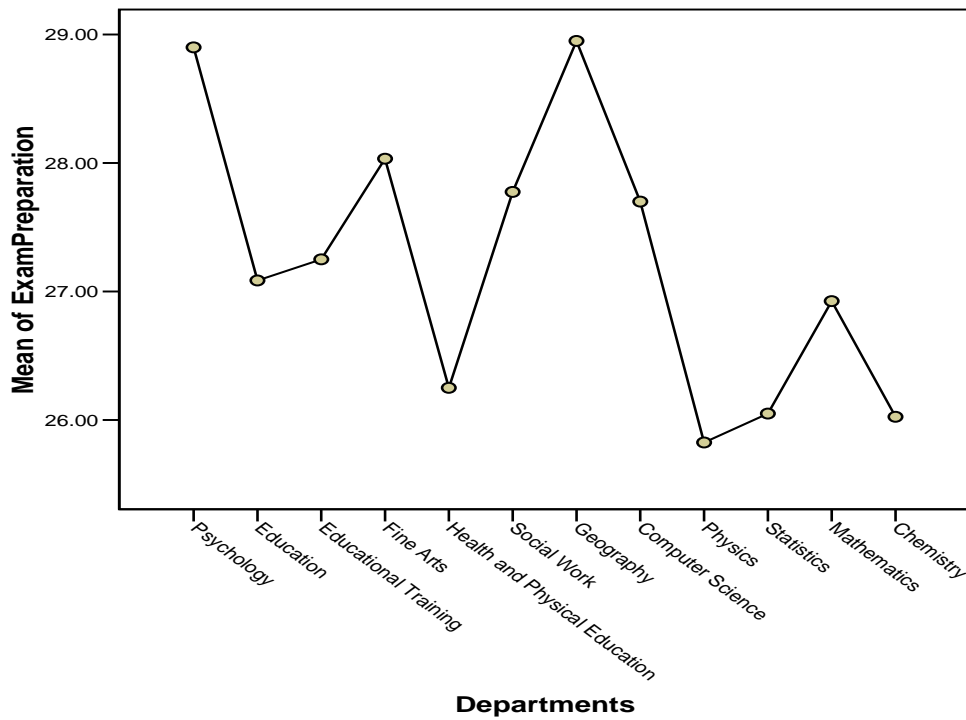


Fig: 4 Showing the mean plot of departments on goal setting and motivation

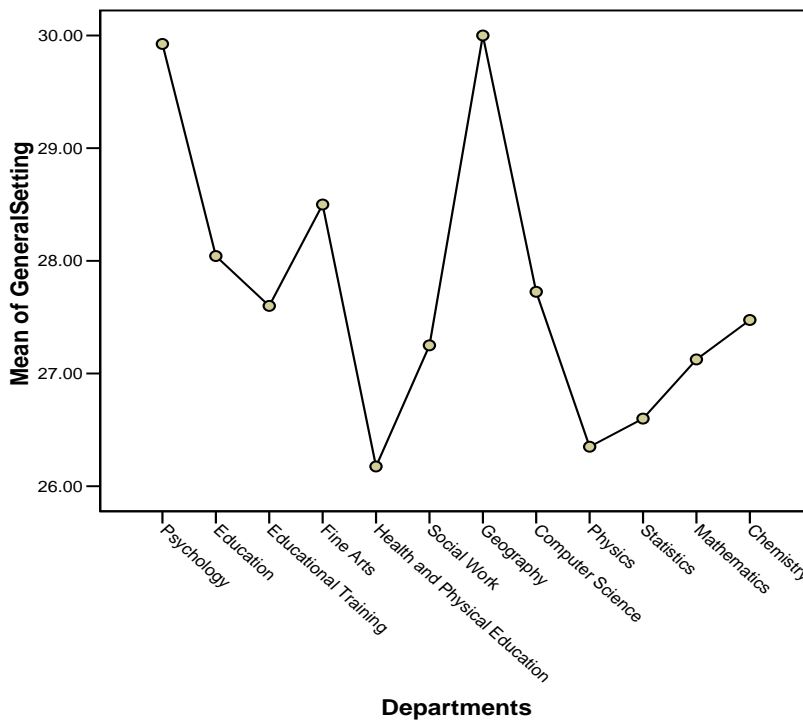


Fig: 5 Showing the mean plot of departments on text book reading

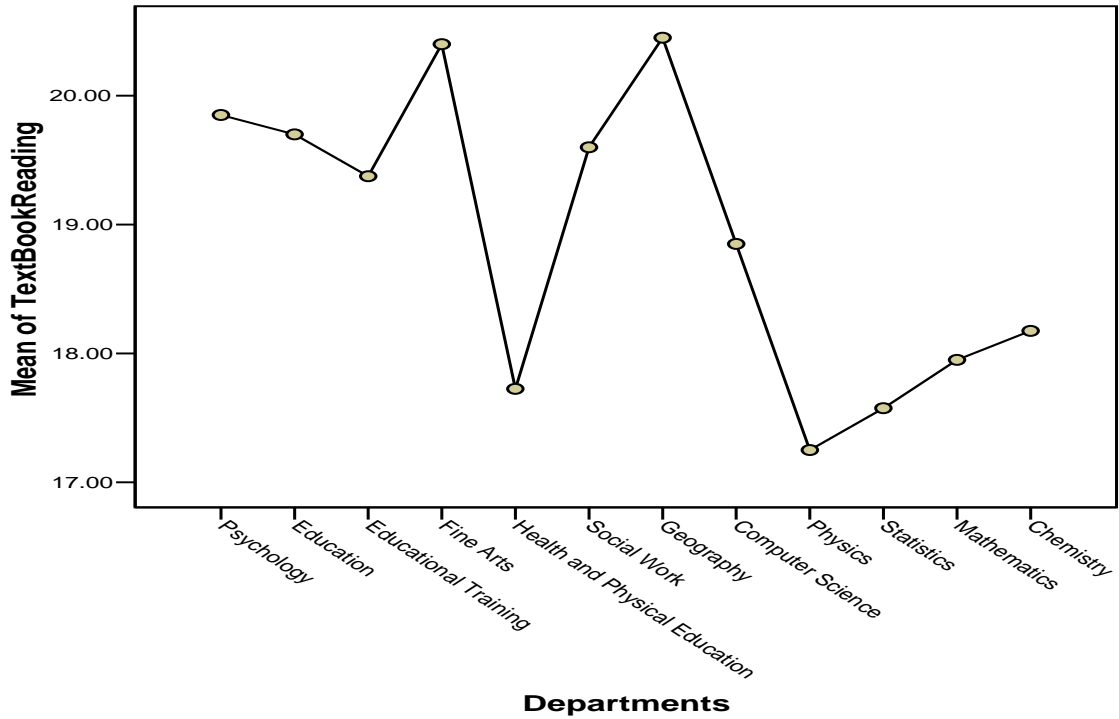


Fig: 6 Showing the mean plot of departments on note taking

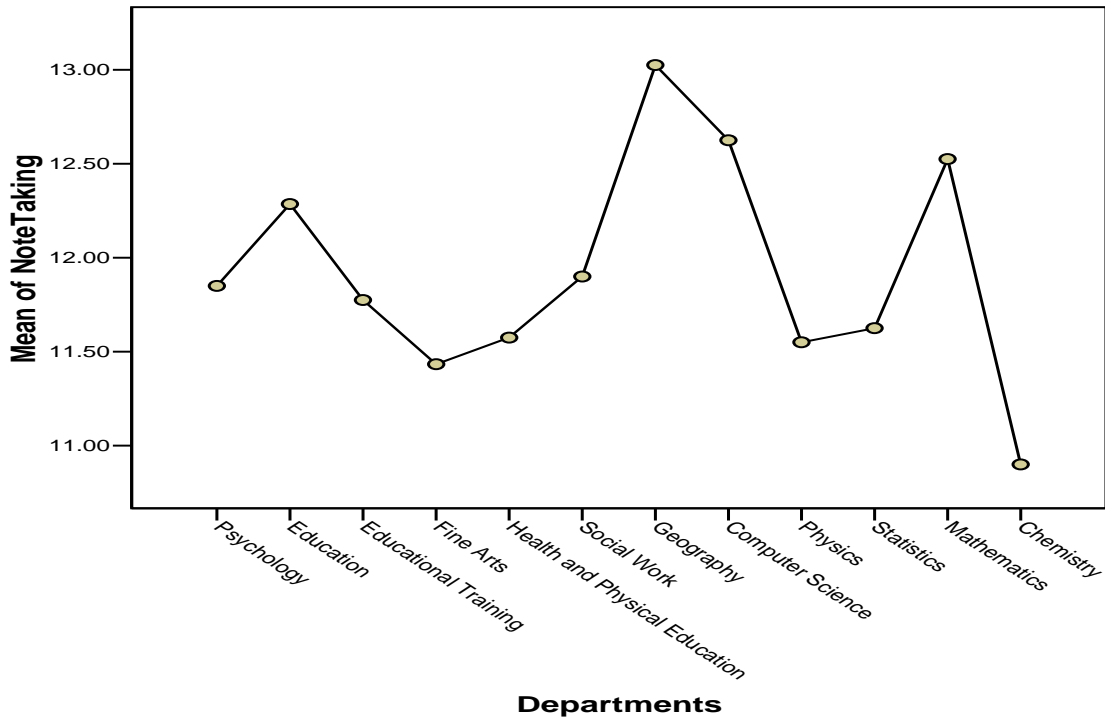
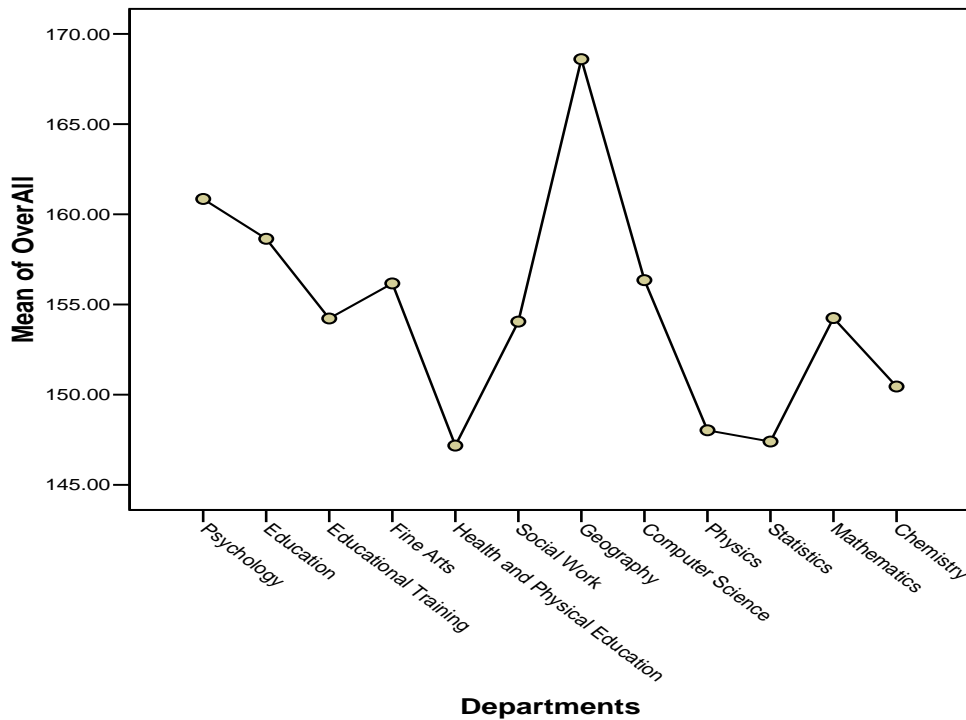


Fig: 7 Showing the mean plot of departments on over all study habits scale



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