

A Study of Level of Aspiration & Study Habits of Arts, Commerce and Science College Student

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ABSTRACT

The purpose of the present is a study of level of aspiration & study habits of arts, commerce and science college student. the random sampling method was used in this study total sample consisted 120 arts student, 120 commerce student and 120 science student the sample was selected from Anand and Nadiad district college student. The sample of the study consisted of 360 college student (180 males and 180 females). The age range of the sample was 18 to 22 years. the tool used for the research are level of aspiration scale developed by V.P Sharma and A. Gupta and study habit scale by Vijaya lakshmi and Shrutinarain .The result of the present study indicated that no significant relationship is found between stream, status of students and gender in relation to level of aspiration so far as study habit is concern highly significant difference found between stream, status and interaction effect of stream & gender & rest are not significant.

Keywords: *level of aspiration, study habit, college student*

According to *Christine Blower* Education is essential to fulfill the aspirations of the individual, but unless we also educate each other about building a society in which we all have the chance to flourish, the education system will not be enough.

Former Education Secretary Michael Gove. According to Gove the educational establishment was standing in the way of aspiring parents by excusing low expectations and blaming social disadvantage for educational failure. “*Some in this country,*” said Gove, “*still argue that pupil achievement is overwhelmingly dictated by socio-economic factors. They say that deprivation means destiny, that we can’t expect children to succeed if they have been born into poverty, disability, and disadvantage.*” These were the arguments that underpinned Gove’s reforms to education. The relentless pressures on teachers to increase the test scores of their pupils were justified in terms of this wider social mission. The National Curriculum was redesigned to “drive up standards and fuel aspiration.”⁵ The introduction of free schools was explained in the same

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A Study Of Level Of Aspiration & Study Habits Of Arts, Commerce And Science College Student

way. Those who pointed to the difficulties of these initiatives, and the distance that separated Conservative ambitions from social realities were dismissed as “enemies of promise.”⁶ Some schools were closing the ‘attainment gap’ between pupils of different social classes, and if this was not happening everywhere, then the fault could only lie with teachers.

Schools cannot change social structures; nor can they cancel out the effects of wealth and privilege. For that, a much broader programmed of change is needed. In the meantime, teachers will lose no opportunity to promote the success of ‘disadvantaged’ students within the existing system: they have a practical understanding that imbalances in economic, cultural and social resources never entirely preclude individual success. But this is not to say that between waiting for systemic change, and nurturing the hope of small successes against the odds, no other educational project is possible. Despite all the constraints of recent decades, new approaches to education that are aspiration in a way Morris would have recognized continue to break the surface.

Study Habits

According to Wikipedia Study Habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. In simple terms study habits are the habits when one study. A person with poor study habits will not be able to learn properly. It is generally believed that a student learns effective study habits in school. So college students are generally assumed to have effective study habits. But the environment of school and college are very different and need have effective study habits is even more at college level as compared to school. Successful students have good study habits. They apply these habits to all of their classes. Read about each study habit. Work to develop any study habit you do not have. Habits refer to behaviors, which becomes more or less automatic due to practice and tend to be frequently repeated. They may be good or bad like reading newspaper, getting up early in the morning, smoking, drinking alcohol, etc. Adolescents like other people vary with respect to habits. Some have larger number of good habits and some have larger number of bad habits, as defined by the society in which they live.

Dominance of good habits leads to better adjustment, happier life, and higher academic and institutional achievements in adolescents. Some of the common habits which are commonly seen in the life of adolescents are study habits, extracurricular habits, watching movies and television, alcoholism, drug abuse, smoking, etc. Researchers have demonstrated that adolescent’s academic or life success depends largely on the habits they have developed. Between the age group of 14 to 18 years a person is most likely to be attracted towards the smoking habit and may become an addict for the rest of his or her life. This age represents the growth of maturity where teens make choices for their life style and plan where they want to see themselves in the future. This is the age where the inspiration is at the maximum level and adolescents are more conscious of their personality, style and making up their role models. On the other hand, this is the age where

A Study Of Level Of Aspiration & Study Habits Of Arts, Commerce And Science College Student

factors like stress, attention disorder, psychological pressures and conflicts from parents play an important role in impacting the individual personality and most of the teens are seen fighting with these kind of problems due to lack of parental interest, or sometime over protectiveness of parents (Khurshid & Ansari, 2012).

METHODOLOGY

Problem Of The Study

The present investigation attempts to “A study of level of aspiration & study habits of arts , commerce and science college student.”

Objectives

1. To examine the effect of Level of aspiration and study habits among arts, commerce and science college students.
2. To explore the interactional effect between gender, stream and status on level of aspiration and study habits.
3. To study the interaction in relation to some demographic variables between level of aspiration and habit study among college students.

Variable

Independent Variable

- Gender Group: Male, Female
- Status: Graduate, Post Graduate
- Stream of the Study : Arts, Commerce and Science

Depended Variable

1. Level of Aspiration
2. Study Habits

Hypothesis

1. There will be no significant difference between male and female students in relation to their level of aspiration.
2. There will be no significant difference between male and female students in relation to their study habits.
3. There will be no significant difference between Arts, Commerce and Science students in relation to their level of aspiration.
4. There will be no significant difference between Arts, Commerce and Science students in relation to their study habits.
5. There will be no significant difference between Status of students in relation to their level of aspiration.

A Study Of Level Of Aspiration & Study Habits Of Arts, Commerce And Science College Student

6. There will be no significant difference between Status of students in relation to their study habits.
7. There will be no significant difference between in relation of students gender in to their level of aspiration.
8. There will be no significant difference between in relation of students gender in to their study habits.
9. There will be no significant difference between in relation of students status and gender in to their level of aspiration.
10. There will be no significant difference between in relation of students status and gender in to their study habits.

Sample

The sample comprised of 360 college student selected randomly from arts, commerce and science Student in Anand and Kheda District.

Research design

(3x2x2) as well as fist is Gender type, like male, female, second is stream arts, commerce and science. Third status graduate and post graduate students. Total 360 filled up questionnaires will be collected from the different college of Anand and Vallabh Kheda District.

College Student						
	Arts A1		Commerce A2		Science A3	
	UG B1	PG B2	UG B1	PG B2	UG B1	PG B2
Male C1	30	30	30	30	30	30
Female C2	30	30	30	30	30	30
Total =360						

Tools:

1) Educational Aspiration Scale. (1996) developed by V.P Sharma and A. Gupta. This scale consists 45 items It was standardized college students of both the sexes.

2) Adolescent's Habits Scale. Developed by Vijaya lakshmi and Shrutinarain. In this scale consists 38 items divided into four- dimension – 1. Study habits 2. Extracurricular habits 3. technology use 4. Experimentation behavior. It was administered on age range 12 to 24 years..

RESULT AND DISCUSSION

Table 1.1; Level of aspiration

Sources	S.S	df	M.S	F	Sig. Level
A	30.42	2	15.21	1.02	NS
B	16.04	1	16.04	1.08	NS
C	4.44	1	4.44	.301	NS
A*B	49.42	2	24.71	1.67	NS
A*C	64.62	2	32.31	2.18	NS
B*C	1.34	1	1.34	.091	NS
A*B*C	46.95	2	23.47	1.588	NS
Error	5144.06	348	14.782		
Total	192044	360			
Corrected total	5357.32	359			

$0.05=3.88, 0.01= 6.70$

(A=Stream, B=Status C=Gender)

As shown in table F value for stream is 1.02 and the mean value of arts is 22.91, for commerce is 23.03 and for science is 22.36. This shows no significant difference between arts, commerce and science in relation to level of aspiration thus the hypothesis: “There will be no significant difference between arts, commerce and science students in relation to their level of aspiration.” Hence null hypothesis is accepted.

In table the F value for status is 1.08 and the mean value of under graduate is 22.98 and Post graduate is 22.56. This shows no significant difference between Under graduate and Post graduate in relation to level of aspiration. Thus the hypothesis: “There will be no significant difference between status of students in relation to their level of aspiration.” Hence null hypothesis is accepted.

In table the F value for Gender is .301 and the mean value of male 22.66 and female 22.88. This shows no significant difference between male & female in relation to level of aspiration Thus the hypothesis: “ There will be no significant difference between gender in relation to their level of aspiration.” Hence null hypothesis is accepted. All interaction effects shows no significant relationship in relation to level of aspiration.

Table 2. Study habit

Sources	S.S	df	M.S	F	Sig. Level
A	1190.939	2	595.46	9.545	.00
B	448.900	1	448.900	7.196	.008
C	49.878	1	49.878	.800	NS

A Study Of Level Of Aspiration & Study Habits Of Arts, Commerce And Science College Student

Sources	S.S	df	M.S	F	Sig. Level
A*B	209.817	2	104.908	1.682	NS
A*C	1237.839	2	618.919	9.921	.00
B*C	227.211	1	227.211	3.642	NS
A*B*C	401.339	2	200.669	3.217	NS
Error	21710.200	348	62.386		
Total	5707118.000	360			
Corrected total	25476.122	359			

$0.05=3.88, 0.01= 6.70$

(A=Stream, B=Status C=Gender)

As shown in table F value for stream is 9.54 and the mean value of arts is 124.16, for commerce is 124.52 and for science is 128.19. The science student is on the higher side in relation to study habit then arts and commerce student. Thus the hypothesis: “There will be no significant difference between arts, commerce and science students in relation to their level of habit study .” Hence null hypothesis is rejected.

The F value for status is 7.19 and the mean value of under graduate is 124.51 and Post graduate is 126.74. The Post graduate student is on the higher side in relation to study habit then under graduate. Thus the hypothesis: “There will be no significant difference between status of students in relation to their study habits.” Hence null hypothesis is rejected.

The F value for Gender is .800 and the mean value of male 126 and female 125.25. This shows no significant difference between gender in relation to habit study. Thus the hypothesis : “There will be no significant difference between in relation of students gender in to their study habits..” Hence null hypothesis is accepted.

The F value for A*B is 1.68. This means there is no significant difference stream and status. Thus the hypothesis: “There will be no significant difference between in relation of students Stream and status in to their study habits.” Hence null hypothesis is accepted.

The F value for A*C is 9.92.This means there is significant difference in stream & status. Thus the hypothesis: “There will be no significant difference between stream & status of students in relation to their study habits.” Hence null hypothesis is rejected.

The F value for B*C is 3.64. This means there is no significant difference status & gender. Thus the hypothesis: “There will be no significant difference between in relation of students status and gender in to their study habits” Hence null hypothesis is accepted.

CONCLUSION

- There is no main & interaction effects are significant in relation level of aspiration.
- There is significant difference found in the stream arts commerce and science in relation to study habit.
- There is significant difference in the status in between arts commerce and science in relation to study habit.
- There is no significant difference in the gender in relation to study habit.
- There is no significant difference in the stream & status in relation to study habit.
- There is significant difference in the stream & gender in relation to study habit.
- There is no significant difference in the status & gender in relation to study habit.

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Conflict of Interests

The author declared no conflict of interests.

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A Study Of Level Of Aspiration & Study Habits Of Arts, Commerce And Science College Student

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