



Study habits among physical education students at Osmania University, Hyderabad

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Abstract

Study habits of U. G. D. P. Ed., B. P. Ed. and M. P. Ed. students at Osmania University, Hyderabad have been examined. The samples consisted of male (178) and female (93) physical education students. The questionnaire method was designed respondent's biographical details like name, age, sex, academic qualification, college name and sports participation in games and sports in the following pattern. The researcher administered collected data through the questionnaire on study habits. The descriptive statistics was used to find out the means and standard deviations and t-test was computed. The results shows that the girls from all courses have scored (101.03) higher than boys (98.57). However, the UGDPEd girls (103.01) have higher scores than all other students in different courses. The boys from master degree course (MPed) have recorded low scores (91.26) in developing the study habits. By and large the physical education courses have yielded better study habits among the students.

Keywords: study habits, physical education, UGDPEd, BPEd, MPed

Introduction

Learning is the formation of habits and habits are formed, learned and developed in a planned way. Behavior to a great extent is regulated by the habits one develops in the course of development. Habits play crucial role in shaping the personality of an individual. If a man wants to become an efficient and effective person in the society he must be educated. Today educational process is conceived not merely as a vast reservoir of knowledge, but also a source of wholesome development of human personality in all aspects leading to the highest achievement in all aspects. When the child interacting with the environment faces various stimulus responses and gets gradually so many experiences and grasps knowledge. In this sequence the habits play an important role in gaining knowledge. Therefore, education plays an important role in the development of human resources of society. According to Hull, 'habit' is the combination of stimulus-response which is reinforced by some reward or punishment. It goes without saying that habit facilitates the performance of any activity.

In the current era, Physical education has made an important place, by achieving success in various kinds of activities like sports and games, meditation, material art, gymnasium, yoga etc., in which sports and games have generated more universal attraction. Swami Vivekananda said that "you can reach heaven through football rather than mere reading Geetha..." If the health of the country improves naturally the wealth of the country will also improve under the guidance of able leadership. To cite another example, Padma Bhushan Dr. T. S. Avinashlingam, an educationalist, disciple of Mahathma Gandhiji, father of Indian nation, never missed his daily exercise programme. He did a set of exercise program for about thirty minute everyday in the morning throughout his life. In India, the performance of young men and women in the international sports arena has become encouraging and inspiring. The great exponent of education and religion has been emphasizing need for slogan "sound mind reside in sound body".

The present study is on the study habits of selected U. G. D. P. Ed., B. P. Ed. and M. P. Ed. students at Osmania University, Hyderabad. Further, it was aimed to know the impact of the variables such as sex, religion, rural/urban background, age, different stage of education were selected for the study.

Significance of the Study

The performance of physical education students at examinations is average or below average. In order to do something for improvement of students through instructing better study habits and their success rate in competitive examinations, a survey of their study habits among students and its impact upon their academic achievement should be understood completely. Therefore, the purpose of the present study was to look into the qualitative aspects of study habits among physical education students at Osmania University and their impact on their academic achievement.

Objectives of the Study

1. To analyze the sex factor (boys and girls) has significant influence in study habits
2. To analyze the age factor (U.G.D.P.Ed./ B.P.Ed./ M.P.Ed.) has significant influence in study habits
3. To analyze the community background (rural/urban) on study habits

- To analyze the relationship between the study habits and academic achievement of physical education students

Hypotheses

- There is no significant difference between the study habits of UGDPEd boys and BPEd boys
- There is no significant difference between the study habits of UGDPEd boys and MPEd boys
- There is no significant difference between the study habits of UGDPEd boys and UGDPEd girls
- There is no significant difference between the study habits of UGDPEd boys and BPEd girls
- There is no significant difference between the study habits of UGDPEd boys and MPEd girls
- There is no significant difference between the study habits of BPEd boys and MPEd boys
- There is no significant difference between the study habits of BPEd boys and UGDPEd girls
- There is no significant difference between the study habits of BPEd boys and BPEd girls
- There is no significant difference between the study habits of BPEd boys and MPEd girls
- There is no significant difference between the study habits of MPEd boys and UGDPEd girls
- There is no significant difference between the study habits of MPEd boys and BPEd girls
- There is no significant difference between the study habits of MPEd boys and MPEd girls
- There is no significant difference between the study habits of UGDPEd girls and BPEd girls
- There is no significant difference between the study habits of UGDPEd girls and MPEd girls
- There is no significant difference between the study habits of BPEd girls and MPEd girls
- There is no significant difference between the study habits of all courses boys and all courses girls.

Limitations

The study was limited with the following:

- The questionnaire might not have covered all the problem areas
- Responses might not been accurate but might be biased
- The psychological, environment and climatical conditions were not considered for the present study.

Review of Literature

Abar, Beau; Loken, Eric (2010) ^[1] taken a person-centered approach to the study of SRL in a sample of 205 high-school students. The profiles were compared on independently collected, behavioral measures of study behaviors, with the highly self-regulated group tending to study more material and for a longer time than less self-regulated individuals. Beighle, Aaron; Erwin, Heather; Castelli, Darla; Ernst, Michael (2009) ^[2] provided potential assignment and learning experiences for future physical educators that will provide them with the needed skills to effectively implement a comprehensive physical activity program in K-12 schools. Knowles, Ann-Marie; Niven, Ailsa G.; Fawkner, Samantha G.; Henretty, Joan M. (2009) ^[3] investigated the influence of maturation on physical self-perceptions and the relationship with physical activity in early adolescent girls. Age maturation has a limited influence on the physical activity behaviours of early adolescent girls and although the variance in physical activity was partly accounted for by physical self-perceptions, this was a relatively small contribution and other factors related to this drop in physical activity need to be considered longitudinally. Fisher, Michele (2009) ^[4] reviewed the essential pediatric exercise physiology concepts relevant to physical education programs for K-6 children. Busseri, Michael A.; Rose-Krasnor, Linda (2008) ^[5] examined subjective experiences in activities and perceptions of growth in a sample of first-year female university students (N = 196; age range = 17 to 19 years old, M = 18.48, SD = 0.53; the most common ethnic affiliations were British Isles, 51% of respondents, Canadian, 34%, French, 14%, and German, 8%).

Methodology

Sample

The samples consisted of male and female physical education students. The MPEd students were from University College of Physical Education, Osmania University and the UGDPEd and BPEd students were from Government College of Physical Education, Domalguda, Hyderabad. The following tables demonstrate the break up particulars of subjects selected as sex-wise, education-wise & competition-wise.

Table 1: Showing the sex-wise samples

Sl. No.	Sex	Number of Sample
1.	Male	178
2.	Female	93
	Total	271

Table 2: Showing the education-wise samples

Sl. No.	Education	Number of Sample
1.	UGDPEd	201
2.	BPEd	41
3.	MPEd	29
	Total	271

Table 3: Showing the competition-wise samples

Sl. No.	Level of Competition	Number of Sample
1.	District level competition	40
2.	State level competition	57
3.	National level competition	49
4.	Non-participants	125
	Total	271

Tool Used

The questionnaire method was designed respondent's biographical details like name, age, sex, academic qualification, college name and sports participation in games and sports in the following pattern. The sample subject should answer to the questions in 1 for strongly agree, 2 for disagree, 3 for undecided, 4 for agree and 5 strongly disagree rating according to his choice.

Scoring

The scoring pattern used for these tests were as follows. The respondents had to select any one of the number based on a rating as to how true the statements in the inventory were true to respondent study habits.

Data Collection Procedure

The study was the students of education-wise and competition-wise male and female of University College of Physical Education, Osmania University and Government College of Physical Education, Domalguda, Hyderabad. The researcher administered collected data through the questionnaire on study habits.

Statistical Techniques Used

The data collected in this study was subjected to statistical analysis with appropriate tools. The descriptive statistics was used to find out the means and standard deviations and t-test was computed. For graphical presentation excel package of MS-office EXCEL was used for better presentation.

Results and Discussion

The results of the study of the present research work were interpreted in the following paras.

Table 4: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd boys and BPED boys

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd boys	140	99.71	10.46	161	2.86
2.	BPED boys	23	101.52	8.62		

Table 4 shows the mean values, SD, degrees of freedom, t-value of UGDPEd boys and BPED boys with regard to their study habits. The mean value of UGDPEd boys was 99.71, standard deviation value was 10.46, and for BPED boys the mean value was 101.52 and standard deviation value was 8.62. The degrees of freedom was 161. The t-value is 2.86 which was found to be significant. Hence, the Hypothesis-I was rejected.

Table 5: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd boys and MPED boys

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd boys	140	99.71	10.46	153	3.59
2.	MPED boys	15	91.26	11.42		

Table 5 shows the mean values, SD, degrees of freedom, t-value of UGDPEd boys and MPED boys with regard to their study habits. The mean value of UGDPEd boys was 99.71, standard deviation value was 10.46, and for MPED boys the mean value was 91.26 and standard deviation value was 11.42. The degrees of freedom was 153. The t-value is 3.59 which was found to be significant. Hence, the Hypothesis-II was rejected.

Table 6: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd boys and UGDPEd girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd boys	140	99.71	10.46	200	2.79
2.	UGDPEd girls	62	103.01	9.76		

Table 6 shows the mean values, SD, degrees of freedom, t-value of UGDPEd boys and UGDPEd girls with regard to their study habits. The mean value of UGDPEd boys was 99.71, standard deviation value was 10.46, and for UGDPEd girls the mean value was 103.01 and standard deviation value was 9.76. The degrees of freedom was 200. The t-value is 2.79 which was found to be significant. Hence, the Hypothesis-III was rejected.

Table 7: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd boys and BPEd girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd boys	140	99.71	10.46	156	1.68
2.	BPEd girls	18	100.05	12.18		

Table 7 shows the mean values, SD, degrees of freedom, t-value of UGDPEd boys and BPEd girls with regard to their study habits. The mean value of UGDPEd boys was 99.71, standard deviation value was 10.46, and for BPEd girls the mean value was 100.05 and standard deviation value was 12.18. The degrees of freedom was 156. The t-value is 1.68 which was not found to be significant. Hence, the Hypothesis-IV was accepted.

Table 8: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd boys and MPED girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd boys	140	99.71	10.46	151	4.62
2.	MPED girls	13	92.92	7.30		

Table 8 shows the mean values, SD, degrees of freedom, t-value of UGDPEd boys and MPED girls with regard to their study habits. The mean value of UGDPEd boys was 99.71, standard deviation value was 10.46, and for MPED girls the mean value was 92.92 and standard deviation value was 7.30. The degrees of freedom was 151. The t-value is 4.62 which was found to be significant. Hence, the Hypothesis-V was rejected.

Table 9: Strength Endurance Mean Values, SD, df and 't' values of BPEd boys and MPED boys

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	BPEd boys	23	101.52	8.62	36	5.31
2.	MPED boys	15	91.26	11.42		

Table 9 shows the mean values, SD, degrees of freedom, t-value of BPEd boys and MPED girls with regard to their study habits. The mean value of BPEd boys was 101.52, standard deviation value was 8.62, and for MPED girls the mean value was 91.26 and standard deviation value was 11.42. The degrees of freedom was 36. The t-value is 5.31 which was found to be significant. Hence, the Hypothesis-VI was rejected.

Table 10: Strength Endurance Mean Values, SD, df and 't' values of BPEd boys and UGDPEd girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	BPEd boys	23	101.52	8.62	83	2.49
2.	UGDPEd girls	62	103.01	9.76		

Table 10 shows the mean values, SD, degrees of freedom, t-value of BPEd boys and UGDPEd girls with regard to their study habits. The mean value of BPEd boys was 101.52, standard deviation value was 8.62, and for UGDPEd girls the mean value was 103.01 and standard deviation value was 9.76. The df was 83. The t-value is 2.49 which was found to be significant. Hence, the Hypothesis-VII was rejected.

Table 11: Strength Endurance Mean Values, SD, df and 't' values of BPEd boys and BPEd girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	BPEd boys	23	101.52	8.62	39	1.72
2.	BPEd girls	18	100.05	12.18		

Table 11 shows the mean values, SD, degrees of freedom, t-value of BPEd boys and BPEd girls with regard to their study habits. The mean value of BPEd boys was 101.52, standard deviation value was 8.62, and for BPEd girls the mean value was 100.05 and standard deviation value was 12.1. The degrees of freedom was 39. The t-value is 1.72 which was not found to be significant. Hence, the Hypothesis-VIII was accepted.

Table 12: Strength Endurance Mean Values, SD, df and 't' values of BPEd boys and MPED girls

Sl. No.	Tests	No	Mean	SD	Df.	't' value
1.	BPEd boys	23	101.52	8.62	34	4.36
2.	MPED girls	13	92.92	7.30		

Table 12 shows the mean values, SD, degrees of freedom, t-value of BPEd boys and MPED girls with regard to their study habits. The mean value of BPEd boys was 101.52, standard deviation value was 8.62, and for MPED girls the mean value was 92.92 and standard deviation value was 7.30. The degrees of freedom was 34. The t-value is 4.36 which was found to be significant. Hence, the Hypothesis-IX was rejected.

Table 13: Strength Endurance Mean Values, SD, df and 't' values of MPED boys and UGDPEd girls

Sl. No.	Tests	N	Mean	SD	Df.	't' value
1.	MPED boys	15	91.26	11.42	75	6.42
2.	UGDPEd girls	62	103.01	9.76		

Table 14 shows the mean values, SD, degrees of freedom, t-value of MPED boys and UGDPEd girls with regard to their study habits. The mean value of MPED boys was 91.26, standard deviation value was 11.42, and for UGDPEd girls the mean value was 103.01 and standard deviation value was 9.76. The degrees of freedom was 75. The t-value is 6.42 which was found to be significant. Hence, the Hypothesis-X was rejected.

Table 14: Strength Endurance Mean Values, SD, df and 't' values of MPED boys and BPEd girls

Sl. No.	Tests	N	Mean	SD	Df.	't' value
1.	MPED boys	15	91.26	11.42	31	3.98
2.	BPEd girls	18	100.05	12.18		

Table 14 shows the mean values, SD, degrees of freedom, t-value of MPED boys and BPEd girls with regard to their study habits. The mean value of MPED boys was 91.26, standard deviation value was 11.42, and for BPEd girls the mean value was 100.05 and standard deviation value was 12.18. The df was 31. The t-value is 3.98 which was found to be significant. Hence, the Hypothesis-XI was rejected.

Table 15: Strength Endurance Mean Values, SD, df and 't' values of MPED boys and MPED girls

Sl. No.	Tests	N	Mean	SD	Df.	't' value
1.	MPED boys	15	91.26	11.42	26	2.01
2.	MPED girls	13	92.92	7.30		

Table 15 shows the mean values, SD, degrees of freedom, t-value of MPED boys and MPED girls with regard to their study habits. The mean value of MPED boys was 91.26, standard deviation value was 11.42, and for MPED girls the mean value was 92.92 and standard deviation value was 7.30. The degrees of freedom was 26. The t-value is 2.01 which was not found to be significant. Hence, the Hypothesis-XII was accepted.

Table 16: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd girls and BPEd girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd girls	62	103.01	9.76	78	2.63
2.	BPEd girls	18	100.05	12.18		

Table 16 shows the mean values, SD, degrees of freedom, t-value of UGDPEd girls and BPEd girls with regard to their study habits. The mean value of UGDPEd girls was 103.01, standard deviation value was 9.76, and for BPEd girls the mean value was 100.05 and standard deviation value was 12.18. The degrees of freedom was 78. The t-value is 2.63 which was found to be significant. Hence, the Hypothesis-XIII was rejected.

Table 17: Strength Endurance Mean Values, SD, df and 't' values of UGDPEd girls and MPED girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	UGDPEd girls	62	103.01	9.76	73	6.33
2.	MPED girls	13	92.92	7.30		

Table 17 shows the mean values, SD, degrees of freedom, t-value of UGDPEd girls and MPED girls with regard to their study habits. The mean value of UGDPEd girls was 103.01, standard deviation value was 9.76, and for MPED girls the mean value was 92.92 and standard deviation value was 7.30. The degrees of freedom was 73. The t-value is 6.33 which was found to be significant. Hence, the Hypothesis-XIV was rejected.

Table 18: Strength Endurance Mean Values, SD, df and 't' values of BPEd girls and MPED girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	BPEd girls	18	100.05	12.18	29	4.69
2.	MPED girls	13	92.92	7.30		

Table 18 shows the mean values, SD, degrees of freedom, t-value of BPEd girls and MPED girls with regard to their study habits. The mean value of BPEd girls was 100.05, standard deviation value was 12.18, and for MPED girls the mean value was 92.92 and standard deviation value was 7.30. The df was 29. The t-value is 4.69 which was found to be significant. Hence, the Hypothesis-XV was rejected.

Table 19: Strength Endurance Mean Values, SD, df and 't' values of all courses boys and all courses girls

Sl. No.	Tests	N	Mean	SD	df.	't' value
1.	All courses boys	178	98.57	10.57	269	2.96
2.	All courses girls	93	101.03	10.47		

Table 19 shows the mean values, degrees of freedom, t-value of all courses boys and all courses girls with regard to their study habits. The mean value of all courses boys was 98.57, standard deviation value was 10.57, and for all courses girls the mean value was 101.03 and standard deviation value was 10.47. The degrees of freedom was 29. The t-value is 2.96 which was found to be significant. Hence, the Hypothesis-XVI was rejected.

Comprehensive Discussion

From the results and discussions held so far it was scientifically proved that the study habits have shown a sluggish growth among the physical education students. The girls from all courses have scored (101.03) higher than boys (98.57). However, the UGDPED girls (103.01) have higher scores than all other students in different courses. The boys from master degree course (MPed) have recorded low scores (91.26) in developing the study habits. By and large the physical education courses have yielded better study habits among the students.

Suggestions

1. A similar study may be attempted in other Universities of Telangana and Andhra Pradesh.
2. Similar studies may be taken up in games and sports.
3. Similar studies can be taken up on university level, national and international players.

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