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SHORT COMMUNICATION

Study habit of university foreign students in relation to gender and streams of education

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ABSTRACT

The objective of the present research is to explore the difference in study habit of university foreign students. The investigator has taken the sample of 200 foreign students studying in various streams of education in Lovely Professional University by using simple random sampling technique. For collection of data the investigator has used Study Habit Inventory standardized by M. Mukhopadhyay and result analysis t-test has used.

Keywords: Study Habit, Foreign Students, Streams of Education

1. INTRODUCTION

Higher education is one of the most globalised activities. India's higher education system is the third largest in the world next to the United States and China. Higher education is a powerful tool to build knowledge for an information-based society. It contributes to economic development and promotes sustainable human development. At the same time, it improves relevance with closer links with the world of work and achieves quality in its

teaching, research and business. The World Declaration of Higher education for the 21st Century (1998) states that “Higher education should be considered as a public role.

Furthermore the declaration affirms the role of higher education in the “consolidation of human rights, sustainable development, democracy and peace, in a context of justice”, and that “international cooperation and exchange are major avenues for advancing higher education throughout the world”. Internationalization of higher education system had been one of the thrust areas of the UGC. The UGC in its 10th plan document mentioned that in the context of globalization of higher education, it is necessary to evolve a policy to promote the free flow of students from other nations to India as well as allow Indian students to get education in other nations. For globalization of higher education UGC has initiated a programme for the promotion of Indian Higher Education in abroad (PIHEAD). At present, majority of foreign students are coming from Nepal, Kenya, Bangladesh and Sri Lanka and also from other countries of south and Southeast Asia, Middle East and Africa to pursue higher studies in Indian Universities. UGC had also formulated regulations for entry and operation of foreign educational institutions in India which envisages that every foreign university operation in India should register with UGC. In addition to others, the most important mode of the globalization of higher education is to establish the campuses/centers of the foreign Universities in host countries. India itself is an important higher education provider that encourages reputed Universities capable of providing education of International standards. Globalization is the process of international integration arising from the interchange of ideas and views. Globalization is no more a new phenomena. In the present time, people go to foreign countries and foreigners come to India for getting education. India is the emerging destinations for international students. As per the study entitled, “Global Student Mobility 2025”, the number of foreign students is expected to increase to 7.2 million by 2025. China and India will be the countries, which will contribute over half of the global demand of foreign students by 2025. Our country has a share of approximately 7% of the global student market with somewhere between 200000 students having decided to pursue higher education studies in India 2009-2011.

Government of India offers a number of scholarships every year to international students who are interested to pursue their studies in India. Many students from India go to abroad in order to pursue higher education in foreign countries and many International students come to India for higher education. According to the Ministry of Overseas Indian Affairs, Government of India, 2.64 Lakh Indian students have gone abroad for studies. UNESCO’s Global Digest 2009 indicates that India sends the highest number of students abroad after China. India always encourages foreign providers to open foreign Universities in India to provide education of foreign standards in India. With the advent of globalization, in the early 1990,s foreign providers started entering the higher education market in India by offering degree programmes mainly in the professional disciplines. In mid-2006, there were 438 foreign providers attempting to enter the Indian market for higher education. There has been a steady growth in the number of foreign providers from 144 in 2000 to 319 in 2014 and to 438 in 2006. The Foreign Educational Institutions (Regulation of Entry and Operation) Bill 2010 was cleared by the cabinet on 15th March 2010. Now this bill (No. 57 of 2010) has been introduced in the Parliament on 3rd May, 2010 for discussion and its approval. The aim of the bill is to regulate entry and operation of foreign educational institutions imparting or intending to impart higher education in India. This Bill, if passed by the Parliament, would open up country’s education sector to foreign educators and investment. The Bill will

facilitate foreign educational institutions to participate in Indian higher education. Provisions of section 25 of the Indian companies Act 1956 will be applicable to foreign educational institutions. But, when the foreign students come to India for study they may face different problems in their day-to-day life like problems related to education, adjustment problems and so on. They feel sometimes socially not adjusted in teaching learning premises. That affects their study habits, which leads them towards horrible consequences.

1. 1. Study habit

Habitual actions are performed with great ease and facility. Habitual acts are performed with least attention or no attention. Habits may be good or bad. In order to acquire good habits, it is necessary to have the firmness of determination. On the other hand, bad habits are easily formed. Habits may be simple or not complicated. Simply habits are formed by conscious attempts. They are acquired by training. Through habit formation, it is impossible to do more than one thing at a time. It is therefore, essential that proper care should be taken to develop desirable habits of work, thought and feeling in children from the very beginning. In the field of education too, habits exercise a strong impact (Chaudhari, 2013). The student who is habitual of concentration on his studies for hours in school as well as at home is not easily overcome by fatigue .

Habits of thinking, regularity, proper reasoning, punctuality etc. help the pupils in their proper adjustment and in learning and in achieving all the essential knowledge and skills in a short time with great facility (Chand, 2013). The habit of reading journals, news papers, listening to radio, making analysis and also reading of classics, fictions etc. must be cultivated in pupil at school and carried through in the college and later in life. The student's approach to learning is highly individualistic with wide variation of technique observable. One may underline a text, another takes notes; one may study intensively for several hours, another may take many breaks. The variations are endless. The education felt that the study process could be more productive if learners were taught specific skills or techniques which could formalize the study process and thereby makes it more effective. This led to the development of study manuals or courses. Study Habit- means the ways of studying whatever systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed with respect to his learning activities (Verma, 2001). In the process of learning, habitual ways of exercising and practicing their abilities of learning are considered as study habit of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habit. Learners learning character is characterized by his study habit. Study habit serve as the vehicle of learning.

Generally students take over the study from their parents, brothers and sisters and others like friends, neighbors etc. Poor study habit create an anxiety in the students. If he studies well habit of good study make him to give a good study (Sarath, 2010). There are many factors, which may influence study habit formation like effective study, reading, education and vocational plans, social and family environment Yusliza, 2011; Basol, 2008; Beach, 2006; Black, 1988).

1. 2. Objective of the study

- ❖ To explore difference in study habit of university foreign students with respect to their gender and streams of education.

1. 3. Research questions

- ❖ Is there any difference in study habit of university foreign male and female students studying in humanities?
- ❖ Is there any difference in study habit of university foreign male and female students studying in science stream?
- ❖ Is there any difference in study habit of university foreign male and female students studying in commerce stream?
- ❖ Is there any difference in study habit of university foreign male and female students studying in management stream?

2. RESULT

2. 1. Methodology

Present study is descriptive in nature and survey method has been used. The investigator has taken the sample of 200 foreign students (students from Bhutan, Tanzania, Zambia, Afaganisthan, Mogalia) studying in various streams of education in Lovely Professional University by using simple random sampling technique. For collection of data the investigator has used Study Habit Inventory standardized by M. Mukhopadhyay and result analysis t-test has used.

A) Result pertaining to difference in study habits of university foreign male and female students studying in humanities stream

Table 1. Study habits students studying in humanities stream

Stream	Variable	Gender	N	Mean	SD	df	SEd	t-ratio
Humanities	Study habit	Male	25	158.44	19.50	48	.126	4.760
		Female	25	157.44	13.66			

Table value at 0.05 and 0.01 level of significance is 2.01 and 2.68

Table no. 1.depicts that the calculated t-value for the study habit of university foreign male and female students studying in humanities stream is 4.760 which is found to be significant at 0.01 level. Therefore it can be interpreted that there exists a significant difference in the study habits of university foreign male and female students studying in humanities stream. The difference in standard deviation and mean scores of study habit of university foreign male and female students studying in humanities stream has been shown graphically below:

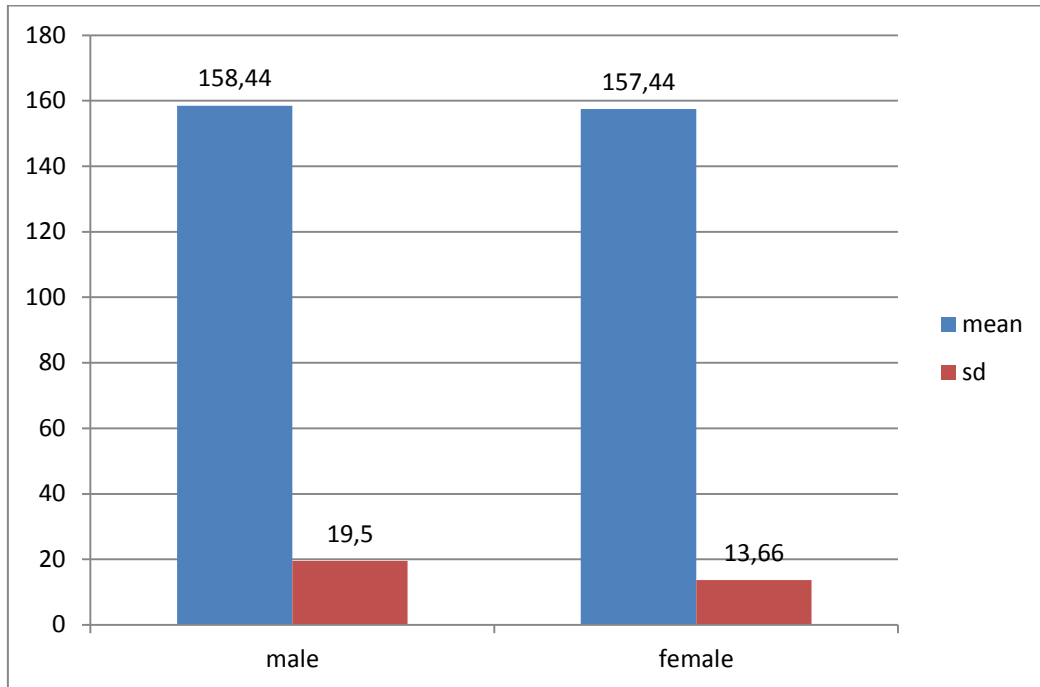


Figure 1.

B) Results pertaining to difference in study habits of university foreign male and female students studying in science stream

Table 2. Study habits students studying in science stream

Stream	Variable	Gender	N	Mean	SD	df	SEd	t-ratio
Science	Study habit	Male	25	161.20	14.66	48	1.81	3.31
		Female	25	155.20	7.70			

Table value at 0.05 and 0.01 level of significance is 2.01 and 2.68

Table no. 2.shows that the calculated t-value for the study habit of university foreign male and female students studying in science stream is 3.31 which is found to be significant at 0.01 level. Therefore it can be interpreted that there exists a significant difference in the study habits of university foreign male and female students studying in science stream. The difference in standard deviation and mean scores of study habit of university foreign male and female students studying in science stream has been shown graphically below:

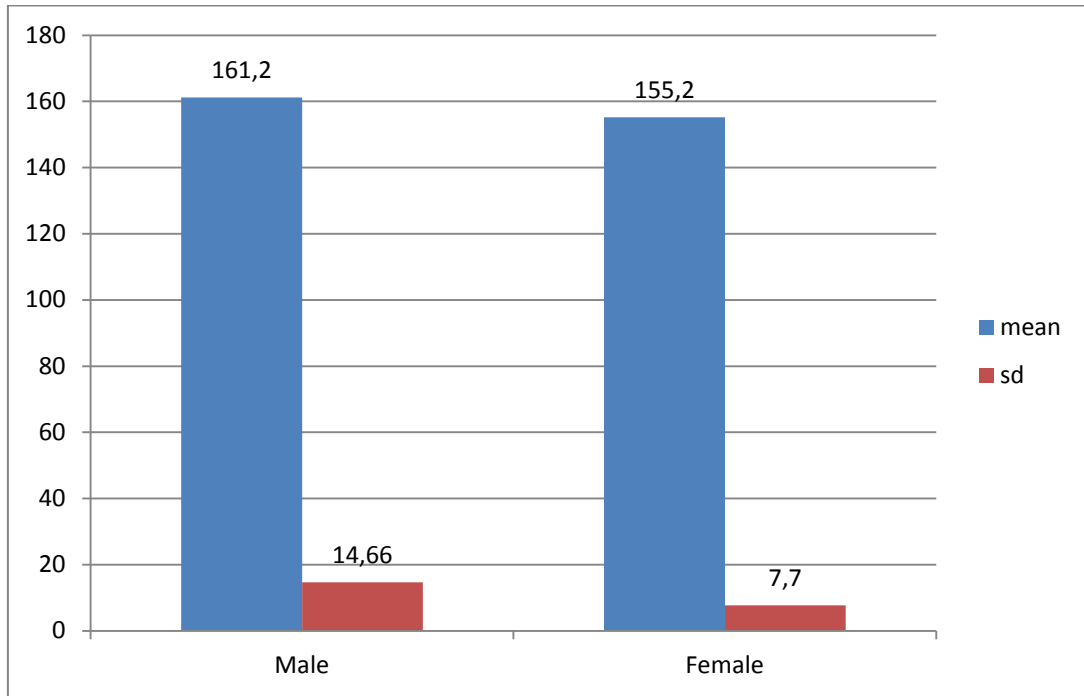


Figure 2.

C) Results pertaining to difference in study habit of university foreign male and female students studying in commerce stream

Table 3. Study habits students studying in commerce stream

Stream	Variable	Gender	N	Mean	SD	dF	SEd	t-ratio
Commerce	Study habit	Male	25	147.48	20.20	48	2.458	4.45
		Female	25	158.44	9.42			

Table value at 0.05 and 0.01 level of significance is 2.01 and 2.68

Table no. 3 shows that the calculated t-value for the study habit of university foreign male and female students studying in commerce stream is 4.45, which is found to be significant at 0.01 level. Therefore, it can be interpreted that there exists a significant difference in the study habit of university foreign male and female undergraduate students studying in commerce stream. The difference in standard deviation and mean scores of study habit of university foreign male and female students studying in commerce stream has been shown graphically below:

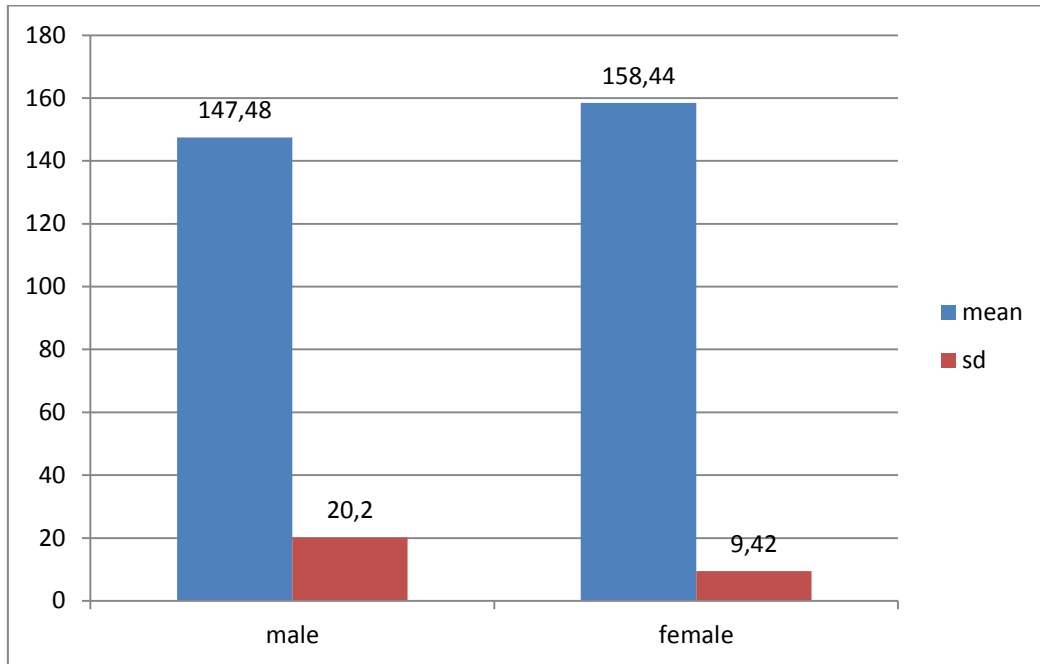


Figure 3.

D) Results pertaining to difference in study habit of university foreign male and female students studying in management stream

Table 4. Study habits students studying in management stream

Stream	Variable	Gender	N	Mean	SD	df	SEd	t-ratio
Management	Study habit	Male	25	141.56	14.17	48	.906	3.92
		Female	25	145.12	13.61			

Table value at 0.05 and 0.01 level of significance is 2.01 and 2.68

Table no. 4 depicts that the calculated t-value for the study habit of university foreign male and female students studying in management stream is 3.92, which is found to be significant at 0.01 level. Therefore, it can be interpreted that there exists a significant difference in the study habit of university foreign male and female students studying in management stream. The difference in standard deviation and mean scores of study habit of university foreign male and female students studying in management stream has been shown graphically below:

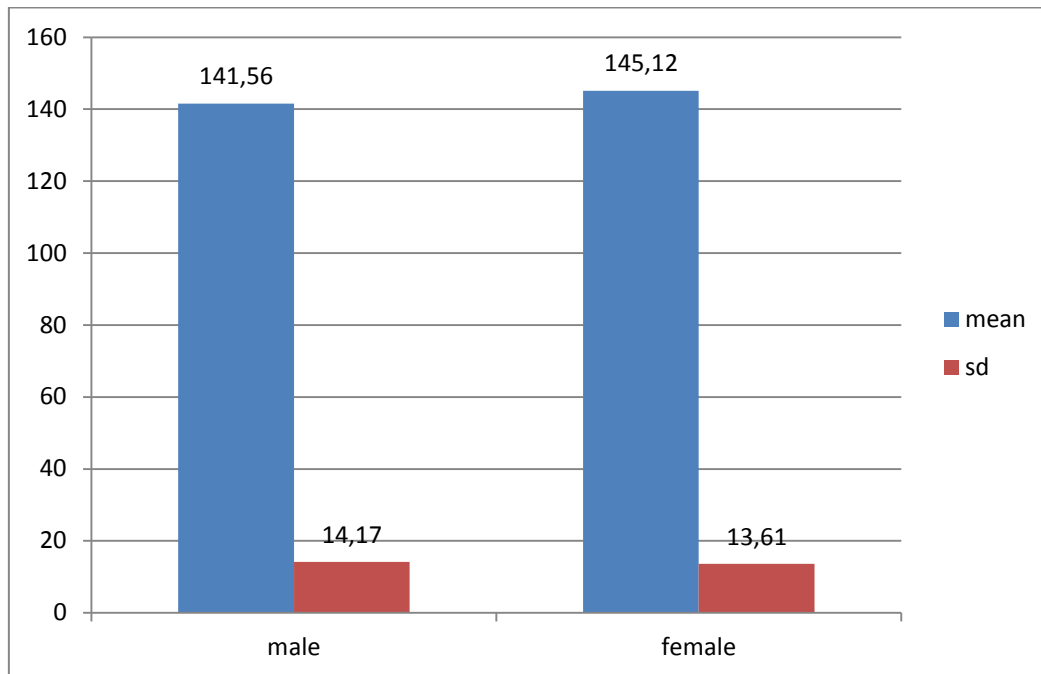


Figure 4.

3. CONCLUSIONS

- ❖ There exists a significant difference in study habit of university foreign male and female students studying in humanities stream. The existing difference may be due to lack of supportive educational atmosphere and inadequate study materials that discourage students to confine their studies (Sarath, 2010)
- ❖ There exists a significant difference in study habit of university foreign male and female students studying in science stream (Verma, 2001). The difference may be due to poor time budgeting.
- ❖ There exists a significant difference in study habit of university foreign male and female students studying in commerce stream (Sheikh, 2012). This existing difference may be due to lack of motivation among the students.
- ❖ There exists a significant difference in study habit of university foreign male and female undergraduate students studying in management stream. The possibility of existing difference is due to poor physical health of the students (Chaudhary, 2013).

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