A COMPARATIVE STUDY OF THE STUDY HABITS OF THE STUDENTS FROM FORMAL AND NON-FORMAL SYSTEMS OF EDUCATION IN PAKISTAN

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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 can't use effective study skills, until they are not having good habits. One individual learn more quickly and thoroughly than other due to good study habits. The study was conducted in order to determine the difference between the study habits of students from Formal and Non-Formal systems of education in Pakistan. Five hundred students The Islamia University of Bahawalpur and 500 students from the Bahawalpur region of the Allama Iqbal Open University were taken as sample. A forty item questionnaire on five stages scale was administered to the students and questionnaire was divided into seven clusters i.e. (Time management, Class attendance &participation, General study strategies, Exam preparation, Goal setting & motivation, Textbook reading and Note taking). Data was analyzed by using SPSS XII the reliability of the questionnaire was 0.869(Cronbach's alpha). Students of formal system are significantly better on time management. Students of non- formal system are significantly better on class attendance and participation. Students of non- formal system are significantly better on general studying strategies. Students of formal system are significantly better on exam preparation. Students of non- formal system are significantly better on general setting and motivation. Students of non- formal system are significantly better on text book reading. Students of formal system are significantly better on note taking. Over all students from non-formal system of education are significantly better than the students of formal system.

Key Words: Formal System, Non-formal system, Study habits, Time management, Class attendance, Study strategy, Exam preparation, Text book reading, Note taking

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 students and while 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 burden some, and talking 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 ones 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 of well organized notes. To study successfully a student must decide what information is important and then from opinions concerning it. 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, hence it is wise to learn how to study in the most effective way. Experts are agreed that great success inn 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.

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Concentrating on this crucial aspect of learning, researchers 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, metacognition, 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) 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 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 declination 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.

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 reveals that Pakistani women are most suffering than men in all of these areas to social development. According to Mirza & Malik (2000) Educational institutions are mirror of the society. The plight of women needs to excel in their academics pursuit in order to compete with their male counter parts, for which they need to adopt good study habits and effective study skills.

Nausheen (2002) suggested that, proper investment of time in students' life is much important. The actual amount of study time required by an individual depends on his speed and efficiency in the work and his 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 hours 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 spare much time for self study and secondly resort to ineffective study skills because of which their performance not only examinations is affected badly, rather they are unable to develop understanding of the concepts, issues and ideas.

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 lack good study habits as well effective study skills.

Objectives of the Study

This study was based on the following objectives:
1. To describe the study habits of the students.
2. To compare the study habits of students from formal and non-formal systems of education in Pakistan.
3. To suggest measures to improve the study habits of the students.

Research Methodology

Population and Sampling

The population of the study consisted of all the students of Master degree level of The Islamia University of Bahawalpur and students of Master degree level of Allama Iqbal Open University from Bahawalpur Region. The 500 students each from both the universities were considered as sample of the study.

Research Tool Development and Data Collection

Since the study was descriptive in nature, therefore, survey approach was considered appropriate to collect the data. For the purpose, questionnaire on five-point (Likert) scale was developed. The questionnaire was validated through pilot testing on 50 students and reliability of the questionnaire was 0.869.

Administration of Research Tool

The finalized questionnaire was administered on students personally as well as by mail. All the students responded.

Data Analysis

The data collected through questionnaire were coded and analyzed through SPSS XII, mean scores and independent samples t-test were run. Scale values assigned to each of the five responses was as

Level of Agreement	Scale Value
SA	5
A	4
UNC	3
DA	2
SDA	1

Findings

Data collected through the questionnaire was analyzed in terms of mean score and independent sample t-test. The findings drawn out from the data analysis are given below.

Table: 1: Showing the mean difference between the students from both the systems on different parameters of time management of study habits scale

Variable	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I have a study schedule with times set aside to study each subject.	Formal System	500	4.57	.705	.032	998	11.011	.000
	Distance	500	3.92	1.116	.050			
I use my free time between classes for reading or reviewing.	Formal System	500	4.75	.555	.025	998	24.011	.000
	Distance	500	3.35	1.178	.053			
I balance my study time with recreation and leisure time.	Formal System	500	4.63	.786	.035	998	13.195	.000
	Distance	500	3.81	1.142	.051			
I have a calendar of the semester and it is marked with exam dates, project due dates and assignments.	Formal System	500	4.00	1.104	.049	998	6.894	.000
	Distance	500	3.42	1.531	.068			
I keep a weekly schedule of my classes and activities	Formal System	500	3.56	1.332	.060	998	-1.440	.150
	Distance	500	3.68	1.348	.060			
I use daily "to do" lists.	Formal System	500	3.23	1.508	.067	998	-.371	.711
	Distance	500	3.26	1.386	.062			
I study on the weekends.	Formal System	500	3.94	1.231	.055	998	2.994	.003
	Distance	500	3.70	1.241	.056			

It is evident from above table that the mean score of students from formal system is significantly higher than the students from distance education system on I have a study schedule with times set aside to study each subject, I use my free time between classes for reading or reviewing, I balance my study time with recreation and leisure time and I have a calendar of the semester and it is marked with exam dates, project due dates and assignments, I study on the weekends and there is no significant difference between the mean scores of students from both the systems on I keep a weekly schedule of my classes and activities and I study on the weekends. While students from distance system of education are not significantly better even on a single item. The mean score of students from distance education system is higher on I keep a weekly schedule of my classes and activities but that difference is not significant. So it is concluded that students from formal system of education are mostly significantly better on the different parameters of time management on study habit scale.

Table: 2: Showing the mean difference between the students from both the systems on time management

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Time Management	Formal System	500	28.6780	4.19876	.18777	998	12.387	.000
	Distance	500	25.1520	4.78358	.21393			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students of formal system are significantly better than the students of distance education system on over all time management of study habits scale.

Table: 3; Showing the mean difference between the students from both the systems on different parameters of class attendance & Participation of study habits scale

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I attend class regularly.	Formal System	500	3.39	1.471	.066	998	-19.827	.000
	Distance	500	4.78	.549	.025			
I get to class early or on time.	Formal System	500	3.53	1.254	.056	998	-15.874	.000
	Distance	500	4.58	.795	.036			
I come to class prepared, having completed the reading.	Formal System	500	3.58	1.277	.057	998	-8.591	.000
	Distance	500	4.20	.961	.043			
I sit where I can see/hear what is going on in lecturers.	Formal System	500	3.70	1.421	.064	998	-7.896	.000
	Distance	500	4.32	1.001	.045			

It is evident from above table that the mean score of students from distance system of education is significantly higher than the students from formal system on I get to class early or on time, I come to class prepared, having completed the reading, I sit where I can see/hear what is going on in lecturers and I attend class regularly. It can be concluded from the above table that students from distance education system are significantly better than the students of formal system on all parameters class attendance & participation.

Table: 4: Showing the mean difference between the students from both the systems on class attendance and participation

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Class attendance and Participation	Formal System	500	14.2080	3.29522	.14737	998	20.295	.000
	Distance	500	17.8820	2.35098	.10514			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students from distance system of education are significantly better than the students of formal system on over all class attendance &participation of study habits scale.

Table: 5: Showing the mean difference between the students from both the systems on different parameters of general study strategy of study habits scale

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I plan sufficient time to get assignments done.	Formal System	500	3.70	1.342	.060	998	-4.733	.000
	Distance	500	4.06	1.030	.046			
I turn in all assignments on time.	Formal System	500	3.55	1.344	.060	998	-9.154	.000
	Distance	500	4.23	.984	.044			
I use index cards to write down important information and then review that information when I am "waiting" around.	Formal System	500	3.55	1.308	.058	998	.866	.341
	Distance	500	3.48	1.323	.059			
I work on more difficult classes first.	Formal System	500	4.48	.975	.044	998	10.324	.000
	Distance	500	3.77	1.178	.053			
I set specific goals for each study session.	Formal System	500	4.32	.991	.044	998	4.994	.000
	Distance	500	3.97	1.179	.053			
I have a regular study area that is free of distractions.	Formal System	500	2.82	1.399	.063	998	-13.045	.000
	Distance	500	3.83	1.013	.045			
I take breaks when I study.	Formal System	500	3.66	1.268	.057	998	-6.109	.000
	Distance	500	4.12	1.097	.049			

It is evident from above table that the mean score of students from formal system is significantly higher than the students from distance education system on I work on more difficult classes first, I set specific goals for each study session. It is also evident from above table that the mean score of students from distance education is significantly better than the students of formal system on I plan sufficient time to get assignments done, I turn in all assignments on time, I have a regular study area that is free of distractions and I take breaks when I study, while there is no significant difference between the mean scores of students of both systems on I use index cards to write down important information and then review that information when I am "waiting" around. So it can be concluded from the above table that mostly students from distance system of education are significantly better than the students of formal system on most of the parameters of general study strategy.

Table: 6: Showing the mean difference between the students from both the systems on general study strategy

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
General Study Strategy	Formal System	500	26.0840	4.53498	.20281	998	5.283	.000
	Distance	500	27.4680	3.70843	.16585			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students from distance system of education are significantly better than the students of formal system on over all general study strategy of study habits scale.

Table: 7: Showing the mean difference between the students from both the systems on different parameters of exam preparation of study habits scale

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I review older material first when studying for exams.	Formal System	500	4.49	.794	.036	998	4.649	.000
	Distance	500	4.24	.864	.039			
When studying for exams, I review over several sessions.	Formal System	500	3.81	1.185	.053	998	2.783	.005
	Distance	500	4.00	.988	.044			
I study for exams at least five days in advance.	Formal System	500	3.65	1.177	.053	998	0.705	.481
	Distance	500	3.71	1.245	.056			
I make up exam questions and answer them as I study.	Formal System	500	3.47	1.357	.061	998	3.168	.002
	Distance	500	3.72	1.106	.049			
I make up exam questions using the same format that the actual exam will use.	Formal System	500	4.01	1.116	.050	998	3.849	.000
	Distance	500	3.74	1.069	.048			
I review for exams with a peer or a small study group.	Formal System	500	3.67	1.219	.054	998	6.215	.000
	Distance	500	3.17	1.323	.059			
I review for exams by explaining concepts to others.	Formal System	500	4.11	1.177	.053	998	6.225	.000
	Distance	500	3.62	1.337	.060			

It is evident from above table that the mean score of students from formal system is significantly higher than the students from distance education system on I review older material first when studying for exams, I make up exam questions using the same format that the actual exam will use, I review for exams with a peer or a small study group, I review for exams by explaining concepts to others. It is also evident from above table that the mean score of students from distance education system is significantly better than the students of formal system on When studying for exams, I review over several sessions, I make up exam questions and answer them as I study, while there is no significant difference between the mean scores of students of both the systems on I study for exams at least five days in advance. So it can be concluded from the above table that the students of formal system are significantly better than the students from distance education system on different parameters of exam preparation of study habit scale.

Table: 8: Showing the mean difference between the students from both the systems on exam preparation

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Exam Preparation	Formal System	500	27.2060	4.29843	.19223	998	4.071	.000
	Distance	500	26.1940	3.52437	.15761			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students of formal system are significantly better than the students of distance education system on over all exam preparation of study habits scale.

Table: 9: Showing the mean difference between the students from both the systems on different parameters of general setting & motivation of study habits scale

Variables	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I am motivated to do well.	Formal System	500	3.67	1.219	.054	998	9.062	.000
	Distance	500	4.29	.949	.042			
I set realistic goals and work to meet them.	Formal System	500	4.75	.555	.025	998	11.836	.000
	Distance	500	4.13	1.023	.046			
I set my priorities and stick to them.	Formal System	500	4.63	.786	.035	998	5.777	.000
	Distance	500	4.31	.957	.043			
I assess my strength and challenges in order to make positive changes.	Formal System	500	4.00	1.104	.049	998	5.824	.000
	Distance	500	4.37	.845	.038			
I seek help when necessary.	Formal System	500	3.56	1.332	.060	998	9.204	.000
	Distance	500	4.22	.883	.039			
I resist frequently distractions.	Formal System	500	3.65	1.177	.053	998	1.603	.109
	Distance	500	3.54	.985	.044			
I reward myself when I have successfully accomplished my study goals.	Formal System	500	3.47	1.357	.061	998	5.280	.000
	Distance	500	3.90	1.202	.054			

It is evident from above table that the mean score of students from formal system is significantly higher than the students from distance education system on I set realistic goals and work to meet them, I set my priorities and stick to them. Above table also shows that the mean score of students from distance education system is significantly higher than the students of formal system on I am motivated to do well, I assess my strength and challenges in order to make positive changes, I seek help when necessary and I reward myself when I have successfully accomplished my study goals. While there is no significant difference between the mean scores of students from the both systems on I resist frequently distractions. So, it is concluded from the above table that the students from distance education system are significantly better on general setting and motivation of the study habits scale.

Table: 10: Showing the mean difference between the students from both the systems on general setting and motivation

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
General Setting and Motivation	Formal System	500	27.7340	3.93474	.17597	998	4.146	.000
	Distance	500	28.7620	3.90639	.17470			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students from distance system of education are significantly better than the students of formal system on over all general setting and motivation of study habits scale.

Table: 11: Showing the mean difference between the students from both the systems on different parameters of text book reading of study habits scale

Variables	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I skim headings and chapter introductions before I read the chapter.	Formal System	500	4.01	1.116	.050	998	2.131	.033
	Distance	500	3.84	1.391	.062			
I read study questions and summaries before I read the chapter.	Formal System	500	3.67	1.219	.054	998	4.042	.000
	Distance	500	3.98	1.253	.056			
I look for main ideas in what I read	Formal System	500	4.11	1.177	.053	998	5.220	.000
	Distance	500	4.44	.767	.034			
I underline or highlight main ideas when I read.	Formal System	500	4.32	.991	.044	998	3.441	.001
	Distance	500	4.51	.779	.035			
I recite when I have read in order to understand it.	Formal System	500	2.82	1.399	.063	998	16.710	.000
	Distance	500	4.09	.969	.043			

It is evident from above table that the mean score of students from formal system is significantly higher than the students from distance education system on I skim headings and chapter introductions before I read the chapter. It is also evident from the table that the mean score of students of distance education is significantly higher than the students of formal system on I read study questions and summaries before I read the chapter, I look for main ideas in what I read, I underline or highlight main ideas when I read, and I recite when I have read in order to understand it. It is concluded from the table that students of distance education system are significantly better on all the parameters of text book reading except I skim headings and chapter introductions before I read the chapter.

Table: 12: Showing the mean difference between the students from both the systems on text book reading

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Text Book Reading	Formal System	500	18.9260	3.23380	.14462	998	9.860	.000
	Distance	500	20.8660	2.98292	.13340			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students from distance system of education are significantly better than the students of formal system on over all text book reading of study habits scale.

Table: 13: Showing the mean difference between the students from both the systems on different parameters of note taking of study habits scale

Variables	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
I take organized and legible notes during class.	Formal System	500	3.66	1.268	.057	998	6.412	.000
	Distance	500	4.11	.948	.042			
I review and revise my notes soon after class.	Formal System	500	4.49	.794	.036	998	13.632	.000
	Distance	500	3.65	1.118	.050			
I take notes as I read my assignments.	Formal System	500	3.81	1.185	.053	998	0.954	.340
	Distance	500	3.87	.920	.041			

It is evident from above table that the mean score of students from formal system is significantly higher than the students from distance education system on I review and revise my notes soon after class. Above table also shows that the mean score of students from distance education system is significantly higher than the students of formal system on I take organized and legible notes during class and there is no significant difference between the mean scores of students from the both systems on I take notes as I read my assignments. It is concluded that on note taking the students of formal system are significantly better on not taking.

Table: 14: Showing the mean difference between the students from both the systems on note taking

	Status of Respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Note Taking	Formal System	500	11.9540	2.28173	.10204	998	2.201	.000
	Distance	500	11.6360	2.28691	.10227			

Above table shows that there is a significant difference between the mean scores of students from formal system and distance system of education at .000 significant level. So it is concluded that students of formal system are significantly better than the students of distance education system on over all note taking of study habits scale

Discussion

- There is a significant difference between the mean score of the students of formal and distance education. The mean score of students from formal system is significantly higher than the students from distance education system on having a study schedule with times set aside to study each subject, using free time between classes for reading or reviewing, balancing study time with recreation and leisure time and having a calendar of the semester and it is marked with exam dates, project due dates and assignments, and there is no significant difference between the mean scores of students from both the systems on keeping a weekly schedule of classes and activities and study on the weekends. The mean score of the students from distance system is not significantly greater than formal system even on a single item. The mean score of students from distance education system is higher on keeping a weekly schedule of classes and activities but that difference is not significant (table: 1).
- Over all mean score of the students shows that students of formal system are significantly better in managing their study time as compared to the students of distance education (table: 2).
- As far class attendance and participation in class room activities is concerned the mean score of students from distance system of education is significantly higher than the students from formal system on different parameters as: I go to class early or on time, I come to class well prepared, having completed the reading, I sit where I can see/hear what is going on in lecturers and I attend class regularly. Students of distance education are required to improve their habits regarding classroom attendance and participation in different activities (table: 3).

- There is a significant difference between the over all mean score of the students of formal and distance education regarding attending class and participating in different activities in classroom. Formal student are better than the students of distance education in these parameters of study habits (table: 4).
- Regarding the general study strategy, the mean score of students from formal system is significantly higher than the students from distance education system on different parameters of general study strategy as: working on more difficult classes first, setting specific goals for each study session. But the mean score of students from distance education is significantly better than the students of formal system on planning sufficient time to get assignments done, returning all assignments on time, having a regular study area that is free of distractions and taking breaks during study, while there is no significant difference between the mean scores of students of both systems on: I use index cards to write down important information and then review that information when I am "waiting" around. Both types of students use index cards for study purposes (table:5).
- Over all mean score shows that students of distance education are significantly better than the students of formal system regarding adopting proper general study strategy. Students of formal system are required to adopt a proper study strategy for better learning (table:6).
- As far preparation for examination is concerned the mean score of students from formal system is significantly higher than the students from distance education system on different parameters of exams preparation as: I review older material first when studying for exams, I make up exam questions using the same format that the actual exam will use, I review for exams with a peer or a small study group, I review for exams by explaining concepts to others. But on other parameters as: I review over several sessions, I make up exam questions and answer them as I study, the students of distance education are significantly better than the students of formal system. While there is no significant difference between the mean scores of students of both the systems on having time in advance for exams preparation (table:7).
- Over all mean score shows that the students of formal system are significantly better in preparation of their exams. They use proper preparation strategies during or before their exams as compared to the students of distance education (table:8).
- The mean score of students from formal system is significantly higher than the students from distance education system on: setting realistic goals and work to meet them, setting priorities and stick to them. Results also shows that the mean score of students from distance education system is significantly higher than the students of formal system on different parameters as: I am motivated to do well, I assess my strength and challenges in order to make positive changes, I seek help when necessary and I reward myself when I have successfully accomplished my study goals. But there is no significant difference between the mean scores of students from the both systems on: I resist frequently distractions (table: 9).
- Over all mean score indicates that the students of distance education system are significantly better the students of formal system in over all general setting and motivating themselves for their studies. The students of formal system are required to adopt a proper general setting and motivation for studies (table: 10).
- As far text book reading habits are concerned the mean score of students of distance education is significantly higher than the students of formal system on different parameters of study habit scale as: I read study questions and summaries before I read the chapter, I look for main ideas in what I read, I underline or highlight main ideas when I read, and I recite when I have read in order to understand it. But the mean score of students from formal system is significantly higher than the students from distance education system on: I skim headings and chapter introductions before I read the chapter. So it can be said that students of distance education having more proper strategy for reading their books (table: 11).
- Over all results show that there is a significant difference between the mean score of the students of formal and distance education regarding adopting reading habits and the students of distance education system are significantly better in adopting proper study habits as compared to the students of formal system (table: 12).
- Regarding note taking habits the mean score of students from formal system is significantly higher than the students from distance education system on I review and revise my notes soon after class. But results also show that the students of distance education system are significantly better than the students of formal system in taking organized and legible notes during class. There is no significant difference between the mean scores of students from the both systems on: I take notes as I read my assignments. It can be said that the students of almost both the systems of education consider notes taking useful strategy for study (table: 13).

- Over all mean score indicates that students of formal system are significantly better than the students of distance education system on over all notes taking of study habits scale. And the students of distance education should consider note taking an important strategy for study (table: 14).

Conclusions

On the basis of the findings following conclusions were made:

- Students of formal system are more competent to manage their study time.
- Students of formal system are more active to participate in different classroom activities.
- Students of both the systems are comfortably using index cards to get relevant information for their study.
- The students of formal system are better in preparation of their exams. They use proper preparation strategies during or before their exams as compared to the students of distance education.
- Text book reading habits of the students of distance education are better than the students of formal system.
- Notes taking habits are common in the students of both the systems but the students of formal system of education are using better techniques of notes taking.
- Students of both the systems are same in having time in advance for their exams preparation.

Recommendations

In the light of the analyzed data and on the basis of findings, following recommendations are made for AIOU.

- Students of distance education system should be guided properly by their tutors to manage their times for study.
- Small skills regarding preparing exams should be taught to the students by their teachers before exams to help the students for exams Preparation.
- Students should be motivated for adopting good study habits.
- There should be an incentive for students on completion of attendance so that the students of distance education may take interest in their classes.
- There should be a general lecture on notes taking and other study habit before starting classes properly especially for the students of distance Education.
- Students should be appreciated in their classes for using good techniques of study so that they may be an example for other students.

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