

# A Study of Differences in Study Habits of Students in Relation to Area and Sex

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**Abstract:** No doubt 'education is the process of unfolding of what is already folded in the germ' but the process of unfolding is guided by study habit on which success and failure depends upon. Home environment, study skill, proper attention, teacher's cooperation, pattern of evaluation, time management, institutional calendar and educational culture are the key factors that constitute study habits. It has been observed in present scenario in Udhampur urban and rural area that girl students are leading over boy students due to enhanced study habits probably either of high maturation rates or more cooperation of teachers, parents as well as changing pattern of education system.

**Keywords :** *Study habit, institutional calendar, pattern of evaluation, educational culture, and education system.*

**Introduction:** One individual may differ from another in term of knowledge due to environmental and genetic factors. Study habit is the study of attitude of students to study in systematic or disorganized way. Study habit of students may differ from sex to sex, region to region and person to person. Actually good habits occupy a central role in acquisition of facts, figure , concepts, knowledge, skills attitude, creativity etc .Learning is not contented with sheer creation of habits but rather than forming better habits for better growth and development of students own inner power of knowledge , understanding, analysis, synthesis and evaluation of

happenings. In order to study efficiently, students should not mere be interested in the study but must have knowledge of modern and efficient method of study. There is a intimate correlation between study habit and achievement(S.C.Gakhar and Gurdarshan Bains,2011) Study habits are voluntary activity also depends upon attitude, temperament and cooperation of parents, attitude of teachers, attitude of students, educational culture as well as availability of modern learning material including e-learning. Since study habit is a voluntary activity, therefore, it can be improved by providing better educational environment to the students.

## REVIEW OF RELATED LITERATURE

Sharma (1971) compared the study habit of 65 Gurukul and 65 None Gurukula students and found insignificant result.

Chinna (1985) conducted a study on study habits in relation to over and under achievement in English and concluded that over achievers had significantly better study habits in contrast to underachievers.

Surendra kumar (2001) conducted a research on study habits of the students studying in government and private schools of Tehsil R.S Pura and found no difference.

Verma (2001) founded that there is no significant difference in the study skills of science and arts groups.

Bimla Devi (2002) conducted a research on study habits of migrant students in relation to their academic achievement and revealed that high achiever students acquire better study habits in contrast to low achiever students.

Dinesh (2003) conducted a research work on a sample of 300 students (science stream=86, arts stream=125 and commerce stream=89) of IX class selected randomly from government and private senior secondary schools of Chandigarh. He concluded significance difference in the study habits of students belonging to science and arts streams.

Arora (2005) conducted a study on 1600 male and female students of 11 class studying in secondary Schools of Kathua, Udhampur and Rajouri district of Jammu and Kashmir state.

Gakhar (2005) in her study found positive significant result.

S.C. Gakhar and Gurdarshan Bains (2011) carried out research entitled "a study of self-concept and study habits of students of arts and science streams". They concluded correlation in the study skills and academic achievement of students and found insignificant results.

Khan, S (2012) studied the study habits of regular and distance mode students of master degree program of Patna University and found that regular students had better study habits in contrast to distance mode students of the same class.

## EMERGENCE OF THE PROBLEM

Human behaviors are usually governed by biological factors (which include sex, heredity, level of hormones, maturation etc) and social factors (e.g. culture, trend etc.) as well as environmental factors such as educational environment, availability of modern sources of knowledge and their applications through different levels of cooperation at home and in school. It has been observed that impact of

modern devices such as T.V, mobile phone, computer and internet, tape recorders etc playing a vital role in establishment of educational environment by influencing parents, teachers and students and has changed study habits in progressive development. But a question arises in which area and on which sex the impact of modernization on study habits has largely been observed? What are the real causes of different study habits? To understand these facts author desired to select the study of study habit of rural and urban male and female students of Udhampur district of Jammu and Kashmir state.

## OBJECTIVE OF THE STUDY

1. To understand what is the impact of modernization of education on study habit of male and female students of urban and countrified area of Udhampur district of Jammu and Kashmir State.
2. To understand whether the female students of countrified area is dominating over the male or not in respect of study habits, similar to that of other area of the country.
3. To understand whether the female students of rural area is dominating over the male students or not due to worldwide changing study habits and new trends.

## HYPOTHESES

Urban students may differ from rural students in respect of study habits due to more opportunity. Similarly female students may differ from male students due to high maturation rate, if they gate similar opportunity. Keeping these in view following hypotheses may be framed.

1. Study Habits of 11<sup>th</sup> class urban students and the same class rural students may differ from each other.

2. Study Habits of 11<sup>th</sup> class urban female students and same class urban male students may differ from each other.
3. Study Habits of 11<sup>th</sup> class rural female students and same class rural male students may differ from each other.
4. Study Habits of 11<sup>th</sup> class urban male students and same class rural male students may differ from each other.
5. Study Habits of 11<sup>th</sup> class urban female students and same class rural female students may differ from each other.
6. Study Habits of 11<sup>th</sup> class urban male students and same class rural female students may differ from each other.
7. Study Habits of 11<sup>th</sup> class urban female students and same class rural male students may differ from each other.

Mean, Standard Deviation and t-ratio technique were used to analyze the data.

#### DATA ANALYSIS

In order to determine and compare difference in Study Habits of urban and rural students of male and female sex, data were scored, mean, S.D. and t-ratio was computed to determine level of significant. A brief view of which has been depicted in Table 1

#### INTERPRETATION OF RESULT

When comparison is made between study habits of urban and rural students, it is observed that urban students have better study habits ( $59.4 \pm 6.61$ ) in contrast to rural students ( $51.29 \pm 6.13$ ), table 1.1 fig. 1.1 due to better educational environment, opportunity and cooperation from parents and teachers. As per result a significant t-ratio 16.09 is observed which is greater than table value at 0.05 and 0.001 level.

Study Habits of 11<sup>th</sup> class urban female students ( $63.36 \pm 4.01$ ) and 11 class urban male students ( $55.44 \pm 7.281$ ) table 1.2 fig. 1.2, may differ from each other because female sex has high maturation rate in comparison of male sex, parent cooperation and modern trends. In present research a significant t-ratio is observed i.e. 6.418 which is greater than table value at 0.05 and 0.001 level.

Study Habits of 11<sup>th</sup> class rural female students ( $52.46 \pm 5.651$ ) and 11 class rural male students ( $50.38 \pm 6.34$ ) table 1.3 fig. 1.3 may differ from each other in study habits due to different maturation rate and changing trends of education. Present effort on study habits indicated a significant t-ratio i.e. 2.55 which is greater than table value at 0.05 levels.

Study Habits of 11<sup>th</sup> class urban male students ( $55.44 \pm 7.281$ ) and 11 class rural male students ( $50.38 \pm 6.34$ ) table 1.4 fig. 1.4 may differ from each other in study habits due to different

#### SAMPLE

A random sampling technique was used to collect data from urban and countryside students of male and female sex. Target students were 50 girls and 50 boys (total 100) students of 11 class of Government Higher Secondary School Udhampur (Urban area). Who were compared with 50 girls and 50 boys (total 100) students of 11 class of Government Higher Secondary School, Kud (Rural area) of district Udhampur in the month of June, 2013.

#### TOOL USED

Study Habit Inventory based on modern available techniques and paraphernalia of learning, constructed and developed by Khan, S (2012) was used to collect data and scoring.

#### STATISTICAL TECHNIQUES USE

educational environment, available resources and parental care. Present investigation observed a significant t-ratio i.e. 16.75 which is greater than that of table value at 0.05 and 0.001 level.

Study Habits of 11<sup>th</sup> class urban female students ( $63.36 \pm 4.01$ ) and 11 class rural female students ( $52.46 \pm 5.651$ ) table 1.5 fig. 1.5 may have similar maturation rate but different educational environment, facility and cooperation. Due to these factors study habits of urban and rural female students differ. Present investigation on study habits indicated a significant t-ratio i.e. 19.96 which is greater than that of table value at 0.05 and 0.001 level.

Study Habits of 11<sup>th</sup> class urban male students ( $55.44 \pm 7.281$ ) and 11 class rural female students

( $52.46 \pm 5.651$ ) table 1.6 fig. 1.6 may differ from each other due to different educational environment and facility. Present analysis indicated a significant t-ratio i.e. 2.65 which is greater than table value at 0.05 levels only.

Study Habits of 11<sup>th</sup> class urban female students ( $63.36 \pm 4.01$ ) and 11 class rural male students ( $50.38 \pm 6.34$ ) table 1.7 fig. 1.7 may differ from each other due to different maturation rate and educational environment, motivation force and parent cooperation. Present research on study habits indicated a significant t-value i.e. 13.92 which is greater than table value at 0.05 and 0.001 levels.

Table 1.1: Study Habits of 11<sup>th</sup> class urban students and 11 class rural students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Urban	100	59.4	6.61				
				3.60	0.504	16.09	significant
Rural	100	51.29	6.13				

Table 1.2: Study Habits of 11<sup>th</sup> class urban female students and 11 class urban male students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Urban female	50	63.36	4.01				
				6.17	1.234	6.418	significant
Urban male	50	55.44	7.281				

Table 1.3: Study Habits of 11<sup>th</sup> class rural female students and 11 class rural male students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Rural female	50	52.46	5.651				
				4.08	0.816	2.55	significant
Rural male	50	50.38	6.34				

Table 1.4: Study Habits of 11<sup>th</sup> class urban male students and 11 class rural male students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Urban male	50	55.44	7.281				
				1.51	0.302	16.75	significant
Rural male	50	50.38	6.34				

Table 1.5: Study Habits of 11<sup>th</sup> class urban female students and 11 class rural female students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Urban female	50	63.36	4.01				
				2.73	0.546	19.96	significant
Rural female	50	52.46	5.651				

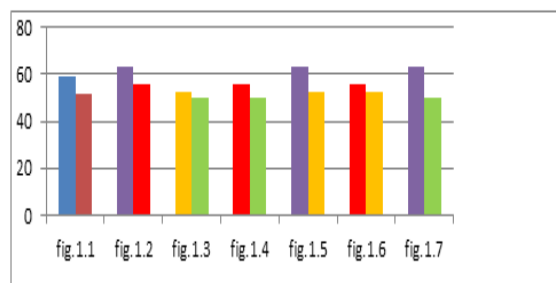
Table 1.6: Study Habits of 11<sup>th</sup> class urban male students and 11 class rural female students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Urban male	50	55.44	7.281				
				5.58	1.116	2.65	significant
Rural female	50	52.46	5.651				

Table 1.7: Study Habits of 11<sup>th</sup> class urban female students and 11 class rural male students

Category	No	Mean	S.D.	S	S.E.M	t-ratio	finding
Urban female	50	63.36	4.01				
				4.66	0.932	13.92	significant
Rural male	50	50.38	6.34				

Table-1



**Conclusion:** Study habits of female students differ from male students due to different rate of maturation, parental cooperation as well as motivation forces from the school and society. Usually female individuals have better study habits in contrast to male individuals, if they get similar opportunity to that of the male students. Due to these reasons, in most provinces female students are leading over the male students in reference to examination result. In rural area where the resource is limited female students also have better study habits in contrast to male students, probably due to high maturation rate and changing pattern of educational environment i.e. female teachers are the sources of inspiration for them in schools. The other inspiration sources are female achievers in other fields. Urban students have better study habits in contrast to rural students because of better educational environment, parent cooperation and viability of education resources like T.V, Tap recorder, DVD, mobile with internet browsing facility, computer and internet etc. The finding is following the similar pattern to that of the result of different examinations published by different state boards of secondary education at state level. The similar pattern of finding has also been reported at national level by the board of secondary education. The present investigation supports research work carried out by Chinna (1985), Dinesh (2003), S.C. Gakhar and Gurdarshan Bains (2011). Study habit of rural students may be improved by providing facility of modern devices to the students relating education such as television, internet, computer, and DVD players, mobile with internet facility. Because these devices are vibrating hubs of education and promoting education not only inside the school but also outside including home. It is also noted that male students need much guidance and counseling for long period than female students due to slow maturation rate.



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