

# Study Habits, Gender, Family Type and Locale: A Study of CUK

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## ABSTRACT

*The present study was delved to find the difference between study habits, gender, family type and locale among the students of Central University of Kashmir. The data was collected by using a standardised questionnaire developed by M. Mukhopadhyay and D. N. Sansanwal (1992). The sample of the study is composed of 243 students of 3<sup>rd</sup> semister among 13 teaching departments from the three campuses (Sonwar, Nowgam I and Nowgam II) of the Central University of Kashmir. The significant difference between the means of each pair of group was computed with the help of SPSS software by using statistical techniques like Mean, Standard Deviation and 't' test. The finding inferred that there is insignificant difference in the Study Habits of rural and urban students, in addition to that the study also displayed that the study habits of male students were found significant in relation to their counterparts, further the study exposed that Students from Joint families have better study habits than students from Nuclear families.*

**Key words:** *Study Habits, Gender, Locale, Type of Family. Central University of Kashmir*

## I. INTRODUCTION

Learning can be colossally gratifying, but studying regularly involves hard work. The initial phase towards effective study habits is to accept this reality. As soon as, an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his study habits. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits.

In recent years, researches in behavioural science have paid more attention to learners' cognitive styles and study habits which are important factors that influence the process and outcomes of learning. Study habits refer

to an art and skill of an individual, which enables him only to acquire, gather, interpret and organize information knowledge in a unique way.

## II.SIGNIFICANCE OF THE STUDY

To improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic achievement. Students' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students.

Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying (Lawrence, 2013). Here the investigator thought that student's academic achievement and their excellence in studies depends mainly on their study habits, which is very much influential in their learning process. Hence, the investigator has tried to explore the relationship between study habits and academic achievement of the higher secondary students.

## III.STATEMENT OF THE PROBLEM

The present study is entitled as "Relationship between Study Habits and Academic Achievement of Higher Secondary School Students".

## IV.OPERATIONAL DEFINITIONS

### Study Habits

The sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn".

## V.OBJECTIVES

**Objective 1: To study the difference between Study Habits and Gender among CUKmr Students.**

**Objective 2: To study the difference between Study Habits and Locale among CUKmr Students.**

**Objective 3: To study the difference between Study Habits and Type of Family among CUKmr Students.**

### Null Hypotheses

The hypotheses of the present study were framed on the bases of objectives of the study and on the basis of review of related literature. Therefore the hypotheses were presented in null form. Hypotheses of the present study were:

**H01.** Male and female students do not differ significantly in the Study Habits among CUKmr Students.

**H02.** Rural and Urban students do not differ significantly in the Study Habits among CUKmr Students.

**H03.** Students hailing from Joint Family and Students hailing from Nuclear Family do not differ significantly in the Study Habits among CUKmr Students.

## **VI.METHODOLOGY**

In the present endeavour, the researcher has used the descriptive research method. Descriptive research methods are used when the researcher wants to describe specific behaviour as it occurs in the environment with respect to one or more variables. The present study was carried out on all the 3<sup>rd</sup> semester students of 15 teaching departments totalling of 450 students from the Sonwar, Nowgam I and Nowgam II campuses of the Central University of Kashmir. The researcher took Central University of Kashmir as the population due to operational ease. Therefore it was not possible to collect the data from the entire population, so the researcher selected 243 randomly students from the 3<sup>rd</sup> semester. The investigator adopted the survey method to find out the differences between Study Habits Gender, Family Type and Locale among the students of 3<sup>rd</sup> semester of Central University of Kashmir.

### **Tools**

#### **Study Habits Inventory (SHI)**

SHI designed and standardised by M. Mukhopadhyay and D. N. Sansanwal (1992). It is a scale, where in the covert behaviour like concentration, comprehension, task orientation, study sets are measured in order to analyse the study habits. The inventory is comprised of 52 items on a five point Likert scale wherein 34 items are affirmative and the rest 18 items are negative. For positive scoring 4 marks are assigned for 'always', 3 marks for 'frequently', 2 marks were assigned for 'sometimes', 1 marks were assigned for 'rarely' and 0 marks were assigned for 'never'. For negative items the scoring was done reversed from 0, 1, 2, 3, 4, respectively.

## **VII.DATA COLLECTION**

The data for the present study was collected by the investigator through his personal visits to the 13 department of central university of Kashmir. Prior permission from the Heads of respective schools and Departments was sought for data collection. Data from student was collected at the initial stage of the academic session 20017-18. Before administering tools, the investigator told the purpose of the tools to the students. They were requested to give their true and free responses. It was also made clear to them that their responses would be kept strictly confidential. They were also assured that the information collected would be used only for research purpose. After establishing rapport with students, test booklet were distributed and asked them to write personal information on the title page and then instructions were given to them as given in the manual of the test.

### **Statistical techniques used for Data Analysis**

In order to analyse the obtained data following suitable statistical techniques were employed.

Mean, SD and t test were used with the help of SPSS (v.21).

**VIII.DATA ANALYSIS**

Data analysis is considered as the heart of the research work. Data analysis is the process of bringing order, structure and meaning to the mass of collected data. The researcher has made an attempt to analyse and interpret the collected data, keeping in mind the objectives and hypothesis of the study

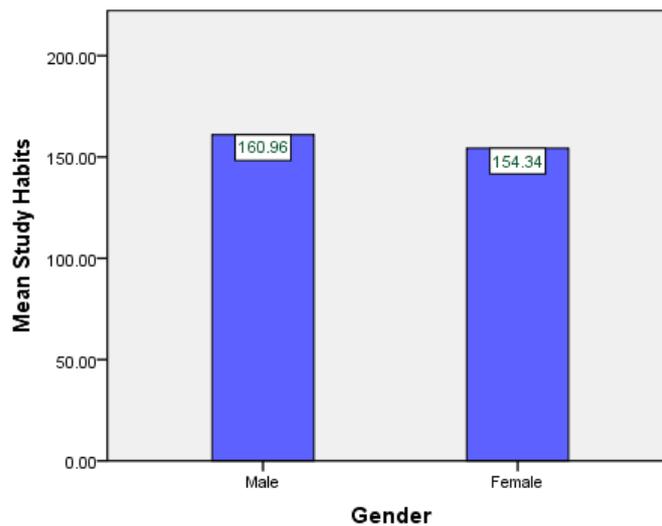
**Objective 1: To study the difference between Study Habits and Gender of CUKmr Students.**

*Ho1: There will be no significant difference between Study Habits and Gender of CUK Students.*

**Table 1 Difference between Study Habits and Gender**

	Gender	N	Mean	SD	t
Study Habits	Male	114	160.97	27.05	<b>2.04*</b>
	Female	129	154.34	23.46	

\* Significant at .05 level



*Figure 1.1*

**Interpretation of Table 1**

Table 1 describes the estimation of the responses, which was used to assess the difference between Study Habits and Gender. The said table describes the mean score and the t-value between Study Habits and Gender of CUK Students.

The stated table displays that there is significant difference between Study Habits of male and female on SHI as the as the calculated t value is **2.04**; (**p <.05**). Therefore Ho1 is rejected. The mean of the stated table has been graphically presented in pictorial form in Figure 1.1

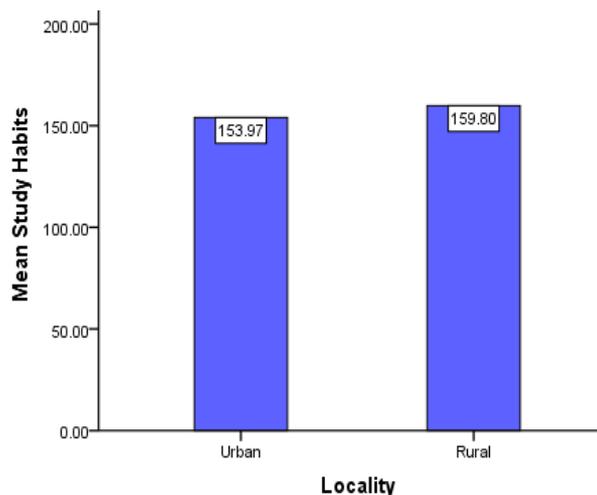
*Objective 2: To study the difference between Study Habits and Locality of CUK Students.*

*Ho2: There will be no significant difference between Study Habits and Locality of CUK Students*

**Table 2 Difference Between Study Habits and Locality**

	Locality	N	Mean	SD	t
Study Habits	Urban	99	153.97	22.30	<b>1.85<sup>NS</sup></b>
	Rural	144	159.89	27.16	

NS Insignificant



**Figure 1.2**

**Interpretation of Table 2**

Table 2 explains the estimation of the responses, which was used to assess the difference between Study Habits and Locality. The said table describes the mean score and the t-value between Study Habits and Locality.

The stated table displays that there is insignificant difference between Study Habits of Rural and Urban Students of CUK on SHI as the as the calculated t value is **1.85**; (**p >.05**). Therefore Ho2 is accepted. The mean of the stated table has been graphically presented in pictorial form in Figure 1.2

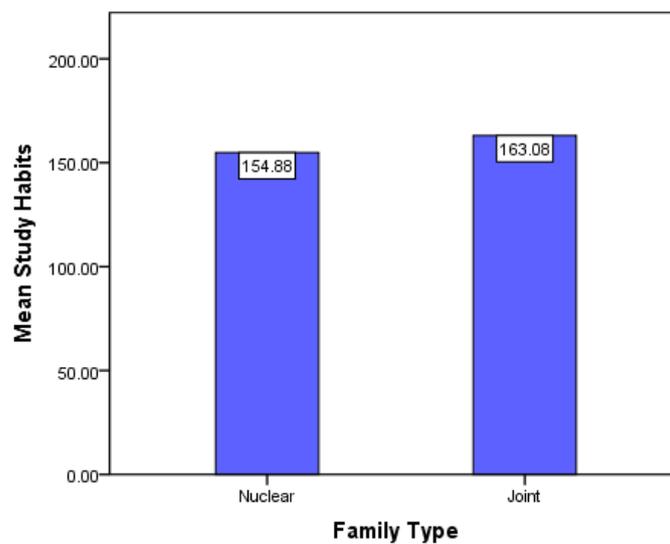
*Objective 3: To study the difference between Study Habits and Family Type of CUK Students.*

*Ho3: There will be no significant difference between Study Habits and Family Type of CUK Students.*

**Table 3 Difference Between Study Habits and Family Type**

	Family Type	N	Mean	SD	t
Study Habits	Nuclear	167	154.52	25.24	<b>2.48**</b>
	Joint	76	163.07	24.07	

\*\* Significant at .01



**Figure 1.3**

**Interpretation of Table 3**

Table 3 describes the estimation of the responses, which was used to assess the difference between Study Habits and Family Type. The said table describes the mean score and the t-value between Study Habits and Family Type of CUK Students.

The stated table displays that there is significant difference between Study Habits of Students of Nuclear and Joint families on SHI as the as the calculated t value is **2.48; (p <.05)**. Therefore Ho3 is rejected. The mean of the stated table has been graphically presented in pictorial form in Figure 1.3

**IX.DISCUSSION**

**Study Habits and Gender (Male & Female)**

The results from the objective 1 state that there is a significant difference between study habits of male and female students. The study habits of male students were found significant in relation to their counterparts

regarding their studies. Because Study habits not only cover the devotion, but it also entails the time, reading habits, learning techniques, memory, time schedule physical conditions. This conclusion is in accordance with the findings of Ramaswamy (1990) who reported that there is a significant difference in study habits of boys and girls.

While as the findings of the stated objective contradicts with the results of Reddy and Nagaraju (2001) found that sex has no influence on study habits; both boys and girls have similar study habits.

#### **Study Habits and Locality (Rural and Urban)**

The results of the objective no. 2 states that there is insignificant difference between Study Habits of rural and urban students studying in Central University of Kashmir. The 21st century has brought a revolution with regard to education. The advent of new educational policies like EFA (education for all), SSA (**Sarva Shiksha Abhiyan**), RAMSA (**Rashtriya Madhyamik Shiksha Abhiyan**), and RUSA (**Rashtriya Uchchattar Shiksha Abhiyan**) has brought our society in that level, they read for education, they read for information and they have realised that education is neither the entity of the urban nor the entity of rural. Such policies have developed an interest among general masses, with the result there is no significant difference in Study Habits of Rural and Urban. The results are in consonance with the findings of Reddy (1972). His study revealed that there was no significant difference between in study habits among rural and urban students.

The study also contradicts with the study of Guravaiah and Reddy (2004) who discovered there is no significant difference between rural and urban Students.

#### **Study Habits and Family Type (Nuclear & Joint)**

In the present study an attempt has been made to find out the difference between Study habits and family type of CUK students. It is clear from the result of the objective 3 that there is significant difference between the Study Habits of Nuclear and Joint family students of CUK Students from Joint families have better study habits than Students from Nuclear families. We are all well aware of the fact that Study habits are habitual way of exercising and practicing the abilities for learning. In nuclear families a child can become aware of one or two study habits and thereby learns only those (e.g. observation and concentration). While as on the other in joint families a child learns various study habits mainly due to the presence of various family members, where in his study behaviour gets influenced by many members and are able to develop study habits like concentration, motivation, keen observation, adjustment in school, networking and many more.

#### **Suggestions and Recommendations**

Study Habits play a significant role in the Academic Achievement; therefore it is suggested to inculcate the following recommendations in order to boost the academic Achievement among CUKmr Students.

1. The study habits play a vital role in the academic achievement of students therefore; it is essential to inculcate the good study habits among the students.
2. It is suggested that regular study habit training programmes in school must be arranged to improve the study habits.

3. It is suggested that teachers should help the students to frame the time- table for study. They should be instructed to adhere to it.
4. Parents should check whether their wards study in a quiet place away from disruption and disturbances.
5. It is suggested that teachers should correlate the subject matter with the life situations of the pupils, in order to make the subject matter interesting for the pupils.
6. It is suggested that university should make it mandatory for their students to visit the library; borrow books, magazines, newspapers and their visit should be marked with attendance there.
7. It is suggested that Parents and teacher would do well to exercise great vigilance with regard to the formation of the good study habits among the pupils.
8. It is suggested that Teacher should take special steps to increase and develop the reading skills of the pupils.
9. It is suggested that teachers should make their classes lively by adopting modern techniques of teaching and learning.
10. It is suggested the distractions for study are minimized. Hostels as well as study rooms should be designed away from highways so as to facilitate better study.
11. The habits are thought rather than taught and a congenial and healthy attitude and environment are pre requisite for its cultivation.
12. The study habit programmes both of preventive and remedial must be arranged in accordance with the abilities of the pupils.
13. The parent teacher associations must be arranged, where in they should get awareness of inculcating good study habits.

## **X.CONCLUSION**

The present study also revealed that there is insignificant difference in the Study Habits of rural and urban students studying in Central University of Kashmir. The stated study inferred that significant differences were observed in the Study Habits of Male students in relation to their counterparts. Further, the study also discovered that Students from Joint families have better study habits than Students from Nuclear families.

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