



Study habits and academic achievement of male and female Kashmir University students: A comparative study

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Abstract

The study was conducted to compare male and female Kashmir university students on study habits and academic achievement. The sample for the present study was consisted of 400 Kashmir university students (200 male and 200 female). The sample was selected randomly from the different departments of Kashmir University. The data for the present study were collected with the help of study habits inventory developed by Palsane and Sharma. The academic achievement of the students was collected by giving them self-constructed information blank in which they had to give the aggregate marks of previous two classes. It was found that female and male students differ significantly in their Study Habits and academic achievement. Females were found to have better study habits and academic achievement than male students of Kashmir University.

Keywords: study habits, academic achievement, Kashmir University students

Introduction

Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient (Goods dictionary of education). A proper study habits enable the student to achieved their objectives and become successful in life. Study habits refers to the consistent ways of a Student with regards to gaining knowledge. According to Crow & Crow (1992) ^[5] the effective habits of study include plan/place, a definite time table and taking brief of well-organized notes. Study habits includes various attitudes, methods techniques and strategies which individual students adopt while studying. Thus Study habits are techniques like preparing study time table, self-discipline, concentration, obtaining and organizing study material, reading textbooks time management and note taking. Studying is a skill. Being successful in school and college requires a high amount of good study habits. Thus the strategies carried out by the study to gain his knowledge and raise his academic performance may be considered as Study Habits. Study habit is the tendency of the learner to learn in a systematic and efficient manner in achieving high scores in examinations. The learner has to devote time and attention to acquire needed information or knowledge from classroom instructions and outside readings. (Menzel, 1982). Azikiwe (1998) ^[2] mentioned that good study habits are asset to learners because, these assist students to attain mastery in areas of specialization and consequent increase academic performance.

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and

organized experiences. Good (1973) ^[6], has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, academic achievement could be defined as self-perception and self-evaluation of one's objective success. Husain (2000) ^[7] argued that lack of good study habits is a problem at all levels of education. Good study habits help students to: attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and exams, take down notes and develop the points independently, ask relevant questions in class; thereby having good grades at the end of the term or semester (Agba, 2013) ^[1]. Bolling (2000) ^[2] asserts that good study habit helps students through planning and prepare for what is ahead, and accomplish their academic goals. Thus, lack or any kind of weakness in study habits directly puts students at a disadvantage, becoming one of the main reasons for student's low performance and drop out from schools.

Objectives of the Study

The following objectives were formulated for the present study.

1. To study and compare male and female Kashmir university students on self-concept.
2. To study and compare male and female Kashmir university students on academic achievement

Hypotheses of the Study

Keeping the objectives of the present study, the investigator proposed to test the following hypotheses:

1. There is a significant difference between male and female students of Kashmir University on study habits.
2. There is a significant difference between male and female students of Kashmir University on academic achievement.

Sample

The sample for the present study consisted of 100 teachers

(50 Male and 50 Female) selected randomly from the different secondary schools in District Budgam (J&K).

The breakup of the sample are as under

Table 1

Group	N	Total
Male University Students	200	400
Female University Students	200	

Tool used

The data for the present study was collected with the help of the Study Habits inventory developed by Palsane and Sharma. The academic achievement of the students was collected by giving them self-constructed information blank in which they had to give the aggregate marks of previous two classes.

Analysis and interpretation

Table 2: Mean comparison of male and female students of Kashmir University on Study Habits (N=400)

Group	Mean	S.D.	t- value	Level of significance
Male	53.01	7.75	3.44	Significant at 0.01 level
Female	55.35	7.60		

The perusal of the above table shows the significance of difference between Male and Female students of Kashmir University on Study Habits. The table shows that Male and Female students of Kashmir University differ significantly in their Study Habits. The difference was found to be significant at 0.01 Level. The table further indicates that female students of Kashmir University were found to have better study habits than male students of Kashmir University.

Thus from the confirmation of the results from the above table the hypotheses No. 1 which reads as, “*There is significant difference between male and female students of Kashmir University on study habits*” stands accepted.

Table 3: Mean Comparison of Male and Female Secondary Students on Academic Achievement

Group	Mean	S.D.	t-value	Level of Significance
Male	54.72	4.68	2.86	Significant at 0.01 level
Female	59.12	5.21		

The above table shows the mean comparison of male and female University students on academic achievement. The Statistical data reveals that there is significant difference between male and female Kashmir University students on academic achievement and the difference was found to be at 0.01 level. Thus the statistical data confirms that female students were found to have better academic achievement than male students of Kashmir University.

On the basis of empirical evidences the hypothesis No. 2 which reads as, “*There is significant difference between male and female students of Kashmir University on Academic Achievement*” stands accepted.

Conclusion

On the basis of analysis and interpretation some meaningful conclusions have been drawn which are reported as under:

1. It was found that Male and Female Kashmir University students differ significantly on their Study Habits. Female

University students were found to have better study habits than male Kashmir University students.

2. It was found that there is significant difference between male and female University students on their academic achievement. Female students were found to have better academic achievement than male students.

Educational implications

Innovative teaching methods should be started in University of Kashmir to develop good study habits among the students. The Continuous Comprehensive scheme should be introduced in university to ensure overall assessment of the students. E-content should be available in the university website and the students should have the open accesses so that the academic achievement of the students will be enhanced.

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