



STUDY HABITS AND SCHOLASTIC ACHIEVEMENT OF MALE AND FEMALE KASHMIR UNIVERSITY STUDENTS- A COMPARATIVE STUDY

Rakhshanda Lateef

Research scholar, Dept. of Education university of Kashmir

Abstract

The study was conducted to compare male and female Kashmir university students on study habits and scholastic 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 was collect with the help of study habits inventory by Palsane and Sharma. The scholastic achievement of the students was collected by giving them self-constructed information blank in which the students were asked to give the aggregate marks of previous two classes. It was found that female and male students differ significantly in their Study Habits and scholastic achievement. Females were found to have better study habits and scholastic achievement than male students of Kashmir University.

Keywords: *Study Habits, scholastic Achievement, Kashmir university students.*

INTRODUCTION

Study habits in an individual are of most significant importance. It helps an individual to attain mental peace and enables him to interact in an impressive manner. Study habits are the ways that we study. The habits that we formed during our school years. Study habits can be „good“ which means they work and help us to make good grades or „bad“ which just means the don't work and don't help us to make good grades. Good study habits include being organized, keeping good notes and reading text books, listening in class and working every day. Bad study habits include skipping class, not doing working, watching too much T.V or playing video games instead of studying, and losing work. Without good study habits, a student cannot succeed. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate that information in written and \or oral form. It is quite natural that every individual is a slave of habits whether good or bad but it is witty to have good study habits as they benefit the students. Instead of wasting time and leisure it is better to utilize every second in obtaining and acquiring knowledge and thus include good study habits. Study habits are influenced by teaching methods adopted and material they are to learn. So, it is the effort of teachers to develop good study habits

among students. Such habits are the best equipments with which they can live and lead their lives with confidence. If the habits are developed in the young age they will definitely cherish the joy of its fruits in the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult to modify their habits and behavior. Therefore, it is better to develop study habits in the initial stage of life. It is the proper time and age to cultivate study habits. Many students do not study just for the interest of studying. Study is hard work. A great number of motivational interest; work habits and personality characteristics combine in various ways to determine school achievement. Many studies have shown that among the many variables that affect academic achievement, motivation is obviously an important one. Whether a student will work at a task to pursue excellence at any given time during the day depend on his consummators needs (hunger, thirst etc) being met; his hierarchical structure of internal motives to achieve success in various activities and his tendencies to avoid failure. The importance of scholastic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990) The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child, who sees himself as top ranking, or as scholar, may set his goal and the attainment of the highest grade in the class. A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. Grades are the most universally accepted indicators of achievement in educational settings that focus on the student (Anaya, 1999; Biggs, 1989; Goberna 1987; Harackiewicz, Barron, and Elliot, 1998; Pardo and Olea, 1993). Academic achievement occupies a very important place in education as well as in the studying and learning process. 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 is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the individuals/ students to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be

general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good (1973), 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.

Academic achievement of students refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of students in the academic subjects in relation to their knowledge and skills. Trow(1956) defined academic achievement as : knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grade or units based of pupils performance.” Good(1959) refers to academic achievement as: “the knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”. According to Sinha(1970) Academic achievement means: “ students whose academic performance is superior character in the form of high percentage of marks are taken as successful candidates. On the other hand, students who fail in the previous examination, and obtain low division in their examination are considered as individuals who have failed in their attainment”.

Since study habits is an important factor in learning, it becomes necessary to investigate into its nature whether it bears any relationship with achievement? Good or poor study habits may be the result of set common factors. It might be related to certain aspects of adjustment such as physical health, home, emotional and social adjustment. It might be related to such personality traits as extroversion or introversion. It might be related to certain background and environmental conditions of study, etc.

After scanning the literature, the investigator found that the whole area is unexplored. Though some studies have been conducted on study habits but no such study have been conducted on Kashmir university students. Therefore, the selection of the present research study is justified.

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 scholastic

achievement.

3) 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 scholastic achievement.

Methodology and Procedure

The study was conducted through descriptive method which is frequently used research method in education. The descriptive method is designed to obtain pertinent and precise information concerning the current status of phenomena and also draw valid conclusion from the facts discovered. Descriptive research helps to explain educational phenomena in terms of the condition and relationships that exist, opinions that are held by the students, teachers, parents and experts processes that are going.

Sample

The sample from the present study consisted of 400 students (200 male 200 female) of Kashmir university. The sample was selected randomly from different departments of Kashmir university to ensure that every unit of the population will get equal chance to be selected.

The breakup of the sample is as under:

Group	N	Total
Male	200	400
Female	200	

Tools Used

The investigator used following tools to collect data from the field :

1. In order to assess the study habit of the sample subjects the investigator used Palasane And Sharam's Study Habits Inventory. The tool is highly valid and reliable measures the study habits mainly covers reading habits, learning techniques, memory, time-schedule, physical conditions, examination, evaluation etc.
2. In order to assess the scholastic achievement of the sample subjects, previous two years examination records were checked .

Statistical Technique

The data collected was subjected to following statistical treatment:

1. Mean
2. Standard Deviation
3. T-test

ANALYSIS AND INTERPRETATION

The analysis and interpretation of data is of great significance. The data as such has no meaning, if it is not analyzed and interpreted properly. It may be fair to say that research consist in general of two large steps, the collection of data and the analysis of that data. Interpretation calls for a critical examination of the results of analysis in the light of all the limitation of that gathered data. However valid, reliable and adequate data may be, it does not serve any worthwhile purpose unless it is carefully edited systematically classified, tabulated scientifically, analyzed intelligently and rationally concluded.

Table 1.0: Showing the 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	3.07	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 significant at 0.01 Level. The table further indicates that female students of Kashmir university were found to have better study habits than male college students of Kashmir university. Thus from the confirmation of the results from the above table the hypotheses which reads as, “There is a significance difference between male and female students of Kashmir university on study habits” stands accepted.

Table 1.2: Showing the mean comparison of Male and Female Students of Kashmir university on Scholastic Achievement (N=400)

Group	Mean	S.D.	t-value	Level of Significance
Male	54.72	4.68	8.97	Significant at 0.01 level
Female	59.12	5.21		

The quick look at the table shows the main difference between male and female students of Kashmir university on scholastic achievement. The table shows that there is significant difference between the two groups and difference was found to be significant at 0.01 level which reveals that females of Kashmir university are higher on scholastic achievement than males.

CONCLUSION

On the basis of analysis and interpretation, following certain meaningful conclusions have been drawn:

1. Female students of Kashmir University were found to have better study habits than male students of Kashmir university.
2. It was found that females students of Kashmir university were having better scholastic achievement than male students of Kashmir university.

Educational Implications

- 1.As male students of Kashmir University were found to be lower on study habits. Therefore, certain student orientation programmes should be organized to enhance the study habit of male students.
- 2.The male students should be encouraged to consult libraries and special library consultation class should be organized for the male students of Kashmir university.
- 3.The Allama Iqbal Library of Kashmir university should be available to the students 24*7.
- 4.As the male students of Kashmir university were found to be lower on scholastic achievement. Therefore, certain academic orientation programmes should be organized to enhance the scholastic achievement of male students.

REFERENCES

- Alberta E. Pruitt, (2002). How the Physically Handicapped Learn to Read. Reading Teacher vol. 7. pp. 131-137. published by International Reading Association. stable URL: <http://www.jstro.org/stable/30020396>*
- Ann Llewellyn and Man Cheung Chung, (2005). Self Esteem of Children With Physically Disabilities Problems and Dilemmas of Research. Journal of Development of Physical Disabilities. Published by Division of Psychology, Health Sciences, University of Wolver Hampton WVI, IDJ England.*
- Archana, K. P., (2002). Correlates of Academic Achievement Indian Journal of Educational Research Vol. 21 pp. 75-76.*
- Buch, M.B. (1974) A Survey of Research in Education Center for Advanced Studies in Education.*
- Chatrwrjee, R. (1985) Self-Concept and Blind Children, cited in Journal of Indian Education vol. 2, No. 5.*
- Chawala Preeti, (2008). Personal Adjustment of physically Disabled and Normal students at senior secondary students. Published by Journal of the Indian Academy of Applied psychology, Vol. 32. pp. 43-46*
- Dr. L. Govinda Rao, (2007). Perspectives on special education. Published by Neelkamal Publication Pvt. Ltd. Sultan Bazar Hyderabad.*
- Dr. R.A. Sharma, (2008). Fundamentals of Special Education. Published by Vinay Rakheja Meentit. pp. 149,194, 212.*
- E.P. Quibell, (2000). The Physically Handicapped Child , Functional Assessment of the Disability as*

- an aid to Planning. The British Medical Journal* vol. 2. No. 4999 pp. 991-993 published by BMJ publishing group stable.
- Ed cairns and Christopher Alan Lewis (2000). *Collective Memories, Political Violence and Mental Health in Northern Ireland*, published by *American Journal of Psychology* vol. 1.
- Faria, Farhat. (2001). *Managing Mentally and Physically Challenged Students*. Published by *Journal of National Medical Association* Vol. 101.No.12
- Headfield, T. K. (2003). *Mental Health*. In Benjamin B. Lahey (Ed) *Psychology an Introduction* (6th edition) published by Tata McGraw-Hill'NewDelhi, p. 326.
- Hussain Akbar, (2007). *Self Concept of Physically Challenged Students*. Published by *Journal of the Indian Academy of Applied psychology* Vol. 32. pp. 43-46
- James, E. Yesseldyke. Bob Algozzine, (2006). *Special Education a Practical Approach for Teacher*. Published by Kanishka publication, New Delhi
- Janardan Prasad, (2007). *Education of the Handicapped Children*. Published by Kanishka Publication, New Delhi
- Jasic Spataro and Paul, E. Mullen, (2004). *Impact of Child Sexual Abuse on Mental Health*, published by *Researched Based Journal of Education* vol. 4.
- John Sutton, (2004) *Mental Health*. In Sharma and Sharma (Ed.), *Advanced Applied Psychology* Vol. 1st pp. 366-67, New Delhi: Atlantic Publishers
- John, N. Walton, (2000). *The General Care of the Physically Challenged*. *The British Medical Journal* vol. 2. No. 5437.p.p.1296 published by BM J publ i shi ng group stable URL <http://www.jstro.org/stable/25404610>.
- Kilenger, P. N. (1983) *Foundations of Behavioral Research*. New Delhi. Surjeet Publication.
- Mellanby, Jane Martine Maryanne and O'Doheaty, John, (2000). *The Gender Gap in Final Examination Results at Oxford University*. Published by *British Journal of Psychology*, pp. 377-379.
- Mital, S. R. (1988). *Personality Traits of Educated Blind and Sighted Youth*. Cited in *Indian Educational Review* vol. 26. No. 4.
- Mrza sajad, (2008). *Effects of parental Behavior on Study Habits and Personal Adjustment of Physically Challenged and Normal students* published by *General Psychology Special Needs* vol. 2.
- Neeru Shartna Payal Mahajan and Anju Bala, (2005). *School Adjustment of Physically Challenged Institutionalized Children*. P.O. dept. of Home Science University of Jammu.
- Pallavi Mailra, (2007). *Higher Education and Global Changes*, published by Saurabh Publication House ,New Delhi
- S. Dandapani, S. Santhanam, (2003). *Advanced Educational Psychology* published by Anmol Publishers pvt.ltd. New Delhi.
- Samir, Quota, Eyad, EL. (2001). *Mental Flexibility as Resiliency Factor among Children Exposed to Political Violence*. *International Journal of Psychology* Vol. 2nd pp. 34-39.
- Seginer, R.. (2002). *Family Environment, Education, Aspiration and Academic Achievement in two Cultural Settings*. *Journal of Cross Culture Psychology* Vol. 5th pp. 22-25.
- Sharama Neeru, (2006). *Inter Desire in Physically Challenged Institutionalized Children (5-13years)* P.G Department of Home science University of Jammu, Jammu and Kashmir
- Shareta Bharti and Neeru Sharama, (2006). *Social Relationships of Physically Challenged Institutionalized Children*. P.G. dept. of Home Science University of Jammu.
- Sharrna, S. (1986). *Adjustment Pattern of Visually Handicapped and Sighted Students*. Cited in *Journal of Indian Education*, vol. No. 2.
- Sinha, D.(1970) *Academic Achievers and non academic achievers*. Allahabad United publishers.
- sTrow, R. S. (2004). *Academic Achievement*. In Dandapani (Ed.)- *A Text Book of Advanced Educational Psychology* (2nd Edition), New Delhi: Atlantic Publishers pp. 434.