

1.0 Study Habits Among Male and Female Students at Post Graduate Level

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Abstract

Effective study habits are crucial for a student's academic success, as they significantly impact their learning outcomes. This research paper aims to investigate and compare the study habits of male and female students at postgraduate level, with the objective of identifying potential gender-related differences in academic learning strategies. The study recognizes the significance of understanding the distinctive study patterns of both genders to enhance educational approaches and optimize academic outcomes. The research methodology involves a quantitative survey-based approach, targeting a diverse sample of postgraduate students from various disciplines of Babasaheb Bhimrao Ambedkar University, Lucknow. To assess study habits, the researchers utilized the Study Habits Inventory, a tool developed by M.N. Palsane and Anuradha Sharma, comprising 45 questions. The study involved 75 male and 75 female participants, revealing no significant distinction in study habits between males and females. Ultimately, this research paper intends to contribute to the existing body of knowledge on study habits among postgraduate students, offering valuable insights into the distinct needs and preferences of male and female learners. The outcomes of this study will serve as a foundation for future research endeavors and assist in designing targeted interventions to optimize learning experiences and academic success for all students.

Key Words: Study habits, post graduate students

The concept of a habit was first defined in The American Journal of Psychology (1903) as “a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience.” Habits are recurring patterns of behavior that are often automatic and acquired through frequent repetition by living organisms. Similar to how instincts drive individuals to engage in certain activities, habits also drive individuals to engage in particular behaviors. Habits are formed through an individual’s repeated practice and, as philosopher William James stated, are considered a second nature for humans. According to behaviorists, just as instincts drive individuals toward specific experiences, habits also motivate individuals to seek out past experiences.

Developing effective study habits involves setting aside dedicated, uninterrupted time for learning. Without such habits, individuals may limit their growth and potential in life. Study habits are vital in determining how much an individual can learn, how far they can progress, and how much they can earn throughout their lifetime. According to Ozsoy's research on

metacognition, study habits, and attitudes (2009), study habits refer to the specific types and amount of study routines adopted by a student during regular periods of learning in a conducive environment. Essentially, study habits are a set of regular practices that students adopt to maximize productivity, efficiency, and retention while preparing for evaluations. As noted by Amuda (2006), developing successful study habits necessitates a deliberate and structured endeavor to obtain targeted knowledge aligned with a predefined benchmark. Put differently, it is a behavior that learners exhibit instinctively, without needing to consciously think about it.

A habit is a regular or settled tendency or practice that is challenging to break. According to Alex's (2011) definition, a habit is a scheduled, planned, and regular activity that is not optional or treated as a secondary priority in one's life. It is performed without excuses, reservations, or exceptions. Once a habit is formed, it can be improved through consistent practice, but it is difficult to abandon. Developing effective study habits is crucial for academic success, and both parents and teachers aim for their children to be avid and engaged readers. To help students cultivate good study habits, it is essential to create an engaging, comfortable, and inviting learning environment. Among all the places, the school library offers an ideal atmosphere and essential information resources that can help students establish and maintain effective study habits required for exceptional academic performance. Therefore, it is imperative for students to develop good study habits by utilizing their school library.

Studying requires dedicating time and effort to learning, practicing, expanding knowledge, and educating oneself. Therefore, study habits can be defined as setting aside a specific schedule and uninterrupted time for learning. Study habits include actions such as reading, note-taking, and participating in study groups, which students regularly and habitually perform to achieve their learning objectives. The effectiveness of study habits depends on how well they serve the students' needs. Developing effective study habits is crucial to academic success, and many factors contributing to success in school relate to cultivating good study habits. The reading habit refers to an individual's behavior that reflects their preferences for different types and genres of reading (Busayo, 2011, cited in Sangkaeo, 1999). It is a pattern through which individuals organize their reading to adapt to new knowledge in an ever-changing world.

Developing effective study habits is crucial for academic success, but it requires hard work and dedication. Acknowledging this reality is the first step towards developing good study habits. Rather than feeling guilty about not naturally enjoying studying, one should create an organized program to facilitate adequate study. Learning how to study is an ongoing process, and individuals can continuously discover new techniques and methods to improve their studying skills. Therefore, good study habits are a lifelong pursuit, and one should be willing to adapt their methods based on their needs. The development of effective study habits is essential for achieving one's goals, whatever they may be. Even small changes in study habits can make a significant difference in one's life and organization. Ultimately, an individual's

success depends on their study habits, as education is the tool that enables them to achieve their full potential.

The role of effective study skills in a student's academic success cannot be overstated. Study skills comprise attitudes towards work, time management, homework strategies, and test-taking abilities. Although some study skills are taught in classrooms, others must be honed outside of school. This study aims to examine the study habits of postgraduate students. In the light of the above, the researcher proposed to take up the study:

Study Habits among Male and Female Students at Post Graduate Level

Objectives: To compare the study habits of male and female students.

H₁: There is a significant difference in the study habits of males and females.

H₀: There is no significant difference in the study habits of males and females.

The Researcher has used Survey Method to conduct the research. Data collection has been done by the technique of Stratified Random Sampling. The research is a comparison between study habits of male and female Postgraduate students of Babasaheb Bhimrao Ambedkar University, Lucknow. A sample of a total of 150 postgraduate students out of which 75 are male and 75 are females participated in this study. 't' test was used for finding significant difference. The tool used in this study is 'Study Habits Inventory by M. N Palsane and Anuradha Sharma '.

Table 1: Sample

Sr. No.	Department	Number of Students
1.	Department of Education	Males-5 Females-14
2.	Hindi Department	Males-17 Females-9
3.	Department of Zoology	Males-15 Females-13
4.	Department of Management Studies	Males-20 Females-26
5.	Economics Department	Males-7 Females-9
6.	Sociology Department	Males-5 Females-9

Table 2 : Two Tailed Independent t-Test

	Mean	SD	SEM	N	t
Females	59.13	9.09	1.05	75	0.49
Males	58.36	10.03	1.16	75	

*0.05

P-value and statistical significance:

The two-tailed P value equals 0.6216

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The difference in mean of Females & Males equals 0.77

95% confidence interval of this difference: From -2.32 to 3.86

Intermediate values used in calculations:

t = 0.4946

df = 148

Standard error of difference = 1.564

The mean of females in the study was calculated to be 59.13, while the mean of males was slightly lower at 58.36. The mean of females being 59.13 suggests that, on average, female students in the study exhibited a higher score or level in the measured aspect of study habits. On the other hand, the slightly lower mean of 58.36 for males suggests that, on average, male students had a slightly lower score or level in the measured aspect of study habits

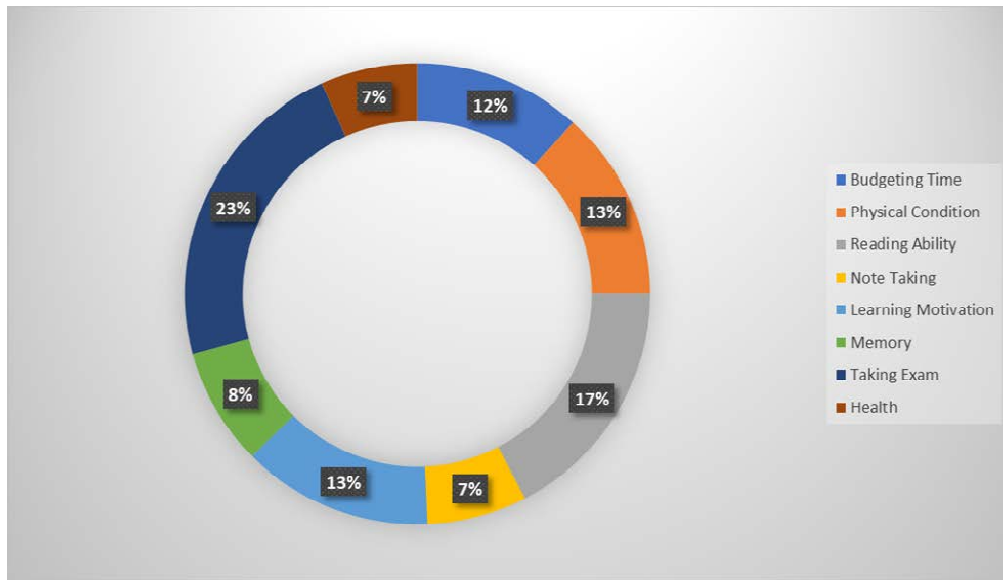
The standard deviation for females in the study was calculated to be 9.09, while the standard deviation for males was slightly higher at 10.03. The difference in standard deviations between females (9.09) and males (10.03) suggests that males may have had slightly more diverse study habits or greater variability in their approaches compared to females.

The standard error of measurement (SEM) for females in the study was calculated to be 1.05, while the SEM for males was slightly higher at 1.16. The standard error of measurement is a statistical measure that estimates the expected variability or error in the measurements taken. A standard error of measurement of 1.05 for females suggests that, on average, the measurements of study habits for female students may have an expected variability or error of approximately 1.05 units. This indicates that the individual measurements of study habits among females could deviate from their true values by around 1.05 units due to measurement error or other sources of variability. Similarly, the slightly higher standard error of measurement of 1.16 for males indicates that the measurements of study habits for male students may have an expected variability or error of approximately 1.16 units. This suggests that individual measurements of study habits among males could deviate from their true values by around 1.16 units due to measurement error or other sources of variability.

The researcher has used the independent sample t-test. As shown in the above table, the obtained t-value is 0.494, which is less than the p-value of 0.6216 at 0.05 significance level. Therefore, there is no significant difference in the mean test scores of study habits between male and female postgraduate students. Therefore, Null Hypothesis (H_0), '*There is no significant difference in the Study Habits of Male and Female students at Post Graduate level.*' has been accepted by the researcher, and the alternate hypothesis, 'There is a significant difference in the Study Habits of Male and Female students at Post Graduate level.' is rejected.

Objective 1: To study the study habits of female post graduate students.

Figure1 : Area-wise distribution of study habits among postgraduate Females



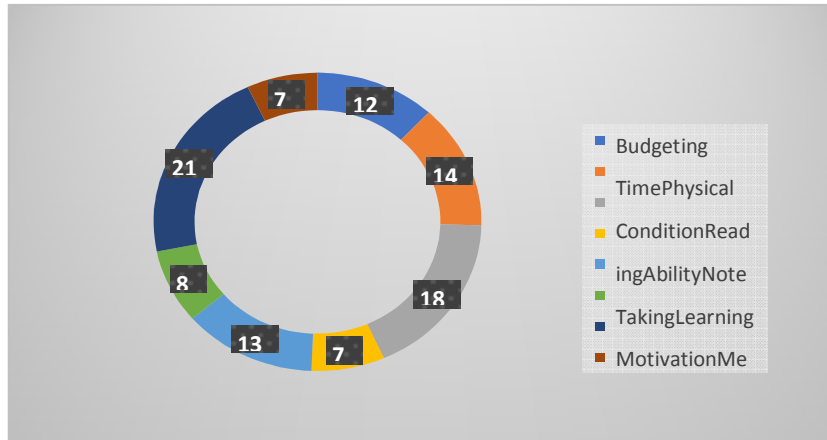
The pie chart above shows the Area wise distribution of the Study Habits of Females at the postgraduate level. As shown above:

- The female students scored the highest, i.e., 23%, in the area of Taking Examinations, this indicates that they dedicate ample time and attention to improving their areas of weakness. Additionally, they approach examinations with a composed and relaxed mindset, and use their exam results to identify their strengths and weaknesses, which serves as motivation and guides their future efforts.
- The female students scored the least in the area of Notes Taking i.e., 7% as well as in the area of Health i.e., 7% which means that they need to work on it and regularly practice note-taking as well as practice regular and healthy habits of eating, exercise, recreation and sleep which would help them in maintaining good health and sound mental state which is necessary to achieve success in the examination.

Objective 2: To study the study habits of male post graduate students.

Figure 2: Area-wise distribution of study habits among postgraduate Males

The pie chart above shows the Area wise distribution of the Study Habits of Males at the postgraduate level. As shown above:

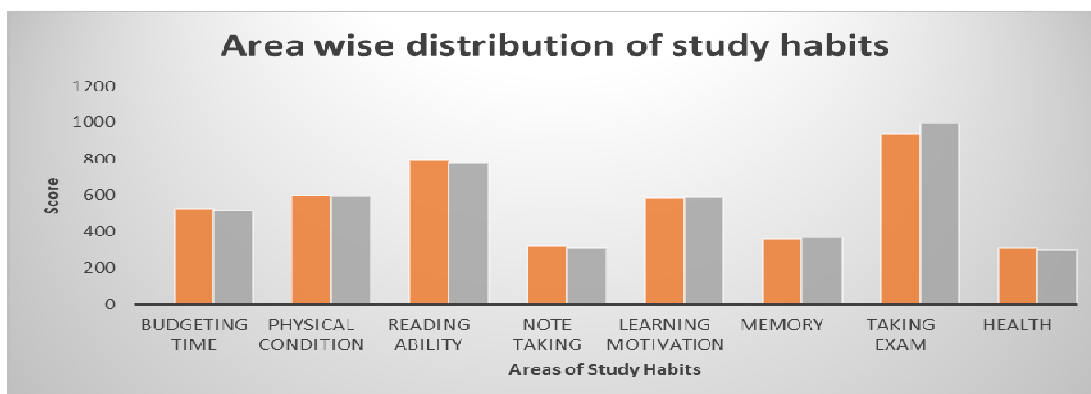


The Male students scored the highest, i.e., 21%, in the area of Taking Examinations, this implies that the male students allocate additional time and focus on addressing their areas of weakness. They approach examinations with a composed and relaxed mindset, and through analyzing their exam results, they identify their strengths and weaknesses. These findings serve as motivation and guide their subsequent efforts.

- The Male students scored the least in the area of Notes Taking, i.e., 7% as well as in the area of Health, i.e., 7%, which means that they need to work on it and regularly practice note-taking as well as practice consistent and wholesome routines for nourishment, physical activity, leisure, and rest which would help them in sustaining a state of good physical health and mental well-being, which are crucial for attaining success in examinations.

Objective 3: To compare the study habits of male and female post graduate students.

Figure 3: Comparative area-wise distribution of study habits among postgraduate Males and Females



In the above Bar graph, the Orange colored bars denote the scores of Males, whereas the Grey colored bar denote the scores of Females in the different areas of Study Habits. As shown in the above graph there is not much significant difference in the study habits of Male

and Female students at the Post Graduation Level. The female students scored better in the area of 'Taking Exam' than male students, whereas Male students scored better in the area of 'Reading Ability' and 'Physical conditions' than the Female students. In the other areas of Study Habit both the male and females have almost the same scores.

Findings of the study:

- i. There is no significant difference in the Study Habits of Male and Female students at Post Graduate level.
- ii. Research suggests that both male and female postgraduate students prioritize time management, but their approaches may differ. Both may tend to allocate more time for studying and are often more structured and organized in managing their schedules.
- iii. Research indicates that both Males and Females prefer quieter and more organized study environments. They are more inclined to create a neat and distraction-free space for studying.
- iv. Research suggests that there is generally no significant difference in reading ability between males and females. The reading ability of males is better than females only by 1%. Therefore, both genders have the potential to develop strong reading skills.
- v. Research indicates that both males and females generally employ similar note-taking habits. It also shows that both males and females utilize a variety of note-taking strategies, such as summarizing information, highlighting key points, using abbreviations or symbols, and organizing notes in a structured manner. The choice of specific strategies may vary depending on personal preferences and the nature of the task or material being studied.
- vi. Research suggests that both males and females generally exhibit similar levels of learning motivation. Both genders have the potential to be self-motivated learners and capacity to overcome challenges, seek assistance when needed, and invest time and effort to achieve their learning goals.
- vii. Research suggests that there are generally no significant differences in memory abilities between males and females. Findings indicate that males and females have similar working memory capacities and exhibit comparable performance in tasks requiring working memory resources.
- viii. Research shows that there is small difference between males and females in certain aspects of exam preparation and performance. Females often demonstrate better organizational skills and planning abilities when it comes to exam preparation. They may be more inclined to use calendars, create study schedules, and effectively manage their time leading up to exams.
- ix. Research suggests that both males and females generally exhibit similar study habits related to maintaining good health while studying.

- x. Both the Male as well the Females students need to improve their Note Taking habit as well improve their area of Health.
- xi. The Female students excel in the area of 'Taking Exam'.
- xii. The Male students excel in the area of 'Reading Ability' and 'Physical Conditions'.

Conclusion:

Study habits have significant educational implications that can positively impact students' academic performance and learning outcomes. Understanding effective study habits can help students optimize their learning strategies and techniques. By identifying and implementing study habits that work best for them, students can enhance their understanding of subjects, improve retention of information, and ultimately achieve better academic performance. Study habits research emphasizes the importance of managing time effectively. Students who develop good study habits are more likely to allocate sufficient time to different subjects, assignments, and exam preparation. They learn to prioritize tasks, set goals, and utilize study schedules, leading to improved time management skills that can benefit them throughout their educational journey and beyond.

Effective study habits can contribute to students' motivation and engagement in their academic pursuits. When students have a clear understanding of how to study efficiently, they experience greater confidence in their abilities, which in turn boosts their motivation to learn. This can lead to increased engagement, active participation in classroom activities, and a deeper enjoyment of the learning process.

Research on study habits often highlights the importance of self-regulated learning. By studying study habits, students can gain insights into strategies for self-monitoring, setting goals, managing distractions, and adapting their study techniques as needed. These self-regulated learning skills empower students to take charge of their own learning, become independent learners, and develop lifelong learning habits. Studying study habits promotes the development of metacognitive skills, which involve awareness and control of one's own thought processes. Students who understand effective study habits are better equipped to reflect on their learning, assess their strengths and weaknesses, and make informed decisions about their study approaches. This metacognitive awareness helps them monitor their learning progress, identify areas that require further attention, and make adjustments accordingly.

Students have varied learning styles and preferences. By understanding a range of study habits, educators can provide guidance and resources to support students in discovering study techniques that align with their individual learning styles. This recognition and accommodation of diverse learning approaches can enhance student engagement, understanding, and success.

By studying and implementing effective study habits, educators can help students develop essential skills and strategies that optimize their learning experiences. By fostering a supportive environment that promotes the acquisition and application of these study habits,

educational institutions can empower students to become independent, motivated learners who are better prepared for academic success and lifelong learning.

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