



## Research Paper

# Gender Biasness with respect to study habits and attitudes

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### Abstract

"Poor habits of study not only retard school progress but develop frustration, destroy initiative and confidence and make prominent the feeling of worthlessness towards himself /herself and the subject of study whereas effective methods ensure success, happiness and sense of accomplishments." Smith Samuel and Little Field (1948). The purpose of this study is to see if there is a link between genders' study habits and views toward instructors and education. The researcher feels that both girls and boys require assistance in improving their study habits from the start. Teachers, schools, counsellors, and psychologists must collaborate to establish a study skills enhancement programme.

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## I. Introduction

### *Gender differences in the classroom*

Gender roles are the actions, attitudes, and expectations that are associated with a specific sex—whether male or female. Gender differences, which are connected to social roles, are occasionally distinguished from sex differences, which are only related to physiology and anatomy, by psychologists for clarity. Gender, rather than sex, is important in education.

Despite the numerous exceptions, boys and girls differ on average in ways that correspond to traditional gender stereotypes and influence how the sexes interact at school and in class. Physical habits, social interaction styles, academic motives, behaviours, and choices are among the variations. They get information from a multitude of sources, including their parents, peers, and the media. Teachers are clearly not the primary source of gender role disparities, but their responses to and choices on behalf of students can have an impact.

### *Physical differences*

Boys are physically more active than females, but they are also more restless when forced to sit for lengthy periods of time. When guys are irritated, they are also more likely than girls to resort to physical aggression (Espelage & Swearer, 2004). Both traits, of course, are incompatible with the rigours of classroom life and increase the likelihood that school will be a terrible experience for males, even if they never get in trouble for being restless or violent.

Gross motor abilities develop at almost the same pace in boys and girls throughout the first two or three years of elementary school. Both sexes can run, leap, toss a ball, and do other activities with nearly similar ease as a group, yet there are substantial variances between individuals of both sexes. However, by the conclusion of elementary school, males had surpassed girls in these skills, despite the fact that neither sex has yet reached puberty. The most plausible reason is that males participate more actively in official and informal sports as a result of parental, peer, and societal expectations and encouragement. (Braddock, Sokol-Katz, Greene, & Basinger-Fleischman, 2005; Messner, Duncan, & Cooky, 2003)

### *Social differences in Gender roles*

When it comes to socialising, guys are more likely to congregate in big groups. Boys' social groupings tend to take up a lot of space, whether on the playground, in the school corridor, or on the street, and frequently contain a lot of roughhousing as well as structured and "semi-organized" competitive activities or sports (Maccoby, 2002). Girls, on the other hand, are more inclined to seek out and keep one or two close friends with whom they may disclose more personal information and sentiments. These gender differences, to the degree that they exist, can make females less apparent or prominent than boys, at least in leisure play contexts when children or teens can pick their friends freely. Keep in mind that, like physical differences, disparities in social interactions do not occur evenly for all males and girls. Contrary to popular belief, there are guys who play with close friends and ladies who like to play in huge groups.

*Academic and cognitive differences in gender*

Girls, on average, are more driven to do well in school than males, at least in elementary school. By the time they enter high school, however, some females may strive to minimise their intellectual abilities in order to appeal to both sexes (Davies, 2005). Even if this happens, it has no bearing on their grades: Girls obtain somewhat higher average grades than boys from kindergarten to twelfth school (Freeman, 2004). This fact, however, does not translate into equivalent accomplishment since, once students enter high school, they prefer to pick courses or disciplines that are traditionally associated with their gender—math and science for males, for example, and literature and the arts for girls. This disparity in course selection causes a demonstrable difference in boys' and girls' academic achievement in these areas by the end of high school.

**Study habits and Attitudes**

Habits are the result of learning, as opposed to reflexes and instincts, which are unlearned behavioural tendencies. Habit is defined as a predictable pattern of behaviour, either cognitive or emotional, based on the conditions that exist at the moment of learning or the underlying acquired set of skills (Jones, 1952).

Study habits and study skills are two distinct things, with study skills forming first and then being changed into habit via practise. Defining study habits refers to the process of studying anything that necessitates the precise repetition of previously acquired study abilities that are susceptible to automatization and are thus permanent study aspects (Pietrasinski 1961). Even among inherently intelligent students, bad study habits can lead to poor academic achievement. Poor study habits not only slow down school progress but also lead to dissatisfaction, a loss of initiative, and a sense of worthlessness toward himself and the subject of study. (Smith, Sammul and little field (1948).

Another key factor is to have a good and appropriate mindset. Good work habits and abilities are not learned conceptually or in a vacuum; they are formed through excellent work habits and a commitment to them in every detail and over a lengthy period of time. (Secondary Education Commission 1952)

The purpose of this study is to learn more about students' study habits and attitudes toward their teachers, as well as their home and school environments. The importance of the research findings will give guidance for teachers and parents to assist improve children's academic progress, study habits, and study abilities.

The major objectives of the study were: -

1. To know the study habits of girls. To know the study habits of boys.
2. To know the study habits of boys.
3. To know the attitudes of girls towards teachers and education.
4. To know the attitudes of girls towards teachers and education.

**II. Methodology**

*Sample*

The study was carried out on a sample of 80 students of 4th class of Raghbir Bal Mandir from Aligarh, size of the sample was 40 out of which 20 are girls and 20 are boys.

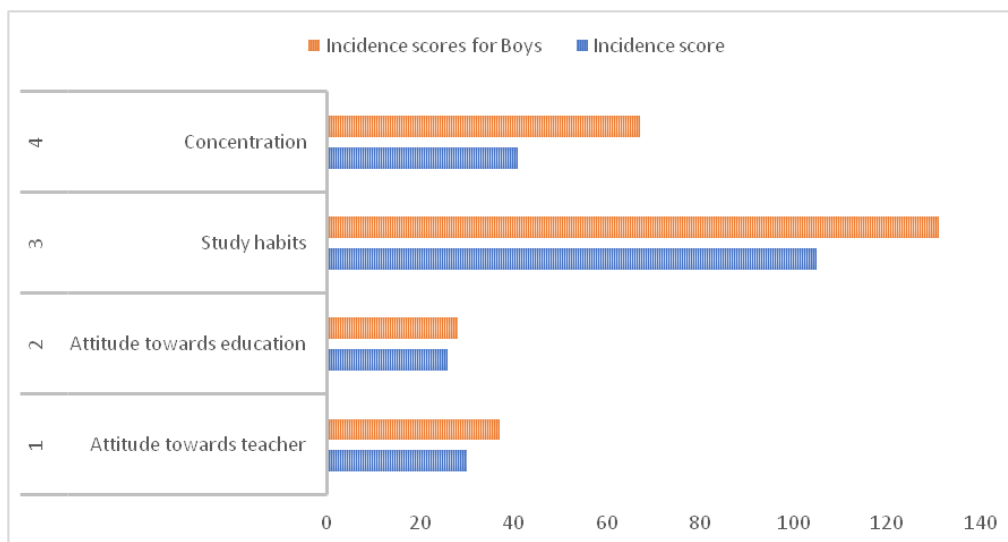
*Tools*

The tool administered in the study was-Test of Study Habits and Attitudes by Dr. C.P. Mathur. The study habits test is based on nine major areas of the study techniques, habits and attitudes viz. Attitude towards teachers, school and home environment, Attitude towards education, Study habits, Mental conflict, Concentration, Home assignment, Self-confidence and contains 100 items.

S. no.	Areas	Incidence score for Girls	Incidence scores for Boys
1	Attitude towards teacher	30	37
2	Attitude towards education	26	28
3	Study habits	105	131
4	Concentration	41	67

### III. Results

By analysing the data table 1 revealed that score of boys for Attitude towards teacher is 37, which is higher than the girls of 30. In Attitude towards education boys score 28 and girls 26, there is little difference. Study habits among boys are 131, which is higher than of girls whose score is 105. Again, concentration is better among boys than girls as boys score 67 and girls score 41.



Category of studies	Percentage for girls	Percentage for boys
Very poor	100	10
Poor	-	70
Satisfactory	-	20
Good	-	-

Table 2 depicts the percentage of students in each category with respect to their study habits. In terms of study habits, the total number of girls falls into the "very poor" group, whereas 70% of boys are poor, 20% are satisfactory, and 10% are extremely poor. It's concerning that a large section of the sample has bad study habits. It is possible that better outcomes can be obtained if the study style and mindset are improved.

### IV. Conclusion

According to the findings, there is a minor variation in study habits between boys and girls. On the overall, both of them have bad study habits. Boys, on the other hand, have a more positive attitude toward education and teachers than girls. It could be due to a lack of desire at home or a terrible school environment.

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