

## **A Study On Learning Capacity Of Students With Reference To Number Of Study Hours In Vadodara City**

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### **ABSTRACT**

This paper aims to study learning capacity of different age group of students with reference to their study hours. The paper can support to determine study hours for students according to their learning capacity. Learning according to capacity of learning can enhance effective learning.

The reason behind conducting survey of study hours with regard to learning capacity is to find the relationship between effective study of students and learning capacity.

The study revealed that there is no relationship between actual study hours and 2-4 and 4-6 as preferred no. of study hours. It also concludes that there is relationship between actual no. of study hours and 1-2 and 6-8 as preferred no. of study hours. Students might think 1-2 study hours as less and 6-8 study hours as more study hour to study in a day.

### **INTRODUCTION**

“Learning is the relatively permanent change in a person’s knowledge or behavior due to experience. Richard E. Mayer defined learning has three components: 1) the duration of the change is long-term rather than short-term; 2) the focus of the change is the content and structure of knowledge in memory or the behavior of the learner; 3) the cause of the change is the learner’s experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention.”

Learning is growth of a student, of a class, of an institute, of a university, of a city, of a state, of a nation and hence of a globe. If learning is at its correct and potential level, it can enhance capabilities of students. Good learning beyond capacity could

become no understanding of students. Regular piece of learning according to capacity and level enhances knowledge area.

This study is based on student learning capacity with reference to study hours. Different factors like no. Of subjects, learning method are also surveyed here. Study is particularly based on relationship between present study hours and preferred no. Of study hours in a day.

## **LITERATURE REVIEWS**

(Upkang and George, 2013) This research paper recommends that students should prepare a time table for their studies and try to stick to the time table prepared. This can help them to study effectively. It also recommends that students should have a conducive study place. They should Utilize a chair they may easily lay on for hours and make sure that the location must be away from distraction. Students should get assistance from instructors, classmates and friends whenever they have difficulties in their studies.

Students' should develop good study habit in order to understand how long he/she can study for effective outcome.

(Bulent, Hakan & Aydin, 2015) The aim of this research was to define the level of undergraduates' studying skills, correlation among the components of studying skills as motivation, time management and test preparation-test anxiety, whether there is a difference in undergraduates' studying skills in terms of gender and departments.

## **OBJECTIVE OF STUDY**

The present study shows relationship between learning capacity with reference to study hours of students in Vadodara city

The objective is as follows:

To study relationship between learning capacity and study hours of students.

## RESEARCH METHODOLOGY

The study is based on both the primary and secondary data. The main sources of primary data are the students from Vadodara city. Whereas secondary data are collected from the books, journals, reports etc. For primary data convenient sampling method was used to collect the data from the students. Under graduate level students, graduate level students and post graduate level students were considered for the survey. Different data regarding preferred lecture timing , preferred number of subjects in a day were also collected with the help of this survey. In the end of survey demographic details were also collected.

## ANALYSIS AND INTERPRETATION

**Table 1 Demographic profile of the Students**

| Parameters               |                | No of Responders | %          |
|--------------------------|----------------|------------------|------------|
|                          |                | (N = 60)         |            |
| Age                      | 15-20          | 27               | 45         |
|                          | 21-25          | 31               | 51.67      |
|                          | 26-30          | 2                | 3.33       |
|                          | 31-35          | 0                | 0          |
|                          | 36-40          | 0                | 0          |
|                          | <b>Total</b>   | <b>60</b>        | <b>100</b> |
| Gender                   | Female         | 22               | 36.67      |
|                          | Male           | 38               | 63.33      |
|                          | <b>Total</b>   | <b>60</b>        | <b>100</b> |
| Education Qualifications | Under Graduate | 34               | 56.67      |
|                          | Graduate       | 10               | 16.67      |
|                          | Post Graduate  | 16               | 26.66      |
|                          | <b>Total</b>   | <b>60</b>        | <b>100</b> |

The above table shows the profile of the students in terms of various demographic factors. In terms of age mostly the respondents belongs to the group of 21 to 25 years.

Among the respondents male are 63.33% of total survey and that of female are 36.67%

Education is one of the most important among other demographic factors. Most of the respondents belong to under graduate group followed by post graduate. Graduate students are also part of the study. Education plays a vital role in giving preference to study hours.

**TABLE 2 INFORMATION ON Present Actual No. Of Study Hours In a Day**

| Variables           | Frequency | Percent |
|---------------------|-----------|---------|
| 1 hour to 5 hours   | 49        | 81.7    |
| 6 hours to 10 hours | 11        | 18.3    |
| Total               | 60        | 100     |

Table 2 shows that there are 49 respondents who has 1-5 hours of actual study and 11 respondents have 6-10 hours of actual study. It shows that most of the students have 1-5 hours of actual study.

**TABLE 3 Preferred Method Of Learning**

| Variables    | Frequency | Percent |
|--------------|-----------|---------|
| Lecture      | 39        | 65      |
| Seminar      | 4         | 6.7     |
| Project work | 13        | 21.7    |
| Others       | 4         | 6.7     |
| Total        | 60        | 100     |

TABLE 3 shows preference towards different learning methods. Here 39 respondents prefer lecture as their preferred learning method, 4 preferred seminar method, 13 selected project work as preferred learning method and 4 preferred any other methods for learning. Percentage of above method are 65%,6.7%,21.7% and 6.7% respectively

**TABLE 4 Preferred Study Material**

| Variables                 | Frequency | Percent |
|---------------------------|-----------|---------|
| Text Books/Reference Book | 33        | 55      |
| Online Material           | 14        | 23.3    |
| Notes                     | 13        | 21.7    |
| Total                     | 60        | 100     |

Table 4 shows that 33 respondents prefer text books and reference book as their preferred study material. 14 students selected online material as their preferred study material and 13 students prefer notes as preferred learning study material.

**TABLE 5 Preferred Interaction Level while Study**

| Variables | Frequency | Percent |
|-----------|-----------|---------|
| High      | 15        | 25      |
| Moderate  | 26        | 43.3    |
| Low       | 19        | 31.7    |
| Total     | 60        | 100     |

Table 5 shows students preferred interaction level while studying, data shows that 15 students prefer high level of interaction at the time of study, 26 students prefer moderate level of interaction and 19 students prefer low level of interaction at the time of study. Percentage of same are 25%,43.3% and 31.7% respectively.

**TABLE 6 Present Actual No. Of Study Hours In a Day & 1-2 as preferred No. of Study Hours**

Ho There is no relationship between Present Actual no. Of study hours in a day & 1-2 hours as preferred no. Of study hours

H<sub>1</sub> There is relationship between Present Actual no. Of study hours in a day & 1-2 hours as preferred no. Of study hours

|                    | Value               | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 10.607 <sup>a</sup> | 4  | .031                  |

In table no 6, the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is smaller than 0.05, so null hypothesis is rejected for the same. There is relationship between Present Actual no. Of study hours in a day & 1-2 hours as preferred no. Of study hours

**TABLE 7 Present Actual No. Of Study Hours In a Day & 2-4 as preferred No. of Study Hours**

Ho There is no relationship between Present Actual no. Of study hours in a day & 2-4 hours as preferred no. Of study hours

H<sub>1</sub> There is relationship between Present Actual no. Of study hours in a day & 2-4 hours as preferred no. Of study hours

|                    | Value              | df | Asymp. Sig. (2-sided) |
|--------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.220 <sup>a</sup> | 4  | .875                  |

In table no 7, the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is greater than 0.05, so we fail to reject the null hypothesis for the same. There is no relationship between Present Actual number of study hours in a day & 2-4 hours as preferred no. Of study hours

**TABLE-8 Present Actual No. Of Study Hours In a Day & 4-6 as preferred No. of Study Hours**

Ho There is no relationship between Present Actual no. Of study hours in a day & 4-6 hours as preferred no. Of study hours

H<sub>1</sub> There is relationship between Present Actual no. Of study hours in a day & 4-6 hours as preferred no. Of study hours

|                    | Value              | df | Asymp. Sig. (2-sided) |
|--------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 8.593 <sup>a</sup> | 4  | .072                  |

In table no 8, the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is greater than 0.05, so we fail to reject the null hypothesis for the same. There is no relationship between Present Actual number of study hours in a day & 2-4 hours as preferred number of study hours

**TABLE-9 Present Actual No. Of Study Hours In a Day & 6-8 as preferred No. of Study Hours**

Ho There is no relationship between Present Actual no. Of study hours in a day & 6-8 hours as preferred no. Of study hours

H<sub>1</sub> There is relationship between Present Actual no. Of study hours in a day & 6-8 hours as preferred no. Of study hours

|                    | Value               | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 14.118 <sup>a</sup> | 4  | .007                  |

In table no 9, the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is smaller than 0.05, so we reject the null hypothesis and accept H<sub>1</sub> for the same. There is relationship between Present Actual no. Of study hours in a day & 6-8 hours as preferred number of study hours

## **CONCLUSION**

The study shows that there is relationship between actual study hours with 1-2 hours and 6-8 hours as preferred study hours. But there is no relationship between actual study hours with 2-4 and 4-6 hours as preferred study hours. Thus we can conclude that 2 to 6 hours of study are acceptable as preferred study hours. It also helps for quality learning of students.

## **FUTURE SCOPE OF STUDY**

The present study is confined to district of Vadodara, so the scope of the study can be extended towards other cities also. The study has focused on only relationship between no. of study hours and students learning capacity. It can be extended

regarding particular subject and study capacity and also regarding method of learning with study capacity.

## **REFERENCE**

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