



Effect of Study Habit on Academic Achievement

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Abstract:

Habits occupy a prominent place from educational view point because the development of an individual's life depends much on the habits. The construction of a person's character, conduct and behaviour is based on habits. Education proves the significance of habits in learning. Habits are important from educational point of view as, the process of learning becomes easier and natural with the base of habits. They develop the powers of high quality thinking, contemplation logic and imagination. Study can be interpreted as a planned programme of subject matter mastery. It is essential to learning and fundamental to school life. It implies investigation for the mastery of facts, ideas, or procedures that as yet are unknown or only partially known to the individual. Any application of energy directed toward the learning of new material, the solution of a problem, the discovery of new relationships, or similar purposeful activity can be considered to be study. Study requires a purpose, and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim or purpose. Although for a number of years college students have constituted a selected group, failure is still one of the great tragedies in lives of college freshmen. Many pupils are able to develop efficient study habits without receiving any special formal training. However, these satisfactory habits may result from the use of several methods of study before satisfactory study procedures are discovered. Some pupils fail to achieve economical and successful study techniques unless they receive help in the form of guiding principles which they can apply to their study activities. In order to develop good study habits one may: Have a definite purpose for study; Have a definite place for study; Seek physical conditions that are favorable to concentrated mental activity; Plan and follow a definite time schedule for study; Intersperse study with rest periods.

Keywords: Academic achievement, Study habit

1. Introduction

The effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve, whether it is in cognitive, conative, or psychomotor domain. Achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. It is to this concept that the term achievement is referred to in the study. Academic achievement indicates the numerical score of a student's knowledge. It measures the degree of a student's adaptation to school work and to the educational system which describes academic achievement in terms of the actual mark or score obtained in an examination or a test. Achievement is regarded as a performance that leads to 'something', the something referring to the progress of the students at school. Academic achievement is represented by the actual mark obtained by the participants in an examination. Success is typically defined in terms of performance, and grades represent the most obvious and universally accepted indicator of academic achievement performance in educational context. The student's academic achievement has a very important place as well as in the process of learning. Poor habits of study are of the important cause of educational backwardness. It is used to pass judge one's total potentialities and capacities which are frequently by examination results.

2. Correlation between Study Habits and Academic Achievement

Research on the correlation between study habit and student's academic performance has for long received attention from scholars and educational agencies. Study habits are learning tendencies that enable students to work individually. Study habits are measured directly through reports, examination, assessment and rating. Attitude towards study has a great contribution in academic achievement and good study pattern. Successful learners adopt positive attitude towards study and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation usually is positive and if the learning experience is not pleasant he tends to avoid. Study techniques may be of extensive and intensive type. Extensive studying is related to reading a particular text book, magazine or journal in order to have an idea of the basic information given in the material. Surveying and skimming has been identified as extensive studying technique. Intensive studying on the other hand deals with reading a particular text book or course material in order to achieve full understanding of such material for the examination.

3. Objectives of the study

The main objective of this investigation is to study the relationship between Study Habits and Academic Achievements of male and female and students of a University. The present study has been designed to achieve the following objectives :

- To carry out a comparative study of academic achievements of male and female students.
- To carry out the relationship between study habits and academic achievements of male and female students.

4. Hypothesis

To attain the proceeding objectives, the following hypotheses are proposed :

Ho₁: There is no significant difference between academic achievements of male and female students.

Ho₂: There is no significant relationship between study habits and academic achievements of male and female students.

5. Delimitations of the study

The study is delimited to the determinants of study habits as influence on the academic performance of male and female students of the University.

6. Population

The population of this study included all the undergraduate and postgraduate students of the University. The sample was selected on the basis systematic sampling. Students from different department i.e. Education, Commerce, Management, Computer Application, English, Physical Education were included in the sample.

7. Tools Used

In order to measure the study habits, the study habit inventory by M.N. Palsane and Anuradha Sharma. Marks obtained in the university examinations in the first and second semester were taken as indicators of academic achievements.

8. Sample

For this study, first the university was selected and then the students of this university, to whom the test was given. Population in the study is the well defined group of students (males & females) studying in the classes of the University. For the purpose of drawing the sample, sample frame was prepared first. This was in the form of a complete list of all the courses of the University. A two stage sampling procedure was adopted. In the first instance 20% courses were selected through systematic sampling technique. In all there were 9 departments, hence the no. of departments selected on the basis of systematic sampling came to be two (2- UG and 2-PG departments)

9. Tools Used : Study Habit Inventory:

Study Habit Inventory by M.N Palsane & Anuradha Sharma was used to measure the study habits of students. This is an objectively scorable test which attempts to make the teacher the student and the parents aware that certain habits of study are good and conducive to better achievement. When students want to know about their study habits they can use this inventory to find out whether they should make any improvements and if so in what direction. This inventory can be used by the teachers and counselors for giving proper guidance to the students who should improve their study habits. They can help these students in the optimum use of their valuable time and energy. Parents can also use this inventory to guide their children. The test measures the study habits under eight broad areas i.e. budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination, health.

10. Scheme of data collection

The data was collected personally. The department Incharge of each faculty was requested for the required support for data collection. The Head/incharges were convinced of the utility and outcomes of the study and their consent for data collection from the students were sought. Before administering the tool a brief introduction was given to the students regarding response to the statements, given in the tool. The data was collected faculty/department wise from the male and female students of the University. First the test booklet was distributed. The students were asked to fill information regarding their name, age, class, sex, subject, monthly income and name of the institution. The instructions for the study habit were read aloud. Before administering the test one example statement was read and the students were explain the mode of responding by putting a cross mark in the box provided. The administration time given for this test was 20 minutes. One additional visit was made to each of the faculties in order to cover those students who were absent on the day of data collection and to meet those students who unknowingly/knowingly did not fill the complete personal information on the cover page of all booklet. This was done to ensure that all test booklet were completely filled.

10.1 Hypothesis H_{01}

There is no significant difference between Academic Achievements of male and female students.
Academic Achievements

Table no. 1

Distribution	N	Mean	SD	t
Male	56	65.8	5.22	0.93
Female	36	64.73	5.49	

The hypothesis that, there is no significant difference between Academic Achievements of male and female students was tested by applying the t-test. The t-value is shown in the table no. 1. The t-value obtained was **0.93** which is non- significant at .05 and .01 level. Hence the null hypothesis is accepted. It may also be seen in the table that the mean value of males does not differ much from the mean value of females. It can be concluded that there is no significant difference between academic achievements of male and female university students.

10.2 Hypothesis H_{02}

There is no significant relationship between Study Habits and Academic Achievements of male and female students.

Table no. 2

Distribution	Study Habits	Academic Achievements	Pearson's Correlation
Male	Mean= 58.10 N = 56	Mean = 65.8 N = 56	0.702
Female	Mean= 63 N = 36	Mean = 64.73 N =36	

This hypothesis states that there is no significant relationship between Study Habits and Academic Achievements of male and female students. Table 2 reveals that Coefficient Correlation (r) between Study Habits and Academic Achievements is **0.702** for males. The Coefficient of correlation (r) between Study Habits and Academic Achievements is **0.535** for females. This shows positive correlation between Study Habits and Academic Achievements and the magnitude of the relationship is high and strong in males while it is moderate in females. This means that when there is an increase in the scores of study habits there will also be an increase in the academic achievements of the male and female students. Thus, this null hypothesis is rejected. So it is concluded that, there is a significant relationship between Study Habits and Academic Achievements of male and female university students.

11. Conclusion

From the results obtained in the study habits from Study Habit Inventory of male and female university students, it is clear that there is a significant difference in the academic achievement of male and female university students. Since the female students devote more study hours, they tend to have higher academic achievements scores than the males. There is a significant relationship between the study habits and academic achievements of the male and female University students. There is no significant difference between academic achievements of male and female students.

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