

Study Habits and Academic Performance among Late Adolescents

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ABSTRACT The present study is aimed to find any significant relations between study habits and academic achievements amongst college students. For this purpose, a sample of 113 adolescents between 17 to 22 years was selected from the College of Home Science, CSKHPKV, Palampur, Himachal Pradesh. They were administered with the Study Habit Inventory Marks obtained in previously passed out classes which were taken as an indicator of their academic achievement. Analyses of the results suggested significant relations between academic achievement and study habits. High achieving adolescents were found to perform better in comprehension, task orientation and recording. The factors affecting the study habits were age, family income and education which were significantly related. For the rest of the variables, no significant relations were observed among the groups under consideration.

INTRODUCTION

Study habits are a well-planned and deliberate pattern of study that have attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations. Azikiwe (1998) describes the study habit as “the adopted way and manner a student plans his private readings, after classroom learning, so as to attain mastery of the subject”. Study habits determine the academic achievement of students to a great extent. Both study habits and academic achievement are interrelated and dependent on each other. There are students who come from different environments, localities etc. and have different levels of academic achievement that is, high and low. They also differ in their study habits. Some students have better study habits while the others have poor. The better the study habits, better is the academic achievement.

Academic achievement means, the knowledge an individual has acquired from the school. Academic achievement of the students is determined by their study habits. Study habits and academic achievement are very essential for research workers and educationists to know that every child, whether gifted or backward, should be educated in their own way, but if they possess good study habits they can show performance in academics and in every situation. On the other hand, if the students do not possess

good study habits they cannot excel in life. It is the study habits that help the learner obtain meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.

The extent of student’s learning in academics may be determined by the grades that a student earns for a period of learning that has been done. It is believed that a grade is the primary factor that indicates such learning. If a student earns high grades it is concluded that they may also have learned a lot while low grades indicate lesser learning. However, many experiences and studies have found that there are also several other factors that would affect the grades. Not a single factor can be definitely pointed out as predicting grades. It is interplay of so many factors – gender, study habits, age, parents’ educational attainment, social status, number of siblings, birth order, etc. In fact, almost all of the existing environmental and personal factors are a variable of academic performance.

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education, besides other factors, depends upon study habits and the study attitude of the learners. The quality of education is reflected through academic achievement, that is a function of study habits and the study attitude of the students. Thus, to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students.

Objectives

- To assess the study habit of students.
- To investigate the effect of study habits on a student's academic performance.
- To examine factors influencing a student's study habits.

MATERIAL AND METHODS

The present study was conducted on 113 adolescents, from the College of Home Science, CSKHPKV, at Palampur of Kangra district in Himachal Pradesh. The target adolescents were aged from 17 to 22 years and belonging to the first to fourth year of graduation. Data were collected through the Study Habit Inventory (SHI), Mukhopadhyay and Sansanwal (1983) and academic performance that included the percentage obtained in the previous class. This was collected personally. The student factors assumed to be affecting their study habits included in the study were age, sex, caste, type of family, parents' education, parents' occupation, family income, family size and number of siblings. The SHI included 9 sub-scales—comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording, and language. The statistical test used to analyze the information was a 't-test' and the significance of data was checked at 5 percent level of significance.

RESULTS AND DISCUSSION

To study the objectives, correlation was calculated between the scores of study habits and academic achievement (that is comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording, and language).

Table 1: Academic performance of the respondents

% of Marks	No. of students	Percentage
60-70%	45 (39.82)	39.82
70-80%	43 (38.05)	38.05
80-90%	25 (22.12)	22.12

Table 1 explicitly shows that almost equal number of students belonged to below average (39.82%) and average (38.05%) categories. The sample of 22.14 percent performed above average in their previous class.

Table 2: Relationships of study habit with academic achievement of the respondents (n=113)

S. No.	Study habit vs Academic Achievement	Correlations
1.	Comprehension	0.26*
2.	Concentration	0.23*
3.	Task orientation	0.38*
4.	Sets	0.18
5.	Interaction	0.22*
6.	Drilling	-0.15
7.	supports	-0.07
8.	recording	0.35*
9.	language	0.025
10.	Overall	0.28*

· No star : non-significant

* (single star): significant at 5% level of significance

Table 2 reveals the relationship between study habits and students' academic achievement. The overall correlation revealed a highly significant relation between study habits and academic performance. The results of the present investigation are in consonance with the findings of Russell and Petrie (1992), National Assessment of Educational Progress (1994), Onwuegbuzie (2001), Singh (2011) and Mashayekhi et al. (2014). These studies revealed positive correlation between study habit and academic achievement of elementary, secondary and college students. Interpreting the table, found that there is a highly significant relationship between marks obtained and comprehension, task orientation and recording. Concentration and interaction contribute as well to academic achievement. Whereas other study habits had no or negative effect on academic achievement. On the contrary study by Lawrence (2014) showed a non-significant difference between study habits and academic achievement of higher secondary school students.

Table 3: Relationship of socio-personal variables with study habits of respondents

S. No.	Factors vs Study habit	Correlations
1.	Age	-0.28*
2.	Sex	0.14
3.	Caste	0.11
4.	Type of family	0.20*
5.	Father's education	0.19*
6.	Mother's education	0.27*
7.	Father's occupation	0.20*
8.	Mother's occupation	-0.32*
9.	Family income	0.40*
10.	family size	0.21*
11.	Number of siblings	-0.18*

No star: non-significant

* (single star) : significant at 5% level of significance

Table 3 represents the effects of socio-personal variables on the study habits. Studying the table it was found that family type, family income, mother's education and occupation had a positive relation with the study habits. Findings were supported by the study of Tope (2011) where the result showed that family background, peer group pressure and personality type of the student, all affect the reading habits of students. On the other hand, sex and caste had negligible role in developing study habits. These findings are in agreement with Bhan and Gupta (2010), who found that sex had no significant impact on the study habits and academic achievement of students.

The study explicitly shows that factors like age, caste, family education and income had considerable impact on the development of study habits.

CONCLUSION

It can be concluded from the study that there exists a significant relationship among various dimensions of study habits and academic performance which goes in accordance on study habits of secondary school students in relation to their scholastic achievement, in which they found significant positive correlation between study habits and scholastic achievement of secondary school students as a whole and dimension wise.

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