

# Study Habits And Academic Performance: A Comparative Analysis

Jasgeet Kaur<sup>1</sup>, Dr. Pankaj Singh<sup>2</sup>

<sup>1</sup>Research Scholar, Lovely Professional University, Phagwara, Punjab

<sup>2</sup>Assistant Professor, Lovely Professional University, Phagwara, Punjab

## **Abstract**

*The study in hand was conducted to explore the connection between study habits and academic performance of secondary school students across various schools in the city of Ludhiana. A predictive study was run to understand the contextual importance of the variables of study habits and academic performance. For the purpose of this study a sample of 120 students (60 males and 60 females) were each chosen randomly from the schools. The age range of students was 13-16 years (mean age = 14.55 years for males and 14.15 years for females). The data was analysed using correlation and t-test. Results revealed a negative correlation between study habits and academic performance ( $r = -0.32$ ), whereas, through t-test it was confirmed that there is a significant difference between study habits and academic performance ( $p < .05$ ), although no significant gender differences were observed between the two variables.*

**Keywords:** Study Habits, Academic Performance, Secondary school Students

## **1. INTRODUCTION**

The concept of habit refers to patterns of repetitive behaviours that are performed by an individual automatically and does not require a conscious effort (Danner et al., 2011). Over a period of time when an individual performs a particular task consistently over and over again it leads to the formation of the habits, these then become automatic in nature as the behaviour then shifts from being consciously driven to a more habitual one, because habits are automatic in nature hence in the field of education they play an important role in the formation of study habits among students (Aarts & Dijksterhuis, 2000) which is one of an important variable in shaping a student's academic performance. To this, Bajwa et al (2015) identifies that study habits are a kind of more or less permanent method of studying, also they are an essence of a dynamic personality i.e. the habits which students form during their school years (Ebele and Olofu, 2017). Crede & Kuncel (2008) have defined study habits as those study routines or standard procedure that a student follows consistently in one's academic journey. Therefore, these can be referred to as a well-planned pattern of study that is deliberate and consistent on the part of the student so as to understand the academic subjects and succeed well in examinations (Pauk, 1962).

Many students despite having required intelligence are unable to maintain their expected academic records and possibly fall short on their study habits (Vyas, 2002) and hence perform poorly in academics, therefore, it becomes important to understand how study habits are important for academic performance which can be clearly identified from a study conducted by

Ebele and Olofu (2017) on the impact of study habits on the academic performance of the school children, the authors found that study habits and academic performance do have a substantial relationship, thereby giving an insight into how teachers and student guidance

counsellors can help students to develop good study habits in order to enhance their academic performance.

Similar study conducted by Siah and Maiyo (2015) also confirmed the relationship between the two variables, thereby, implying that in order to improve the performance of the student's attention should be given in improving the study habits as these play a significant role in developing the knowledge and perceptual capacities of students (Yadav, Ansari & Savant, 1999).

Study habits have become an important factor of student's life as recent developments regarding the importance of study habits in improving the academic performance of the students have come to the light

Rabia, Mubararak, Tallat & Nasir (2017) also concluded through their study that there is a significant relationship between study habits and academic performance.

With regard to gender differences Suman & Gupta (2017) did found a significant difference between study habits and academic achievement.

In the view of the above the present research aims to understand the contextual importance of study habits and academic performance and also paves a way for students and educators to understand how improving one variable will lead to an increase in the other variable.

## **2. OBJECTIVE OF THE STUDY**

To examine the relationship among the study habits and academic performance among school children.

To investigate the gender differences in study habits and academic performance.

To investigate the differences between study habits and academic performance among school children.

## **3. HYPOTHESIS OF THE STUDY**

There is a statistically significant positive relationship between study habits and academic performance among children.

There exists a statistically significant gender differences in relation with study habits among school children.

There exists a statistically significant gender difference in relation with academic performance among school children.

There exists a statistically significant difference between study habits and academic performance among school children.

## **4. METHOD**

### *Sample*

The study in hand comprised of a total sample of 120 students (60 males and 60 females) belonging to secondary section (i.e. Classes 9th and 10th) from the age group of 13-16 years (mean age = 14.55 years for males and 14.15 years for females), from different schools of Ludhiana. For the purpose of study, Study Habits Questionnaire was used and CGPA of the last exam conducted was taken as a measure of Academic Performance.

### *Measure*

1. Study Habits Scale (Rani & Jaidka, 2015) was used. The questionnaire consisted of 46 items and the response format included a 5 point likert scale ranging from Always to Never and also consisting of positive and negative items. Scoring was done as per the manual.

2. For assessing Academic performance of the students CGPA of the last conducted exam was taken.

*Ethical Considerations*

Informed consent was taken from all the participants of the study and they were assured of the confidentiality that would be maintained throughout the study.

*Procedure*

The questionnaires were individually given to the students. In order to avoid any subjectivity the subjects were asked to mark the answers keeping in view their study habits that they had been practicing over the past 2 months. The subjects were also assured of confidentiality.

*Statistical Analysis*

To compute the results descriptive statistics, correlation and t-test was used.

**5. RESULTS**

Correlation was conducted to examine the relationship between study habits and academic performance and paired sample t-test was conducted to examine whether any significant difference existed between study habits and academic performance.

Table 1 summarizes the relationship between study habits and academic performance and it can be seen that there exists a non-significant negative relationship ( $r = -.032$ ) between study habits and academic performance thus rejecting our hypothesis of having a statistically significant relationship between the variables.

Correlation Between Cgpa And Planning Of Study Habits Among Students

<b>Correlation between Study habit and Academic performance</b>	<b>r value</b>	<b>p value</b>
	<b>-.032</b>	<b>.732</b>
<b>Not Significant</b>		

Table1: Showing the relationship between Cgpa and planning as a study habit

Looking at Table 2 it can be seen that there exists no significant gender differences ( $t = -.559, p > .05$ ) among males and females with regard to academic performance, although not much review is available to support this result but the possible reason could be identified as small sample size and selecting only those students who had lower CGPA in their previous examination irrespective of gender.

Means, Sd, Df And T Ratio For The Gender Differences In Academic Performance

<b>ACADEMIC PERFORMANCE</b>	<b>GENDER</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>df</b>	<b>t-value</b>	<b>p-value</b>
	<b>Male</b>	<b>60</b>	<b>320.18</b>	<b>51.89</b>	<b>118</b>	<b>-.559</b>	<b>.58 (NS)</b>
	<b>Female</b>	<b>60</b>	<b>325.45</b>	<b>51.35</b>			
<b>NS: Not Significant</b>							

Table2: Showing the gender differences in academic performance

Means, Sd, Df And T Ratio For The Gender Differences In Study Habits

STUDY HABITS	GENDER	N	M	SD	df	t-value	p-value
	Male	60	100.80	18.48	118	-3.07	.003* (S)
	Female	60	109.65	12.53			

**S: Significant\***

Table 3: Showing the gender differences in study habits

From Table 3 it can be explored that there is a significant gender difference between study habits among males and females ( $t = -3.07, p < .05$ ), hence accepting our hypothesis that there is a statistically significant gender differences among males and females with regard to study habits, the same is supported by Ossai (2012) which reported females having better study habits than males also the study that females were better than males in having study habits like Time Scheduling, Concentration, Listening and Note taking, hence, justifying the difference among gender.

Means, Sd, Df And T Ratio For The Difference Between Study Habits And Academic Performance

STUDY HABITS AND ACADEMIC PERFORMANCE	N	M	SD	df	t-value	p-value
	120	-217.59	54.49	119	-43.73	.000**

**S: Significant\*\***

Table 4: Showing the differences in study habits and academic performance

From Table 4 it can be observed that there is a statistically significant difference between study habits and academic performance among school children ( $t = -43.73, p < .05$ ), hence accepting our hypothesis, similar results were found by Rabia et al., (2017), Arora (2016), which confirmed the differences existing between the two variables.

## 6. DISCUSSION

The present study focuses on understanding the contextual importance of how variables like study habit can influence the academic performance of the students. Academic performance refers to the performance of the student in the school and in the academics and is defined by Good (1973) as “knowledge attained or skills developed in school subjects usually designated by test scores or by marks assigned by teachers or by both”. Academic performance is considered as a major predictors for evaluating the quality of education and understanding of the students (Lawrence, 2014). Educational psychologists have argued that there are many determinants of academic performance (Chamorro-Premuzic and Furnham, 2003) and study habits is one of such determinant. Ames & Archer (1988) have discussed that in order for students to reach at the peak of academic performance a constant and deliberate practice of

study habit is required. Danskin & Burnett (1952) also claimed that students who were scoring higher in their academics had more effective study habits than those who lacked behind in their studies. Same attempt has been made through this study to identify the importance of study habits in identifying the academic performance of the students. The study did give an insight into how student's study habits can be improved so as it can lead to an improved academic performance which is always a source of stress and strain for the students. Since, it has been confirmed that there is a significant difference between study habits and academic achievement, hence, it becomes extremely important for educators and counsellors to identify various factors that can lead to the development of a well-defined study habit program so as the ever concerning issue of academic performance can be addressed.

## 7. LIMITATIONS

The present study has its limitation in the number of sample size and the sample population that was taken. The sample population focused on secondary school students, hence cannot be generalized on other student population. The sample size can also be taken into consideration and can be increased to observe more accurate effects, moreover, only two variables were considered in study and further researches can take into account other variables that form the core part of study habits can be taken into consideration.

## 8. CONCLUSION

The study is highly valuable for teachers, educators and students in particular. In the increasing competitive scenario where academic performance has become a major indicator of being successful and where students are always pressurised to perform well such a kind of study can help them in identifying their faulty study habits and improve them to get the results as expected.

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