

A STUDY OF UNDERGRADUATE COLLEGE STUDENT'S STUDY HABITS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

ISHRAT NAAZ
RESEARCH SCHOLAR
FACULTY OF EDUCATION (IASE)
JAMIA MILLIA ISLAMIA (CENTRAL UNIVERSITY)
NEW DELHI

ABSTRACT

The present study titled "A Study of Undergraduate College Student's Study Habits in relation to their Academic Achievement" aims to study undergraduate college students of NOIDA city study habits in relation to their academic achievement. Study Habit Inventory developed by M. Mukhopadhyay and D.N.Sansanwal (1963) was administered and academic performance of the students included the percentage of marks obtained from their end term exam. The sample consisted of a total of 150 students out of which 78 were boys and 72 were girls. Convenient sampling method was adopted for the selection of the sample and purposive sampling for the selection of students. For obtaining the objectives of the study, Mean, Standard Deviation, t- test and Pearson coefficient correlation statistical techniques were applied. After the data was collected, it was tabulated and analysed. The results revealed that the study habits and academic achievement of undergraduate students have a significant relationship and the study habits and academic achievement of undergraduate students of arts stream do not differ significantly with respect to the undergraduate students of science stream. The male undergraduate students do not differ significantly from the female undergraduate students with respect to their study habits and academic achievement.

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KEYWORDS

Academic Achievement, Study Habits, Undergraduate College Students.

INTRODUCTION

College is not as intimidating as others would like to believe. It only entails more didactic responsibilities and a more mature behavior in dealing with challenges. An effective study habit is one way of being able to cope up with college life. We should be able to manage our time well and meet the academic demands of our subjects. Effective study skills must be practiced in order for all to improve. It is not enough to simply "think +about" studying; we have to actually do it, and in the process use information from what we do to get better. There is a saying that goes like this: "Practice doesn't make perfect; perfect practice makes perfect." If we want to be an achiever, take this saying to heart. No two people study the same way, and there is little doubt that what works for one person may not work for another.

Study habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. 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 environment, localities etc and have different levels of academic achievement i.e., high and low. They also differ in the pattern of study habits. Some students have better study habits while the others have poor. Better the study habits better is the academic achievement. Academic achievement means how much knowledge the 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 worker and educationists to know that every child whether he is gifted, backward etc should be educated in their own way but if they possess good study habits they can show performance in academics and in every situations and if children's do not possess good study habits they cannot excel in life. It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.

REVIEW OF RELATED LITERATURE

Singh (2011) examined academic achievement and study habits of higher secondary students. The results indicate that girls and boys differ significantly in their study habits and academic achievement. It also clears that good co-relation in study habits and academic achievement. Bhan and Gupta (2010) examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. The results revealed that sex has no significant impact on the study habits and academic achievement of students. Cox (2002) developed and incorporated a mathematics study skills program into intermediate algebra classes taught in a community college and determined if this program improved the success, reduced the mathematics anxiety level and improved the mathematics study orientation of the students. The same instructor taught all four sections of the intermediate algebra classes and used the same style of instruction, which included the incorporation of the mathematics study skills. Study revealed that the students who received the study skills Program were more successful than those students who did not receive the study skills program. Rajani (2004) studied study habit of intermediate students in relation to certain psycho-sociological factors. On the whole the intermediate students have good study habits. Region has significant influence on study habits as students of Telangana region showed better study habits than the other two regions. All the academic achievement scores have significant influence on study habits of the students. Guravaiah (2004) studied the Study Habits of Residential and Non-Residential Pupils of X Class in relation to certain psycho-sociological factors. The findings of the study concluded that the residence and region have significant influence on the study habits of X class pupils. But gender does not have significant influence on the study habits. Oza (1995) aimed to know the learning strategies and to investigate the factors affecting learning strategies such as sex, type of school, levels of academic achievement etc. The investigator further studied the relationship between learning orientation and learning strategies and made detailed study of two students each having good learning strategies and poor learning strategies. Study revealed that effectiveness of learning strategies depend upon the innovative practices adopted in school, seminar and workshops organized for updating teacher's knowledge efforts made by the learners. Ngailiankim Caroline (1988) investigated into the attitude towards study habits related to achievement in mathematics of class IX students in Shillong. It was found that there was a significant difference in attitude towards mathematics of students with high, average and low mathematics achievement. Sharma (1984) assessed the study habits and underachievement among rural girls. The results revealed significant differences in the study habits scores of under and high achievers. The results of 't' test very clearly revealed a close relationship between the poor study habits and academic underachievement.

NEED AND JUSTIFICATION OF THE STUDY

After reviewing all the researches, researcher has come across that study habit as a research variable in Indian researches has been investigated in two ways. One group of studies treated this as the dependent variable measured it and also studied several other variables as its correlates. Rarely, any researcher predicted study habit by another set of variables. The second and the group of researchers studied study habits as a correlate of certain other criterion variables,

academic achievement is the most common among them. The researcher felt the need to study habits of undergraduate college students and its effect on their academic achievement.

STATEMENT OF THE PROBLEM

A study of undergraduate college students study habits in relation to their academic achievement.

OBJECTIVES

1. To find out the relationship between study habits and academic achievement of undergraduate students (17 to 20 years).
2. To compare the study habits of undergraduate students (17 to 20 years) of arts and science stream.
3. To compare the academic achievement of undergraduate students (17 to 20 years) of arts and science stream.
4. To compare the study habits of male and female undergraduate students (17 to 20 years).
5. To compare the academic achievement of male and female undergraduate students (17 to 20 years).

HYPOTHESES

1. There is no significant relationship between the study habits and academic achievement of undergraduate students (17 to 20 years).
2. There is no significant difference between the study habits of undergraduate students (17 to 20 years) of arts and science stream.
3. There is no significant difference between the academic achievement of undergraduate students (17 to 20 years) of arts and science stream.
4. There is no significant difference between the study habits of male and female undergraduate students (17 to 20 years).
5. There is no significant difference between the academic achievement of male and female undergraduate students (17 to 20 years).

RESEARCH METHODOLOGY

The population for the study consisted of undergraduate students of two different streams i.e., Science and Arts Stream of Amity University of Noida city. Random sampling method was adopted for the selection of the sample for the present study. The sample consisted of a total of 150 students out of which 78 were boys and 72 were girls. Two departments were chosen for the purpose of the study namely: Amity Institute of Applied Science and Amity School of Fine Arts. Term end scores of the undergraduate students of both the department were taken as the academic achievement. **Convenient sampling method** was adopted for the selection of the sample and **purposive sampling** for the selection of students.

For obtaining the objectives of the study the following statistical techniques were applied:

- Mean
- Standard Deviation
- t- test
- Pearson coefficient correlation

RESULT AND DISCUSSION

I. Study of relationship between the study habits and academic achievement of undergraduate students (17-20years)

In pursuance of objective no. 1, co-relational analysis was carried on to examine the extent of relationship between study habits and academic achievement. The correlation coefficients (r) between the dependent and independent variables have been shown in table 1 below.

TABLE 1: SHOWING PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN THE NINE DIMENSIONS OF STUDY HABITS AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENT

S. No.	Independent Variable	Dependent Variable	Value of (r)
1.	Comprehension	Academic Achievement	0.051
2.	Concentration	"	0.142
3.	Task Orientation	"	0.075
4.	Sets	"	0.037
5.	Interaction	"	-0.022
6.	Drilling	"	-0.108
7.	Supports	"	0.088
8.	Recording	"	0.118
9.	Language	"	-0.051

*Significance at .05 levels

**Significance at .01 levels

r = 0.051 between '**Comprehension**' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. That means, there are certain specific behavior which is geared to better comprehension, for example before reading a lesson intensively the student may try to catch on what the lesson is about.

r = 0.142 between '**Concentration**' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. That deducts, concentration is a very important predictor of effective study habits. Some students are capable of concentrating easily and for long, some others take time to concentrate, but once they concentrate, they can continue for long, while still some others find it difficult to concentrate at all. Some may read only when they are in a mood to do so.

r = 0.075 between '**Task Orientation**' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. It infers, if a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. For example, some students study different subjects according to the fixed routine-daily, weekly or monthly.

r = 0.037 between '**Sets**' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. That indicates, by study sets we mean the physical and situational characteristics which a student adopts for study. For example, some students learn more when they read lying on the bed, whereas some mothers may as well sleep if they read lying on the bed.

r = -0.022 between '**Interaction**' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. It shows that although both teaching and learning in the colleges have remained monoaction and almost the private affair of the individual teachers or students respectively, there are enough evidences to conclude that interaction of a student with his teacher or parents or his friends contributes positively towards better learning.

$r = -0.108$ between 'Drilling' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. That testifies that drilling means practicing a particular learning again and again.

$r = 0.088$ between 'Supports' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. That indicates the study in any particular discipline gets a sound back-up from a broader study base. A student's habit of studying different types of books other than textbooks, or newspapers and magazines may be helpful in the learning of his subjects.

$r = 0.118$ between 'Recording' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. That means, it focuses that at higher levels any good teacher hardly teaches on the basis of single book. For good performance of the students, it is also necessary to read a number of books; recording in the form of text, class notes or preparing one's own study notes are hence very important.

$r = -0.051$ between 'Language' dimension of study habit and academic achievement. The obtained value of r is not significant. It is deduced that there exists no correlation between the two variables i.e., study habits and academic achievement. So, the null hypothesis framed in this regard is accepted. It shows that the language capability is an important predictor of effective study habits. For example, where the medium of instruction is English, it is important to see with what facility and ease does a student read books in English.

II. STUDY OF DIFFERENCE BETWEEN THE STUDY HABITS OF UNDERGRADUATE STUDENTS OF ARTS AND SCIENCE STREAM

In pursuance of objective 2, Study Habit as measured by Study Habit Inventory was compared for the undergraduate students of arts and science stream on the basis of the overall score. Table 2 indicates the comparison.

TABLE 2: MEANS, STANDARD DEVIATIONS, T-RATIOS OF THE ARTS STREAM AND SCIENCE STREAM UNDERGRADUATE STUDENTS ON THE STUDY HABIT INVENTORY

S. No.	Group	N	Mean	S. D.	t-ratio
1.	Students of Arts Stream	75	129.4	20.37	4.40 (significant at 0.01 level)
2.	Students of Science Stream	75	114.2	21.99	

The value of t-ratio is 4.40 which are indicative of rejection of null hypothesis. So, it can be inferred upon that study habits of undergraduate students of arts and science stream differ significantly. Like both the streams have different subjects and students of both the streams have different interests in their subjects as in science subjects' demands more concentration than arts subjects.

III. STUDY OF DIFFERENCE BETWEEN THE ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS OF ARTS AND SCIENCE STREAM

In pursuance of objective 3, Academic Achievement was compared for the undergraduate students of arts and science stream on the basis of their Academic result. Table 3 indicates the comparison.

TABLE 3: MEANS, STANDARD DEVIATIONS, T-RATIOS OF THE ARTS STREAM AND SCIENCE STREAM UNDERGRADUATE STUDENTS ON THE ACADEMIC ACHIEVEMENT

S. No.	Group	N	Mean	S. D.	t-ratio
1.	Students of Arts Stream	75	72.62	58.48	0.03 (not significant)
2.	Students of Science Stream	75	58.55	18.78	

The value of t-ratio is 0.03 which indicates the acceptance of null hypothesis. So, it can be deduced upon that academic achievement of undergraduate students of arts and science stream are not different significantly. Arts and Science streams both have a variety of students so it depends on the interest and the learning skills of the individual student. That means, it is not necessary that science students always do better than the arts students, as in arts students also achieve more and good marks. Nowadays arts students are also being focused like science students according to the improvised curriculum of school and colleges.

IV. STUDY OF DIFFERENCE BETWEEN THE STUDY HABITS OF MALE AND FEMALE UNDERGRADUATE STUDENTS

In pursuance of objective 4, Academic Achievement was compared for the male and female undergraduate students on the basis of the overall score. Table 4 indicates the comparison.

TABLE 4: MEANS, STANDARD DEVIATIONS, T-RATIOS OF THE MALE AND FEMALE UNDERGRADUATE STUDENTS ON THE STUDY HABIT INVENTORY

S. No.	Group	N	Mean	S. D.	t-ratio
1.	Female Students	72	125.40	21.87	1.92 (not significant)
2.	Male Students	78	118.42	22.52	

The value of t-ratio is 1.92 which testifies the acceptance of null hypothesis. So, it can be gathered that study habits of male and female undergraduate students do not differ significantly. This statement is very much true and it is not like that male always has a good study habits than female students. The only thing is it all depends on the individual skills and preferences because there are individual differences. Nowadays females are also receiving the same kind of study environment like males and no discrimination is being made between a girl and a boy child. And in every field females are competing males so both are building good learning style in present scenario.

V. STUDY OF DIFFERENCE BETWEEN THE ACADEMIC ACHIEVEMENT OF MALE AND FEMALE UNDERGRADUATE STUDENTS

In pursuance of objective 5, Academic Achievement was compared for the male and female undergraduate students on the basis of their Academic result. Table 5 indicates the comparison.

TABLE 5: MEANS, STANDARD DEVIATIONS, T-RATIOS OF THE MALE AND FEMALE UNDERGRADUATE STUDENTS ON THE ACADEMIC ACHIEVEMENT

S. No.	Group	N	Mean	S. D.	t-ratio
1.	Female Students	72	72.34	59.49	1.98 (not significant)
2.	Male Students	78	59.35	19.40	

The value of t-ratio is 1.98 which shows the acceptance of null hypothesis. So, it can be concluded that academic achievement of male and female undergraduate students does not differ significantly. It can also be said, there are individual differences and my study proves that there is no difference between the academic achievement of male and female. Nowadays females are also receiving the same kind of study environment like males and no discrimination is being made between a girl and a boy child. And in every field females are competing males so both are building good learning style in present scenario. So females are also achieving good marks in their academics as well as in their co curricular activities. Now females have a strong competition with males in their academic records in any of the fields.

FINDINGS

1. The study habits and academic achievement of undergraduate students have a significant relationship.
2. The study habits of undergraduate students of arts stream differ significantly with respect to the undergraduate students of science stream.
3. The academic achievement of undergraduate students of arts stream does not differ significantly with respect to the undergraduate students of science stream.

4. The male undergraduate students do not differ significantly from the female undergraduate students with respect to their study habits.
5. The male undergraduate students do not differ significantly from the female undergraduate students with respect to their academic achievement.

IMPLICATIONS

Any research effort would go waste if it doesn't contribute to the existing knowledge or help the discipline in which it has been made. It must have certain implications for the practice and theory, and should facilitate the growth of the discipline. With this aim in view the investigator has made a humble attempt to delineate the implications for the practice in education. This attempt has been made to derive implications based on findings of this particular study of Study Habits of Undergraduate Students in relation to their academic achievement.

The findings of the present study clearly revealed significant relationship between study habits and academic achievement of undergraduate students. Academic achievement of the students is determined by their study habits. However, there are some general techniques that seem to produce good results.

1. PREPARE A STUDY SCHEDULE

Prepare a daily study schedule and stick to it. Assign more time to subjects we find difficult. Designate a time for working on assignments and of course some minutes for relaxation too. There should always be a time for everything.

2. LISTEN INTENTLY DURING LECTURE HOURS

Much is learned when we listen attentively to the professor during actual lectures. Professors usually stress points they consider significant. Watch out for topics which are not found in the textbooks. Note this down as it is considered additional information and may be given as a part of the exam. This will also signify to the teacher those who are listening well to him.

3. TAKE DOWN NOTES DURING LECTURES

Take down notes and underline topics that professor stressed during the lectures. We could re-write them later, after class hours, to learn more. Re-writing them would allow us also a better understanding of the topic. Be organized and neat in note-taking. This would help us a lot when we review them.

4. STUDY DAILY

Cramming will eventually lead us to nowhere. It lessens retention and therefore true learning does not take place. Reading the notes and studying them daily will definitely benefit us. Do not just memorize. Understand the concept of what we read. Analyze it carefully for longer retention.

5. DO ADDITIONAL RESEARCH

Good and responsible students do research even if not asked to. Read books. Research will help us understand the lesson more and would demonstrate to the professor our willingness to learn. Go to the library and read. Learning means also being updated with the latest information on our topic. The internet is a good source at times, but we should rely only on sites which have been validated and proven to be legitimate. There are many misinformation obtained online through spurious sites.

6. ADAPT AN ORGANIZED SYSTEM OF STUDY

We can employ the following step: Read, write and summarize. Our first procedure is to read all of the topics.

CONCLUSION

One of the major conclusions of the present study has been that the study habits and academic achievement of undergraduate students have a significant relationship. The findings of the present study clearly revealed significant relationship between study habits and academic achievement of undergraduate students. Academic achievement of the students is determined by their study habits. 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. It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.

DELIMITATIONS

To define the scope of the problem under investigation, & keeping in view limitations of available time & resources, the present investigation worked out with the following delimitations:-

1. The study was restricted to Noida city only.
2. The study was restricted to college (undergraduate) students only (17 to 20 years).
3. The study was restricted to the college students of arts and science stream.

SCOPE FOR FURTHER RESEARCH

The present study was undertaken keeping various constraints in mind such as those of time, money and man power. Hence, the findings of this study in which generalizations are applicable only to the two departments in considerations. However, the study can be made more effective if in future the following suggestions are kept in mind while conducting a similar research.

1. The present study is based on a sample of 150 undergraduate students. A similar study may be conducted using a large sample collected randomly, so that it may represent the population more accurately.
2. A comparative study similar to this may be conducted between central University, State Government University and private University.
3. The present study is limited to only Noida city; further studies may be conducted in other cities, states and regions of the country.
4. The present study is limited to undergraduate students of arts and science streams only. A similar study may be conducted on post graduates students of arts, science and commerce streams also.

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