

Study Habits as a predictor of Academic Success

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Abstract

The present study pursued to obtain a better understanding of the relationship of an independent variable i.e. Study Habits (SH)) with dependent variable i.e. Academic Success (AS) of Undergraduates and to explore whether variable has the strong predicting ability towards Academic Success of Undergraduates in three different programs of three different universities. It has been seen that the relationship between Study Habits has consistently demonstrated a strong and important relationship with academic success, where good study habits, in general, related to higher academic performance. Study habits, however, is not the only predictor of academic performance of undergraduates as numerous factors can affect a student's performance. Subjects of the study were 450 undergraduates of Engineering, Education and Management programme of three universities of District Faridabad. Study Habits inventory instrumented by Retired Professor and Head department of Experimental Psychology, University of Pune was used for data collection. Findings revealed that there is a significant positive relationship between study habits and Academic Success of the students of Management and Education programme while students of Engineering of Manav Rachna University has got insignificant relationship between the two variables.

Keywords: Study Habits and Academic Success.

Introduction

Success is here for everyone -- it doesn't matter who you are or where you come from. It is not your background, the way you were reared, your education or any environmental situations that make you a success. It is what you do with what you have that makes you a success because brilliance needs no pedigree. How successful we are in life is essentially determined by our level of clarity and balance. So, one should not seek success, just seek competence of enhancing ourselves to a higher level. If we are in a great level of competence, wherever we are put, we will anyway succeed. If we are enormously capable, if we grow ourselves into a certain dimension of capability, success is not even a goal in our life. It is something that follows us wherever we go.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." (Aristotle)

Studying for an exam can be one of the most stressful events in a student's life. For recent secondary school graduates attending higher institution, coping with the transition from secondary school to college or university is very difficult. For stale students, keeping up their grades until graduation is always the main focus. In both instances, studying for exams has been a challenge. Some students may "cram" in order to pass while others study in advance.

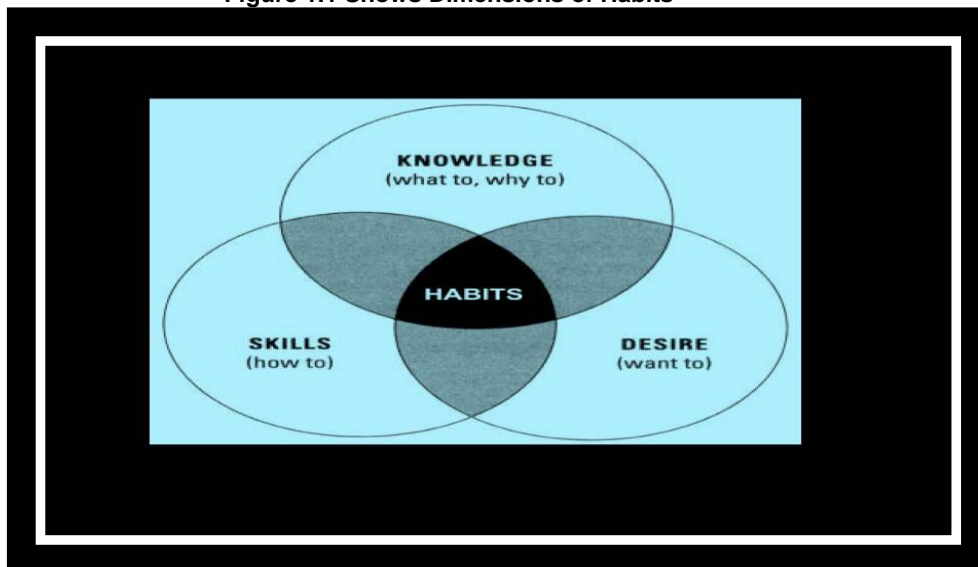
Grade is always an indicator of how well a learning material is learnt. If a learner earns high grades it is concluded that he/she may have learned a lot, while low grade indicates lesser learning. Consequently, many studies found out that there are also several factors that would account for the grades. No single factor can be definitely pointed out as predicting grades. It has been interplay of some many factors- year level,

emotional intelligence, learning styles, learner’s socio-economic status, IQ, gender, age etc.

In fact, almost all of existing environmental and personal factors are a variable of academic performance, though many students do not realize that some study habit components skills can influence

their academic performance. As emphasized by educators, counselors and psychologists, these skills may become predictors of academic performance of students at any level of education. The study habit component skills by Bakare (1970) form the basis of this study.

Figure 1.1 Shows Dimensions of Habits



One may be ineffective in any interactions with associates, children and spouse because he/she constantly tell them what he/she thinks, but he/she never really listens to them. But knowing one need to listen and how to listen is not enough. Unless one wants to listen, unless one has the desire, it won't be a habit in one's life. Creating a habit requires work in all three dimensions which is mentioned in fig.1.1. The being/seeing change are an upward process- being changing seeing, which in turn changes being as one move in an upward spiral of growth. By working on knowledge, skill and desire we can break through to new levels of personal and interpersonal effectiveness. Our character basically is a composite of our habits. "Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny," the maxim goes. Habits are powerful factors in our lives. Because they are consistent, often unconscious patterns, they constantly daily express our character and produce our effectiveness or ineffectiveness. According to Horace Mann, the great educator, "Habits are like a cable. We weave a strand of it every day and soon it cannot be broken." Many personally do not agree with the last part of his expression. They believe that habits can be broken. Habits can be learned and unlearned. But people also know it isn't a quick fix. It involves a process and a remarkable commitment.

Knowledge is the theoretical paradigm, what to do and why. Skill is the how to do. And desire is the motivation, the want to do. In order to make something a habit in our lives, we have to have all three and require working in all three dimensions.

Statement of Problem

Study Habits as a predictor of Academic Success.

Operational Definitions

Study habits

Study habits typically indicates the notch to which the student engrosses in steady acts of studying that are described by appropriate study routine occurring in an environment that is conducive to studying.

Academic Success

Academic success is defined as being able to earn a specific grade point average to meet an institution's expectations that necessitates landing a successful career to get admission in higher degree program. Academic Success may also include being in a better standing and making all the satisfactory progress towards earning the credentials.

Rationale of The Study

There were many studies conducted which sees the impact of study habits on Academic Achievement but studies that looked into the impact of study habits on Academic Success of undergraduate students have been lacking. This study aimed at to ascertain the relationship between study habits of undergraduates of different streams (Education, Management and Engineering). Furthermore, study habits were compared among students of different streams of different universities. This study might be helpful in understanding how combination of good study habits can relatively altogether, open new doors for undergraduates to achieve success in their Academic endeavor.

The present study has significance for future practice, research, and theory. Students might use the

results to identify dimensions of Study habits in which to become more involved in order to foster their own Academic development. The suggested study would enhance the existing body of literature by adding information about how good study habits altogether affects Academic Success. This study is also significant because of its relevance to theory in higher education. This study may provide an insight to the teachers to guide and understand their learners in a better way in order to enhance classroom learning and outside classroom learning of undergraduates. This study can be used purely for self-knowledge so individuals can understand and manage their study habits balance their needs, desires and feelings. Doing research on this topic may be fruitful for teachers, so that they can design their teachings keeping in mind the individual differences accordingly. The results may help education practitioner, researcher and other stakeholders to understand the role of study habits in personality development, social development of undergraduate learner in long run. The contribution of work towards performance and productivity of students and teachers might be valued by universities, colleges and schools.

Objectives of The Study

1. To study the study habits of undergraduates of different programs of three universities.
2. To assess the academic success of undergraduates of different programs of different universities.
3. To find the relationship between study habits and academic success of the undergraduates.

Hypotheses

1. There is a positive relationship between Study habits and Academic Success of undergraduates of Lingaya's University.
2. There is a positive relationship between Study habits and Academic Success of undergraduates of Manav Rachna University.
3. There is a positive relationship between Study habits and Academic Success of undergraduates of Alfala University.

Delimitations of The Study

1. The present study was restricted to 450 undergraduate students.
2. The study was confined to undergraduates of Engineering, Management and Teacher Education programs of three universities.
3. It was confined to School of Engineering, Management and Teacher Education programs of Alfala University, Lingaya's University and Manav Rachna University of District Faridabad.
4. For measuring academic success of a particular student, their previous class result i.e. (SAT) score of previous semesters was taken.

5. Gender was gathered and determined through a self-report by participants.

Research Design

This study has a correlation design which determined the extent of relationship existing between variables. Gay (1996) enunciated correlation research as the research involving the collection of data in order to determine whether and what degree a relationship exists between two or more quantifiable variables. The magnitude of the association is determined through the use of the coefficient of correlation. The purpose of this study was of more of exploration rather than theory testing. The study was designed along the lines of a correlation research. Quantitative data was gathered using self-administered standardized questionnaires among the students. The academic achievement of previous semesters of the sample subject was collected from the official records of the Universities.

Study Population

This study was conducted in three private universities of District Faridabad, Haryana (India). The total population of final year students who got themselves enrolled in B.Tech (Computer Science), B.B.A and B.Ed. programmes of same private universities consisting of both boys and girls. It means those private universities of Faridabad will be considered as population wherein all the three programs of Study exists.

The Sample

It is the process of selecting a few from a bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. The most commonly used method of selecting a probability sample is simple random sample. Where by each element in the population is given an equal chance of selection. The researcher used *the fishbowl draw technique* of Simple Random Sampling to select three universities and 50 students each from three different programs of three different universities and these students become the basis of enquiry. Initially, three private Universities wherein B.Tech, B.Ed., and B.BA run were selected through Simple Random Sampling. Afterwards 50 students from each program were selected randomly for the purpose of Sample. In all 150 students were selected randomly from each private university. Therefore, total Sample comprises of 450 undergraduates of three different private university of Distt. Faridabad. According to Bulmer, M. G. (1979), a sample is a subset of subjects that is representative of the entire population and which must have sufficient size to warrant statistical analysis. Based on the total targeted population, the researcher sought to randomly select a sample population of 450

undergraduates through fishbowl draw from three private Universities of Faridabad.

Instrument for Data Collection

Study habits inventory developed by Professor M. N. Palsane and Anuradha Sharma

It was used to assess Study habits of undergraduates. The study habits inventory belong to the eight areas namely Budgeting time, Physical Conditions of Study, reading Ability, Note taking, Factors in Learning Motivation, Memory, Taking Examination and Health. The inventory contains 45 items.

Reliability

The reliability of the inventory is determined by two methods i.e. test retest method and split half method. The reliability coefficient was found to be .88 by test retest method and .67 by split half technique respectively.

Validity

The inventory besides having high face validity has the other validity coefficients such as with external criterion (Similar types of study habit inventories) and variable measures (scholastic achievement, level of aspiration etc.)

Academic Achievement of the students was collected by giving them self-constructed information blank form in which they had to give the aggregate percentage of marks of last semesters and Semester Award list of each participant was collected from the office records of the sample university/college.

Data Collection Procedure

The investigator visited three departments of three different universities as per the requirement of study which were affiliated to Alfala University, Lingaya's University and Manav Rachna University of District Faridabad. The study habits inventory were administered to the undergraduate students as per the time schedule allotted to the researcher by the faculty in charge of various departments. After seeing the readiness of students assembled in the classroom to participate in the study the researcher explained its purpose and relevance and the questionnaire was administered to the students in their respective class. The researcher kept remains with the class to answer any questions that the students might have. The students were allowed to ask questions in the process in case they did not understand something. The respondents were assured that all the results of the study would be applied to research work only, would be kept secret and their responses would have nothing to do with instructors' evaluation of them. Further, and more importantly, the respondents were assured of their free-will in participating in the study: they could quit the participation any time. In the final analysis, only valid questionnaires were considered. The scoring was strictly done as per the manuals of

the tests. The academic achievement of previous semesters of the sample subject will be collected from the official records of the Universities.

The first step in processing the data is to ensure that the data is clean i.e. free from inconsistencies and incompleteness. There were two ways of editing the data:

1. Examine all the answers to one question or variable at a time
2. Examine all the responses given to all the questions by one respondent at a time.

Coding

The method of coding is largely dictated by the way a variable has been measured in the research instrument. Nominal scale and interval scale was used for measurement. Computers helped a lot in saving labor associated with analyzing data manually. Their application in handling complicated statistical and mathematical procedures, word processing, displaying and graphic presentation of the analyzed data saved time and increased speed.

Stats were desirable for the study. Statistics primarily helped the researcher to make sense of data, read the data, explore relationships and the interdependence between variables, and ascertain the magnitude of an existing relationship or interdependence and place confidence in the findings of the research. With the help of Karl Pearson coefficient correlation and Regression analysis inferences were made whether the independent variables were the predictors of academic success.

Statistical techniques: Descriptive Statistics and Inferential statistics was to be used

The following statistical techniques were used for the analysis and interpretation of the data:

1. Mean
2. Standard Deviation
3. Karl Pearson's Coefficient Correlation

Analysis of Data

H1: There is a positive relationship between Study habits and Academic Success of undergraduates of Lingaya's University.

Finding 1

The independent variable, Study habits SH (.259) is positively correlated with dependent variable Academic Success (AS) at .01 level of significance which shows that Hypothesis 1 stands accepted. But the correlation between Independent variable and dependent variable is not profound which depicts that there are few more variables which could contribute effectively in getting profound Academic success of undergraduates.

H2: There is a positive relationship between Study habits and Academic Success of undergraduates of Manav Rachna University.

Finding 2

Result shows that Study habits (.138) is insignificantly positively correlated to Academic success of Undergraduates of Manav Rachna University at .01 level of significance indicating Hypothesis 2 stands not accepted. It means Study habits does not play a significant role in the Academic Success of undergraduates of Manav Rachna University. There could be few other variables which have got the upper hand in the academic success of undergraduates like achievement motivation, emotional intelligence and learning styles etc.

H3: There is a positive relationship between Study habits and Academic Success of undergraduates of Alfala University.

Finding 3

Outcome shows that Study Habits (.253) is significantly positively correlated to Academic Success of undergraduates of Alfala University at .01 level of significance indicates that Hypothesis 3 is accepted. Results also implies that there are certain other independent variables which could have high correlation with Academic Success of undergraduates.

Conclusions

The study infers that Study Habits are positively correlated to Academic Success of Undergraduates. Perusal of findings also depicts that independent variable i.e. Study Habits have significant positive relationship with Academic Success of Undergraduates of two universities of Distt. Faridabad.

Study habits has been significantly positively correlated with Academic achievement of students. Dr. Sandhu, Sukhdev Singh (2014), Dr. Anwar Ehtesham (2013), Patil, Deepa (2013), Acharya, Sunita (2012) concluded a significant positive relation between Academic Success of adolescents and study habits and achievement motivation. The findings further suggest that study habits are the predictors of Academic Success. Present Study also inferred a significant positive relation between study habits and Academic Success of undergraduates of Education and Management. Therefore, the findings are in support of review of related literature.

The findings further concluded that there is no significant positive correlation between Study habits and Academic success of undergraduates of Engineering Programme of Manav Rachna University. This result was supported by the aftermath of research of Patil, Minakshi (2004) who had used Dr. Palsane tool for measuring study habits and concluded that there is no significant positive correlation between Study Habits and Academic Success of Sr. Secondary Students.

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