

Impact of Study Habits on Academic Performance of Adolescents

Meenakshi Bhagat* & Pooja Wadhawan**

*Primary Teacher, The Heritage School, Rohini

Email: meenakshi_bhagat@hotmail.com

**Assistant Professor

Mata Sundri College for Women, University of Delhi

Abstract

The study ‘Impact of Study Habits on Academic Performance of Adolescents’ was undertaken to explore how the study habits impact academics among students. The sample consisted of 100 participants (50 Science streams and 50 Humanities streams) studying in grade XI in a private school in Delhi. The children were 16 to 17 years of age.

The data were gathered by getting the Study Habit Inventory filled by children of Grade XI. Study Habit Inventory (SHI) was used to measure the study habits of students. The focus was on participants’ study habits in nine different sub-components of the inventory. To know the academic performance of children, the results of in Grade X Boards were taken.

The findings revealed that the Academic performance had no significant difference between the Science stream and Humanities stream students. Academic performance score was technically a positive correlation related to Study Habit scores in the Science stream but the relationship between the variables was weak. Whereas in the Humanities stream, Academic performance score was moderate positive correlation related to Study Habit scores.

The study points indicate a need for learning institutions to pay direct attention to the creation and implementation of strategies to improve the study habits among students. All stakeholders involved in the teaching-learning process should try to inculcate the habit of notes taking among students. During examinations, teachers should teach children to manage their time during examinations and to analyse questions critically.

Key Words: *Study habits, academic performance, adolescents*

1. Introduction:

EDUCATION:

The meaning of education is changing from time to time. In the present scenario, there is a paradigm shift in the process of learning. It is not limited to imparting or gaining knowledge rather developing problem-solving skills, making a judgment as per the need of the time and

space, and arriving at logical solutions to the problems. It is preparing oneself and others to meet the ever-changing needs of society.

It is a steady, continuous, dynamic, and life-long process. That is the reason Kothari Education Commission expressed in the opening sentence of its report ‘the destiny of India is now being shaped in her classrooms’. Through instruction alone, the vital changes in the learning could be achieved, which is essential to each program of social and overall development of individuals.

It is believed that every individual is born with innate potential. Education plays an important role in unleashing the innate potential and youth is the future of the nation. Thus, it becomes very important to focus the attention on adolescents.

Adolescents:

The World Health Organization (WHO) defines adolescence as the period from 10-19 years old. It is the period described by physical, mental and social changes and it is grouped into two: early pre-adulthood between 10-14 years and late puberty between 15-19 years. Adolescence is the transition between childhood and adulthood, is a stressful phase marked by rapid physical, mental, emotional, social, and behavioural changes. Adolescents make their career choices during this time so it is all the more important to hone their study skills so that they can experience autonomy from dependence and make rational choices for their life ahead.

Understanding the importance of study habits in academic achievement:

Study habits contribute to the academic performance of students. Study habits define the success quotient of the students. These habits help to distinguish successful students from the average ones. The students who have learned the art of these skills by practicing them tend to be successful in life. It seems that study habits are the most important predictor-variables in the academic performance of students.

The World Health Organization (WHO) defines adolescence as the period from 10-19 years old. It is the period described by physical, mental and social changes and it is grouped into two: early pre-adulthood between 10-14 years and late puberty between 15-19 years. Adolescence is the transition between childhood and adulthood, is a stressful phase marked by rapid physical, mental, emotional, social, and behavioural changes. Adolescents make their career choices during this time so it is all the more important to hone their study skills so that they can experience autonomy from dependence and make rational choices for their life ahead.

Formation of Study Habits:

The formation of study habits is a lifelong process. As individuals never cease to learn throughout their lives so it is a continuous process that takes years to formulate. Good study habits include concentration, self-discipline, memorization, time management, organization, and effort.

Academic achievement:

Academic achievement is a very important component to assess the progress of the individual in the whole educational process. It refers to the average marks obtained by an individual in the final examination.

2. OBJECTIVE

1. To find out the relationship between study habits and academic performance of the subjects in Science and Humanities streams.

3. HYPOTHESIS

1. There would be no significant difference in the relationship between study habits and academic performance of the subjects in Science and Humanities streams.

METHODOLOGY

4. VARIABLES

The variables to be used in the present study are:

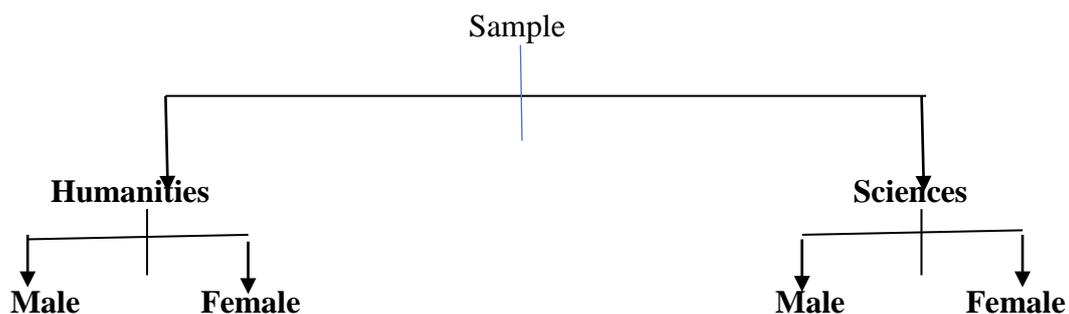
Independent Variable: Humanities, Science streams, and students of class XI males and females.

Dependent Variable: Study habit and Scores of Periodic examination of grade XI as academic achievement.

5. METHODS

DESIGN

In the study 2x2, the factorial design is used. The first factor i.e. sample has two levels in Humanities and Science streams. They are further divided into levels of adolescent male and female. Following is the diagrammatical representation;



Sample: Keeping the objectives in view, 100 adolescents of grade XI (50 males and 50 females) from a school in Delhi have been taken initially. The entire sample was grouped into males and females having a good knowledge of English and Hindi language.

TABLE SHOWING THE SELECTION OF THE SAMPLE

Table 1

GENDER	HUMANITIES	SCIENCES	TOTAL
MALE	25	25	50
FEMALE	25	25	50
TOTAL	50	50	100

6. TOOLS

To study the Impact of Study Habits on Academic Performance of Adolescents, the following tools will be used: Study- habits inventory. Study Habit Inventory (SHI) measures the study habits of scholars at the post-secondary level. In this research, SHI was used to measure the Study Habits of adolescents. SHI scale was prepared by M. Mukhopadhyay and D.N.Sansanwal in the year 1985 on a five-point scale (always, frequently, sometimes, rarely, and never). The study habits inventory used in the present study is constituted of nine different kinds of study behaviours: Comprehension, Concentration, Task Orientation, Study Sets, Interaction, Drilling, Supports Recording, and Language.

7. PROCEDURE

The test was administered to Grade XI students from the schools of Delhi. The sample consisted of only those students who have opted for streams such as Humanities and Science. These students were compared with Scores of Periodic examination of grade XI as academic achievement.

8. SIGNIFICANCE OF THE WORK

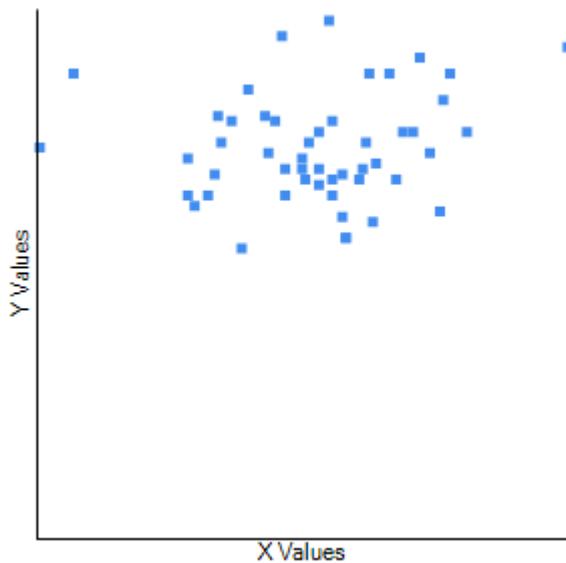
1. The result of this study will help students in understanding the impact of study habits and study environment on their academic performance and aides in filling in as a guide for a positive outcome.
2. This research will likewise fill in as an asset base to different researchers and scientists keen on doing additionally inquire about in this field accordingly if applied will provide new meaning to the topic.

9.RESULTS

It was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is a heap of certain facts or observations. Keeping in view the objectives of the study and their corresponding hypotheses, the data were statistically processed using appropriate design and technique. Hence, after the data has been collected this must be processed and analysed to draw the proper inference.

□ Academic performance score was technically a positive correlation related to Study Habit scores (0.1513; $p=.001$) but the relationship between your variables is weak. In this context, the hypothesis that there would be no significant difference in the relationship between study habits and academic performance of the subjects in Science streams is rejected.

Figure 1



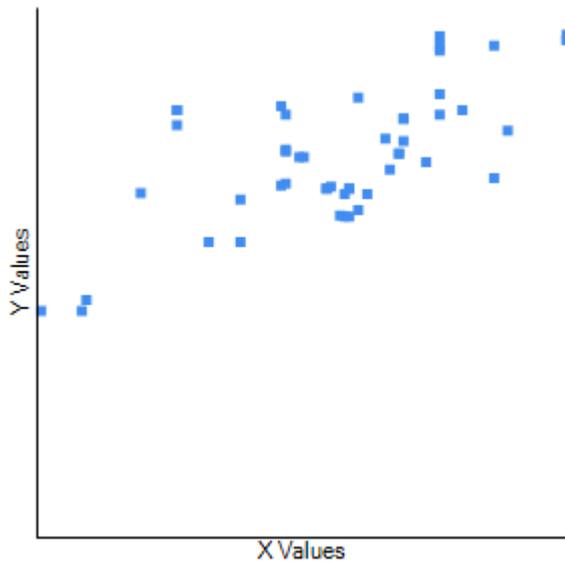
X Values: Study Habits

Y Values: Academic Performance

The value of R is 0.1513. Although technically there is a positive correlation but the relationship between the variables is weak.

□ Academic performance score was a moderate positive correlation related to Study Habit scores ($r=.0.698$; $p=.001$). In this context, the hypothesis that there would be no significant difference in the relationship between study habits and academic performance of the subjects in Humanities streams is rejected.

Figure 2



X Values: Study Habits

Y Values: Academic Performance

The results of the present study coincide with the study conducted by Parua and Archana (2011), on “Study habits of secondary school students in relation to their Scholastic Achievement”. The sample of the study comprised of 100 secondary school students using a simple random sampling technique. Parua and Archana (2011), also verified the positive correlation between study habit and scholastic achievement of secondary school students.

10. DISCUSSION

Many students perform poorly academically, due to factors other than low intellectual capacity. Poor study habits are one of the contributing factors in poor academic performance even among the naturally bright students. So, study habits contribute as the vehicle of learning which may be seen as both means and ends of learning. They play a vital role in the life of students. In the present investigation, the Study habits include Comprehension, Concentration, Task Orientation, Study Sets, Interaction, Drilling, Supports, Recording and Language as sub –components. Thus, each component of the study habit is important in contributing to the high academic performance of adolescents and a balance of each component has to be maintained by the learner.

The world is becoming more and more competitive. Quality of performance has become a measuring yard for personal progress. Parents aspire that their children climb the ladder of performance and the sky should be the limit. The importance of academic achievement has risen the research area to investigate various factors that promote or demote achievement in

students. Many such factors have been hypothesized and researched upon. There are varied results of the researchers conducted to experts in the field, at times complementing each other, but at times contradicting each other. A complete and comprehensive picture of academic achievement still a topic of further research. The search, therefore, continues; educational researchers all over the world are still seeking a breakthrough in this phenomenon.

Hypothesis 1 sought to determine whether there is a significant relationship between study habits and students' academic performance. The result of the study showed that there is a significant relationship between study habits and students' academic performance. The study reveals that good study habits will yield better academic results and vice versa.

The finding of the study resonates with the opinion of Marc (2011), who observed that good study habits will lead learners to a successful academic future as well as aid to get good grades. Good grades in turn lead to admissions into better courses, colleges, and universities, and help in getting scholarships.

According to Marc (2011), it is very crucial for every student to develop good study habits irrespective of their level of education; as it enhances students' ability to be self-disciplined, self-directed, and ultimately successful in the longer run. He further deliberated that effective study habits are an important part of the learning process.

Marc (2011) as quoted earlier, having effective study habits that creates a more efficient academic environment. When students possess good study habits, they would tend to be less stressed. In contrast, scholars who are anxious on exam day are typically the procrastinators who came unprepared. Thus, to conclude, the students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time.

11. SCOPE/LIMITATIONS OF STUDY

This study on the impact of study habits on the academic performance of students will cover various approaches to studying and their effect on the academic performance of students.

This study on the impact of study habits on the academic performance of students will cover different ways to deal with study and its impact on the academic performance of students.

Time limitation- The researcher will at the same time take part in this study with other academic work. This consequently will eliminate the time committed for the examination work.

REFERENCES:

- Amalraj, A. and Anandha, V.G. (2006) Study habits of higher secondary students in relation to the-Home climate. *Research and reflection on Education* 04, 03, 13-16 July-Sep.
- Anjum, S. (2016). Some Cognitive, Socio-Economic And Personality Factors as Determinants of Learning Achievement in Mathematics at Upper Primary School Stage (doctoral thesis). Aligarh Muslim University, UP., India. Retrieved from http://ir.amu.ac.in/10750/1/T1_0035.pdf
- Annaraja, P. and Sheeja, C. (2003) Influence of level of aspiration and study habits on academic achievement in Mathematics of Higher secondary school students. *Research and Reflection on education* 1(4), 9-14.
- Annaraja, P., Sam Sananda Raj, H. and Mohanan, A. (2006) Inter-relationship among academic achievement, study habits, and level of aspirations: A study on higher secondary students. *Research and Reflection on Education* 4, 02, 2-4 April- June.
- Bhandari, D.R. (2002). Plato's Concept of Justice: An Analysis. Retrieved from <https://www.bu.du/wcp/Papers/Anci/AnciBhan.htm>
- Chamundaswari, S., Sridevi, V., & Kumari, A. (2014). Self-Concept, Study Habit and Academic Achievement of Students. *International Journal of Humanities Social Sciences and Education*, 1(10), 47-55. Retrieved from <https://www.arcjournals.org/pdfs/ijhsse/v1-i10/8.pdf>
- Dange, J.K. (2013). Effectiveness of Computer-Assisted instruction in the development of study habits in relation to Gender, Locality and Socio-Economic Status of Secondary School Students. *International Journal of Education and Psychological Research*, 2(4), 75-86. Retrieved from http://ijepr.org/doc/V2_Is4_Nov13/ij9.pdf
- Dayal, J.K. (2013). An Empirical Study on Study Habits of Science and Humanities Stream Graduates. *Indian Journal of Research*, 2(8), 72-73. Retrieved from https://www.worldwidejournals.com/paripex/recent_issues_pdf/2013/August/August_2013_1376661832_f9d4f_25.pdf
- Gayathri, M., & Rani, P. (2014). Study Skills and Habit of Higher Secondary School Students- A Study. *Journal of Humanities and Social Sciences*, 46-50. Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Conf.17004/Volume-3/8.%2046-50.pdf>
- Hangsingh, E., & Handique, I.R. (2015). Effects of Study Habits on Academic Achievement of Secondary School Students in Lakhimpur and Dhemaji District of Assam. *IRJMSH*,

6(7), 189-205. Retrieved from https://www.academia.edu/19721759/Effect_of_Study_habits_on_Academic_Achievement_of_Secondary_School_Students_in_Lakhimpur_and_Dhemaji_District_of_Assam

Introduction Conceptual Framework (n.d.). Retrieved from https://shodhganga.inflibnet.ac.in/bitstream/10603/22673/7/07_chapter%201.pdf

Kumar, S., Sohi, A. (2013). Study Habits of Tenth Grade Students in Relation to their Academic Achievements. *Indian Journal of Research*, 2(12), 58-60. Retrieved from https://www.worldwidejournals.com/paripex/recent_issues_pdf/2013/December/December_2013_1388040523_75c39_19.pdf

Muola, J.M. (2010). A Study of the Relationship between Academic Achievement Motivation and Home Environment among standard eight pupils. *Educational Research and Reviews*, 5(5), 213-217. Retrieved from http://www.academicjournals.org/app/webroot/article/article1379607738_Muola.pdf

Nadaf, Z.A. (2018). Study Habits, Gender, Family Type and Locale: A Study of CUK. *AGU International Journal of Research in Social Sciences and Humanities*, 6, 578-586. Retrieved from https://www.researchgate.net/publication/324279720_Study_Habits_Gender_Family_Type_and_Locale_A_Study_of_CUK

Nami, Y., Marsooli, H., & Ashouri, M. (2014). The Relationship between Creativity and Academic Achievement. *ELSEVIER*, 114, 36-39. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042813052919>

Ossai, M. (2012). Age and Gender Differences in Study Habits: A Framework for Proactive Counselling Against Low Academic Achievement. *Journal of Educational and Social Research*, 2(3), 67-73. Retrieved from https://www.researchgate.net/publication/235406860_Sept_2012_Problem_and_its_Scope. (n.d.). Retrieved from https://www.academia.edu/33820848/PROBLEM_AND_ITS_SCOPE

Review of Related Literature. (n.d.). Retrieved July 15, 2018, from Shodhganga website, http://shodhganga.inflibnet.ac.in/bitstream/10603/77888/14/9_chapter2.pdf

Saini, M. (2010). A study of academic achievement of scheduled caste secondary school students in relation to study habits, home environment and school environment. Retrieved from <https://shodhganga.inflibnet.ac.in/handle/10603/113809>

Santhy K.R. (2011) Effect of Study Habits and Parental Support On Academic Achievement of Higher Secondary School Students.

- Sherafat Roya, Murthy Venkatesha C. G. (2016) A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City. The International Journal of Indian Psychology Volume 3, Issue 2, No.3. Premalakshmi K., (2012) Study habits and academic achievement of higher secondary students. Scholarly Research Journal for Interdisciplinary Studies, November, 2012
- Sleight, D.A., & Mavis, B.E. (2006). Study Skills and Academic Performance among Second Year Medical Students in Problem-Based Learning. US National Library of Medicine, National Institutes of Health, 11(1). Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28253787>
- Stanley, S.G., & Gupta, M. (2013). Study Habits and Academic Achievement of Distance Learners. VSRD International Journal of Technical and Non-Technical Research, 4(9). Retrieved from <http://shodhganga.inflibnet.ac.in/bitstream/10603/31382/11/manuscript%20study%20habits%20and%20academic%20achievement.doc>.
- Verma, A., (2016) A Study Of Academic Achievement Among High School Students In Relation To Their Study Habits” Impact: International Journal Of Research In Humanities, Arts And Literature Vol. 4, Issue 3, Mar 2016, 75- 88
- WHO (2015). Adolescent Health. Retrieved from https://www.who.int/maternal_child_adolescent/adolescence/en/
- Yazdani Kambiz And Godbole Varsha Sane (2014) Studying The Role Of Habits And Achievement Motivation In Improving Students’ Academic Performance. . European Online Journal Of Natural And Social Sciences 2014; Vol.3, No.4 Pp. 827-839
- Zargar, S,S,, & Ganai, M.Y. (2014). Self- Concept, Learning Styles, Study Habits and Academic Achievement of Adolescents in Kashmir. Retrieved from <https://www.anchor-publishing.com/document/287499>