THE EFFECTS OF STUDY HABITS ON THE ACADEMIC ACHIEVEMENT OF STUDENTS: A CASE STUDY OF HPS IN NAVALGUND TALUK

DR. N.V. GUDAGANAVAR*

*Associate Professor, Department of Statistics, Anjuman Arts, Science and Commerce College, Dharwad, Karnataka

ABSTRACT

The main objectives of the research work were to find out the influence of the study habits on academic achievements of HPS in Navalgund taluk of Karnataka state. To achieve these goals, questionnaire was used to gather information from respondents. One hundred (100) students were randomly selected from ten (10) HP schools. Data was analysed using the SPSS. Two hypotheses were tested. Multiple regression was used to assess how student habits influence their academic achievement.

KEYWORDS: Study Habits, Academic Achievement, Time Management, Examination

INTRODUCTION

The world is becoming more competitive and more academic achievement has become the key factor for personal progress. Parents desire that their children climb the ladder of academic achievement to as high a level as possible. This desire for a high level of achievements puts a lot of pressure on students, teachers, schools and the education system itself. Hence, the importance of academic achievement has raised important questions for educational researchers.

In addition to the above Bakare (1977) explained further that there are many factors affecting study habits and attitudes of students. Individual difference, effective usage of time, note-taking, study habits training, teacher, family, homework, using library, reading, listening and writing are outstanding common factors. These factors are very important determinant factors of study habits.

The environment at home is a primary socialization agent and influences a student’s interest in school and aspirations for the future. The socio-economic status of a student is most commonly determined by combining parents education level, occupational status and income level (Jeynes, 2002).

The enhancement of academic success can be achieved through effective study habits. Lack of effective study habits among students result in poor academic performance. It is believed
that better academic performance requires hard work, a sense of commitment, dedicating sacrifice and above all effective study habits. Therefore, serious planning and a positive attitude towards one’s study be encouraged among students to ensure good academic achievements.

STATEMENT OF THE PROBLEM

Due to the increasing nature of poor academic performance among higher primary school students especially in rural area, many educationists tend to shift the blame on the teaching methodology adopted by teachers and lack of funds from the government to provide quality textbooks. However, these might not be the main reasons why students perform poorly in examinations. Some factors pointed out by researchers as having impact on the students study habits and academic achievements are lack of skills on homework and assignments, reading and note-taking, concentration, time management and examination. With help of this background that the study was conducted to determine if study habits significantly have any influence on the academic of higher primary school students in the Navalgund taluk.

PURPOSE OF THE STUDY

The primary aim of this study is to determine the effects of study habits on academic achievement of higher primary school students in the Navalgund taluk.

OBJECTIVES OF THE STUDY

The following are the objectives of this study.
1) To assess the study habits of higher primary school students in the Navalgund taluk.
2) To examine factors influencing students study habits.

RESEARCH QUESTION

1) Is there any significant effect of students study habits on their academic performance?
2) Do the homework and assignments, reading and note-taking, concentration, time management and examination affect the study habit of students?
SIGNIFICANCE OF THE STUDY

It will be significant to students, teachers, parents, school counsellors, policy makers and the government in assisting and encouraging students to realise the importance of study habits on their academic achievement. Student will benefit more and more the finding of this study as they will be offered the necessary assistance as and how to develop good study habits which will help to improve upon their academic achievement.

CONCEPT OF ACADEMIC ACHIEVEMENT

Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Good (1959) refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”.

Tymms and Libbon (1992) examined the relationship between times spent on homework and examination grades among approximately 300 students from schools and colleges in Northeast England. The average time spent was 5 hours per week and girls reported spending approximately 30 minutes per week more than boys. The study revealed that students who worked for long hours gained slightly better grades than those who worked for modest periods.

The amount of homework completed by students seems to be more positively associated with students’ performance than the amount of homework assigned by teachers. Nonetheless, Kohn (2006) pointed out that student who spends more time on homework scores higher on measures of performance and attitude the students who spend little or no time at all. Studies that have delved more deeply into this topic suggest, however, that the amount of homework assigned by teachers is unrelated to students performance while the amount of homework actually completed by students is associated with higher performance (Cooper, 2007).

TIME ALLOCATION

Time allocation for what to study enables the student to plan carefully so as to cover the academic task ahead and also help to organize one’s time for academic work. Before students begin to think about the process of studying, a schedule must be developed. Atkinson (2003)
conducted a survey on meta-analysis, and found out how “mixed findings are about the degree to which time influences student learning” (p. 78). These findings suggest that it is not the extra time itself that makes a difference, it’s how that extra time is used by students:

- **Allocated time** – the total number of days and hours students are required to attend school, including both instructional time and non-instructional time (example: time spent at recess, lunch, making transitions, attending assemblies and other non-classroom activities).
- **Engaged time** – the time when students are actually “engaged” in learning activities, which is much harder to quantify and document.
- **Academic learning time** – the “precise period when an instructional activity is perfectly aligned with a student’s readiness and learning occurs.”

The analyses show that:

- There is little or no relationship between allocated time and student academic performance.
- There is some relationship between engaged time and academic performance.
- There is a larger relationship between academic learning time and academic performance.

**RESEARCH DESIGN**

This kind of research design was best suited to collect the data since it gave the researcher a chance to collect primary data from the students. In this regard the researcher was able to interact with the students in the schools which made it possible to understand the dynamic factors of the research by having a firsthand experience of the problems at stake. One advantage of the survey research design is that the researcher had a chance of experiencing the culture of the school in practice rather than getting it from the secondary sources.

**ANALYSIS AND DISCUSSIONS**

The questionnaire was designed to find out the views on influence of study habits on academic performance of higher primary school students. The responses from the questionnaires were coded and analyzed using the SPSS.

**H₀₁ :** There will be a significant effect of students’ study habits on their academic performance

Multiple regressions were used to assess how students’ study habits influence their academic performance.
MULTIPLE REGRESSIONS ON STUDY HABITS OF STUDENTS

<table>
<thead>
<tr>
<th>Variable</th>
<th>b</th>
<th>β</th>
<th>R</th>
<th>R²</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>28.61</td>
<td></td>
<td></td>
<td></td>
<td>8.124</td>
<td>0.000</td>
</tr>
<tr>
<td>Examination</td>
<td>0.101</td>
<td>0.32</td>
<td></td>
<td></td>
<td>0.97</td>
<td>0.161</td>
</tr>
<tr>
<td>Homework and Assignment</td>
<td>-0.89</td>
<td>-0.21</td>
<td></td>
<td></td>
<td>-0.215</td>
<td>0.319</td>
</tr>
<tr>
<td>Reading &amp; Note-taking</td>
<td>0.021</td>
<td>0.013</td>
<td></td>
<td></td>
<td>0.341</td>
<td>0.301</td>
</tr>
<tr>
<td>Concentration</td>
<td>0.002</td>
<td>0.001</td>
<td></td>
<td></td>
<td>0.023</td>
<td>0.95</td>
</tr>
<tr>
<td>Time Management</td>
<td>0.211</td>
<td>0.92</td>
<td>0.120</td>
<td>0.012</td>
<td>1.982</td>
<td>0.030</td>
</tr>
</tbody>
</table>

From the above table to assess the contribution of Examination, Homework and Assignments, Reading and Note-Taking, Concentration and Time Management in the predication of the extent to which study habits influence students academic achievement. From the table β regression coefficients, the multiple correlation coefficients R, adjusted R_adj and the value of t and its corresponding p-value for each variable that entered into equation. From the above table, Examination, Homework and Assignments, Reading and Note-Taking, Concentration and Time Management collectively explained 1.2% (R_adj = 0.120) of the variable in the study habits. This show that present regression model is a good predictor of study habits.

Time management explained the bulk of the 1.2% variance in academic performance than the others (b=0.211, t=1.982, p=0.03). However, the contributions of Examination, Homework and Assignments, Reading and Note-Taking, Concentration and Time Management to the variable in study habits were not statistically significant at the level of 5%. But Time Management (β = 0.92) was a better predictor of academic performance than the others. Lastly conclude that Time Management is single best predictor of the extent to which students study habits influence academic achievement. Since academic achievement of student depends on the amount of time student spends in learning and managing their school activities.
RESULT

From the hypothesis and table value it concludes that there exists positive relationship between the effects of students study habits on their academic achievement. Because the model accounted for 1.2% of the variability in time management \((\beta = 0.92)\) which indicates that the model was statistically significant although majority of the predictors used in developing model. Hence amount of time a student spends in studying will determine student academic achievement.

SUGGESTIONS FOR FUTURE RESEARCH

Future research works in the area of study habits influence so many other factors like parents level of education, parent occupation, economic status of student, etc. Hence, future work consider above parameters to improve study habits among students.

REFERENCES