

A Critical Analysis of Study Habits and Academic Achievement of College Students

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Abstract : The purposive sample comprised of 70 B.Sc.-II, 107 B.Sc.-III and 75 B.Sc.-IV Year male students of college of Agriculture studying during 1997-98 was selected and administered study habits inventory. The data were subjected to classification, frequency, percentage, mean S.D. and t-test analysis. The results revealed that plan of study, method of study, concentration, preparation for examination and perfection of subject were significantly related to academic achievement. The students of IV Year B.Sc. were different from others in preparation for examination. On the whole, more or less, 50 per cent of the students were having problems in study of subjects, concentration and preparation for examination, 30 per cent of the students were having problems in commitment to read, and perfection of subject, then 18 and 13 per cent of the students were having problems in method of study and plan of study, respectively.

Introduction

Study habit means a fixed routine behaviour imbibed by an individual to learn. Study habits contribute significantly in the development of knowledge and perceptual capacities. Therefore it is assumed that study habits are correlates of scholastic or academic achievement. Pyari and Kalra (1996) have reviewed the literature and opined that study habits and academic achievement are highly related. Ramaswamy (1990) has confirmed the importance of proper study habits to academic achievement. Verma (1996) stressed that good study habits promote academic performance of the students, and, high and low achievers as well as over and under achievers differ significantly with regard to quality and strength of their study habits. Jyoti (1983) opined that study practices of students in high schools and colleges differ widely and it appeared that many students do not know how to study effectively and that a great amount of their time and effort is wasted through ineffectual procedures and poor study habits, and method used by a large portion of students had resulted from a trial and error process of striving to meet the demands.

Stella and Purushothaman (1993) have, studied the under achievers who need extra attention with reference to the development of study habits and suggested that if suitable instrumental strategies are used to develop study habits among those specific groups of under achievers, it would enable the learners to utilize their potential in full, otherwise under achievement would continue to obstruct the path towards progress and the talent and resources of the nation will be wasted. Further, Stella and Purushothaman (1993) opined that the researchers have analysed the pupil's achievement with reference to the classification high, average, and low achievers, in this conventional classification, the point or reference is the average score of group or a standard norm, but study habits differ from person to person, hence in an attempt to help the learners progress by developing suitable study habits, we need a different set of parameters that takes into account of the individual capabilities.

Swain and Das (1994) found that over and under achieving college students differed significantly from each other with regard to their

study habits namely disorganized study, globe trotting, negative attitude, syllabus bound and fear of failure, however both the groups of students seem to be similar with regard to comprehension, learning, extrinsic motivation, improvidence and surface approach.

Though many studies were conducted to determine the role of study habits in academic achievement but very few studies had attempted to make in depth analysis of the aspects of study habits. The analytical study of the aspects of study habits and academic achievement would provide guidelines for identifying and correcting the weak aspects of study habits among students. Therefore, the present study was aimed at to identify the state of the aspects of study habits and their relationship with academic achievement.

Material and Methods

The study was conducted on 310 students studying at College of Agriculture, Dharwad during 1997-98. The questionnaire was administered on 100, 120 and 90 students of II, III and IV Year B.Sc.(Agri.) respectively. Among these only 70, 107 and 75 students had responded to all the items of study habits and bio-data sheet included in the questionnaire. Therefore, the purposive sample consisted of 252 subjects. The responses were scored according to the scoring procedure and students are classified on the basis of norms of study habits scale (Patel, 1975).

The data were subjected to frequency, percentage, mean SD, 't' test and correlation analysis.

Results and Discussion

Academic achievement has been considered in terms of Cumulative Grade Point

Table 1. Means and S.Ds. of Cumulative Grade Point Average (C.G.P.A.).

Class	Cumulative Grade Point Average (C.G.P.A)	
	Mean	S.D.
B. Sc.II (Agri.)	7.74	1.10
B. Sc.III (Agri.)	7.70	0.99
B. Sc.IV (Agri.)	7.92	1.17

Average (C.G.P.A.). The felt need of contemporary education system is to improve the study habits among students for best performance and excellent academic achievement. This is possible through proper guidance and counselling to the students by parents, teachers and counsellors. Most important base for proper guidance and counselling is to understand existing state of the aspects of study habits. The, results of present study may become the fundamental base for understanding the realities of study habits.

The results of table 2 showed that plan of study and method of study were positively and significantly related to academic achievement among B.Sc.IV Year students; concentration and preparation for examination were positively and significantly related to academic achievement among B.Sc.III and IV years students; and perfection of subject was positively and significantly related to academic achievement among B.Sc.II and IV year students, but study of subjects and commitment to read were positively and non-significantly related to academic achievement of the students.

It is very clear from the results of table 2 that all 7 aspects of study habits are positively related to academic achievement, whereas plan

Table 2. Relationship between the study habits and cumulative grade point average

Aspects of study Habits	B. Sc.II (n = 70)	B.Sc.III (n = 107)	B.Sc.IV (n = 75)
Plan of Study	0.058 ^{NS}	0.063 ^{NS}	0.381**
Method of Study	0.198 ^{NS}	0.157 ^{NS}	0.359**
Study of Subjects	0.220 ^{NS}	0.092 ^{NS}	0.172 ^{NS}
Concentration	0.139 ^{NS}	0.261*	0.314**
Preparation for Examination	0.157 ^{NS}	0.288**	0.266**
Perfcting of subject	0.404**	0.105 ^{NS}	0.283**
Commitment to read	0.190 ^{NS}	0.045 ^{NS}	0.156 ^{NS}

NS - Not Significant

Significant at 5 per cent

Significant at 1 per cept

of study, method of study, concentration, preparation for examination and perfection are significantly related to academic achievement in one or another group of the students.

The results of table 3 indicated that there were no significant differences between B.Sc.II & III, B.Sc.II & IV and B.Sc.III and IV year students in their plan of study, method of study, study of subjects, perfection of subject and commitment to read, but there was significant difference between B.Sc.II & IV and B.Sc.III & IV year students in their preparation for examination. These results have revealed that B.Sc.II, III & IV year students had developed similar plan of study, method of study, study of subjects, perfection of subjects and commitment to read, correspondingly, B.Sc.IV year students had developed a more matured pattern of preparation for examination compared to B.Sc.II and III Year students. These results are may be due to the fact that these students had more or less similar pattern of schooling, social environment and localisation. Therefore the groups did not differ in their aspects of study habits except preparation for examination with respect to B.Sc.IV year students. This result may be due to the situational aspirations and expectation of B.Sc.IV year students. There is a dominant trend among B.Sc.IV year students

to take I.C.A.R. and competitive examinations after their degree programme and the students start preparing for these examination from the beginning of B.Sc.IV Year.

The results of table 4 revealed in depth facts to understand the objective state of the aspects of study habits and the importance findings are as follows:

- a) In general 87 per cent of the students were satisfactory and 13 per cent of the students were not satisfactory in their plan of study. In depth analysis of the results revealed that 87 per cent of the students were satisfactory in schedule of study, regularity in study, home work and selection of place for study but around 13 per cent were not satisfactory in these performances.
- b) Around 80 per cent of B.Sc.II and IV year students and 86 per cent of B.Sc.III Year students had developed satisfactory method of study. The observation of the results revealed that on an average 82 per cent of the students were satisfactory in taking important notes, use of dictionary, learning new words, getting classification and referring books, whereas around 18 per cent of the students were not satisfactory in these references.

Table 3. Means, SDs and t-values on aspects of study habits

n = 252

Aspects of study habits	Value	Class			t-value		
		B.Sc.II	B.Sc.III	B.Sc.IV	II & III	II & IV	III & IV
Plan of study	Mean	23.93	24.06	23.89	0.196 ^{NS}	0.056 ^{NS}	0.258 ^{NS}
	S.D.	4.31	4.18	4.19			
Method of study	Mean	33.90	34.40	34.64	0.620 ^{NS}	0.825 ^{NS}	0.301 ^{NS}
	S.D.	5.43	5.16	5.37			
Study of subjects	Mean	17.73	18.00	18.21	0.526 ^{NS}	0.879 ^{NS}	0.422 ^{NS}
	S.D.	3.64	3.36	2.99			
Concentration	Mean	13.10	12.87	13.73	0.485 ^{NS}	1.063 ^{NS}	1.750 ^{NS}
	S.D.	3.39	2.90	3.76			
Preparation for examination	Mean	16.79	16.96	18.36	0.319 ^{NS}	2.372 [*]	2.265 [*]
	S.D.	3.34	3.77	4.56			
Perfection of subject	Mean	29.30	28.65	8.30	0.913 ^{NS}	1.217 ^{NS}	0.492 ^{NS}
	S.D.	4.31	4.46	5.00			
Commitment to read	Mean	20.04	20.37	20.35	0.588 ^{NS}	0.474 ^{NS}	0.047 ^{NS}
	S.D.	3.66	3.67	4.03			

* = Significant at 0.01

NS = Not significant

Table 4. Percentages frequencies and classifications on study habits

Aspects of study habits	Satisfactory			Not satisfactory		
	B.Sc.II	B.Sc.III	B.Sc.IV	B.Sc.II	B.Sc.III	B.Sc.IV
Plan of study	87.14	86.92	88.00	12.86	13.08	12.00
	(61)	(93)	(66)	(9)	(14)	(9)
Method of study	80.00	85.98	80.00	20.00	14.02	20.00
	(56)	(92)	(60)	(14)	(15)	(15)
Study of subjects	48.57	55.14	60.00	51.43	44.86	40.00
	(34)	(59)	(45)	(36)	(48)	(30)
Concentration	41.43	42.99	50.67	58.57	57.01	49.33
	(29)	(46)	(38)	(41)	(61)	(37)
Preparation for examination	42.86	41.99	56.00	57.14	57.01	44.00
	(30)	(46)	(4'CII)	(40)	(61)	(33)
Perfection of subject	78.57	77.57	76.00	21.43	22.43	24.00
	(55)	(83)	(57)	(15)	(24)	(18)
Commitment to read	70.00	67.29	64.00	30.00	32.71	36.00
	(49)	(72)	(48)	(21)	(35)	(27)

Note : Values in parentheses are frequencies

N = B.Sc.II-70, B.Sc.III-107 & B.Sc.IV-75

- c) In general, from 76 to 79 per cent of the students were satisfactory in perfection of subject. These results confirmed that at least 76 per cent of the students were satisfactory in learning of formulae, discussion with classmates, memorizing and reviewing, subject matters, where as around 24 per cent of the students were not satisfactory in these activities.
- d) From 64 to 70 per cent of the students in general were satisfactory in commitment to read. These results made it very clear that to the tune of 64 per cent of the students were satisfactory in utilization of leisure hours for reading, use of reference books, reading newspaper, participation in discussion and teacher students interaction but around 36 per cent of the students were not satisfactory in these undertakings.
- e) From 48 to 60 per cent of the students were satisfactory in study of subjects. The observation of these results revealed that at least 48 per cent of the students were satisfactory in learning of different subjects and making efforts to become proficient in weak subjects, but around 52 per cent of the subjects were not satisfactory in those efforts.
- f) Particularly around 43 per cent of B.Sc.II and IV year and 56 per cent of B.Sc.III year students were satisfactory in preparation for examination. These results made it clear that at least 43 per cent of B.Sc.II & III year and 56 per cent of B.Sc.IV year students were satisfaction, in referring earlier question papers, revision, reminiscence on the eve of examination, thinking about answer before writing and psychological state in the examination, where as, around 50 per cent of the students were not satisfactory in those preliminaries.
- g) Specially, 41 per cent of B.Sc.II, 43 per cent of B.Sc.III and 51 per cent of B.Sc.IV year students were satisfactory in concentration. Overall analysis of the results make it very clear that less than 50 per cent of the students were satisfactory in their conscious attention, understanding and remembering but more than 50 per cent of the students were having problems in concentration.

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