

The Relationship between Study Habits and Academic Achievement of Undergraduate Students.

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Abstract

The academic performance of students in most universities has become an object of inquiry of researches (Tilley, 2008) nowadays. Although academic achievement is not the only way to success in the real world, much effort is made to enhance the progress of students in universities. Many researchers have supported the hypothesis that the academic performance of the students was affected by socio-economic and psychological factors, considering that their researches has focused on these aspect in particular, and according to a study by Joe Hansen in 2000, students' performance is affected by variety of factors for example their learning abilities, however there is also other factors like their age, race and gender that should also be considered (Funda et.al., 2015). The level of achievements of students determines the value of effort taken by the universities and its resources. The academic achievement of any student is the result of an active and complex interplay of various factors, such as study habits, personality trait, and personal interest of student as well as teaching skills of concerned faculties. Study habits direct a person that how much he or she has achieved and how far he/she wants to go. These all could be decided with the help of one's study habits. This paper examines the relationship between study habits and academic achievement of undergraduate students. The author has collected

data from 72 university students studying in the final year BBA degree programme in the Eastern University, Sri Lanka. The association between study habits and academic achievement was checked by using descriptive analysis. The results showed that there is significant relationship between study habits and academic achievement of the students. For the purpose of data analysis, Statistical package of SPSS 22.0 has been used.

Keywords: *Study habit, Academic achievement, undergraduate students.*

1. Introduction

In the present era of globalization, growing economy and rapid development, the improvement of quality output and retention rates in higher education are of tremendous importance for the development of any nation. Higher education is perceived to be of enormous importance for an individual as it is incumbent for getting good jobs, career success, and opportunities for better living. With the increasing number of educational institutes, there is a need to give emphasis on imparting specialized knowledge and technical skills to students to increase their productivity and opportunities for better living which leads towards the economic growth of a country. The main objective of the educational institutes is to help students to understand the course material and obtain a grade that facilitates academic and professional

advancement. Students learning performance is affected by numerous internal and external factors, including gender, age, study habits, discipline, class attendance, the contribution of a teacher in academic achievement of students, time management, socialization, sleep patterns, partying behavior, socio-economic status, educational background of parents, etc.

In the past few decades, there is a growing study on variables contributing effectively to the quality of academic achievement of students. The aim of the present study is to investigate relationship between study habits and academic achievement of undergraduate students and enhance the academic achievements and quality of education. To achieve this aim, well-structured questionnaires were distributed to the students studying in the final year BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka.

2. Research Problem

Despite the growing body of literature focusing on factors contributing to academic success, unfortunately, most studies were conducted in western context. It is still not clear whether similar antecedents of academic success can be observed in Asian context.

Further, in Sri Lanka few research studies have been conducted to examine the factors contributing to academic achievements of students. Hence, the clear knowledge gap is explicit. This knowledge gap becomes a problem to planners, policy maker and the administrators. Therefore, this research study examines the problem and attempts to fill this knowledge gap.

2.1 Research Questions

The following research questions are advanced in this study.

1. What is the level of study habits of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
2. What is the level of academic achievements of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
3. What is the relationship between study habits and academic achievement of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?

2.2 Objective of the Study

The specific objectives of this study are given below. These objectives have been derived from the research questions and purpose of the study.

1. To identify the level of study habits of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
2. To identify the level of academic achievements of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?
3. To Measure the relationship between study habits and academic achievement of the students in the BBA degree programme in the Faculty of Commerce and Management, Eastern University, Sri Lanka?

3. Literature Review

There is a considerable amount of research available on factors affecting the academic performance of students at different study levels. The previous researches pointed out many factors that influence students' academic achievement.

According to Torshizi, et.al., (2013) The credit of an educational system depends on the learning of its learners. Learning and academic performance is affected by many factors (Sirohi, 2004), including personality, IQ, family background, gender and age, as well as acquired factors such as learning styles and methods of study would have the effect (Forrest, 2003).

Studies in the field of cognitive psychology have shown that learning and study strategies improves the academic performance (Mohammadpour, et.al.,2002). Stark found in his study that participating in academic seminars on study skills improves the level of keeping scientific contents (Starke, 1994).

Student's academic performance may be influenced by their study habits. The study habits play an important role in achieving higher grades. Few researchers have examined the effect of time studying on the academic performance (e.g. Rogaten, et al., 2013). The length of sleep is related to academic performance of college students (Kelly, et al., 2001). However, Nonis and Hudson (2006) found that the amount of time spent studying had no direct influence on academic performance. Kleijn et al. (1994) gave emphasis on the fact that learning strategies results in success at final examinations, however

the surface learning results in failure. According to Stella and Purshothaman (1993) that, study habits differ from person to person. It could be noted that study habits differ from time to time; as such the study habit of one time will not be the same at the other time, but there could be a uniform pattern of nature would be followed by students. Singh (2011) examined academic achievement and study habits of higher secondary students through a study was conducted on hundred higher secondary school students, randomly selected from higher secondary schools. The results indicate that girls and boys differ significantly in their study habits and academic achievement.

Bhan and Gupta (2010) conducted a study for academic achievement and study habit among the students belonging to scheduled caste and non-scheduled caste group. The result revealed that sex has no significant impact on academic achievement and study habit of students.

Richards et al. (1999) carried out a study to predict the success in a first year engineering course. In this study, researcher explored the factors that affects the success of engineering students in their first year courses and considered the role of study habits on their success. Student's success was predicted by using students study habits. Christian (1983) observed that there were no sex differences in the study habits of students.

A great deal of research provides evidence that study habits and study attitudes are both significant variables, which determine the academic performance of students. Yet, in spite of the perceived importance of study habits and study attitudes to academic achievement, it seems

that education institution still pay little attention to understanding these factors (Baquiran, 2011).

Study Habits

Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment (Credé, 2008).

4. Rationale of the Study

The quality of academic performance of students is affected by various factors, such as teaching

effectiveness, student's study habits, distraction factors, family environment, etc. The study of academic performance of students may be helpful for the parents of the students as well as the policymakers of academic institutions. The quality of education can be improved by taking effective measures and necessary action about the factors which are more responsible for the academic performance of the students.

5. CONCEPTUALIZATION

Following conceptual framework was developed based on literature survey. This conceptual framework highlights the relationship between the study habits and academic performance of students.



Fig. 1. Conceptual Model

6. METHODOLOGY

The purpose of this research is to empirically investigate the assumption that study habits influence academic achievements of students of the final year Bachelor of Business Administration degree program of the Faculty of Commerce and Management, Eastern University, Sri Lanka.

6.1 Sample Selection

Eastern University, Sri Lanka is one of the 15 state universities in Sri Lanka and its located in the district of Batticaloa to provide free undergraduate higher education. It has five faculties. Faculty of commerce and Management (FCM) is among them. The FCM has 6 special

degree programmes which is a 4 years programme. Bachelor of Business Administration (BBA) is one of them. This study is limited to the BBA programme. The total numbers of students of the programme amounting to 395 thus 72 students from the final year were considered as the population sample, and the questionnaires were distributed accordingly.

6.2 Data Collection Methods and Instruments

This study was carried out based on primary data. Structured questionnaire was used to collect data. The Questioner comprised of statements on the variable. Hence questioner was given to all students from final year Bachelor of Business Administration degree program Faculty of Commerce and Management of the Eastern

University, Sri Lanka who regularly attend to lectures have been selected for this study.

Likert scale of 1-5 which ranges from “Strongly Disagree” to “Strongly Agree” was applied in the questionnaire to identify responses. The numerical values were given for the purpose of quantification of variable as follows:

1. Strongly disagree
2. Disagree
3. Neither Agree nor Disagree.
4. Agree
5. Strongly agree

Table 1. Decision rule for univariate analysis

Range	Decision attributes
$1 \leq X_i \leq 2.5$	Low level
$2.5 < X_i \leq 3.5$	Moderate level
$3.5 < X_i \leq 5.0$	High level

Source- Formed for this research

7. ANALYSIS AND FINDINGS

7.1 Sample Profile

The final year students from Bachelor of Business Administration degree program Faculty of

Table 2. Sample and Response rate

Gender	Number of Students	Proportion	Response rate (100%)
Male	30	42	100
Female	42	58	100
	72	100%	

Source-Data analysis

7.2 Descriptive Statistics

6.3 Data Presentation, Analysis and Evaluation

Data has been presented using tables. Meanwhile descriptive analysis was used for data analysis. Hence under the descriptive analysis, mean and standard deviation were derived from the analysis of 72 respondents. Independent sample t-Test was run to test whether or not Gender has impact on study habits. Statistical package of SPSS 22.0 has been used for this purpose. Furthermore criteria shown in table were adopted to evaluate mean values. This was established to determine the degree study habits and academic achievement.

Commerce and Management of the Eastern University, Sri Lanka who regularly attend to lectures have been selected for this study. It consists of 72 students from 04 year study Programme as per the Table 2. The response rate of this study is 100%.

Univariate analysis was carried out for evaluating the attributes of variables as individually based on the responses. Here, the frequency, mean values

and standard deviation of variables were considered for analysis. Mean values have been distributed based on Likert's scale which represent "Strongly Disagree" to "Strongly Agree" of between 1 to 5. Meanwhile mean values were evaluated based on the established evaluative criteria which range from "Low level" to "High level".

7.3 Findings and Discussion of Whether or not Gender has Impact on study habits

This section presents the details of responded entities. Thus, gender has been described in detail.

7.3.1 Independent Sample t-Test

Independent sample t-Test was carried out to verify whether or not Gender has impact on Study habits.

7.3.2 Gender * Study habits

The Table 4 indicates that 42 males have a mean value of 3.35 and SD as .323 and 30 females have mean value of 3.76 and SD as .400 in study habits.

Table 4. Gender * Study habits

Variable	Respondent	N	Mean	Standard deviation
Study habits	Male	42	3.35	0.323
	Female	30	3.76	0.400

(Source: survey data)

Table 5. ELP (Independent sample t-test analysis - Gender)

Variance Assumption	Levene's test for equality of variance		t-test for equality of means		
	F	Sig.	T	Df	P-value
Equal variance assumed	0.198	0.656	-1.271	171	0.205
Equal variance not assumed			-1.311	123.33	0.191

(Source: survey data)

The Table 5 shows Levene's test for equality of variances, and indicates that variances for respondents does not differ significantly (p-value, 0.656>0.05) from each other. Then 'Equal-Variance Assumed' assumption was taken and t-test for equality of means was carried out to compare average values between respondents.

As the p-value from the t-test for equality of means (p=0.205), is greater than the significance level 0.05, and it was concluded that there is sufficient evidence to say, at the 5% level of

significance, that "there are no significant differences in study habits between male and female students of the final year BBA programme of the Faculty of commerce and Management of the Eastern University Sri Lanka".

This study was conducted in the Eastern University, Sri Lanka and data were collected from among students of the final year BBA programme of the Faculty of commerce and Management. The learning part undertaken by the students are more toward mind and less towards

physic. Both genders have been considered equal in the assignment of tasks. Therefore, the findings revealed the equal concern and practice, hence both gender reveal the same perception towards study habits.

7.3.3 Study habits of the Respondents

Among the sample of the respondents analyzed, 72% of the respondents were in favour of higher

Table 3. Study habits of the respondents with related mean and Sd.

Dimensions	Mean	Sd
Study habits	3.87	0.60

(Source: Survey data)

7.3.4 Academic achievement of the Respondents

Among the sample of the respondents analyzed, 28% of the respondents were in favour of higher level of academic achievement, and 64% were in favour of moderate level of academic achievement, while only 8% of the respondents

Table 4. Academic Achievements with related mean and Sd.

level of study habits, while only 28% of the respondents indicated lower level of study habits. The average mean value and standard deviation (sd) for study habits of students were 3.87 and 0.60 respectively (Table 3). The mean value indicated higher level more than the range of moderate scale of $2.5 < xi < 3.5$. Thereby, the level of study habits of students became high level.

indicated lower level. The average mean value and standard deviation (sd) for academic achievement were 3.30 and 0.42 respectively (Table 4). The mean value indicated within the range of moderate scale of $2.5 < xi < 3.5$. Thereby, the level of academic achievement became moderate.

Dimensions	Mean	Sd
Academic achievement	3.33	0.42

(Source: Survey data)

7.4 Relationship between study habits and academic achievement

By observing the data a significant positive relationship exists between the independent

Table 5. Coefficient of Correlation between study habits and Academic achievements of students.

variables and dependent variable, that is; study habits and academic achievement. Table 5. shows a correlation matrix, which describes such relationship between the variables.

Variables	Study habits	Academic achievement
Study habits		
Pearson Correlation		0.595
Sig.(2-tailed)	1	0.000
No	72	72

(Source: survey data)

(Pr = Significance level, the model is significant at 5%)

The Table 5 shows that academic achievements have a positive significant relationship with study habits (SA) ($r = 0.595$, $Pr < 0.000$). In addition, the correlation analysis describes how the relationship between dependent variable and independent variables exists at 5% significance level. The correlation between study habits and academic achievements shows a strong positive significant relationship

8. CONCLUSION AND RECOMMENDATION.

Universities in Sri Lanka are focusing on to the world class status and the programmes offered by them are transferrable across relevant higher education institutions and even across countries. These could be enhanced by improving academic achievement of students. The students who excel in the academic programmes would enjoy the efforts taken by the institution and by them at the maximum. Therefore, identifying their level study habits in favour of their academic achievement is very important.

Study habits seem to be an important determinant of academic performance. However not bounded by country of origin, it seems that some cultural aspects may affect determine habits and hence negatively or positively affect academic performance. It becomes apparent that there exist study habits of universal value that could be taught, monitor and tested along the study process. In order to ensure that all students, from any region, perform well when enrolling in academic programs, an examination of their current study habits is important and a useful tool to develop programs for universal recognition.

This present study was conducted to identify the relationship between study habits and academic achievement of students from the final year BBA programme of the Faculty of commerce and Management of the Eastern University Sri Lanka. The study found that student's study habits can influence the student's academic achievements. The proper study habits are important to improve the performance of the students. The students should be properly guided and motivated by the academics, mentors, and parents from time to time to improve their study habits. A proper and conducive environment to study should be created. If the student knows well about the abilities, competence, and requirement, then he/she performs well.

9. Reference

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