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The Relationship between Study Habits and Academic Performance among University Students

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Abstract: ***This paper examines the intricate relationship between study habits and academic performance among university students. Drawing upon a synthesis of empirical studies, theoretical frameworks, and psychological models, the abstract delves into the multifaceted dynamics shaping students' study habits and their consequent impact on academic achievement. Key factors such as time management, learning strategies, motivation, self-regulation, and environmental influences are explored within the context of diverse student populations and academic disciplines. Moreover, the abstract elucidates the reciprocal nature of this relationship, wherein effective study habits not only enhance academic performance but also contribute to holistic student development. Additionally, it sheds light on the role of technology, social media, and other contemporary influences in shaping modern study habits and their implications for academic success. Finally, the abstract underscores the importance of tailored interventions and educational strategies aimed at optimizing study habits to foster optimal academic outcomes and lifelong learning skills among university students.***

Keywords: Study Habits, Academic Performance, motivation, learning strategies, time management, self-regulation, holistic development.

I. INTRODUCTION

In the ever-evolving landscape of Indian society, education stands as a gateway to opportunity for today's youth. With the belief that knowledge is the key to unlocking numerous avenues, the educational sphere demands a diverse array of skills, strategies, and techniques from students to excel academically. At the heart of this journey lie the study habits deeply ingrained in students' daily routines, serving as essential catalysts for effective engagement with their studies without succumbing to undue stress. Widely acknowledged as pivotal determinants of academic performance (Jafari, 2019), these study habits encompass the habitual tendencies and practices exhibited by students during their learning endeavors (Kumar, 2015). From adept time management to precise goal setting, from selecting conducive study environments to employing effective note-taking strategies, these habits have been honed by countless students with the aim of enhancing study efficiency and nurturing creativity, thereby ensuring sustained immersion in the learning process.

Simultaneously, academic performance emerges as a crucial benchmark for evaluating students' achievements, grades, and overall progress across different subjects. It mirrors the quality of learning experiences within the Indian educational landscape, particularly in higher education institutions (Magulod, 2019). Studies conducted by Siahi and Maiyo (2015), Chilca (2017), and Ebele and Olufu (2017) have underscored a significant positive correlation between study habits and academic achievements. However, findings by Jafari (2019) suggest a moderate positive correlation between medical students' study habits and academic performance, hinting at the need for targeted training to enhance study habits and academic outcomes. Despite these insights, a research gap persists within the Indian context, with existing studies predominantly yielding similar affirmative conclusions. Hence, the present study aims to evaluate the study habits and academic performance of senior high school students in India, contributing to their preparedness for higher education. It endeavors to identify potential challenges encountered by students in their study routines and offer comprehensive solutions for students, educators, parents, counselors, and future researchers.

II. MATERIAL AND METHODS

A. Research Design

This study adopts a quantitative approach as its primary method, involving the collection and analysis of numerical data to draw statistical conclusions and identify patterns systematically.

The chosen methodology is a correlational approach, investigating the relationship between university students' academic performance and their study habits without manipulating variables. Through this method, the aim is to understand the nature and extent of the association between classroom anxiety and academic achievement.

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Data collection will utilize surveys, tests, or similar instruments to quantify study habits and academic performance indicators among participant students. Statistical techniques like correlation coefficients will be employed to determine the strength and direction of observed associations. A positive correlation implies that as classroom anxiety increases, academic performance also increases, while a negative correlation suggests the opposite trend.

The quantitative approach and correlational research design offer several advantages, including precise data collection, rigorous statistical analysis, and enhanced generalizability of findings due to a large sample size.

B. Operational Definitions

Study Habits: Consistent learning behaviors encompassing various approaches such as time management, note-taking, concentration, and exam preparation.

Academic Performance: Achievement and accomplishments in educational settings, assessed through grades, test scores, coursework completion, participation, and teacher evaluations.

C. Research Question

How do study habits influence academic performance among young adults aged 18 to 25?

D. Objectives

Investigate the relationship between study habits and academic performance.

Compare study habits between high and low achievers.

Assess differences in study habits between genders.

E. Hypothesis

H01: There is no significant relationship between study habits and academic performance.

H02: There is no significant difference in study habits between high and low achievers.

H03: There is no significant difference in study habits between males and females.

F. Participants

Convenience sampling method; 100 males and 100 females aged 18 to 25. Inclusion criteria include educational pursuit, ability to read/write English, and informed consent.

G. Tests Used

Study Habits Inventory: Palsane and Sharma Study Habit Inventory (PSSHI) to assess study habits.

Cumulative Grade Point Average (CGPA) to measure academic performance.

H. Procedure

Recruitment of participants aged 18-25, data collection via Google Forms questionnaire, followed by statistical analysis using Pearson correlation and independent sample t-test.

I. Ethical Considerations

Adherence to APA ethics guidelines, including institutional approval, informed consent, confidentiality, and transparency.

J. Statistical Techniques

Utilization of SPSS (Version 25) for statistical analysis, including Pearson correlation for examining associations.

III. RESULTS AND DISCUSSION

The purpose of the study was to analyze the relationship between Study Habits and Academic Performance among University Students. The data was collected using Palsane and Sharma's Study Habits Inventory (PSSHI) and the Academic Performance of the previous semester. The sample size consisted of 200 University Students aged 18 – 25 years residing in India at the time of the study being done, were selected. The data was entered into Microsoft Excel and then exported into SPSS 25 for statistical analysis.

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Table 4.1 (a) Socio-demographic details of the participants

		Frequency	Percentage
Age	18 -25years	200	100
Sex	Males	100	50
	Females	100	50
	Under Graduation	135	67.5
Current Education Level	Post Graduation	57	28.5
	Ph.D. and others	8	4

Data presented in Table 4.1 shows that 200 respondents representing 100% are within the age group of 18 – 25 years, while 135 respondents representing 67.5 % are from the undergraduate level, 57 respondents representing 28.5 % are from the postgraduate level, and only small percentage of 8 representing 4% from the PhD and other group category.

Ho1: There is no significant relationship between Study Habits and Academic Performance among University students.

Table 4.2: Correlation between Study Habits and Academic Performance among University students.

	N	M	SD	*r*	p
Study Habits	200	48.35	5.237	.004**	.951
Academic Performance		70.55	4.051		

*Note: **Correlation is significant at the 0.01 level (2-tailed).*
The Pearson Correlation test presented in Table 1 indicates the relationship between Study Habits and Academic Performance among University Students. The *r* value was found to be .004, (p>=0.01) and shows a very weak positive correlation that is not statistically significant, which indicates that the Null Hypothesis is accepted, meaning there is no significant relationship between Study Habits and Academic Performance among University Students.

H02: There is no significant difference in the study habits between Under Achievers and Over Achievers.

Table 4.3: Independent sample t-test Study Habits between Over Achievers and Under Achievers at the University level.

Study Habits	N	M	SD	SE	t	df	p
Under Achievers	20	58.15	12.799	2.862	1.263	178	.657
Over Achievers	160	54.70	11.359	.898			

Note: SD= Standard Deviation; SE=Standard Error.
The Independent Sample t-test presented in Table 2 indicates the level of Classroom Anxiety among underachievers and overachievers. The Mean score was found to be 58.15 for Under Achievers and 54.70 for Over Achievers (p>0.05). There was a difference of mean in favor of the Under Achievers which indicates that their Study Habits was higher than the Over Achievers. The Standard Deviation obtained by Under Achievers was found to be 12.799 and for Over Achievers it was found to be 11.359 suggesting that the scores of the Under Achievers were spread more away from the mean scores than that of the Over Achievers. To test the obtained mean difference of their statistical significance, the scores were subjected to an Independent Sample t-test, and the value of t was found to be 1.263. There was no significant difference found in the level of Study Habits among Under Achievers and Over Achievers. Therefore, the Null Hypothesis is accepted.

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H03: There is no significant difference in the study habits between males and females.

Table 4.4: Independent sample t-test of Study Habits between Males and Females.

Study Habits	N	M	SD	SE	t	df	p
Males	100	47.87	4.271	0.835	1.298	238.168	.01
Females	100	48.83	6.035	1.088			

Note: SD= Standard Deviation; SE=Standard Error.

The Independent Sample t-test presented in Table 3 indicates the Study Habits among Male and Female University Students. The Mean score was found to be 47.87 for Males and 48.83 for Females (p=0.01). There was a minimal difference in mean in favor of Females which indicates that their Study habits was higher than Males. The Standard Deviation obtained by Males was found to be 4.271 and for Females it was found to be 6.035 suggesting that the scores of the Females were spread more away from the mean scores than that of the Males. To test the obtained mean difference of their statistical significance, the scores were subjected to an Independent Sample t-test and the value of t was found to be 0.086. There was a significant difference found in the level of Study Habits among Males and Females. Therefore, the Null Hypothesis is rejected.

IV. CONCLUSION

The study aimed to investigate the correlation between study habits and academic performance among university students, as well as differences in study habits among overachievers and underachievers, and between males and females. The hypothesis suggested no significant correlation between study habits and academic performance, no significant difference in study habits between overachievers and underachievers, and no significant difference in study habits between males and females. However, the results revealed a very weak negative correlation between study habits and academic performance, which was statistically insignificant, indicating no significant negative correlation between the two variables. Similarly, no significant difference was found in study habits between overachievers and underachievers. Contrarily, a significant difference was observed in study habits between males and females. This finding suggests that factors beyond traditional study habits may influence academic performance, such as effective study techniques utilized outside the classroom, external support systems, individual strengths, resilience, or differing responses to pressure. Overall, these findings underscore the complexity of factors influencing academic performance and highlight the need for further research to better understand and address these dynamics. Understanding the nuances of study habits and their impact on academic outcomes can inform educational interventions and support systems aimed at enhancing student success.

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A. Conflict of Interest

Conflict of Interest Statement:

Rachael Samantha Bose: The author declares no conflicts of interest.

Soumya Simon: The author declares no conflicts of interest.

B. Ethical Approval

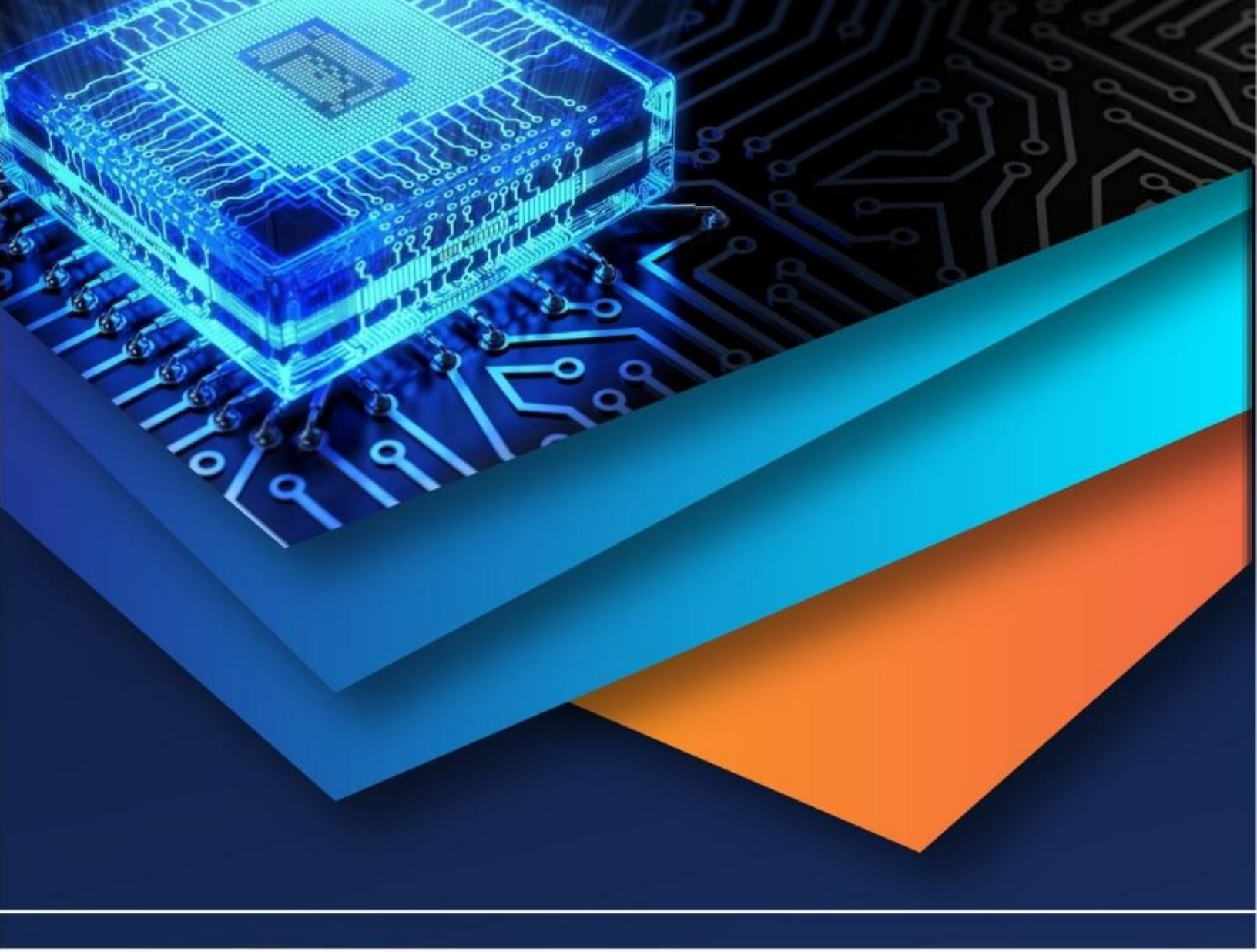
The researcher adhered to the 2016 APA ethics guidelines throughout the study, specifically following point 8 regarding ethical considerations:

1) *Institutional Approval:* Institutional approval was obtained during the study proposal phase.
2) *Informed Consent*: All participants received a clear and concise informed consent form explaining the study procedures and their right to withdraw at any time. Only those who provided voluntary written consent were included.
3) *Dispensing with Informed Consent for Research:* Participants' data were anonymized using initials (e.g., the first letter of their name and surname) to ensure confidentiality.
4) *Offering Inducements for Research Participation:* No inducements were offered to participants for their involvement in the research.
5) *Deception in Research:* The researcher did not employ any form of deception in the study.
6) *Debriefing*: As deception was not utilized, debriefing was not necessary.
7) *Duplicate Publication of Data:* The study's data have not been previously published, though republishing with proper acknowledgment is permissible.

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