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Study Habit and Academic Performance: A Comparative Study between High and Low Academic Achieving College Students of Asansol Town

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Abstract
The present study aims to explore the impact of academic performance on study habit among high and low academic achieving college students of Asansol town. Study habit inventory developed by Mukhopadhyay and Sansanwal (1971) was used to for collection of data. The samples for the present research were drawn from 40 undergraduate and post graduate students of Asansol town. The sample was selected by stratified random sampling technique. Mean, SD and t-ratio were applied for data analysis. The result revealed that there is significant impact of gender and academic achievement on study habit. It was also found that girls showed higher level of study habit in comparison of boys, which was 50%. Higher achiever students showed higher level of study habit in comparison of lower achievers. The obtained t-ratio for gender and academic achievement was found 3.99 and 5.52 respectively, both of which were significant on 0.01 level.
Keywords: *Study habit, academic achievement, college students, education*

State of the Art
Education plays a crucial role in modern society, providing individuals with knowledge and skills essential for productivity and economic survival. In India, education is a major concern, with learners varying in their ability to grasp concepts. Some individuals require special inputs due to sensory, intellectual, psychological, or socio-cultural deficits. Disabilities can hinder intellectual, social, emotional, and physical development, but rehabilitative techniques, including education, can help mitigate these challenges.

Conceptual Framework

Study Habits
Study habits involve techniques such as summarizing, note-taking, and organizing material to enhance learning. According to Good's Dictionary of Education,

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study habit refers to a student's tendency to study systematically or unsystematically, efficiently or inefficiently. Good study habits are crucial for academic success, as they influence learning and intellectual development. Ramamurti (1993) emphasizes that intelligence alone is insufficient; effective study habits are essential for academic achievement. Poor study habits contribute to low performance, making it imperative to cultivate structured and deliberate study routines.

Study habits involve behavior patterns that facilitate learning. They include time management, goal-setting, selecting a conducive study environment, and organizing information. Proctor et al. (2006) highlight the importance of reviewing material regularly and maintaining study schedules. Fleming (2003) defines study habits as the tendencies exhibited while preparing for academic tasks. Charles-Ogan and Alamina (2014) view them as consistent studying patterns. Effective study habits foster rational thinking, curiosity, objectivity, and honesty (Akporehwe & Onwioduokit, 2010), enhancing cognitive abilities, particularly in subjects like mathematics.

Development of Effective Study Habits

Learning styles vary among individuals, influenced by their abilities, interests, and cognitive processes. Students must be aware of effective learning strategies to optimize their study habits. Traditional methods, such as strict schedules and goal-setting, may not always be beneficial. Effective study habits involve a structured approach, such as setting study schedules, minimizing distractions, and organizing materials. Students with weak study habits should take study skills courses to improve their learning techniques.

Importance of Good Study Habits

Developing good study habits early ensures long-term academic success. Students must cultivate organization, discipline, and routine to maximize learning potential. Parents play a vital role in encouraging study habits by providing a conducive environment and necessary learning resources. Schools should promote structured study habits to reduce academic failure and dropouts. Study habits influence learning efficiency and overall academic achievement.

Factors Influencing Academic Achievement

Several factors impact academic performance:

- **Attitude:** Goal-oriented students display discipline and resourcefulness, positively influencing their academic success (Maina, 2010).
- **School Resources:** Access to books, technology, and learning materials enhances understanding, especially for socio-economically disadvantaged students.
- **Classroom Environment:** A disciplined and supportive atmosphere fosters effective learning (Kudari, 2016).
- **Parental Role:** Parents contribute by assisting with studies, arranging tuitions, and providing learning resources at home.
- **Psychological and Health Factors:** Emotional stability, mental health, and physical well-being significantly impact learning and academic performance.

Developing effective study habits, maintaining discipline, and ensuring psychological well-being are key to academic success.

Review of Literature

Several studies have explored the impact of study habits on academic achievement. Oluwatimilehin & Owoyele (2012) examined the relationship between various study habits and student performance in core subjects at the junior secondary level. Findings showed that teacher consultation was the most influential factor, while time allocation, concentration, and note-taking were less integral. Magno (2009) investigated study habits as predictors of grades in Mathematics and English among Filipino high school students. Work methods significantly predicted grades in both subjects, while teacher approval had no significant effect on English performance. Franklin

(2006) analyzed the study habits of undergraduate students in teacher education, revealing that many students crammed before exams and relied on classmates for clarification.

Sud and Sujata (2006) found that boys had poorer study habits than girls in high school. Lakshminarayanan et al. (2006) reported that high achievers used better study skills than low achievers. Anton & Angel (2004) found that scholastic aptitude was a stronger predictor of academic success than personality traits, though students with more socialized traits exhibited better study habits. Suneetha and Mayuri (2001) identified gender differences in study habits, with boys and girls differing significantly in drilling and language skills. Panda (1992) observed that boys had better study habits than girls, while Stella & Purushothaman (1993) found urban students had superior study habits compared to rural peers. Overall, these studies emphasize the role of effective study habits and motivation in academic success. Several studies have investigated the influence of psychological and socio-economic factors on academic achievement. Yousefi et al. (2010) examined the impact of family income on test anxiety and academic performance among Iranian high school students. Their findings revealed a significant effect of family income on both test anxiety and academic success. Similarly, Uwaifo (2008) explored how family structure affects university students' performance in Nigeria, showing that students from two-parent families performed better than those from single-parent homes, with notable gender differences. Ajwani & Sharma (2004) studied test anxiety in college students, concluding that high achievers exhibited greater anxiety in testing situations. Kasinath (2003) investigated the effects of mental health, school adjustment, and socio-economic status (SES) on secondary students' academic performance. Mental health and school adjustment significantly influenced academic achievement, while SES impacted performance in Science and Mathematics. Yadav & Mayuri (2001) analyzed gender differences in personality traits contributing to high academic achievement among rural students. The study highlighted key factors such as comprehension, concentration, self-control, and systematic study habits, with significant gender-based variations in task orientation, adaptability, and motivation. These findings underscore the critical role of family background, psychological factors, and socio-economic status in shaping academic performance.

Methodology

Objectives

The following objectives were prepared for the present study:-

1. To examine the level of study habit of total sample as well as sample sub-groups based on gender (boys and girls) and level of achievers (High and Low).
2. To study the influence of gender on level of study habit.
3. To study the influence of academic achievers on level of study habit.

Hypotheses

The following hypotheses were prepared for the present study:-

H1. Level of study habits is varied in total sample as well as sample sub-groups.

H2. There is no gender difference on study habit.

H3. There is no academic achieving difference on study habit.

Sample

The presents study was conducted on University departments & college students equally divided into two groups of gender (boys and girls), and two groups of level of academic achieving (high and low achievers) students. Thus, sample was formed 2x2= 4 strata. From each stratum 10 students were selected making a total of 40 students.

Tools

Personal Data Questionnaire (PDQ): PDQ was prepared to collect the demographic information of the subjects. It was a questionnaire which includes the information's about name, age, sex, socio-economic status, contact number and residential background of the subjects.

Study Habit Inventory (SHI-MS): Study habit inventory was developed by M. Mukhopadhyay (Former professor National Institute of Public Administration, New Delhi) and D.N. Sansanwal (Former professor School of Education Devi Ahilya Vishwavidyalaya, Indore) (1971). It consists of 70 items pertaining to nine sub-components namely comprehension (12items), concentration (10 items), task orientation (9 items), study sets (7 items), interaction (3 items), drilling (4 items), support (22 items), recording (2 items) and language (1 item) which characterize the basis of study habits. The reliability of the whole inventory is 0.91which is fairly high and indicates that the inventory is reliable.

Analysis

Level of study habits total sample of high and low academic achieving college students of Asansol town

In this study level of study habits of total sample was measured by using Study Habit Inventory was developed by M. Mukhopadhyay (Former professor, National Institute of Public Administration, New Delhi) and D.N. Sansanwal (Former professor, School of Education Devi Ahilya Vishwavidyalaya, Indore) (1971). It consists of 70 items. It was hypothesized that "level of study habits will vary in total sample as well as sample sub-groups." To test this hypothesis, percentages were calculated.

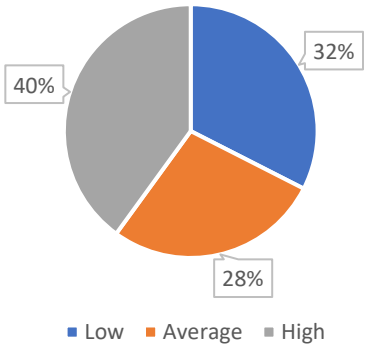
Table 1

Level of study habits total sample of high and low academic achieving college students of Asansol town

Groups	Level of study habit					
	Low		Average		High	
	N	%	N	%	N	%
Total sample (40)	13	32.5	11	27.5	16	40

Figure 1

Level of study habits total sample of high and low academic achieving college students of Asansol town



It is clear from the above table 1, that majority (40%) of total sample of college students was high level of study habits. Average level of study habits was found only 27.5% and 32.5% was found in low level of study habit.

Level of study habits sample sub groups of high and low academic achieving college students of Asansol town

Using the scores obtained on study habit test, the level of study habit was determined. It was hypothesized that "level of Study habit will vary in sample sub group college students based on level of academic achieving students." To test this hypothesis, percentages were calculated.

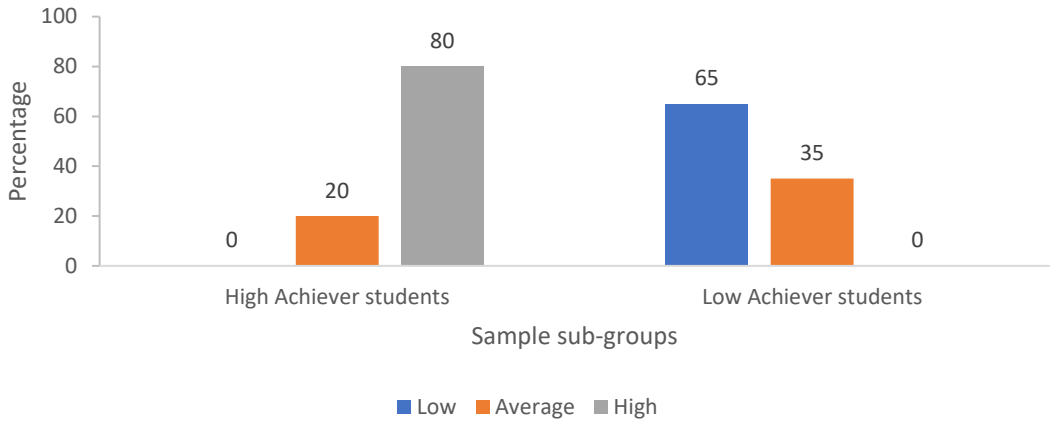
Table 2

Level of study habit in high and low achiever college students

Sub Groups	Level of study habit					
	Low		Average		High	
	N	%	N	%	N	%
High achiever students	0	0	4	20	16	80
Low achiever students	13	65	7	35	0	0

Figure 2

Level of study habit in high and low achiever college students



It is clear from the above table 2, that majority (80%) of high achiever college students was found higher level of Study habit, and nobody Low achiever college students were found high level of study habit. Low achiever college students showed higher percentage (65%) of low level of Study habit as compared to High achiever college students (0%). None of High achiever college students were scored low study habit and none of low achiever college students were scored high level of study habit.

Level of study habits sample sub groups of boy and girl college students of Asansol town

Using the scores obtained on study habit test, the level of study habit was determined. It was hypothesized that "level of study habit will vary in sample sub group college students based on gender of students". To test this hypothesis, percentages were calculated.

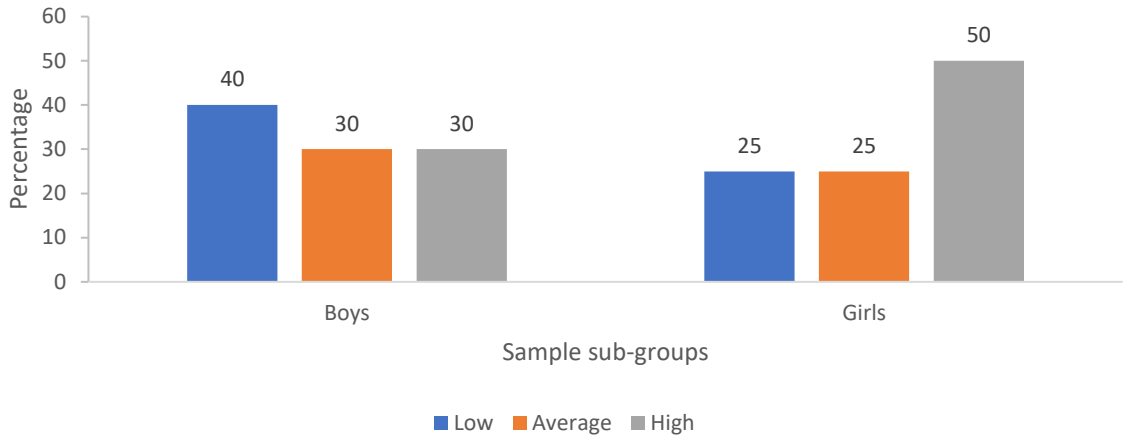
Table 3

Level of study habit in boy and girl college students

Sub Groups	Level of study habit					
	Low		Average		High	
	N	%	N	%	N	%
Boy students	8	40	6	30	6	30
Girl students	5	25	5	25	10	50

Figure 3

Level of study habit in boy and girl college students



It is clear from the above table 3, that majority (40%) of Boys college student was found low level of Study habit, and Girls college students were found high level of Study Habit (50%). Boy students showed similar percentage (30%) on high and average level of Study habit. Girl students also showed similar percentage (25%) on Low and average level of study habit.

Level of study habits sample sub groups of high and low academic achieving boy and girl college students of Asansol town

Using the scores obtained on Study Habit test, the level of Study Habit was determined. It was hypothesized that "level of study habit will vary in sample sub group college students based on level of academic achieving and gender." To test this hypothesis, percentages were calculated.

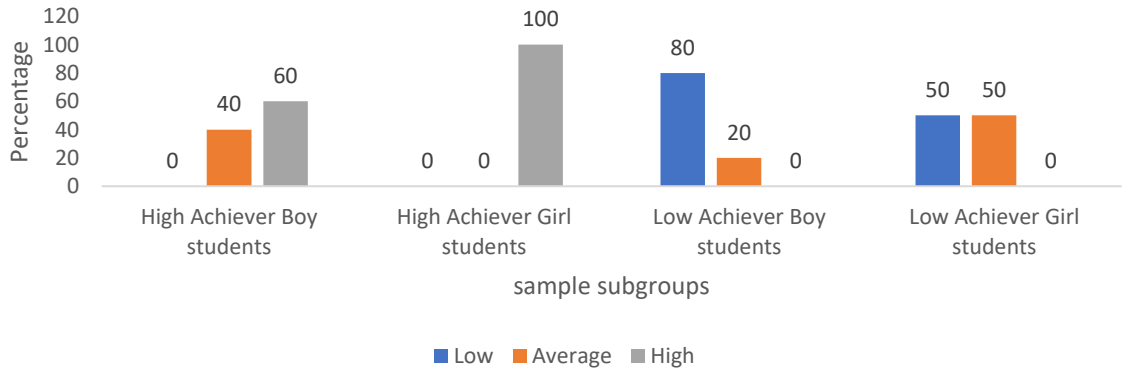
Table 4

Level of study habit in high and low achiever boy and girl college students

Sample sub groups	Low		Average		High	
	N	%	N	%	N	%
High achiever boy students	0	0	4	40	6	60
High achiever girl students	0	0	0	0	10	100
Low achiever boy students	8	80	2	20	0	0
Low achiever girl students	5	50	5	50	0	0

Figure 4

Level of study habit in high and low achiever boy and girl college students



The table 4 and figure 4 showed that, there was a clear difference between high achiever boys and girl college students in their level of study habit. High achiever girl students showed high

percentage on high level of study habit (100%) compared to high achiever boy students (60%). None of both Gender groups scored in lower level of study habit. At the average level of study habit high achiever boy students have scored (40%) more than high achiever girl students and none of High achiever girl students scored in this level.

Low achiever boy college students showed higher level of Study Habit on low level of study habit (80%) as compared to Low achiever girl students (50%). Whereas, Low achiever boy students scored average score (20%) as compared to low achiever girl students i.e., (50%). Where none of low achiever boy and girl college students scored in the high level of Study Habit.

Impact of gender on study habits among high and low achiever college students of Asansol town.

In this point the impact of gender on study habit among high and low achiever college students of Asansol town was calculated. For this t value was calculated to shown the impact of gender.

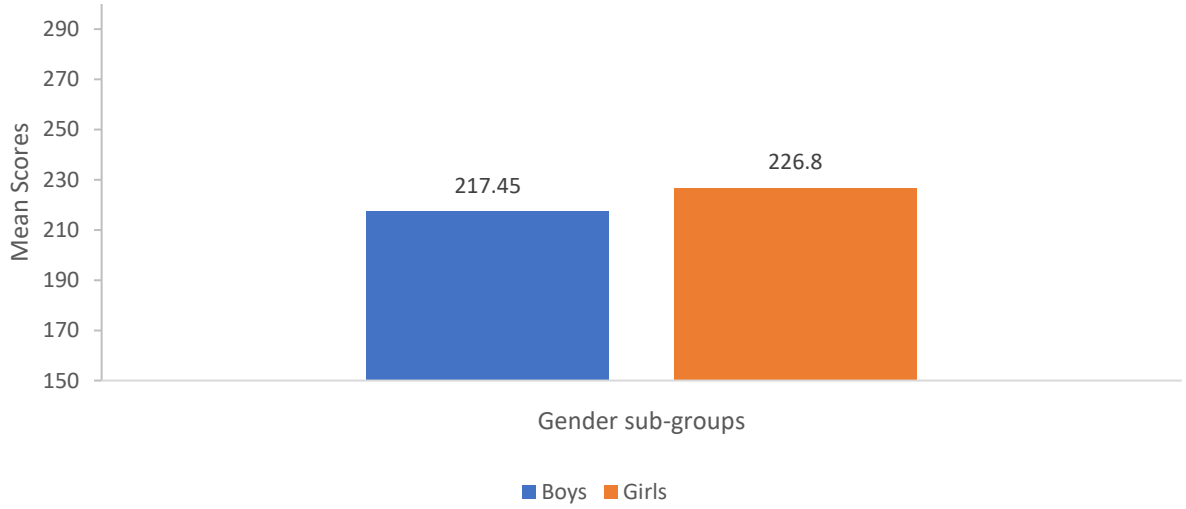
Table 5

Mean, SD and t value of boy and girl students on study habits

Group	N	Mean	SD	Mean difference	df	t Value	P
Boys	20	217.45	8.27	9.35	38	3.99	0.01
Girls	20	226.80	6.45				

Figure 5

Mean scores of boy and girl students on study habit



It was evident from table 5, that the mean score of Boy students exhibited 217.45 and Girl students were 226.80. The difference between the mean score of boy and girl students was obtained 9.35. This shown that Girl students had better status of Study habits as compared to boy students. The obtained t- ratio was 3.99, which was significant at 0.01 level. Hence the hypothesis "There will be no gender difference on study habit." was rejected.

Thus, we can say that gender has significant impact on study habits among high and low achieving college students.

Impact of academic achievers on study habits among high and low achiever college students of Asansol town.

In this point the impact of academic achievers on study habit among high and low achiever college students of Asansol town was calculated. For this t value was calculated to shown the impact of academic achievers.

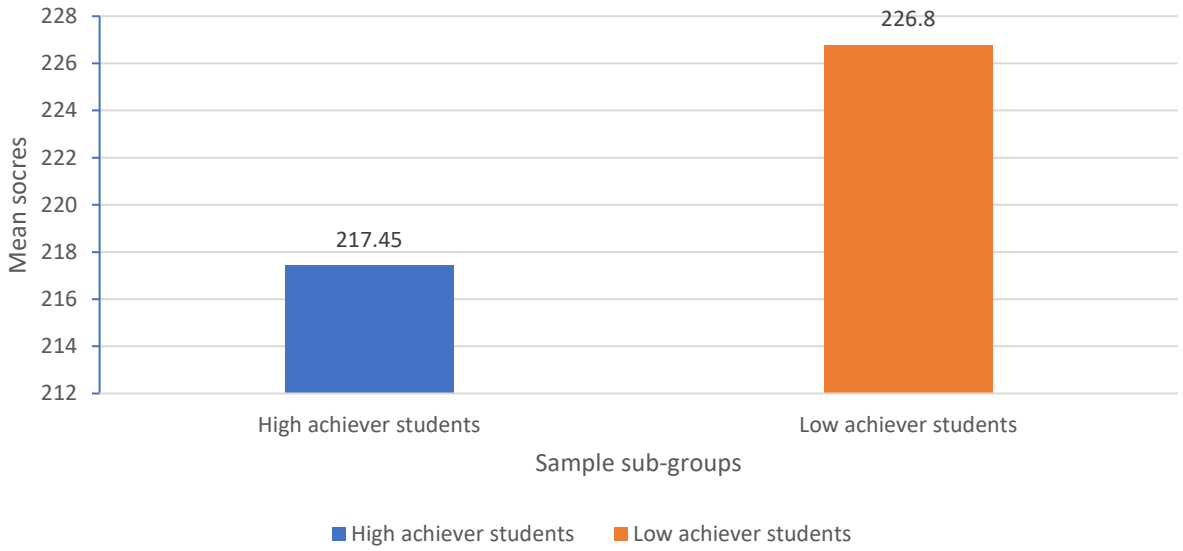
Table 6

Mean, SD and t value of high and low achiever student on study habits

Group	N	Mean	SD	Mean difference	df	t Value	P
High achiever students	20	217.45	8.27	9.35	38	3.99	0.01
Low achiever students	20	226.80	6.45				

Figure 6

Mean score of high and low achiever student on study habits



It is evident from table 6, that the mean score of high achiever students exhibited 204.10 and low achiever students were 121.35. The difference between the mean score of high and low achiever students was obtained 82.87. This shown that high achiever students had better status of study habits as compared to low achiever students. The obtained t- ratio was 5.52, which was significant at 0.01 level. Hence the hypothesis "There will be no academic achieving difference on study habit." was rejected.

Thus, we can say that academic achiever has significant impact on study habits among high and low achieving college students.

Main finding of the study

Status of study habit among high and low academic achieving students of Asansol town

Status of study habit in total sample

- Majority of the total sample group (40%) had been found to be High level of study habit.

Level of study habits among high and low achiever college students of Asansol town

- High achiever students showed higher percentage (80%) of high level of study habits.
- Low achiever students showed higher percentage (65%) of Low level of study habits.

Level of study habits among boy and girl college students of Asansol town

- Boy students showed higher percentage (40%) of low level of study habits.
- Girl students showed higher percentage (50%) of high level of study habits.

Level of study habit among sample sub-groups college students of Asansol town

- High achiever boy students showed higher percentage (60%) of high level of study habit.
- High achiever girl students showed higher percentage (100%) of high level of study habit.
- Low achiever boy students showed higher percentage (80%) of low level of study habit.
- Low achiever Girl students showed similar percentage (50%) of low and average level of study habit.

Impact of level of academic achiever & gender on study habits among high and low college students of Asansol town

Impact of gender on study habits

The obtained t- ratio was 3.99, which was significant at 0.01 level. Hence the hypothesis "There will be no gender difference on study habit." was rejected. Thus, we can say that gender has significant impact on study habits among High and Low achieving college students.

Impact of level of academic achiever on study habits

The obtained t- ratio was 5.52, which was significant at 0.01 level. Hence the hypothesis "There will be no academic achieving difference on study habit." was rejected. Thus, we can say that academic achiever has significant impact on study habits among high and low achieving college students.

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