

## **Study habits and their predictors: An overview of previous studies**

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### **Abstract**

The present study aims to explore the predictors of study habits among students. Effective study habits contribute to good academic performance. Schools /Universities often provide workshops or guidebooks for new students to learn good study habits. Because good study habits determine academic and later professional success in life. The present study attempts to review the previous studies about study habits. The following objectives were formulated to review the research studies for the current paper:-

(1) How do the demographic variables affect the study habits? (2) How do the psychological variables affect the study habits? (3) How do other psychological and demographic variables affect study habits?

### **Methodology**

For this study, primarily secondary data sources have been used, and this is a purely review work that consists of 30 papers from databases like Scopus, ProQuest, Web of Science, ResearchGate, Google Scholar, etc. The research papers published from the year 1979 to 2022 have been considered.

### **Selection Criteria of Research Papers**

Out of 100 downloaded articles, only 30 met the criteria for inclusion. The rest were excluded for not meeting the requirements.

### **Key Findings**

Key findings indicate that girls tend to perform better academically due to their study habits, but both genders face challenges in time management, reading skills, and exams. Additionally, parental education and family income play a significant role in academic success, and ethical behavior is more prevalent among girls than boys. A review of studies revealed no significant difference in study habits among high, average, and low achievers in mathematics. However, the study showed that good study habits positively correlate with academic achievement and that students who follow a proper study schedule have higher academic achievements, but male respondents show a stronger preference for nonfiction books than female respondents. The results also indicated a significant negative relationship between academic stress and study habits and a significant positive relationship between self-efficacy and study habits.

### **Conclusion**

It is recommended that future research to support the qualitative findings of the study conduct follow-up studies on a broader scale as regards to sample size, diversity of participants included in the study

### **Introduction**

Success in academics depends on many factors, and study habits are one of the most critical factors. Good study habits are essential for academic success. Poor study habits can negatively affect academic performance, even among naturally gifted students. Guthrie et al. (2007) believed that reading (which is considered a habit), is the act of getting meaning from printed or written words, which is the basis for learning and one of the most essential skills in everyday life. Dadzie (2008) defined reading as the ability to understand words contained in a document and use this knowledge for personal growth and development. People read for different reasons, including pleasure, leisure, relaxation, information, and knowledge. Studies have shown that study habits are a significant factor impacting academic achievement. Deavers (2000) believed that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem-solving. Study habit is an essential tool for knowledge transfer, and reading is an academic activity that increases skill in reading strategies. Psychologists and educators believe good study habits are the key to gaining knowledge and wisdom. Habits are essential in our daily lives; the same is true for

studying. Nine different study behaviors contribute to effective study habits. These include comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording, and language, these habits encompass how a student approaches their studies with the right attitude, chooses the appropriate environment, minimizes distractions, and sets a realistic schedule, among other things (Grohol, 2020). Patel (1976) identifies study habits that include: home environment and work planning, reading and note-taking habits, subject planning, concentration habits, exam preparation, general attitudes and habits, and school environment. According to Menzel, cited by Rana and Kausar (2011), students' failure is not due to their ability but to lack adequate study skills. Many students who struggle in college lack good study habits that could help them achieve academic success. Abid (2006) stated that the quality of a nation depends on the quality of its citizens, and the quality of citizens depends on the quality of their education. The quality of instruction, in turn, depends on students' study habits. Academic achievements reflect the quality of teaching, a function of students' study habits. Effective study habits are fundamental to academic success.

### **Research Questions:**

(1) How do the demographic variables affect the study habits? (2) How do the psychological variables affect the study habits? (3) How do the other types of variables affect the study habits?

#### **Methodology**

For this study, primarily secondary data sources have been used, and this is a purely review work that consists of 30 papers from databases like Scopus, ProQuest, Web of Science, ResearchGate, Google Scholar, etc. The researchers have used different keywords like study habits of the students, predictors of study habits, factor influencing the study habits and status of study habits of the university students, study skill, study technique, study approach, study strategy, learning skill, learning strategy, etc. while searching in the internet. The research papers published from year 1979 to 2022 have been considered.

### **2.1 Selection Criteria of Research Papers**

As part of the research, a researcher focused on articles that examined how sociocultural, psychological, and other types of factors can affect study habits. Initially, the researcher downloaded 100 articles from the internet, but only 30 met the criteria for inclusion in the study. The other articles did not meet the requirements.

### **Study habits and demographic variables**

This part of the research review will examine study habits and demographic variables (gender, age, economic status, academic streams (science and humanities), etc.

In 1979, Nirmal and Kanta conducted a study on the study habits of high school students and their academic performance. They found a positive correlation between academic performance and study habits, with girls scoring higher. Additionally, there was a correlation between parental education and family income with study habits. Patil and Bhansing (1993) observed that 98% of night school students had unsatisfactory study habits. Private school students tend to have better study habits than their counterparts in government schools. However, no significant difference was found between the two universities about students' study habits (Hashemian & Hashemian, 2014). In 2006, Vijayalakshmi analyzed that sex does not impact the various categories of study habits and the type of college has no impact on the various study habits. Rajendran (2009) reported no significant difference in study habits between genders. Shejwal (1980) found that boys had better study habits than girls, but both had difficulties with time management, reading skills, learning, memory, and exams. Suda & Sujatha (2006) studied "Academic performance about self-handicapping, test anxiety and study habits of high school children." A sample of 200 students from the government senior secondary schools of Himachal Pradesh was selected. The results revealed that girls were better in study habits than boys. In 2006, Vijayalakshmi analyzed class XII students' study habits and achievements in physics. The data was collected from five colleges in the Shimoga district using a stratified random sampling technique. The study concluded a significant relationship between study habits and achievement in physics. The results also showed that sex

does not impact the various categories of study habits and the type of college has no impact on the various study habits. Singh (2011) conducted a study on the academic achievement and study habits of higher secondary students. The study included one hundred randomly selected higher secondary school students. The results showed that boys and girls have significantly different study habits and academic achievements. Christian (1983) observed that there were no sex differences in the study habits of students. In 2010, Aggarwal and Kumar conducted a study on the study habits of male students in the Arts and Science streams at the secondary level. The main objective of their study was to compare the study habits of male students in the Arts and Science streams at the higher secondary level and to highlight the differences between the study habits of students in these two streams. In 2010, Singh and his team studied high school students' study habits, analyzing factors like gender, age, class grade, and academic achievement. Girls had better study habits than boys, but there was no significant difference in class grades or age among the students. Pillai (2012) observed significant differences in study habits between male and female students. Bhan and Gupta (2010) conducted a study on academic achievement and study habits among students belonging to scheduled caste and non-scheduled caste groups. The results showed that sex does not have a significant impact on students' academic achievement and study habits. Science students have more practical, drill and project work. Hostel students also tend to have better study habits compared to day scholars (Morris, 2012). This is because hostel students have a higher degree of autonomy and responsibility, which is reflected in their study habits. Previous research has also shown that the nature of the school plays a significant role in shaping students' study habits (Goud, 2018; Rana & Deepika, 2020). Salami (2013) conducted a study on the influence of biological gender on study habits. The study found that females tend to exhibit more ethical behavior, such as attending classes regularly, completing assignments and tests on time, adhering to timetables, and taking notes. They also seek academic assistance when needed and avoid negative behaviors like cheating in order to achieve academic success. Studies have shown that science students tend to have better study habits than their counterparts in the arts stream (Rana & Deepika, 2020). In 2014, Lawrence conducted a research to examine the impact of test anxiety on the study habits of high school boys and girls. The study comprised 300 students from high schools in Tirunelveli district. The results indicated no significant difference between the study habits of boys and girls in higher secondary schools.

#### **(b) Psychological variables predictor to study habits**

Nagailinkim & Caraline (1988) surveyed 326 students of classes IX and X to investigate the attitudes along with study habits related to achievement in Mathematics. The major findings suggested that: i) there is no significant difference in the study habits of high, average, and low achievers in mathematics. Parker (2010) pointed out that there are ways students can study to increase their ability to retain information and to think critically. These include mnemonics, effective note-taking, effective time management, flash card training, use of keywords, summarizing, memorization, condensing information, acronyms, etc. In 2001, Kaur conducted a study to understand how study habits and achievement motivation affect the academic performance of BA/BSc students based on gender and geographic location. The results of the study indicated a significant positive correlation between good study habits and academic achievement. Similarly, in 2002, Aisha et al. conducted a study to understand the relationship between study habits and educational achievement. The findings of the study revealed that students who followed a proper study schedule had a higher academic achievement. In 2006, Vijayalakshmi analyzed the study habits and achievement in physics of class XII students. The data was collected from five colleges in Shimoga district, using stratified random sampling technique. The study concluded that there is a significant relationship between study habits and achievement in physics.

Nagailinkim and Caraline conducted a survey in 1988 to investigate the attitudes and study habits related to Mathematics achievement among 326 students in classes IX and X. The study found that there were no significant differences in the attitude and study habit scores between male and female students

**Ergene (2011)** conducted a study to find the relationships among study habits, achievement, motivation, test anxiety, and academic success were investigated in a Turkish tenth-grade high school sample

consisting of 510 participants (267 females and 243 males). Turkish version of the Test Anxiety Inventory (TAI), Study Habits Inventory (SHI), and Self Evaluation Inventory (SEI) were used to collect the data. Students' GPAs was selected as the indicator of their academic success. Correlations were used to analyze the data. The result showed that females were significantly higher in test anxiety scores

. Laxmi and Kaur (2017) conducted a study on -the habits, and attitudes of secondary school students concerning gender. The study aimed to determine the difference in study habits and attitudes between P.S.E.B and C.B.S.E. secondary school students. The study results showed a significant difference in study habits and attitudes between P.S.E.B and C.B.S.E. secondary school students.

Pathak S. (2020) investigated academic stress and self-efficacy in adolescent study habits. The study's main purpose was to find out the relationship between academic stress and study habits among secondary students and to investigate the between self-efficacy and study habits among secondary students. The results showed a significant negative relationship between academic stress and the study habits of students. Also, the results showed a significant positive relationship between self-efficacy and the study habits of students. Teachers' personalities and teaching styles have been known to influence students' study behavior and habits (Maazouri, 2009; Jennings & Diprete, 2010).

### **Discussion**

The study's first objective was to explore the predictors between study habits and demographic variables. The studies mentioned above shed light on the differences between males and females regarding test anxiety and study habits. Some studies suggest that girls tend to have better study habits than boys, while others indicate that boys have better study habits but experience more test anxiety. Additionally, some studies show that girls experience higher levels of test anxiety than boys, while others suggest the opposite.

The study's second objective was to explore the predictors between study habits and psychological variables. The study found no significant difference in the study habits of high, average, and low achievers in Mathematics. However, students who followed a proper study schedule had better academic achievement. The studies also revealed no significant differences in the attitude and study habit scores between male and female students. However, females had significantly higher test anxiety scores. Furthermore, the study showed a significant difference in study habits and attitudes between P.S.E.B and C.B.S.E. secondary school students. The results also indicated a significant negative relationship between academic stress and study habits and a significant positive relationship between self-efficacy and study habits. Lastly, the study highlighted the role of teachers' personalities and teaching styles in influencing students' study behavior and habits.

It is recommended that future research to support the qualitative findings of the study conduct follow-up studies on a broader scale as regards sample size, diversity of participants included in the study, and the number of schools included in the population study of more participants and/or more schools would almost certainly yield greater insight and perhaps an even closer convergence with the findings of this research.

The social science section is openly accessible at <http://www.european-science.com> 837. Future studies should have greater consideration in assessing the socio-cultural factors influencing achievement motivation, study habits, and academic performance. 3. The investigative study focused exclusively on high school students; thus, there is a need for future studies to be directed toward elementary schools. Future research needs to ask the question as to whether or not the role of parents and caregivers socializes achievement on study habits, achievement motivation, and academic performance. It would be interesting to make a comparison of study habits, achievement motivation, and academic performance between urban and rural students. It recommended that school counseling as an intervention be included as a variable in further research on study habits, achievement motivation, and academic performance. Needs to ask about the role of school environments, socioeconomic status, students' race, ethnicity, curriculum, and parent involvement in academic performance.

Within the present literature review, we observed that gender is a sociocultural variable and a predictor of study habits and has been primarily focused on by researchers from India, Midlist, and Asian countries, including African countries, with respect to the findings. In the context of institution-related variables, it is seen that teachers' personalities and teaching styles affect study habits mostly, and it is also found that students staying in a hostel prefer study techniques and deep approaches and spend more time studying. Hostels should be monitored occasionally whether students are studying or not. Institutional resources should be improved. As per the ecological system theory, the psychological variable is a proximal variable that directly affects the individual's cognitive development. In contrast, social and institutional variables are distal, indirectly affecting individual development. Thus, social and institutional variables affect the study habits of the students indirectly through intelligence, motivation, personality, etc. Study habits seem to be a significant predictor of academic achievement.

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