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“STUDY HABITS AND IT’S IMPACT ON ACADEMIC PERFORMANCE IN ENGLISH OF SECONDARY SCHOOL STUDENTS IN KALABURGI REGION”.

***Ranju T Nair,**
Research Scholar,

**** Dr.U.K.Kulkarni**
Associate Professor & Research Guide

Dept.of Education, Karnataka State Akkamahadevi Women’s University, Jnanashakti Campus, Torvi, Vijayapura.

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Abstract

The purpose of the present study was to find out a study of study habits and its impact on secondary school students academic performance in English in Kalaburgi region as per their study habit and achievement in English. Therefore, this study aimed to investigate the correlation between study habits and English learning achievement of the secondary school students (9th standard) in Kalaburgi region. The result clearly revealed the study habit of Kalaburgi region. This study employed in a qualitative research method with correlational design. Sixty five students were selected as sample using purposive technique. The instrument used for this study was Study habit inventory and documents (students mid term marks score). Descriptive statistics and Pearson Product moment correlation were used to analyse the data. The result revealed that there was a positive correlation between study habits and academic performance in English. Therefore, it can be concluded that the better the students study habits, the higher their learning achievement. The finding of the study revealed that there is significant relationship between study habits and students academic performance. It was recommended that teachers and parents collaboratively guide students on how to develop good study habits; thereby enhancing their academic performance.

Key words:-study habits, English, impact and academic performance

INTRODUCTION:

The devotion of time and attention to acquiring information or knowledge is called study. Unfortunately, many students do not know how to study. The teachers should present to the class the most effective technique or methods of work, as proved by experience and

experiments, so that the students know how to study but he should practice it ardently so that he/she may not lapse into his old ineffective study habits. In fact, the study habit is a very important characteristics of all human beings who are “being educated” and “are educated”. As much study habit is important for higher academic achievement of the students, so much it is for their fruitful use of leisure time it is above important for adults who now in the job, particularly for the teachers. Thus study habit is a habit which is generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals and by cumulative and inter active effects in the society.

Learning achievement occupies a very important place and even becomes one of the major goals of students educational process. There are various factors that may be affected learning achievement, such as intelligence, students attitude, personality, socioeconomic status, and study habits. Study habits were found giving influences on students learning achievement. The study habits was defined as” The students way of study whether systematic, efficient or inefficient, etc. Study habits are the behavior of an individual related to studies. Meanwhile study habits as the sum total of all habits and practices that the individual uses in order to learn. In addition, study habits as the regular tendencies and practices that one depicts during learning process. Based on that, the researchers believe study habits as the students behavior and or practice done in the same way from time to time, until they do it automatically and it becomes their habits during studies. How a student takes his/her studies, greatly determines his/her level of academic achievements. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance. Thus, study habits is one of the greatest students or learning factors that hugely influences students academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school authorities and the government, then, the trend and menace of students abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming.

CONCEPT OF STUDY HABITS:

Armstrong (1956) defined study habits as the sum total of all the habits, determined purposes and enforced practices that the individual uses in order to learn. According to Percival and Ellington (1984) study habits refers to the methods and techniques of effective learning which in turn involve as set of study skills as organization of

time, reading skills, essay writing, note taking, examination techniques and even job hunting skills. Hussain(2000) defined, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individuals response to all objects and situations with which is related.

Palsane and Sharma has divided study habits in eight areas such as reading ability,physical condition for study,budgeting time,taking notes,memory,motivation,health and holding examination.In this present study,the researchers were interested to investigate students studyhabits which consist of eight areas.

i) **Reading Ability:**Reading is a mechanic process involving the brain and other organs,and if it is frequently carried out,it becomes a habit.Reading is a prerequisite of effective study habits which will help the students to improve their academic performance of the students.The use of library is also an important in shaping students habit in reading for leisure,study and information.

ii) **Physical condition:**The condition or environment of study should have good circulated air,be calm and quiet,and bright lighted room or open place with desks and chairs used for study.Study table should be clean and contain only all necessary things such as :papers,pen and pencil etc.

iii) **TimeBudgeting:**Budgeting time is known as time management.The time management as the art of arranging,organizing,scheduling,and budgeting one’s time.Meanwhile time schedule helps to adjust the study periods and other activities according to the needs of the individual.By budgeting time,students can optimize their success in study as well as their extra curricular activities.Managing time effectively helps the students to develop better personality in organizing a study.

iv) **Taking notes:**Taking notes contributes a great deal in study habits.If students take a note in their study,they will be more focused on their idea and speed up in learning process.With the help of regular practice note-taking can become a habit.

v) **Memory:**Improving memory means learning better.It means we need to review the material continuously.In addition,memorization as a cognitive strategy that focuses on the storage for retrieval information of language.In this sense,memorization has the potential as tool for internalization of what has been learned by the students and its application in real communication.

vi) Motivation: Motivation as the reason for peoples action, desire, and needs. Motivation is also ones direction to behavior, or what causes a person to repeat behavior as their habits. Apart from ability to learn, desire to learn is an important consideration which may influence motivation. Meanwhile, the motivation as one of the main determinants of successful foreign languages learning.

vii) Health: Health was dealing with the students feeling, emotion and mental of study. Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

viii) Holding examination: Examinations are frequently in the form of essays where a few questions are given and students are required to write long answers. Students might prepare an outline and arrange the ideas properly, following a logical pattern of presentation. 1) Preparing examination 2) Use of examination results

The study habits play an important role in learning achievement. The good study habits have good effects towards academic achievement. Several studies on study habits have proved a significant correlation between study habits and students English language achievement.

NEED OF THE STUDY:

Students academic performance occupies a very important place in education as well as in the learning process. Study habits is one of the factor that should affect the academic excellence. It considered as a key criterion to judge ones total potentialities. Some times students failed to develop this while learning English language. It is most important to help pupils to develop their study habit for the achievement in English. So that they gain a sense of achievement in English and recover their confidence and interest in English language.

OBJECTIVES OF THE STUDY:

This study focused on study habit and its impact on secondary school students academic performance in the Kalaburgi region. Specifically, this study sought to find out the relationship between the study habits with reference to the students academic performance in English of secondary school students of Kalaburgi region.

HYPOTHESIS:

H01: There is no significant relationship between study habits and academic performance in English of secondary school students .

REVIEW OF RELATED LITERATURE:

The following are some of the reviews which support to my study

Alexander and Woodcraft (1940) found out that several specific factors like study time and study habits fail to show any definite relationship with academic success. **Brown and Holtzman (1955)** reported significant positive relationship between study habits and achievement for both men and women students. **Nagappa and Venkatesh (1995)** found that pupils studying in private schools were better than pupils studying in government schools on study habits. Both girls and boys in private schools possessed better study habits than girls and boys in government schools. **Krishnamurthy and Rao (1969)** found that urban school students did not differ significantly from rural students in their study habits. **Osa-Edoh & Alutu (2012)** examined the usefulness in imbuing in the students study habits, as a means of enhancing their academic performance, the study revealed a high correlation between study habits and students academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved. **Rana & Kausar** cited that many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying. Moreover, a study **Nagaraj (2004)** found that students usually do not devote sufficient time to their studies and seldom have proper study habits. **Nonis & Hudson (2010)** also conducted a study on performance of college students impact of study time and study habits in which they found that some study habits had a positive direct relationship on students performance but others had a negative direct relationship.

THE METHODOLOGY:

In this study, descriptive survey method of research was used. According to John W Best (1977, p.15) ‘descriptive research what is. It involves the description, recording, analysis and interpretation of conditions that now exist. It involves comparison or contrast and may attempt to discover relationship that exist between existing non-manipulative variables’.

TOOLS USED IN THE STUDY:

For measuring study habits of the students of secondary school, the researcher used study habits inventory developed and standardized by Dr.B.V.Patel.

METHOD:

The correlation design was used in the frame of quantitative approach. The population of this study was the 9th standard students of Kalaburgi region in the academic year 2019-20. There were 9th classes with total number of 222 students. A sample of this study was 65 students who were selected through purposive technique. Data were collected from documentation (students English mid-term scores) and a questionnaire Study habits Inventory (SHI). The students English mid-term scores were categorized into four levels based on the schools criteria with the minimum passing code of 75.

Scores-range	Description
Below 75	Poor
76-83	Fair
84-92	Good
93-100	Excellent

The study habits Inventory was used to measure the students study habits. This 5-point Likert scale consists of 45 items. Scoring ranging from 1.36-2.00 is categorized as Good study habits, from 0.68-1.335 as Average, and 0.0.67 as Poor. The data was analyzed through descriptive statistics and Pearson Product Moment Correlation by using SPSS Version 23.

RESULTS AND DISCUSSION:

The data were collected from the result of the study Habit Inventory and English mid-term scores. Based on the descriptive statistics, the score range of SHI is 0.82 with the minimum score of 0.73 and the maximum score of 1.56. Meanwhile, the sum score of the students study habits is 77.10 and the mean is 1.17. This mean score indicates that the level of the students study habits was at average level (see Table 1)

Table 1. Descriptive statistics of students study habits

	N	Range	Minimum	Maximum	Sum	Mean
Study Habits	65	0.82	0.73	1.5	77.1	1.17

The level distribution of the students study habits can be seen in Table 2

Table 2. Distribution of the students study habits

Score Interval	Category	Frequency	Percentage
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1.36-2.00	good	8	12%
0.68-1.35	average	57	88%
0-0.67	poor	-	0%
Total		65	100%

Table 2 indicates that most of the students i.e 57 (88%) had average study habits. Only 8 students (12%) students were categorized as having good study habits and none of the students had poor study habits. More detailed data were presented by study habit area as presented in Table 3.

Table 3 .The mean scores of the study habit areas

Areas of Study Habits	Mean	
	Statistic	std.error
Budgeting time	1.15	0.044
Physical condition	1.01	0.037
Reading ability	1.08	0.032
Taking note	1.10	0.050
Learning motivation	1.42	0.037
Memorization	1.05	0.040
Taking Examination	1.19	0.025
Health	1.15	0.035

Table 3 depicts that the different level of each area of study habits. The result indicated that learning motivation become the only area that belonged to Good category (M=1.42),while the other areas of study habits were at Average category and no area was at Poor category.

Another variable addressed in this research was English learning achievement .The result of descriptive statistics of the students English achievement can be seen in Table 4.

Table 4.Descriptive statistics of students English Learning Achievement

N	Range	Minimum	Mean	Maximum	Sum
65	32	56	76.34	88	44962

Based on Table 4,the range of English learning achievement was 32 with the minimum score of 56 and the maximum score of 88.The mean score was 76.34(fair).The distribution of English learning achievement result are presented in Table 5

Table 5.Distribution of student’s English achievement

Score interval	category	frequency	percentage
93-100	Excellent	0	0%
84-92	Good	15	23%
76-83	Fair	34	52%
<75	Poor	16	25%
Total		65	100%

With regards to English learning achievement, there were no students in excellent category. Slightly more than half of students (52%) were in Fair category. The rest gained higher scores (23%) at good category and lower scores (23%) at poor category.

The statistical testing of the correlation between study habits and English learning achievement by using Pearson Product Moment Correlation was presented in Table 6

Table 6. The correlation Result

		Study habits	English Achievement
Study habits	Pearson correlation	1	0.368
	Sig.(2- tailed)		0.003
	N	65	65
Achievement in English	Pearson Correlation	0.368	1
	Sig (2-tailed)	0.003	
	N	65	65

Correlation is significant at the 0.01 level (2 tailed)

The r value is 0.368 and higher than r table (0.244).It represents a positive correlation between studyhabits and English learning achievement.The correlation was positive and significant at $p < 0.01$.It implies that students with a higher level of studyhabits were benefited in terms of having higher English learning achievement.More detailed data on the correlation of study habits areas and English learning achievements are presented in Table 7.

Table 7.The correlation of study habit areas and English Learning Achievement

Areas		English Achievement
Budgeting time	r	0.412
	Sig	0.001
Physical condition	r	0.052
	Sig	0.681

Reading ability	r	0.145
	Sig	0.248
Taking note	r	0.001
	Sig	0.993
Learning motivation	r	0.304
	Sig	0.014
Memorization	r	0.268
	Sig	0.031
Taking examination	r	0.272
	Sig	0.029
Health	r	0.038
	Sig	0.761

Table 7 shows the correlation between different areas of studyhabits and English learning achievement of eight study habit areas, four areas had a significant correlation with English learning achievement. These four areas included budgeting time (strongest correlation, $r=412$), learning motivation ($r=304$), taking examination ($r=272$), and memorization (lowest correlation, $r=268$). The other four areas (that are physical condition, reading ability, taking note and health) had no correlation to English learning achievement.

DISCUSSION:

This study has revealed a significant correlation between studyhabits and English learning achievement. This result was in conformity with the results of previous studies (22,25,5,6) who found a strong relationship between study habits and the students English achievement. However, compared to the current study their study identified different areas which had no correlation with learning achievement, they are: memorization and preparation for exam. In different areas which did not correlate with learning achievement, namely reading ability, note taking and taking examination (23).

The result showed that the students studyhabits were at average category and the students achievement was also at average category. The highest level of study habit areas was learning motivation, which contributed to good study habits. It can be said that the students were having high motivation to study. Motivation becomes

the reason for peoples action,desire,needs and causes to repeat behaviors as their habits (17).Apart from those similar findings,there are some studies which did not find a significant correlation between studyhabits and academic achievement (24,26,27).In this vein,the effect of study habits vanished when other variables were controlled.It was perhaps caused by another factor which was more dominant and gave more contribution,such as:intelligence,personality,students attitude toward school,and socioeconomic status(2).

FINDINGS:

In this present study learning motivation had the highest correlation with English learning achievement.Therefore,it is likely that students learning motivation is important for the achievement of better learning performance.The learning process will be successful when students are motivated to learn.Therefore,the English teachers should pay attention to students learning motivation in order to improve their achievement.In this context,of course it is the responsibility of teachers to maintain and increase students motivation to learn and to find ways to improve student learning,ways to foster lower learning spirit,and ways to increase self-motivation and ways of how to cultivate students self-motivation and ways of how to cultivate students self-motivation.For example,a teacher may motivate the students by giving information about why they should learn English and enplaning how important English is for their future career.In order to make English more interesting for students,proposed some strategies that can be used by teachers in motivating their students in learning English.The strategies include:giving praise,giving suggestions,and playing motivation videos.Teacher is required to be creative in arousing students motivation to obtain optimal learning result and to form effective student learning behaviors.

EDUCATIONAL IMPLICATIONS:

The findings of this study have some pedagogical implications for English teachers and students.It is known that there is significant correlation between studyhabits and achievement,therefore,teachers should nurture good studyhabits,especially on the following areas:budgeting-time,learningmotivation,memorization,examination taking,because these areas had a significant correlation with English learning achievement.By possessing those areas of study habits,students will be able to develop their own good habits by themselves.Generally,study habits can be classified into two good studyhabits.Good study habits and bad study habits.Good study habits are sometimes referred to as positive or productive study

habits. Therefore, the students can build good study habits by doing positive habits in learning. Harper and Row state there are some positive study habits the students can do, such as: studying every day, attending the class every day, taking note, asking for help if facing problems with the study, and preparing for the examination. By doing those positive things on study, the students will develop their own good habits by themselves.

CONCLUSION:

To conclude, the students study habits were at average category, and their English learning achievement was also at average category. The study showed that study habits and English learning achievement had a significant correlation. It indicates that study habits have an important role in students English learning achievement. With regard to the significant correlation between study habits and learning achievement it is suggested that study habits to be considered as one of the factors used to improve students achievement.

First, English teacher should nurture and encourage students to build good study habits, such as maintaining students motivations on study. Second, students themselves need to consider of their study habits and build good study habits, such as studying every day and prepare for the examination on their learning in order to improve their learning outcomes. Finally, for future researchers, it is suggested that they include other factors related to study habits, such as home environment and planning of work. They can also expand their study to deep exploration of each study habits area by using qualitative or mixed methods to capture a more comprehensive understanding on study habits.

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