

## Relationship between Study Habits and Academic Achievement among Hostel Living and Day Scholars' University Students

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### Abstract

Present study designed to explore the relationship between the study habits and academic achievement of day scholars and hostel living male and female university students. For the measurement of study habits a standardized 49 items inventory developed by a Dennis H. Congos was used. A random sale of 200 male and female university students was collected from leading public sector universities of Rawalpindi and Islamabad. Results show that there is a positive correlation between study habits and academic achievement. Female university students possess more effective study habits and higher academic achievement than male university students. Day scholars have better study habits and higher academic achievement than those living students.

**Keywords:** Study Habit, Academic Achievement, Day Scholars, Hostel living Students

### Introduction

Habit is a second nature; it is routine of a person what he or she does in every condition. It cannot be changed; it may be good or bad. It does not get affected by the changing of place or schedules. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. A study habit is; buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. The importance of study habits in student's life it that plays a major role in their academic achievement, because without studies no one can be succeeded. For studying, students should use different techniques because with these techniques they can ensure good outcomes. As everybody knows that every student has different study habits. Some students can study in a crowdie place but some want silent environment for studies. Although it is good to study in a peaceful environment but some time students cannot get that environment. In this manner student should have to adjust themselves in that environment like, in hostels some students study in silence but some do not. If they have good study habits, they can adjust easily in the hostel. Some students do not have the ability to cope up with the non-suitable environment. Due to this reason, some students lose their positions. Effective study habits help students to achieve good results (Sadia, 2005) .

An academic achievement is something students achieve at school, college or university in class, in a laboratory, library or field work. An academic achievement such as graduating in one's class,

sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement (Ansari 1983 ).

When students get admission in a university, they have no idea about studies requirement. Most of them have old patterns of seeking knowledge at the beginning, they apply the same old techniques but after some time they realize that old techniques are no more effective. Gradually they started developing mature study style. Some students, when enter the higher education institution, feel free themselves from all the worries of studies which affect their studies negatively. Even they get failed in their tests or exams and there are some other poor study habits which affect the achievement of the students. These are as follow: This is a very common mistake which is made by students, and also most unavoidable from the side of students. When students enter, especially in the universities, they think of themselves free from every duty of studies. When students leave their classes, due to this, their study habits are also affected. They get used to it and lose their positions. If they want to succeed in their life, they should be punctual in their studies, attend all lectures which the teacher delivers in the class.

Hostel is a place where usually travelers and students live in a supervised environment. Mostly hostels are used by the students, who come from distant places to earn their degrees. Hostel life has a great impact on the academic achievement of the students. Some students gain knowledge in proper manner but some do not. The reason is that some students do not feel comfortable in hostels and get home sick. On the other side, those students who are day scholars, they also have some problems. Some have home conflicts and other factors which influence their academic achievements. Because of these problems, they can never be able to achieve good results in their academics.

Sometimes students those are living in hostels face many difficulties due to economic hardships or home sickness but still work hard and achieve good grade and sometime they deviate due to lack of proper supervision and guidance so in the case of day scholars. Present study is design to explore this mystery that whether day scholar's students have good study habits and higher academic achievement or hostel living students have more effective study habits and higher academic achievements

### **Statement of the Problem**

The problem under investigation was to explore the relationship between study habits and academic achievement of hostel living and day scholar male and female universities' students.

### **Objectives**

1. To explore the relationship between study habits and academic achievement.
2. To investigate the study habits and academic achievement of hostel living and day scholar students.
3. To weigh the impact of various biographic variables in determining study habits and levels of academic achievement among the university students.

### **Methodology**

The study was descriptive in nature which explored the relationship between the study habits and the academic achievement of the day scholars and the hostel living student of the various universities. Psychometric properties of the research instrument were determined on the sample of 50 university's students. Results yields that it is a reliable and valid instruments for the measurement of study habits of university students.

### **Population**

All students studying at Master Level of the universities of Rawalpindi and Islamabad were the population of this study, but due to the limited time and recourses, it was not possible to collect data from all of them.

### Sample

A stratified random sample of 200 university students was collected from 5 leading universities of Rawalpindi and Islamabad i.e., National University of Modern Languages, Quaid-e-Azam University, International Islamic University, Fatima Jinnah Women University, and Arid Agriculture University. Among them 100 were male and 100 were female their age ranged from 20 to 30 years and their family income level ranged from Rs 40,000 to Rs 10,0000.

### Research Instrument

In this study for the measurement of study habits, Study Skill Inventory comprised of 49 items and six sub scales, developed by Dennis H. Congos, was used and for the measurement of academic achievement the results of last 3 semesters were taken as an achievement score.

The detailed description of the research instruments is as under,

**Test Preparation:** It consists of 13 items (4, 9, 14, 19, 24, 28, 32, 34, 36, 38, 40, 42, and 44).

**Concentration:** It consists of 9 items (43, 45, 47, 49, 48, 46, 41, 39, and 37).

**Time Management:** It consists of 6 items (5, 10, 15, 20, 25, and 29).

**Text Book:** It consists of 7 items (1, 6, 11, 16, 21, 26, and 30).

**Note Taking:** It contains 5 items (2, 7, 12, 17, and 22).

**Memory:** It has 9 items (3, 8, 13, 18, 23, 27, 31, 33, and 35).

### Procedure

The respondents contracted at their respective university and they were briefed about the research objectives. After their willingness the research instrument was handed to them and they were requested to fill it .The assurance of secrecy and anonymity was provided to them i.e. the information collected by them would be kept off the record and only be used for the research purpose.

### Results

The study attempted to explore the relationship of study habits and academic achievement of hostel living and day scholar students. In order to achieve the objectives of the study various statistical analysis were performed such as split half reliability, item total correlation, inter-scale correlation, percentile analysis mean and standard deviation.

The split half reliability of study habit inventory was computed by dividing test into two parts (25 items in part I and 24 items are in II part), the reliability for part I was .789 and II part's reliability was .749. It reflects that instrument was internally consistent to measure the study habits of university students.

The correlation coefficient ranges are from .34 to .83. Inter scales correlations among the total scale and sub scales of study habit scale.

Table 1 represent the inter scales correlations of study habits scales. The score ranged from .349 to .595. The results show that all sub scales are correlated with each other and significant correlation with the total scale. The highest inter scale and total scale correlation exists between Test and Memory (.595) and lowest inter scales correlation exists on Time Management and memory (.394). Whereas subscale 'Test Preparation' is highly correlated with the total scale (.867).

**Table 1**  
**Inter-Scales Correlation of Respondents Score on Study Habits sub Scales (N=200)**

Subscale	1	2	3	4	5	6
Test Preparation						
Concentration	.566					
Text Book	.543	.501				
Note Taking	.548	.438	.526			
Time management	.521	.349	.466	.401		
Memory	.595	.472	.569	.529	.387	
<b>Total</b>	<b>.867</b>	<b>.743</b>	<b>.751</b>	<b>.708</b>	<b>.670</b>	<b>.767</b>

**Percentile Ranks**

Norms was established through percentile analysis on study habits inventory.

**Table 2**  
**Percentile Ranks of Respondents Score on Study Habits Inventory (N=200)**

Percentiles	Scores
5	144
10	149
15	156
20	159
<b>25</b>	<b>160</b>
30	165
35	168
40	170
45	173
<b>50</b>	<b>176</b>
55	179
60	183
65	186
70	188
<b>75</b>	<b>190</b>
80	193
85	200
90	207
95	213

Table 2 represents the percentiles ranks of the students on study habits inventory. The score ranged from 144 to 213. The score of 160 falls on 25<sup>th</sup> percentile considered as less effective study habit, score of 176 falls on 50<sup>th</sup> percentile characterize effective study habit whereas score of 190 falls on 75<sup>th</sup> percentile illustrate as highly effective study habits.

**Table 3**  
**University Wise Comparison of Respondents Scores on Study Habits Inventory (N=200)**

University	QAU		NUML		FJWU		AAU		IIU	
	M	SD	M	SD	M	SD	M	SD	M	SD
Test	40.10	5.89	44.7	4.94	41.82	6.50	42.55	7.49	42.65	8.97
Concentration	27.8	4.31	30.28		29.70	5.51	29.02	5.39	30.87	5.49
Text book	22.35	3.19	23.72		22.40	4.37	22.97	4.13	23.65	3.99
Note Taking	15.35	2.51	17.10	2.22	16.65	3.09	15.90	3.48	17.62	4.17
Time Management	18.85	3.60	21.10		16.70	4.26	17.25	5.01	17.32	4.42
Memory	28.45	3.37	30.47		30.18	5.59	29.82	6.53	30.75	5.86
Total	170.0		185.25	16.10	175.68		175.13		180.40	
	12.97				22.30		24.76		27.20	
Academic	69.07		80.52		76.90	6.62	76.89	5.8	76.70	
	3.41		5.42						5.9	

Table no 3 showing the university wise comparison of respondents' scores on study habits. It is showing that the students who are in NUML ( M=185.25) and IIU score is (M=180.40) students of these universities have the good study habit because their mean score is higher on study habit as compare with the rest of the students of different universities. After this comes the FJWU (M=175.68) and the mean score of the AAU (M=175.13) these universities have moderate score of the scale. QAU comes at end its mean score is (M=170.0)

Table also shows that the respondents scores on Academic achievements. It is showing that the students who are studying in NUML have the high mean score on the academic achievement (80.52) and the QAU have the low mean score on academic achievement (69.07).

**Table 4**  
**Gender Wise Comparison of Respondents score on Study Habit (N=200)**

Sub Scale	Male		Female	
	M	SD	M	SD
Test	41.97	6.36	42.45	7.12
Concentration	27.87	4.67	29.87	5.06
Text Book	22.94	2.88	23.04	4.07
Note Taking	15.97	2.59	16.63	3.35
Time Management	18.29	3.89	18.24	4.41
Memory	29.09	5.31	30.08	5.07
<b>Total</b>	<b>173.31</b>	<b>17.55</b>	<b>178.5</b>	<b>22.43</b>
<b>Academic Achievement</b>	73.69	6.08	<b>78.40</b>	<b>6.30</b>

Table 4 shows the comparison of gender on study skills inventory and academic achievement. Table shows that females have the high mean score as compared with male. Females' mean score is almost high on all subscale as well as total scale of study skill inventory. Table also describes the gender wise comparison of academic achievement. Result shows that females score high on academic achievement as compared to their male counterparts.

Table 5 describes the comparison of hostelries and day scholar study habits. From this table it appears that Days students have higher score on the study habits inventory as compared to hostel living students. Table also describes the comparisons of hostel and day scholar's academic achievements, day scholars are higher achievers than the hostel residing students (Days 79.67, hostel 69.96).

**Table 5**  
**Comparison of Hostel living and Day Scholars Scores on Study Habit and Academic Achievement**  
**(N=200)**

Sub Scale	Day Scholars		Hostel living Students	
	M	SD	M	SD
Test Preparation	42.35	7.01	42.39	7.00
Concentration	29.74	5.38	29.34	4.66
Text book	23.45	3.92	22.5	3.84
Note Taking	18.78	3.31	16.24	3.16
Time Management	18.20	4.34	18.29	4.32
Memory	32.06	5.00	29.78	5.26
<b>Total</b>	<b>181.9</b>	<b>21.76</b>	<b>176.52</b>	<b>21.9</b>
	<b>79.67</b>	<b>6.5</b>	<b>69.96</b>	<b>4.89</b>

**Table 6**  
**Relationship of Study Habits and Academic Achievement**

	Study Habits	Academic Achievement
Study Habits		
Academic Achievement		.89***

Table 6 shows the correlation coefficient between study habits and academic achievement. Results shows that there is a positive correlation between these two variables

### **Discussion**

The present study aimed at identifying and exploring the relationship between the academic achievement and the study habits of the hostelides and day scholars male and female universities students. The first objective of the study was to explore the relationship between the study habits and academic achievement. Second objective was to investigate the study habits and academic achievements of the hostel living students. Third objective was to weigh the impact of various biographic variables in determining study habits and levels of academic achievement among university students.

The results of the present study show that although all universities' students have good mean score on study habits but the students of NUML have the highest mean score on the Study Habits inventory. These descriptive of the study skills were computed and it was found that the female students have higher mean score on study skills but on academic achievements they have low mean score as compared to the male students.

The female students are good at the study skills and also show good results as compared to the male students. This may be due to gender difference that they manage their time effectively and prepare their tests and exams in a proper way.

Day scholar student have higher mean score on study skills inventory as well as on academic achievement than the hostel living students. This may be due to the fact that hostel living students face certain problems like spending extra money, living away home, do personal work they may have difficulty in time management for studies. These problems directly affect their academic achievements. Day scholars blessed with proper facilities available at home according to their needs this leads towards full concentration in studies and consequently get higher academic achievement.

### **Conclusions**

On the basis of the findings of the study, following conclusions were drawn.

1. There is a positive relationship between the study habits and the academic achievements in the context of university education.
2. Day scholars have better study habits as compared with hostel living students.
3. Female students of different universities concentrate more on their studies; have more effective study habits and higher academic achievement as compared to male students.
4. Students of National University of Modern languages possess good study skills and higher academic achievement as compared to others leading universities.

### **Recommendations**

Our finding shows that there is a positive relationship between study habits and academic achievement, if students want to pass in good grades they must improve their studies skills or they have to show a proactive Behaviour towards their studies must prepare of test or exams,

Finding shows that day scholars' have more effective study skills that the hostel residing students so they need proper attention in studies day scholars' class fellows may also help their hostel living fellows in studies and other related matters. Moreover hostel students should fix the study hours for them which will definitely help them in achieving good grades in studies.

According to finding of the study female students have better study skills and better academic achievement than the male university students so male may give proper attention towards their They should manage their time and give proper attention and time to their studies. If they need extra help they should not feel any hesitation to discuss their problems with their teachers or counselors.

### **Significance of the Study**

The problem investigated was to explore the relationship between the study habits and academic achievements of the day scholars and the hostelries students of the universities. The findings may help the

teachers, management, parents of students, in order to understand the importance of the study habits for the academic success. The findings of this study may also be helpful to the students who are facing difficulties due to non-serious study habits they may learn various effective study skills for the academic achievement. Moreover, the findings of this study may help the students to overcome the academic problems.

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