

# A Review on the Relationship between Students' Study Habits and their Academic Performance

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**Abstract:** *Study habits are the practices or routines that an individual utilises in order to comprehend or grasp the subject matter of study and achieve academic success. These are distinguished by the manner, timing, and rationale behind an individual's study. A person's study habits consist of the consistent amount of time devoted to comprehending a subject, preparing for exams, or earning a degree. Study habits encompass a range of behavioural patterns that an individual employs to prepare for examinations or acquire knowledge of academic materials. Excellent study practices are the most influential factor in fostering academic success. Considerable influence is exerted by study practices on an individual's overall personality development and, more specifically, on their academic performance.*

**Keywords:** Students' study habits and academic performance

## I. INTRODUCTION

Study habits refer to deliberately designed strategies for studying, encompassing a sequence of actions aimed at memorising, organising, controlling, and retaining new information and concepts associated with the course materials. These habits manifest as students' consistent efforts to comprehend academic subjects and pass qualifying examinations. Consistent practices that an individual employs to learn and study are referred to as study routines. Systematically, inefficiently, or otherwise, study practices may be defined as the methods by which students study. The diverse behavioural patterns that students employ in order to prepare for studying academic material or simply passing various examinations. An individual employs a variety of approaches, techniques, and strategies in order to acquire knowledge, typically with the intention of attaining success. A higher level of study habits will result in superior performance on examinations.

A study habit is defined by Crede and Kuncel (2008) as a set of routines that encompass various aspects of studying, such as the frequency of studying sessions, material review, self-assessment, material rehearsal, and studying in an environment that is conducive to learning. Study practices are of the utmost importance for all students, as they dictate the elimination of disruptions, effective time management, note taking, and internet proficiency, in addition to placing a significant emphasis on academic pursuits. "Study habits are learned patterns of studying that may occur with or without conscious awareness or deliberate effort," according to Flippo and Caverly (2000). According to Gelat (1999), study practices encompass the methods employed for studying, whether methodical or haphazard, effectively or otherwise. An intentional programme of subject competence is how one may interpret study. According to Azikiwe (1998), "Study habit" refers to "the established method and procedure by which a student organises his independent reading in pursuit of subject mastery, subsequent to his classroom instruction." Learners benefit from good study habits because they enable them to achieve mastery in their areas of specialisation, which results in outstanding performance. Conversely, poor study habits impede learning and achievement, ultimately leading to failure. According to Palsane and Sharma (1989), study habits can be operationally defined as the allocation of time, physical environment, health, reading proficiency, note-taking as a factor in learning motivation, memory, examination preparation, and application of examination outcomes. According to Percival and Ellington (1984), study habits can be described as "a set of study skills that encompass effective time management, time organisation, reading proficiency, report and essay writing expertise, note-taking capabilities, examination techniques, and even job-searching acumen." According to Smith (1961), "Study habits consist of a student's method of studying, note-taking, time management, and concentration."

Therefore, study habits encompass the routines, strategies, styles, modes, mannerisms, techniques, and behaviours that an individual employs consistently in order to comprehend or acquire study material for the purpose of passing examinations or achieving predetermined academic objectives.

## II. PURPOSE OF THE STUDY

The objective of this systematic review was to investigate and ascertain the variables that are linked to the formation of study habits among students, as well as the consequences of these habits on their scholastic achievements.

### Different Studies Related to Study Habits and Academic Performance

A multitude of elements—including emotional, environmental, biological, social, and psychological factors—have an impact on students' study practices. Students' study practices are influenced by personal factors such as intelligence, self-efficacy, self-esteem, self-confidence, and learning strategy. Study practices are impacted by emotional factors such as motivation, responsibility, and persistence. Child study patterns are determined by the aforementioned factors. A diligent and conscientious learner who is exceptionally motivated develops favourable study practices in comparison to an unmotivated and slothful individual. Positive study habits can be adopted by recognising and altering unproductive study practices. Emotional factors have the capacity to positively influence study practices, leading to enhanced researching potential and a shift in approach towards more difficult academic paths.

The impact of the home environment on academic performance and study practices is substantial (Saini, 2010). The influence of parents' attitudes towards their offspring on the children's self-esteem is crucial. Both educators and parents bear substantial responsibility in encouraging students to cultivate more effective study practices as a means to enhance their academic achievements (Santhy, 2011). A constructive and conscientious parental attitude towards their children promotes the development of superior study habits, whereas an unfavourable attitude impedes the progress of such habits. Significant and positive effects of locus of control on comprehensive concentration, orientation, and level of recording are observed in adolescents' study habits. The study practices of adolescents who are internally controlled are superior to those who are externally controlled. The impact of socioeconomic status on study patterns is substantial (Sahu, 2012). Personality traits such as thoughtfulness, emotional stability, compliance, concentration, and conscientiousness have a substantial and favourable impact on academic behaviour (Kashinathrao, 2012). The study practices of students with right hemispherity are superior to those of students with left hemispherity. More specifically, study practices are substantially predicted by metacognitive abilities and learning and thinking style (Suman, 2017). Physical arrangement, climate, location, illumination, and sound, among other environmental factors, have a substantial effect on the formation of study patterns. A location with a temperate climate, adequate ventilation, and silence are all ideal for fostering productive study habits. Furthermore, numerous factors impact students' study practices, including their attitudes, aspirations, personality characteristics, the school environment, the teaching methods implemented, and the subject matter they are required to learn.

**Tabassum (2009)** discovered that study habits and academic stress were negatively correlated. Academics were perceived as more burdensome for girls than for males. The greater scholastic tension experienced by girls compared to boys had an adverse effect on their study practices. In particular, improved study habits were associated with reduced academic stress, whereas inadequate study habits were linked to increased academic stress. Academic pressure and study practices strongly impacted and influenced one another.

**Jafri (2011)** It has been reported that there exists a significant and positive correlation between study habits and academic achievement. Academic achievement and study practices of students varied considerably by gender and academic discipline. Students in the sciences had superior study practices and academic performance compared to those in the arts. In a similar fashion, females outperformed males in terms of both study practices and academic achievement.

**Santhy (2011)** Parents and educators were found to share a significant responsibility in fostering improved study practices among students in order to enhance their academic performance.

**Kashinathrao (2012)** A noteworthy correlation was discovered between study practices and a range of personality traits. Study practices were found to be substantially superior in females compared to males. Academic study practices were not significantly impacted by socioeconomic status. Furthermore, it was observed that personality traits such as

eagerness to learn, emotional stability, docility, concentration, and diligence had a substantial and positive impact on students' study practices. More precisely, there existed a noteworthy and favourable correlation between study practices and specific personality traits.

**Sahu (2012)** discovered that high achievers performed better than low achievers on the comprehension, concentration, interaction, drawing, level of documentation, and language dimensions of study practices. A positive and statistically significant relationship existed between adolescents' locus of control and the orientation, level of recording, and comprehensive concentration aspects of their study routines. Internally regulated adolescents had superior study practices compared to their externally regulated counterparts. A student's study practices were significantly impacted by socioeconomic status. The study practices of adolescents from higher socioeconomic backgrounds were superior to those of adolescents from lower socioeconomic backgrounds.

**Parveen (2013)** study practices were identified as a possible predictor of academic achievement among Muslim secondary school students. Academic achievement and study habits of students varied considerably by gender, location, and school type. Despite the fact that the majority of students exhibited superior study practices, males outperformed females in terms of academic achievement. Academically, rural pupils performed marginally better than their urban counterparts.

**Kumar (2014)** stated that there was a significant and positive correlation between study practices and career maturity. Students who maintained effective study habits exhibited greater career awareness. Furthermore, career strategy was found to be greater among female pupils than males. More specifically, the study practices of senior secondary school students had a substantial impact on their career maturity.

**Babu (2015)** the conclusion that learning styles substantially impacted study practices. Secondary school pupils' academic performance was substantially impacted by their study practices. It was discovered that study practices are directly proportional to academic achievement. Girls performed better academically and in terms of study practices than boys.

**Kumaravelan (2015)** It was reported that students with excellent study habits experienced less examination anxiety. Regarding familial encouragement and study habits, there was no significant difference between male and female students. On the other hand, males performed better than females under examination pressure. In addition, there was a substantial correlation between parental encouragement and study practices.

**Sulaganni (2016)** academic achievement with a significant and positive correlation was discovered. Academic achievement and study habits of students varied considerably by gender, location, and school type. Girls were deemed to have superior study practices and academic achievement compared to boys. In terms of both academic achievement and study practices, urban pupils outperformed their rural counterparts. The study patterns and academic performance of private school pupils were found to be significantly superior to those of public school pupils. Specifically, the greatest predictor of academic achievement was determined to be study habits.

**Atsuwe and Moses (2017)** It was documented that study behaviours could serve as a predictor of academic achievement. Improved study practices result in increased academic achievement. In addition to timely completion of homework and assignments, effective time management, reading and note-taking, and teacher consultation had a substantial impact on the academic performance of university students.

**Kumar (2017)** It was stated that there was a significant but negative correlation between study habits and test anxiety. In particular, improved study behaviours reduced test apprehension by a substantial amount. Nevertheless, test anxiety negatively impacted study practices. Poor study practices result in anxiety about exams.

**Suman (2017)** discovered that meta-cognitive abilities improved study habits significantly and favourably. Rural students had poorer study practices than their urban counterparts. Furthermore, in comparison to pupils with left hemisphericity, those with right hemisphericity exhibited superior study habits. In particular, it was discovered that metacognitive abilities and learning and thinking style substantially predicted study patterns.

**Ali and Siddiqui (2018)** discovered that study practices positively correlate with academic achievement. The study routines of males and females, Muslims and Hindus, varied considerably. Gender and community both had an impact on the academic performance of students.

**Mayanchi et al. (2019)** A significant and positive correlation was reported between effective study habits and academic achievement. Additionally, self-perception had a substantial impact on study practices and academic

achievement. Academic achievement was greater for the student with superior study habits than for the student with weak study habits.

**Yap (2019)** discovered a significant correlation between study practices and academic performance. Improved study practices result in increased academic achievement. There was no significant correlation observed between the academic performance of students and their study patterns. The researcher reached the determination that educators played a substantial role in fostering improved study practices and scholastic achievement among pupils.

**Pathak (2020)** adolescent self-efficacy and study practices were discovered to be significantly and positively correlated. Positive study practices did, however, correlate significantly but negatively with academic achievement.

### III. CONCLUSION

Academic success is contingent on a multitude of factors, including but not limited to intelligence, self-efficacy, self-esteem, self-confidence, inherited learning strategies, environmental influences, parental socioeconomic status, parental good standing, personality traits, the school environment, instructional methods employed, study materials utilised, and study habits. Those who possess superior study practices outperform their peers of equivalent intelligence. In the life of a student, study practices are crucial. The success or failure of a pupil is typically determined by his or her individual study practices. Study practices serve as the foundation for students' academic achievement and progress. Instructors should motivate and direct pupils towards the development of improved study habits. Students develop a sincere interest in learning and, consequently, effective study habits when they receive periodic encouragement and direction from their instructors.

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