

# STUDY HABIT AND ACADEMIC ACHIEVEMENT OF STUDENTS: A SYSTEMATIC REVIEW

## Abstract

Citizens as a human resource are asset for the nation and helping accelerating the development process. To become a human resource, educational achievement and obtaining quality education are necessary. Study habits are the key determining factor for attaining quality education and improving academic performance. This systematic review was done with the intension to see the interrelationship between study habit and academic achievement and to gain knowledge about the impact of study habit on academic achievement across different categories of students. The findings of the review strongly support the existence of positive influence of study habit on academic achievement of students and identified some gaps where further researches can be conducted.

**Keywords:** Study habit, academic achievement, academic performance, gender, location

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## I. INTRODUCTION

India has taken up the responsibility of educating every individual citizen and this has placed India on Global ranking and ensured economic progress, justice in society and equality, scientific improvement, integrity of the nation, and preserving the culture. The world today is dynamic with rapid changes in the knowledge sector. Every hour there are innovations, scientific discoveries and technological improvements, which has also taken over the educational sector increasing the demand for skilled workforce with technical and innovative knowledge, interdisciplinary perspective across different domains and modern outlook. With such rapidly evolving education sector, the perspective of learning is not limited to knowledge of content but also knowledge of process, i.e., how to learn (NEP, 2020).

Study habit can be defined as the process of learning (Ebele & Olofu, 2017) and student's academic achievement and success is based on good study habits. Researchers have described study habit as a behavioural pattern which learners apply while learning academic contents and which serves as a medium of gaining knowledge (Atsuwe & Moses, 2017). Study habit can vary from individual to another (Jafari, et al., 2019 cited in Arora, 2016), and majority of the learners do not possess proper study habits (Nair & Kulkarni, 2020) which results in their academic failure and poor academic performance.

Academic achievement or performance has been used interchangeably in this review, and it means the efficiency with which learner complete academic task (Yazdani & Godbole, 2014). Academic achievement is the result or output of the academic effort put in. It can be measured as the level upto which the academic objectives of a child, a teacher or a school have been attained (Verma, 2016). Academic performance is outcome of interaction between a number of determinants one of which is study habits (Jafari, et al., 2019 cited in Odiri, 2015). Thus, only by developing good study habits in a child can help in enhancing his academic performance and attaining his academic objectives (Verma, 2016).

## II. OBJECTIVES

Researcher tries to investigate the interrelationship between different dimensions of study habit and academic achievement across different categories of learners.

## III. METHODOLOGY

A systematic review of the available peer reviewed studies on study habit and academic achievement of students was conducted after an in-depth review of empirical papers. Specific inclusion exclusion criteria were predetermined and empirical papers were selected based on it (Table 1 & Table 2). About 69 studies were selected but final review on the basis of full article and inclusion exclusion criteria only 31 were retained. Studies were analyzed according to certain criteria and findings were categorized under theme to reach certain conclusion.

**Table 1: Inclusion Criteria**

Number & Year limit of publication	31 Studies (29 were empirical papers published in peer reviewed journals, one was project paper and one was thesis) from 2008 to 2021 were included
Design of study	No criteria was fixed regarding study design
Types of studies included	Reputed journal articles, thesis and project paper which have abstract and complete information and available in English language were included.

**Table 2: Search Strategies**

Search engine	Google India Search
Mode of search	Online
Keywords	Study habit, study skill, academic achievement, academic performance, student attitude, school students, college students
Focus Area	Studies which have worked in different educational field of students like school, college including medical science, study habits and their academic achievement were included

**Search Trends:** The empirical papers have been analyzed under following categories to find out the trends as presented in Table 3.

After analyzing the 31 empirical articles under the following categories (a) Year of study (b) Location of these studies (c) Size and nature of sample (d) Tools (E) Design (g) Findings, some trends have emerged.

**Table 3: Systematic Review Table**

<b>Author &amp; Year</b>	<b>Journal/ Dissertation /Thesis</b>	<b>Location of the Study</b>	<b>Objective</b>	<b>Sample Size</b>	<b>Nature of Sample</b>	<b>Design</b>	<b>Tools</b>
Nouhi E., et al., 2008	Journal of Medical Education	Iran	To investigate the study skills and habits of medical students and their educational achievement.	400	Under Graduate Students	Descriptive, Cross-Sectional	Unstructured
Mendeabal, M. J. N., 2013	Open Science Repository Education	Philippines	To investigate the relationship of students' study habits and attitudes and their performance in licensure examinations	239	Mixed Grade Students	Descriptive-correlational	“Survey of Study Habits and Attitudes” (SSHA) developed by Brown and Holtzman (1967)
Yazdani, K. & Godbole, V. S., 2014	European Online Journal of Natural and Social Sciences	India	To study the relation of achievement motivation and study habits to academic performance in high school student in Hyderabad	400	Middle School Students	Ex-Post Facto research design	Palsane and Sharma Study Habits Inventory (PSSHI) and achievement motivation scale by Deo.mohan (1992)
Lawrence, A. S. A., 2014	Indian journal of applied research	India	To find out the level of study habits, academic achievement and the relationship between them for higher secondary students.	300	Higher Secondary Students	Descriptive Survey	Study Habits Inventory by V.G.Anantha (2004)

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Dey, C., 2014	International Journal of Research in Humanities and Social Sciences	India	To study the relationship between Study Habits and Academic Achievements of male and female and University students	92	Post Graduate Students	Descriptive Survey	Palsane and Sharma Study Habits Inventory (PSSHI)
Gudaganav ar, N. V. &Halayann avar, R. B., 2014	International Journal of Science and Research (IJSR)	India	To know and compare both gender students on study habits with academic achievement and influence of study habit on academic achievement.	250	Middle School Students	Descriptive Survey	study habit inventory of Patel (1976)
Akpan, N. A. & Salome, E., 2015	International Journal of Education and Evaluation	Nigeria	To examine which factors and time allocation that can influence student's study habit and academic achievement and how good study habit can lead to student's academic achievement in agricultural science.	100	Higher Secondary Students	Descriptive Survey	Unstructured
Kumar, S., 2015	International Journal of Education and Information Studies	India	To analyze relationship between study habits and academic performance and various other factors that affects study habits at college level	129	Under Graduate Students	Descriptive Survey	Unstructured

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Siahi, E. A., & Maiyo, J. K., 2015	International Journal of Educational Administration and Policy Studies	India	To find out the effect of study habits on academic achievement of 9th standard students.	85	Secondary Students	Descriptive-correlational	Palsane and Sharma Study Habits Inventory (PSSHI) and school examinations records
Verma, A., 2016	International Journal of Research in Humanities, Arts and Literature	India	To study the relationship between academic achievement and Study Habits of high school students.	160	Secondary Students	Descriptive Survey	Study Habit Inventory (2002) by Mukhopadhyay and D.N. Sansanwal
Poudel, T. N., 2016	Journal of advanced academic research (JAAR),	Nepal	To assess the current study habits and its effect on the achievement of students.	512	Secondary Students	Descriptive Survey	Unstructured
Atsuwe, B. A. & Moses, N. I., 2017	International Journal of Educationl Studies,	Nigeria	To find out the effect of study habits on the academic performance of Physics students in Federal University of Agriculture	200	Under Graduate Students	Descriptive Survey	Unstructured
Ebele U. F. & Olofu P. A., 2017	Educational Research and Reviews	Nigeria	To examine whether study habit have significant relationship with students' academic performance in Biology.	1050	Secondary Students	Descriptive Survey	Unstructured

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Sakirudeen , A. O. & Sanni, K. B., 2017	Research in Pedagogy	Nigeria	To investigate the relationship between study habits and academic performance of secondary school students in Mathematics	200	Secondary Students	Descriptive Survey	“study habit and academic performance questionnaire (SHAPQ) and Achievement Test in Mathematics (ATM)”.
Looyeh, H. R., et al., 2017	Journal of Holistic Nursing and Midwifery	Iran	To determine the relationship between the study habits and the academic performance of the students of the Guilan University of Medical Sciences.	461	Under Graduate Students	Descriptive Survey	Palsane and Sharma Study Habits Inventory (PSSHI)
Rabia, M., et al., 2017	International Journal of Asian Social Science	Pakistan	To examine whether study habits are correlates of academic performance.	270	Under Graduate Students	NA	NA
Mirzaei-Alavijeh, M., et al., 2017	Educational Research in Medical Science	Iran	To determine the status of study habits among students of Kermanshah University of Medical Sciences.	300	Post Graduate Students	Descriptive, Cross-Sectional	Palsane and Sharma Study Habits Inventory (PSSHI)
Satyarthi, G. S., 2018	International Journal of Research in Social Sciences	India	To investigate the relationship between study habits and academic achievement of secondary school students in terms of gender and study habit patterns.	164	Secondary Students	Descriptive Survey	study habits & attitudes by C P Mathur (2005)

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Bright, O. & Matilda, B. D., 2018	European Journal of Training and Development Studies	Nigeria	To investigated Study Habits and Academic Performance of Secondary School Students in Rivers-West Senatorial District of Rivers State, Nigeria	437	Higher Secondary students	Descriptive-correlational	Unstructured
Bentil, J. et al., 2018	International Journal of Quantitative and Qualitative Research Methods	Ghana	To study academic performance w.r.t. Study habit and w.r.t. Gender	380	Middle School Students	mixed method	adapted version of Bakare's (1977) Study Habits Inventory (SHI) and self-constructed semi-structured interview
Olatunji, T., 2019	Thesis	Nigeria	To examine study habits and academic performance of senior secondary school students in Mathematics	200	Higher Secondary Students	Descriptive Survey	Unstructured
Musa, D. C. & Garba, A., 2019	Journal of Advance Research in Mathematics And Statistics	Nigeria	To examine how attitude to Mathematics and Study Habit affect Academic Performance	202	Secondary Students	Descriptive Survey	Kaiser-Meyer-Olkin and Bartlett's test, and Bartlett's Test of Sphericity
Jafari, H., Aghaei, A. & Khatony, A., 2019	Advances in Medical Education and Practice	Iran	To investigate the status of study habits and its relationship with academic achievement in medical sciences students in Kermanshah-Iran.	380	Under Graduate Students	Descriptive cross-sectional	Palsane and Sharma Study Habits Inventory (PSSHI)



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Nair, R. T. & Kulkarni, U. K., 2020	Palarch's Journal Of Archaeology Of Egypt/ Egyptology	India	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.	222	Secondary Students	Descriptive correlational	Study habits Inventory (SHI).
Golatkar, J., 2020	SANSHODH AN National level peer reviewed annual research journal	India	To find the influence of study habit on academic achievement and to differentiate between good and poor study habit.	400	Mixed Grade Students	Experimental	Palsane and Sharma Study Habits Inventory (PSSHI)
Kaur, J. & Singh, P., 2020	European Journal of Molecular & Clinical Medicine	India	To investigate the differences between study habits and academic performance among school children mediated by gender difference.	120	Mixed Grade Students	Descriptive Survey	Study Habits Scale (Rani & Jaidka, 2015)
Tus, J., 2020	International Journal of All Research Writings	Philippines	To determine the students' study attitudes, study habits, and academic performance	130	Higher Secondary Students.	Descriptive-correlational	Study Habits and Attitudes (SSHA – Form H) developed by Holtzman and Brown
Ajai J. T., et al., 2020	American Journal of Educational Research	Nigeria	To study the relationship between study habits and academic performance	199	Secondary Students	Descriptive-correlational	Science Students Study Habit Questionnaire (SSSHAQ).

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Nonglait, W. L., & Laitthma, G. B., 2020	International Journal of Creative Research Thoughts	India	To examine the study habit of student-teachers in relation to their academic achievement.	136	Post Graduate Students	Descriptive Survey	Study Habit Inventory (SHI-ms) (Mukhopadhyay, M. and Sansanwal, D. N., 1971), (ii) Academic Achievement (Base on the final result sheet examination, 2019)
Lalhrualtluangi & Fanai, L., 2020	Journal of Emerging Technologies and Innovative Research	India	To find out study habits and academic achievement of high school students	228	Secondary Students	Descriptive Survey	Adolescent's Habits Scale (AHS-LVNS) developed by Dr. (Mrs. Vijaya Lakshmi and Dr. Shruti Narain
Walck-Shannon, E. M., Rowell, S. F. & Regina F. Frey, R. F., 2021	CBE Life Science Education	America	To find out the relationship between study habit and exam performance.	623	Under Graduate Students	Experimental	Pre and Post Knowledge Test

1. **Year Range Wise Trend:** Before the year 2010 only a single study was conducted ( $n = 1$ ), in 2011-15 range eight studies were conducted ( $n = 8$ ), in 2016-2021 range a total of 22 studies were conducted ( $n = 22$ ). The most number of studies were from the year 2020 ( $n = 7$ ), the second highest were in the year 2017 ( $n = 6$ ); years 2014 and 2018 reported four studies each ( $n = 4$ ), whereas year 2015 recorded only three studies ( $n = 3$ ), both the years 2016 and 2019 recorded only two studies each ( $n = 2$ ), and in the years 2008, 2013 and 2021 only a single study were found.
2. **Location Wise Trend:** The studies were conducted in all over the world, with India leading with a total of 13 studies ( $n = 13$ ). In Nigeria ( $n = 8$ ), Iran ( $n = 4$ ), Philippines ( $n = 2$ ), and in Nepal, Ghana, Pakistan and America each ( $n = 1$ ) studies were conducted.
3. **Sample Wise Trend:** Sample sizes were grouped into four categories such as *below 150*, *151-300*, *301-500*, *501 and above*. In the first category that is below 150 category, seven studies ( $n = 7$ ) were found; in the (151-300) category, 14 studies ( $n = 14$ ) were recorded; in the third category that is (301-500) category a total of seven studies ( $n = 7$ ) were included; in the final category that is (501 and above) category only three studies were found ( $n = 3$ ) in which one study had above 1000 sample size. All the 31 empirical papers used large sample to test their hypotheses.

Sample nature wise researchers were found to use students of different grades such as Secondary students ( $n=10$ ), Under Graduate ( $n= 7$ ), Higher Secondary( $n= 5$ ), middle school students( $n= 3$ ), post graduate( $n= 3$ ), mixed group ( $n= 3$ ).

4. **Tools Wise Trend:** The articles used different types of tools to measure study habit of which the most popular tool was Palsane and Sharma Study Habits Inventory (PSSHI) ( $n = 7$ ) followed by Study Habit Inventory (2002) by Mukhopadhyay and Sansanwal ( $n = 2$ ) and Survey of Study Habits and Attitudes" (SSHA) developed by Brown and Holtzman (1967) ( $n = 2$ ). Remaining scales were used only in single studies. Those are Kaiser-Meyer-Olkin and Bartlett's test and Bartlett's Test of Sphericity, Study habits Inventory (SHI), Study habit and academic performance questionnaire (SHAPQ) and Achievement Test in Mathematics (ATM), Study Habits Scale (Rani & Jaidka, 2015), Study habits & attitudes by C P Mathur (2005), adapted version of Bakare's (1977) Study Habits Inventory (SHI) and self-constructed semi-structured interview, Science Students Study Habit Questionnaire (SSSHAQ), Adolescent's Habits Scale (AHS-LVNS) developed by Dr.(Mrs. Vijaya Lakshmi and Dr. Shruti Narain, Study Habits Inventory by V. G. Anantha (2004), Study habit inventory of Patel (1976) and Pre and Post Knowledge Test. In eight studies researchers used unstructured questionnaires and one study did not mention their tool.
5. **Study Design Wise Trend:** Out of the 31 studies, mostly all studies (30 studies) reported their research design. In majority of the studies descriptive survey ( $n = 17$ ) was used, descriptive correlational was used in six studies, descriptive- cross sectional was used in three studies, experimental in only two studies, mixed method and ex post facto was used in one study each.

#### IV. FINDINGS

**1. Relationship between Academic Achievement and Study Habits:** The association between academic achievement or academic performance and study habits are found to be highly correlated (Mendeabal, 2013; Dey, 2014; Akpan & Salome, 2015; Siahi, & Maiyo, 2015; Verma, 2016; Ebele & Olofu, 2017; Bentil, et al., 2018; Satyarthi, 2018; Jafari, et al., 2019; Musa & Garba, 2019; Olatunji, 2019; Nair & Kulkarni, 2020; Golatkar, 2020; Ajai, et al., 2020) in Secondary school students, Senior Secondary Students, different streams of undergraduate students. In same line Tus, 2020 also suggested that study attitudes and study habits is a strong determining factor of academic score of the learners. Though Kumar, 2015 found that mostly children do not use effective study habits which comprises of factors like proper time utilization, educational decision and focus in academics resulting in bad reading habits, weak assessment strategies and hiding academic problems and problems in identifying academic difficulties and inability in help seeking (Mendeabal, 2013; Ajai, et al., 2020). Contrarily Kaur & Singh, 2020 found lack of significant relationship between study habits and academic performance (Lawrence, 2014; Lalhruitluangi & Fanai, 2020; Nonglait & Laitthma, 2020). Interestingly some other scholars have found that for girls students there exists significant association between study habits and academic achievement while in case of the boys there was no significant difference between study habits and academic achievement (Gudaganavar & Halayannavar, 2014).

**2. Dimensions of Study Habits and Academic Achievement:** There are several determinants as interest, motivation, attitude, teaching method, good library, facilities, environment, peer group, reading speed, note taking, homework and assignment which tend to influence study habits of students (Nouhi, et al., 2008; Yazdani, & Godbole, 2014; Akpan, & Salome, 2015; Poudel, 2016; Atsuwe & Moses, 2017; Looyeh, et al., 2017; Mirzaei-Alavijeh, et al., 2017; **Rabia, et. al., 2017**; Sakirudeen & Sanni, 2017; Bright & Matilda, 2018; Walck-Shannon, Rowell & Regina, 2021).

Akpan & Salome, 2015; Atsuwe & Moses, 2017 opined that as the children tend to procrastinate and often put little effort to academics (Siahi & Maiyo, 2015; Sakirudeen & Sanni, 2017) so they exhibit poor study habit. Some studies reached entirely different conclusion like reading ability, note taking and taking examination had no association whatsoever to good study habit (Bright & Matilda, 2018; Nair & Kulkarni, 2020).

- **Study Habits, Academic Achievements and Gender:** Previous research shows no gender wise difference in academic achievement and study habits (Gudaganavar & Halayannavar, 2014; Verma 2016; Mirzaei-Alavijeh, et al., 2017; Bentil, et al., 2018; Satyarthi, 2018; Lalhruitluangi & Fanai, 2020; Nonglait & Laitthma, 2020) while some researchers do not support this view Kaur & Singh, 2020. They found that gender differences exist and exhibited that females were better habits than male counterpart. Again, in other researches no gender wise difference in Academic Achievement was found (Nonglait, & Laitthma, 2020). Both of them tend to show equal level of performance.

- **Study Habits, Academic Achievements and Age Wise Students:** Age was not a determinant of academic performance as research shows young and old pupils have similar academic performance (Bentil et al., 2018).
- **Study Habits and Type of School:** School administration often determines the functioning of school and how the students are disciplined. But surprisingly it was found that government and private high schools have similar study habits (Lalhruaitluangi&Fanai, 2020). Contrarily, other researches show study habit differ among learners of government, government aided, self-financed school students in their study habits. In this case, learners of government schools have better study habits than their other counterparts. The reason of this may be because the former children have freedom in their thinking and doing (Lawrence, 2014)
- **Study Habits and Effect of Residential Difference:** Residence is a determining factor of study habits as children living with parents are often less focused. Previous researches show hostel students possess better study habits than regular students.

The reason behind this is that hostel students are bound to follow rules which day scholar do not have to face (Lawrence, 2014).

## V. DISCUSSION

This systematic review intends to explore the interrelationship between different dimensions of study habit and academic achievement across different categories of students. 31 studies were identified and included as per inclusion criteria. Researcher after critical analysis of all papers concludes that study habit has a major impact on academic achievement or performance of the students. Beyond this simplistic result other interesting findings have emerged during the review process.

Study habit was assessed through different dimensions in different studies like interest, motivation, attitude, teaching method, good library, facilities, environment, peer group, reading speed, note taking, homework and assignment and many more. Researcher has thematically arranged the findings according to different dimensions of study habit.

In the sector of different categories of students' insufficient studies were recorded and often opposite findings have been reported in these studies.

## VI. FUTURE RESEARCH

As most of the studies were conducted in third world and under developed nations it is hard to infer a generalised conclusion, so future works are needed on study habit and academic achievement in every part of the world.

Another important study area that is identified is that study habit in online education and academic achievement. This has a lot of scope in the present age with increasing demand of blended learning.

## VII. CONCLUSION

After screening all the 31 studies it can be suggested to the teachers and parents that study habits are very crucial for a student's academic achievement. So, good study habits can be fostered in the learners from the childhood and it is the duty of parents to monitor how the children learn. In the classroom the teachers are unable to supervise all the children though they can surely ensure that those who are weak get help with study habits. Further studies are also needed to get a better worldwide solution in this field.

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