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

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**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

**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 up to 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).

**Objectives**

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

**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 analysed 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 analysed under following categories to find out the trends as presented in Table 3.

**Table 3**

***Systematic Review Table***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Author & Year** | **Journal/Dissertation/****Thesis** | **Location of the Study** | **Objective** | **Sample Size** | **Nature of Sample** | **Design** | **Tools** |
| 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 studyhabits 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 motivationscale 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) |
| 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)  |
| Gudaganavar, N. V. & Halayannavar, R. B., 2014 | International Journal of Science and Research (IJSR) | India | To know and compare both gender students on study habitswith 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 |
| 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 | Desciptive Survey | Unstructured |
| Sakirudeen, A. O. & Sanni, K. B., 2017 | Research in Pedagogy | Nigeria | To investigate therelationship between study habits and academic performance of secondary schoolstudents in Mathematics | 200 | Secondary Students | Descriptive Survey | “study habit and academicperformance 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) |
| Bright, O. & Matilda, B. D., 2018 | European Journal of Training and Development Studies | Nigeria | To investigated Study Habits and Academic Performance of SecondarySchool 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 StudyHabit 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 inmedical sciences students in Kermanshah-Iran. | 380 | Under Graduate Students | Descriptive cross-sectional | Palsane and Sharma Study Habits Inventory (PSSHI)  |
| 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 | SANSHODHAN 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 dfference. | 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). |
| 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 sheetexamination, 2019) |
|  Lalhruaitluangi & 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 |

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.

**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.

**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), Philippnes (*n* = 2), and in Nepal, Ghana, Pakistan and America each (*n* = 1) studies were conducted.

**Sample wise trend**

Sample sizes were grouped into four categories such as *below 150*, *151-300*, *301-500*, *501and* *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).

**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.

**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.

**Findings**

**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). ContrarilyKaur & Singh, 2020 found lack of significant relationship between study habits and academic performance (Lawrence, 2014; Lalhruaitluangi & 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).

***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; Lalhruaitluangi & 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).

**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.

**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.

**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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