

**Relationship between Study Habits and Academic Performance  
of University Students**

**Asmani Kumari**

**(20phd004)**

**A thesis submitted to the  
Avinashilingam Institute for Home Science and Higher Education for  
Women Coimbatore – 641043**

**In Partial Fulfillment of the Requirements for the Degree of  
Masters of Science in Human Development**

**May, 2022**

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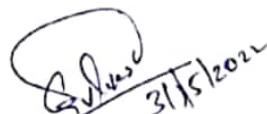
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**Head of the Department (i/i)**

## DECLARATION

I Asmani Kumari hereby declare that the matter embodied in the thesis titled "RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMEIC PERFORMANCE OF UNIVERSITY STUDENTS" is entire the result of investigation carried out by me under the Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

  
Signature of the  
Researcher

  
Signature of the  
Guide

  
Signature of  
Head of the Department (il)

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## ACKNOWLEDGEMENT

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## **INTRODUCTION**

# **CHAPTER I**

## **INTRODUCTION**

In the era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that enable individual to increase their productivity and improve their quality of life. The world is becoming more and more competitive; quality of performance has become the key factor for personal achievement puts lot of pressure on teachers and schools including the educational system in general and on students, in particular. In fact, it appears as if the whole system of education revolves the academic achievement of students disregarding various other outcomes. A lot of time and effort of the school is thus directed towards better scholastic achievement of their students.

Education is the gateway to success. Success can be achieved when people have knowledge, skills, and attitude. I believe that education is the best way which shows us many ways to lead and utilize our life properly. Education helps us to explore our own thoughts and ideas and makes it able to express it in different forms. The truly educated person knows to treat everyone in the same manner despite their religion, caste, etc. Education is not about getting good grades, education is not about memory test, education is not about smartly you understand a particular topic, education just doesn't mean to acquire or getting knowledge, but also teaches a person to be a good citizen and teaches humanity.

Education is the process of helping in learning or getting knowledge, skills, values, beliefs and habits. Educational techniques include narration, discussion, teaching, training and targeted research. Education often occurs under the supervision of teachers, but learners can also educate themselves. Education is important in our day-to-day life. It improves human quality and helps to make everyone a better human being in this world. Education can happen in a formal or informal way, and any experience that has a constitutive effect on how one thinks feels or acts may be considered education.

Education is one of the most important aspects of human resource development. The student's performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country economic and social development.

## **Study Habits**

Study habits contribute significantly in the development of knowledge and perceptual capacities. 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. Therefore, it is assumed that study habits are correlates of scholastic or academic achievement. In this study, the association between study habits and academic performance of students is examined.

Study habits are commonly known as the usual behaviour or habitual practices by a person in order to study and learn effectively. Study habits help students make their studies easier to understand and make their learning experience comfortable and enjoyable. Having good study habits are important for a student because it will help them to improve their academic learning and skills. Some students may have inefficient study habits which may cause them learning problems and get frustrated.

Study habits are very dominating factor in all human beings who are being educated and have been educated in learning. Study habits are as much important for academics of the students as much it is important for the fruitful use of leisure time. Study habits are also important for the adults who are now in job, particularly for teachers.

The task of learning is not dependant on teachers alone. Efficient learning not only depends on a good teaching alone but on satisfactory learning procedures also. Efficient learning depends upon learner's ability to schedule his time, the plan of his study, the habit of concentration, note making, mental review, the judicious application of whole and part method, massed and distributed learning and so on. In other words, learning involves the development of proper study habit and skills.

The term study habits imply a sort of more or less regular methods of studying. Any course of action consistently and invariably employed to study or clean things can be named as study habits. Study habits are conditioned by personality, intelligence and interest of individual, suggestions, imitation and motivation are significant factors in forming good study habits. Every habit of individual has got his own habit of study. Some individuals believe in the habit of regularity, punctuality and planning. Study habits implies a sort of more or less permanent mode or method of studying. Individual has their own way of studying. It has also been found that those who have good study habits excel others of equal intelligence in academic achievement.

Study habit is a process of exercising and approaching towards regularity of study based on individual attitudes and interest. It is one of the greatest learning factors that hugely influence students' academic achievements. The key to becoming an effective learner is learning how to study smarter, not harder. Good study habits can help the student-teachers study well and improve their academic performances. In order to be successful, each learner required a good attitude towards the purpose of acquiring knowledge. Attitude is a mental and natural state of readiness, organized through experiences, exerting a direct influence on the individual's response to all objects and situations with which is related. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive habit towards study, and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude, habit and motivation is usually positive, and if the learning experience is not pleasant, he/she tends to avoid it. Success as the name implies is wished for by everybody but it is not easily come by on a mere platter of gold; one must work for it through hard work and diligence. Schools, college, polytechnic and universities have no worth without student. The social and economic development of a country is directly linked with students' academic performance; the desire of success is derived from individual's concept of himself and in term of the meaning of various incentives as they spell success and failure in the eye of others.

Study habits include home environment and planning of work, reading and not taking habits, planning of subjects, habits of concentration, preparation for examination, general habits & attitudes, university environment. Therefore, the continual writing out of knowledge to force the mind and memory to work are the secrets of active successful study and they enhance the student's need to perform well and academic achievement is high. Our character is a collection of our habits, and habits have a powerful role in our lives. Habits consist of knowledge, skill and desire. Knowledge allows us to know what to do, skill gives us the ability to know how to do it, and desire is the motivation to do certain task. Therefore, habits are routines of behaviour that are repeated regularly and tend to occur subconsciously.

With many habits, the sooner you start practicing and developing good habits, the better chance you will have that you will continue with them. We all know that good study habits are essential to educational success. Good study habits are an important part of any student's success. We probably can diminish the academic dishonesty by promoting good study habits with student and letting the students know that good study habits are very important when it comes to university. Still, even procrastination can be overcome with proper

study habits, and improving our study habits is the key to better studying. Good study habits are a great tool to have in the toolbox of life.

All learning, however, is a process which settles into certain steps. Students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of our learning style will help us to understand why we sometimes get frustrated with common study methods.

Effective study habits are a very important part of the learning process. Good study habits are all about keeping to a daily routine and giving all subjects equal treatment. If your study habits are weak, take a “study skill” course or have someone show you good study habits. The problem is that those high school study habits are hard to shake. Hard work and good study habits are assets that should be nurtured. Motivation and study habits are obviously crucial as well. Good habits are important for all students to protect investments of time and money and to achieve educational goals. After that experience your study habits are permanently altered, this will help your own preparation as you start teaching and last a lifetime. The main priorities are class attendance, time management and great studying habits are necessary working for an academic success.

Study habits mean the setting of subjects to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students can't use effective study skills, until they are not having good study habits. One individual learns more quickly and thoroughly than others due to good study habits. No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively communicate it to students and while students have a clear view of their abilities, have good study habits and are able to use effective study skills.

Everyone says university is so difficult, that everything gets more complicated and that is hard to pass! Truth is that everyone that says all of these things doesn't know how to manage their time, tasks and projects which is a very important good study habit for university students. It is true the level of work in university is more intense but it is very well manageable as well when you follow good study habits. If you have a project due in two months. A university student with good study habits would work on the project little by little every day until the project is finished. On the other hand, would wait until the last minute to

start working on the same project, this student would rush and get stressed out to tears about the project while our 'good study habits student' is all ready to go.

### **Academic Performance**

The term academic has been derived from the term academy. The meaning of the term academy is "a school where special type of instruction is imparted". So academic would mean any activity or action that is scholastic in nature. It also implies institutional system of formal education with in a school, college or university. Academic performance is used to describe actions related to the work done colleges and universities, in terms of achievement or results, is focused especially in work which involves studying and reasoning, but also in practical or technical skills.

Academic performance is the measurement of students' achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

Academic performance is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grade and to prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand. Academic performance in the university of education determines whether the students will proceed to university for higher degree or be able to secure a teaching job. Students' performance also determines quality of education that will be passing to the students by the potential teachers at primary and secondary school levels. Poor performance in university of education spells doom for the students whose life becomes uncertain and full of misery. Students' academic performance is affected by several factors which include students learning skills, parental background. Peer influence, teachers' quality infrastructure among others. Government efforts to improve academic performance have led to series of interventions like scholarship, training of the lectures, providing of infrastructure and so on.

Thus, a lot time and effort of the schools are used for helping students to achieve better in their scholastic endeavours. The prime concern and most important goal of education is academic performance of pupils. Academic performance is the learning outcome of the student in which performance of the individual is included, therefore it is a dynamic phenomenon not a static or we can also say that academic achievement is the level of proficiency attained in academic work or as formally acquired knowledge in the school

subjects which is often represented by percentage of marks obtained by students in their examination.

Academic Performance is one part of the wider term of educational growth, it refers to what a student has achieved in different of subjects of studies during the course of academic year. At each stage in the school, some measures of achievement are used to determine of the student's status and as a basis of decision about the further opportunities for learning to be provided in subsequent stage. Academic Performance has always been a crucial point and has been focus of educational research. Among various aims of education, academic development of the pupil which continues to be primary and most important goal of education.

University life entails a lot of hard work, perseverance and adjustments. Enrolling in the first year of tertiary academic level requires a lot of adjustments for the entering students. This is the transition from high school life to a more challenging and independent learning endeavours. Performance in the tertiary level is affected by many metacognitions and cognitive strategies in order to survive in university life.

The world is becoming more and more competitive; quality of performance has become the key factor for personal achievement puts lot of pressure on teachers and schools including the educational system in general and on students, in particular. In fact, it appears as if the whole system of education revolves the academic achievement of students disregarding various other outcomes. A lot of time and effort of the school is thus directed towards better scholastic achievement of their students.

One of our goals in university courses is to help students develop into independent, self-regulated learners. This requires students to perform several metacognitive tasks on their own, including setting goals, choosing strategies, monitoring and reflecting on performance and modifying those steps over time. There are many challenges that learners encounter in developing self-regulation. One such challenge is that students often misjudge their learning during the monitoring and reflection phases. Often, students feel that they learn more from cognitively effortful tasks. As one example, students may feel that they have learned more if they reread a text passage multiple times than if they are quizzed on that same material. In contrast to students' judgments, many effortful tasks are highly effective for learning. It has long been recognized that in the process of learning the study habits of the students plays an important role in their academic performance. Learning is reflected in the way a student responds to environment, social, emotional and physical stimuli and understands new

information. The key to better learning and better academic performance in university are good teachers, lectures, good study environment, parent's co-operation, high quality books and the most important is the study habits. Study habits are learning tendencies that enable students it works privately.

In our society today, academic achievement is considered to be a key criterion to judge one's total potentialities and capacities. Moreover, academic performance occupies a very important position in education as well as in the learning and teaching process. Academic achievement is defined by as the extent to which a learner is profiting from instruction in a given area of learning i.e., performance is reflected by the extent to which skill and knowledge has been imparted to him. Academic Performance in university also comprises the knowledge attained and skills developed in the courses offered in university which are usually designed by test score. university Performance is influenced by personality, motivation, opportunities, education and training. Similarly, there are several other factors also which influence the academic Performance of student like study habit, self- concept, socio economic status, intelligence etc.

The planning and use of time, making the best use of textbooks, improving reading and note-making ability, paying adequate attention and learning to have positive attitude towards examinations will play an active role in enhancing the academic Performance of the learner. Effective study is a matter of technique, having good comprehension of what is learnt and often applying the right study behaviours. A behaviour is often goes unnoticed; therefore, enable us to do things in the easier possible way with a minimum of movement, fatigue and thought. He further states that without the ability to form right behaviour no one would profit by experience and learning would be impossible. For instance, if a child with the bicycle had the same difficulty with it after several years as he had on the first day, he tried to ride it; he would have learnt nothing from all his painful experiences. Likewise, a child who could not write or read the alphabet and had the same difficult and problem as he had first day after many years has not learnt and he might have problems in attaining his academic achievements. Thus, human beings form behaviour, desirable and undesirable.it depends very largely on the home and the teacher whether desirable or undesirable behaviour will be developed in the child to an important role in the academic achievement of individual student.

Major task of education programs is to come up with guidelines and tools to enable students to learn effectively knowledge and to imply or to regenerate it in appropriate time and need. Education also ensures that students are able to acquire skills for them to carry out

their academic and problem-solving tasks, not only academically but throughout their whole life. Generally, in academic life of any student they primarily lay their emphasis on good study habits and positive attitudes, which directly or indirectly affects their academic achievement in a short period of time and in a long run of life it enables students to deal up with changing situations of life, keeping in mind the good contextual reinforcers and influences is needed which effect their life positively. Many educators have noted that learning and study habits are the important factor which is dynamic in nature and that it does not occur in a vacuum. Learning happens due to various factors and influences, and thus keeping this fact in mind it is important to mark some important variables and their extent to which they get affected by study habits of students and vice- versa, so that they may be focused to develop overall calibre of students.

Various educationists, in the above context, here presented their viewpoints in regards to study habits and academic achievement as given below:

Mark and Howard (2009) are of the opinion that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habit. They further maintain that if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit.

Crede (2011) further explains that when it comes to academic success of students in both high schools and college, learning to manage one's time is a must. For most students, studying is a difficult endeavour that is plagued by procrastination, interruptions, and a general lack of time. These can negatively affect grades and a source of unnecessary stress and anxiety. Creating a time schedule is a time management method that can reduce a student's level of stress by teaching them how to set aside the necessary amount of time for studying, and also how to use that time wisely.

Bad study habits on the other hand, are negative or non-productive study habits which are undesirable and counterproductive to student's academic performance. To John (2010), it ranges from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study.

Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behaviour over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time.

Foster, (2017) explain that Class attendance by students' entails being regular to class lessons. It is not a process but an act of being present, punctual and taking part in class activities. Inability to meet up with classes shows lack of seriousness on the part of the student as no one would be able to explain a lesson to him/her than a teacher. Students who regularly stay away from classes tend to exhibit poorly as regarding their academic performance.

The concept of study habit according to Husain (2000) is broad, 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 individual's response to all objects and situations with which is related. According to Megargee (2002) achievement tests how well students have mastered the subject matter in course of education.

Kaur (2001) The term study habits include such things as continuous study according to the timetable, regularity in preparing the notes, adopting a good posture while studying, struggling hard to overcome difficulties on other words putting in one's best efforts. Students who have such study habits are likely to excel others of equal intelligence only because of superior study habits.

Arockiadoss (2005) conducted a study on "Study habits and academic performance of the college students". The study was carried out to find out the level of study habits prevalent among the college students, the influence of personal and institutional background on study habits and the correlation between study habits and academic performance of college students. A stratified sample of 925 undergraduate final year students were selected from 25 Arts and science colleges affiliated to Madurai Kamaraj University in Tamil Nādu. A study habits inventory was used for the study. The statistical techniques employed for the analysis were ANOVA and t-test. The major findings of the study were majority of the students have only average level of study habits. Women and Art students have better study habits. Private college and women's college students have better study habits and the academic performance of the college students are influenced by study habits.

Vinecta Sirohi May (2004) conducted a study of "Under achievement in relation to study habits and attitudes". The main objective of the study was to study under achievement in relation to study habits and attitudes. The sample consisted of 1000 students of elementary grade of composite schools of south district of Delhi. The tools administrated in the study were: a. General mental ability test by Jalota, b. Teachers made achievement test and c. Test

of study habits and attitudes by mother. The finding of the study revealed that in schools the teaching learning process is catering to the needs of only the average students where special groups like creative, slow learners, first generation learners, and under achievers are neglected. There is an urgent need to look into the needs of those special groups. Individual and group counselling may also help in improving the general achievement. Group guidance procedure can be used to improve study habits and study skills.

Kumaran and kamala (2001) conducted research which deals with the study habit variables such as study habits, study involvement, science interest and scientific attitude on the successful and unsuccessful learning of science subjects by higher secondary students. The sample consisted of 319 students drawn from six different types of higher Secondary schools in the city of Chennai. Four standardized tools were used to measure the variables. The achievement scores in the science subject on the basis of which the students in the sample were classified as successful and unsuccessful learners were collected from the school records. The data were subjected to statistical analysis such as descriptive differential the discriminant. Findings of the study revealed that there is significant relationship between the study habits and achievement in science subjects.

So, study habits are habits of students, it means the way of studying whether systematically or unsystematically, efficiently or otherwise. The study habits can be interpreted as a planned program of subject mastery. Good habits result in form of good academic performance.

**Objectives of the study:**

a) Primary Objectives:

To observe the association between study habits, attitude and academic performance of university students.

b) Secondary Objective:

- To assess the study habits and attitude of selected respondents.
- To examine the academic performance of selected students based on their marks

## **REVIEW OF LITRATURE**

## CHAPTER II

### REVIEW OF LITERATURE

Review of literature pertaining to study entitled, **The Relationship between Study Habits and Academic Performance of university students'** is presented under the following headings.

- a. Study Habits
- b. Academic Performance
- c. Study Habits of University students
- d. Relationship between study habits and academic performance

#### **a. Study Habits**

Study habits have been defined as the sum total of all habits of determined purposes and enforced practices that the individual uses in order to learn. It is necessary for the students to develop special study habits and skills. A well-formed habit furnishes its own sources of motivation as such the word 'Study Habits'. It is a combination of two words 'study' and 'habits. When taking it separately, study means, 'Application of the mind to the acquirement of knowledge', habits mean, a sense of behaving that has become more and less fixed, habits signify a way or acting or thinking frequently enough leading to unconscious behavior. Study habits are the ways or methods that one follow while studying- the habits that one has formed during their school years. Study habits can be good ones, or bad ones. Good study habits include working every day with good notes, reading text book, listening carefully in the classes and organization of all these. Bad study habits include skipping class, not doing work, watching TV or playing video games instead of studying.

Study habit plays an essential role in the development of the learner. It is the process of acquiring knowledge, skills, values, beliefs and habits. Studying is a skill and one must first learn this skill, practice them and develop effective study habits in order to be successful. Study habits refers to learning which leads to the achievements of a learner's goal. In order to improve academic achievement learner must develop the study habit which will enhance their educational standards. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits to improve academic performance is a lifelong process, and one should be ready to modify one's method of studying according to the need. Effective study habits are all about keeping to a daily routine and giving all subjects equal time. Study

habits among students cover a very important place and remain as an important key to improve effective outcomes in learning. Therefore, an investigation on the relation of study habit and academic achievement among student-teachers would help in moulding their behaviour and provides opportunity for encouraging more successful learning.

Study habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. In simple terms study habits are the habits when one study. A person with poor study habits will not be able to learn properly. It is generally believed that a student learns effective study habits in university. So, university students are generally assumed to have effective study habits. But the environment of school and university are very different and need of effective study habits is even more at university level as compared to school.

It is a well-planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examination. Therefore, study can be interpreted as a planned program of subject matter master. The study habits of each of every student is a very important discussion that need to be comprehended since of these habits can affect so much in the personality and the future of an individuality.

Study habits play an awfully necessary role in the life of students. Every student's success or failure is depending upon his own study habits. Some students study a lot of however they fail to realize a lot of. Others study less but achieve more. Success of every student definitely depends upon his ability, intelligence and effort. No doubt, regular study habits bring their own rewards among the sense of accomplishment of success.

Therefore, successful achievement in any form of academic activity is based upon study, interpretation and application. Everyone has different study habits. All often, students perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin. those students in university who succeed especially well has been worked out by them and that incorporates desirable procedures. Good health, sufficient sleep, appropriate exercise and nutritious diet are essential to achievement of good study results. Study conditions that are unfavourable include inadequate lighting, extremes of temperatures, humidity, poor posture, subnormal physical conditions and emotional disturbance.

Although habits differ from person to person, some general principles can be derived about studying efficiently. Here are some good study habits that lead to better academic achievement.

**Attending classes regularly:** attendance as an individual student responsibility and good learning begins with attending class. Students who attend school regularly are more successful in school than students who miss out on carefully planned instruction sequences. They miss out on active learning experiences and class participation. They miss out on dynamic learning experiences and class participation. They miss out on the opportunity to ask questions. As a result, they are more likely to fall behind.

**Concentrating on study:** Concentrating is the backbone of effective learning. Concentration can be acquired through a good environment and depends upon their aptitudes. Concentration also depends on motivation, setting up better study conditions, and using the habits in a suitable condition. Concentration is the most important one that offers the student a learning process.

**Studying to get meaning, not cramming:** The study is hard work; not an easy substitute is available. The success of students is measure by his/her ability to study. The study is not crammed; the study is arranged very well so the students can get knowledge. The study cannot be done instantly to get a good result on the test. That is cramming; try to learn a lot very quickly before the examination. Cramming did not help students understand the subject; packing only helps students become braver to take the test, not help students get knowledge.

**Having proper rest periods:** Periods of rest and sleep can help students decrease their stress because college students often lead hectic activities such as going to class, working out, or working on a computer can strain their mind and body. Sleep deprivation can affect the important aspect of their mind and body, such as your mood, energy, ability to learn, memory, good judgment, reaction time, and efficiency.

**Facing the problem regarding the home environment and planning:** The home environment has an important effect on students' habits when choosing to study at home to review the material school or plan of work or material for the next lesson. The environment and planning of work are important to support students in their learning. Therefore, the home environment should have well-circulated air, a silent voice, and a bright lighted room or open place with the desk and chair. Besides the home environment's characteristics in study habits, the home environment includes the parents' role in supporting their children in improving study

habits to reach their children's achievement. Parents' awareness of their children in creating an ideal learning environment at home can help their child achieve their achievement.

Preparing and following a timetable: Habit is something that is done regularly. Good study habits mean that the habit in study is good and can affect students' knowledge. To get a good result, the student should make a list of what they should do. When students follow the timetable, they can be more organized and unconsciously to study. Preparing a timetable for students is good because they can prepare what they do. They can manage what they should do first and remove the unimportant ones. After that, following the timetable is something that students should do. Following the timetable means that students apply what they have prepared. They do it in the study regularly and continuously. Preparing and following the timetable can help students gain more knowledge because they have arranged the time they study.

Good study habits rest on the attitudes towards work and sense of responsibilities. Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement.

Poor study habits are the habits that do not work and do not help students make a good grade. Poor study habits are among the most significant and most persistent problems among school and college students. There are some poor study habits as follow:

Poor attendance: Attendance as an individual student responsibility and good learning begins with attending class. On the contrary, many students who have poor attendance have been linked to poor academic achievement and impacts upon self-esteem, behaviour, employability, and the subsequent quality and economic status of former truants in their adult life.

Poor Note-taking: Note-taking has been a staple academic life activity, particularly in lecture courses, for decades. Meanwhile, most students fail to take notes because they often do not know what is important and what is not important. The unknown makes students have poor Note-taking.

Poor time management and procrastination: Time management has been referred to as a set of techniques for managing, planning, and appropriate using of time. e time is one of the difficulties for students. Sometimes students waste their time shifting from one activity to another. They have problems settling down to work, and they feel guilty because their thought is that they do not study enough. Meanwhile, academic procrastination was defined as leaving academic tasks, such as preparing for exams and doing homework, to the last minute and to feel

discomfort out of this. It is described as deliberately delaying one's tasks on academic issues in fear of making mistakes postponing a task that needs to be completed, and bad time management.

Lack of concentration during learning: Concentration is the most important one that offers the aspiration outcome in the students' learning process. Concentration is the backbone for effective learning. Concentration can be acquired through a good environment and depends upon their aptitudes. Concentrating on education requires several useful techniques and tips for helping students to get the best understanding of their course material to achieve full competence in the subject and high grades in examination.

Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn't look forward to studying. Once an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's methods of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his study habits.

Some of the factors or us influencing the study habits. As researches mention below;

Home: Home is the first school for every child, and the mother is the first teacher. If the home environment is right, automatically, the child's nature in school will be useful. Hence, family members, such as parents, brothers, and sisters, influence the child's performance.

School environment: After home, the child spends more time in school, and for that matter, the school environment should be right. The teachers and the peer group also play an essential role in the child's study habits. Parents should keep an eye on their children's friends because, with good friends, the child learns good habits.

Attitude towards teachers: Attitude is very important when you are a teacher. It affects your students in many ways and can shape their learning experience. It comes to academics,

one's attitude really matters since it influences and determines a student's concentration in class, self-esteem, the level of success to mention but a few.

**Mental conflict:** a mental conflict refers to a situation in which a person is motivated to engage in two or more mutually exclusive or incompatible activities.

**Concentration:** Concentration means focusing on one thing to the exclusion of all else. Break large tasks into a series of smaller tasks that you can complete one at a time. If you try to complete a large task all at once, you may feel overwhelmed and may be unable to maintain your concentration.

**Home assignment:** Homework or a homework assignment, is a set of tasks assigned to students by their teachers to be completed outside the classroom.

**Self-confidence:** self- confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weakness well, and have a positive view of yourself.

**Study habits:** study habits are the behaviours used when preparing for tests or learning academic material. A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits.

**Examination:** an examination is a formal test that you take to show your knowledge or ability in a particular subject or to obtain a qualification.

Study habits are commonly known as the usual behaviour or habitual practices by a person in order to study and learn effectively. Study habits help students make their studies easier to understand and make their learning experience comfortable and enjoyable. Having good study habits are important for a student because it will help them to improve their academic learning and skills. Some students may have ineffective and inefficient study habits which may cause them learning problem and get frustrated.

## **b. Academic Performance**

Academic Performance refers to what a student has to achieve in different subjects of studies during the course of academic years. It encompasses many aspects of student's accomplishments in university including progress in core academic subjects- maths, science, language, arts and social studies as well as in subjects that are emphasized less frequently in the contemporary curriculum such as athletics, music, arts and commerce etc. Academic

performance is a multidimensional and multifaceted phenomenon. There are innumerable factors which affect academic achievement viz. intelligence, personality, motivation, university environment, heredity, home environment, learning, interests, aptitudes, family background, socio-economic status of the parents, and many more.

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long- term educational goals. Completion of educational benchmarks such as diplomas and bachelor's degree represent academic achievement. Academic Achievement refers to the educational performances of the student-teachers related to their levels of academic achievement based on the course of study. This achievement generally reflected in the scores obtained in the board examination.

Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important- procedure knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation and emotions require consideration when developing models of college achievement.

Academic performance describes academic outcomes that indicate the extent to which a student has achieved their learning goals. It may refer to completing educational benchmarks such as a bachelor's degree. Academic achievement is often measured through examinations or continuous assessments.

Academic performance is one of the most important goals of education. The success or failure of a student is measured in terms of academic performance. It means development of skills in university subjects. It is the criterion for selection, promotion or recognition in various walks of life. It is based on the assumption that there are differences within an individual from time as behavioural oscillations. The academic performance of the same individual differs from time to time, from one class to another and from, one educational level to another.

Teaching and learning process: It communicates between both parties, students and teachers or lectures. Someone performed their lectures in front called teaching. Meanwhile someone who receives the knowledge called learning process. Through this, it can build a better and improve students' attitudes also in thinking and writing. Teachers and students who keeps connect to each other even outside from campus can encourage the students more motivated. Students who are actively in learning activities are tend to graduate on time.

Infrastructure of the university: Infrastructure can be viewed as related to education such as classrooms, libraries, sports and recreation centres, furniture, laboratories; administrative blocks such as electricity and water. Within the facilities available in an institution the students are getting better expressed. Teaching and learning process are closely related to each other. A study said the smaller class, the students will receive clear instruction from the lecture and it became easy for them to achieve such goals. It will become good if the students having a greater class in order to have good academic performance but the students need to put more effort to study. This is because nowadays, online learning is the faster way for students to study. It can be concluded that, if the infrastructure is well equipped then it will have perfect attention by the lecturers and the results will show high motivation for the students in which they can have better academic performance and effective learning.

Family and peer's influence: some study said, parents with no qualification but if the mother's education are strong than it will influence to their children to finish their study on time rather than father. Friends influence are more powerful rather than family. Peer support can also give an impact towards student's grade point average.

Student's financial: The family income of students is likely to affect the university choice decision in terms of public- private institutions. The study said many of the factors that influence the students which are most preferred to live at hostels, this is because the rental rates are cheaper than living outside of the campus, the room safety complete with hostel security.

The academic performance of students is the key feature and one of the important goals of education, which can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. The attainment of academic excellence of students through making them portray better academic performance is the foremost motive of academic institutions. Further, academic performance is something immensely significant for anyone who has a concern with education. In fact, academic performance can be understood as the nucleus, around which a whole lot of significant components of education system revolve, which is why the academic performance of students, specifically belonging to Higher Education Institutions (HEIs), has been the area of interest among researchers, parents, policy framers and planners. Since a sound academic performance is considered as a pre-requisite for securing good jobs, a better career and subsequently a quality life, significance of the students' academic performance is immense. Although it may seem to be a simple outcome of education, but the impact of academic performance of students in any nation is multi-faceted. The success or failure of any

academic institution depends largely upon the academic performance of its students. They also reiterated the general belief that good academic performance signals better career prospects and thus a secure future. The Academic Performance of students is immensely significant as the economic as well as the social development of any country are both attributable to the academic performance of the students. The better the students perform academically, the better are the prospects of the development of a fine manpower, who will contribute to the economic and social development of the nation. Students performing better than the expectations and norms set by the society are mostly expected to contribute to the growth, development and sustainability of the society. A straight and significant connect between academic performance of students and the socio-economic development of a country, because acquisition of relevant knowledge as well as skill development become evident through students' academic performance. This accords a great reason to educators granting the highest priority to the academic performance of their students.

Academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavours and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic performance plays an important role in every person's life.

Academic performance as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic performance defines whether one

can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Cooperation and Development). The results of these studies provide information about different indicators of a nation's academic achievement; such information is used to analyse the strengths and weaknesses of a nation's educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists.

### **c. Study Habits of University students**

A university student is an individual who is enrolled in a university or college for a particular course. They are a part of the institution while they pursue the course and then become the part of the alumni association once they complete the course. The university student learns various things during the college days like, discipline, better ways of communication, preparing project reports, hosting fests, etc. students should surely give their best while they are still in college because the college years play a major role in the growth and development of the students. University students are expected to be hardworking, disciplined, dedicated and goal-oriented.

Undergraduates are students of universities and colleges, they have graduated from high school and have been accepted to college, but they haven't graduated yet. If the under in undergraduate seems confusing, that's because there are also graduate students, students who have a college degree but are no longer undergraduates and are pursuing an advanced degree, like a master's or Ph.D. lots of people say being an undergraduate was one of the best times of their lives, it's an exciting thing to be.

University is not as intimidating as other would like to believe. It only entails more didactic responsibilities and a more mature behaviour in dealing with challenges. An effective study habits is one way of being able to cope up with college life. We should be able to manage

our time well and meet the academic demands of our subjects. Effective study skills must be practiced in order for all to improve. It is not enough to simply 'think about' studying; we have to actually do it, and in the process use information from what we do to get better. There is a saying that goes like this "practice doesn't make perfect; perfect practice makes perfect." If we want to be an achiever, take this saying to heart. No two people study the same way, and there is little doubt that what works for one person may not work for another.

Many educators explore the fact that a number of students have not learnt well in high school and elementary grades. Because of this, students now seem to know less and apply knowledge, despite the availability of the study materials. Likewise, students do not know how to think and study properly and effectively. Only few teachers gave much attention to the improvement of these skills. To this effect, many students were able to proceed to the higher level of instruction without developing the habit of scheduling their study time. Thus, many talents and potentialities remain underdeveloped due to less attention given to their academic and personal growth.

There are various factors that affect the students' academic performance. Amongst these factors are some activities called study habits which the students gained, preferred and like to do for learning at and out of school. The study habits' subscales, „teacher consultation“ was most influential while the „time allocation“ exercise, concentration, no taking reading and assignments were regarded as less integral to students' academic performances. Therefore, regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

Few things affect a student's performance as much as the development of productive study skills. Study skills encourage areas such as work attitudes, time management, homework strategies and test-taking skills. Many study skills are taught in the classroom, but others can only be addressed at home. This study focuses on the study habits of undergraduate students and the various factors that affect the study habits. In the further sections various poor study habits of students have been described and the various effective study habits that a student must follow in order to gain an increase in learning and hence his/her grades.

There are four major reasons so as to why teachers should focus helping their students in developing effective study habits. The very first reason is that despite of availability of good study materials and the best instructors, instructors often find students have not learned well. The Second reason is that many students do not know how to think and study properly. Thus,

there is a great need to inculcate good study habits in students either by the instructor by motivating them or students themselves by self-regulating them. The third one being that many talents remain underdeveloped due to less attention given to their academic and personal growth. The last one states that there has been marked decline in average weekly study time for college students. The study time has reduced to almost half i.e., from 24 hrs in 1961 to 14 hrs per week now.

There are several benefits of effective study habits. The very first thing that matters to students is “MARKS” in examination. Students with effective study habits often score good percentage in their examinations. Secondly effective study habits result in longer retention of concepts. Moreover, students can spend their time more productively and efficiently. Not only this, students felt positive about themselves and their abilities.

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.

An academic performance 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 n notable academic performance.

When students get admission in 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 there are some other poor study habits which affects the performance 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 teachers deliver in the class.

Hostel is a place where usually travellers and students live in a supervised environment. Mostly hostels are used by the students, who come from distant places to earn their degree. 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 performance. 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.

Study habits determine the academic performance of students to a great extent. Both study habits and academic achievement are interrelated and dependent on each other. There are students who come from different environment, localities etc and have different levels of academic performance t i.e., high and low. They also differ in the pattern of study habits. Some students have better study habits while the others have poor. Better the study habits better are the academic achievement. Academic performance means how much knowledge the individual has acquired from the school. Academic performance of the students is determined by their study habits. Study habits and academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc should be educated in their own way but if they possess good study habits, they can show performance in academics and in every situation and if children's do not possess good study habits they cannot excel in

life. It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel life.

#### **d. Relationship between Study Habits and Academic Performance**

A good study habits is very important for good academic performance, and such every parent and teacher would desire their children to be avid and excited readers. Therefore, it is essential to create captivating, inviting and comfortable place for the students in order to help them cultivate good study habits. Library, more than any other place, provides ideal environment and vital information resources for students to develop and sustain good study habits necessary for excellent performance in academic works. Thus, it is imperative for the students to cultivate good study habits that will equip them for excellent performance in their academic work through the use of a college library. A habit is a settled or regular tendency or practice, especially one that is hard to give up.

Habits help the students to do things with less thought and struggle. It is important in shaping the characters of individuals. In the process of edification, study habits like thinking, reasoning, attention, punctuality, etc., enable the students to make proper alterations for better achievements. Good study habits are the top secret to academic success in university. The development of good study habits is an art and it is the potential of individual student. Some students like to read alone, while some want to read in a group and some students read silently. The student can formulate own study habits by himself or herself. Pupils should be made aware of the importance of it and proper training should be given right from childhood onwards.

Academic performance of students is one of the main indicators used to evaluate the quality of education in universities. Academic performance is a complex process that is influenced by several factors, such as study habits. Study habits is different individual behaviour in relation to studying and is a combination of study method and skill. In other words, study habits include behaviours and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person.

Academic success is the sum of small efforts done by the students. The performance of good study habits is the road to the goals of an individual. A simple, small modification in study routines makes a big variance in aim set and shapes one's life. In students, academic success

plays an important role in teaching as well as in the learning course. It has been one of the best significant aims of the entire edifying progression. The valuable outcome of any edifying set up is the success of students in their academics. Based on the level of accomplishment, persons are categorized as good, average and poor.

Academic success is one of the objectives of edification. The educational competence of the students is judged by his accomplishments in the university. The aim of all academic and non-academic happenings in the university is basically to boost the academic achievements of the students. It is affected by several personal, institutional, social and economic aspects.

Husain (2000) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. The concept of study habits according to Husain is broad, 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 individual's response to all objects and situations with which is related. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive attitude towards study, and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation are usually positive, and if the learning experience is not pleasant, he tends to avoid it.

Kumari Sushma (2001)-defined academic performance as the sum total of information gained after completing a course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test. Academic performance is one part of the wider term of educational growth. It refers to what a student has achieved in different subjects of studies, during the course of academic year. It is affected largely due to the intra individual differences, (differences within the individual from time to time) or with individual differences, i.e., between one individual and another, between one group and another. Besides areas of functioning, individuals of the same group, same grade and same potential ability may differ in their academic proficiency due to many factors. At each stage in the schools some measure of achievement is used as determiner of the student's status and as a basis for decisions about the further opportunities for learning to be provided in subsequent stages. In the present context of education, achievement in academic subjects is the main concern of the teachers, students and parents. The scholastic attainment is the basis of selection and differentiation among students for different openings and avenues of advancement in various fields.

Aisha and Kiran, (2002) found the “Relationship of study habits with educational performance”. The objective of the study was to find the relationship of study habits with educational achievement. The sample consisted of 150 students of B.Sc., home economics and M.Sc. Home Economics during the year 2000-2001. The data were collected with the help of an interview schedule and analysed by  $\chi^2$  test to draw the conclusions. Finding of the study revealed that there is significant positive relationship between the performance and proper study schedule drawn by the students.

Academic performance is a complex student behaviour and underlies several abilities, e.g., memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions, to name a few (Deary, Whiteman 2004). Educational psychologists and researchers have argued that there are many determinants of academic achievement (Chamorro-Permuic & Furnham, 2003). For academic achievement, being smart is more important than being intelligent and hardworking and involves being practical, having common sense and using better organization and application of good study habits.

Symons (2005) indicated many ways in which Academic performance influenced. He reports that marks earned in the examination make a tremendous difference to a student. Marks influence his estimate of himself, serve as a sign to him that he was liked or disliked, and determined whether he has to remain with classmates or instead to become (what he considers) an outcast and forced to join a group of strange students in another class Marks indicate success or failure and they determine promotion, indicate the probability of future success and influence his parents' attitude toward him. Marks help to determine whether a student thought of himself as successful, smart or as a failure, an outcast, stupid or a nitwit.

Mark and Howard (2009) are of the opinion that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habits. They further maintain that if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit.

Ogbodo (2010), explained that, the problem most students have that contributes to their poor performance in tests and examination is lack of proper study habits. For an excellent performance, there is need for the student to form good study habits. A student, who wants to

study well, needs to choose a suitable place for his studies. Where to study is as important as what to study and how to go about studying. Productive study habits require learners to prepare personal time-table for themselves allocating a certain length of time for a particular subject, depending on how difficult each subject is.

Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their programs.

Education is the right of every human being. Education helps people in improving their abilities, attitude, confidence, decision making, and ultimately, in attaining a good job. The improvement in human abilities and psychological skills can be achieved through improved student learning. However, a good employment opportunity depends upon quality education. Education systems, in general, focus on the completion of the course rather than the extent of knowledge gained by the students. Teachers don't behave like facilitators. They often act as tutors whose main target is to complete the syllabus before the deadline; ignoring the fact that the student is unable to digest so much information in such short periods of time which affects the academic achievement of the students. The reason for low academic achievement may also be rooted in family, college or in students' personal traits. Therefore, there is a need to gauge the relationship of the socio-economic status of parents, university climate, and students' study habits to probe the determinants of students' academic achievements at the university level.

Fazal, S. et.al (2012) in the study identified various study skills used by learners and ascertain which study skills is more related to academic achievement. The sample for the study consisted 1200 students. Results of the study indicate significant relationship of time-management skills, reading and note taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement.

According to Anwar (2013), the relationship between study habits and students' performance has for long received attention from scholars and educational agencies. Therefore, some studies have been conducted to find out the correlation between study habits and academic achievement. Some of them revealed that study habits had a positive correlation to academic achievement.

Kumar (2015) indicates that various factors affect students' academic achievement. Among these factors are some activities called study habits that the students gained, preferred, and like to do for learning at and out of school. Study habits are important; they influence the academic achievement of students. Meanwhile, Sharma and Vyas (2016) claim students' accomplishments like study habits, intelligence, socioeconomic status, different aspects of their personality, etc. Study habit is one crucial factor influencing the academic achievement of students.

Alex (2011) described a habit as something that is done on scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It was further stated that a habit is what is simply done, no exceptions. Thus, the habits formed can be improved upon by constant practice; and it is very hard to give up a habit once it is formed. Study is to buy out the time and dedicate self to the application and task of study, and to become engrossed in a process of learning, practice, enlightenment and education of one's self. Therefore, study habits can be derived from the above as buying out a dedicated schedule and uninterrupted time to apply one's self to the task of learning. Study habits is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Study habits can be described as effective or ineffective depending upon whether or not they serve the students well.

Study habits determine the academic performance of students to a great extent. Both study habits and academic performance are interrelated and dependent on each other. Some students come from different environments, and localities have different academic performance levels that are high and low. They also differ in their study habits. Some students have better study habits, while others have poor. The better the study habits, the better is academic achievement.

Academic performance means the knowledge an individual has acquired from the school. Their study habits determine the academic performance of the students. Study habits and academic performance are essential for research workers and educationists to know that

every child, whether gifted or backward, should be educated in their way. Still, if they possess good study habits, they can show performance in academics and every situation. On the other hand, if the students do not possess good study habits, they cannot excel in life. It is the study habits that help the learner obtain meaningful and desirable knowledge. The grades may determine the extent of a student's academic learning that a student earns for a period of learning that has been done. It is believed that a grade is a primary factor that indicated such learning. If students make high grades, they may also have learned a lot, while low grades indicate lesser learning.

Further, Sikhwari (2016) stated that cognitive factors such as intellectual ability are regarded as predictors of academic success. Many researches have examined the role of non-cognitive factors such as study skills, motivation, study habits, and attitudes on academic achievement. The study revealed that study habits have a positive impact on the academic achievement of learners.

According to the study of Kaur & Pathania (2017), the factors affecting the study habits among college students were age, family income, and education, which were significantly related. The result of their study showed significant relations between academic achievement and study habits. It shows that age, family income, and education are factors of how a student develops his study habits, and it has a relation to his academic achievement.

In the study of Lawrence (2014) entitled "Relationship between Study Habits and Academic Achievement of Higher Secondary School Students," the present study was conducted to find the significant relationship between the study variables. The findings showed no significant difference between the study habits and the academic achievement of higher secondary schools.

However, cognitive factors such as intellectual ability are regarded as predictors of academic success. Many kinds of research have examined the role of non-cognitive factors such as study skills, motivation, study habits, and attitudes on academic achievement. The study concluded that good study habits and positive study attitudes might positively impact the students' academic achievement (Sikhwari, 2016).

Study habit refers to a regular behaviour of a learner spending in study. Goud (2018) revealed that students have positive attitude towards study habits, which, Mohamadisardoo, and Yahaghi, (2014) in their study showed that 89% of students have relatively desirable study habits, where (35.8%) of the students spent a maximum of 40 minutes to study, while (17.9%)

could study up to 6 hours. One of the probable reasons for positive study habit is the interest in teachers' teaching behaviour. In this regard it was reflected that 72.40 % of D.El.Ed., students satisfied with their teachers and 27.60% of students were not satisfied with their teachers. In spite of the best efforts among students, findings revealed that most of the students fall under the category of satisfactory and poor study habits and attitudes (Fanai, & Lalrinngheti, 2016) which means that most of them are in average level of study habit (Silverrajoo, & Hassan, 2018). Study habit differs from person to person. Generally, groups such as male and female may affect differently in their habits towards study. Mozayyan and Fallahzadeh (2011) in their study found that males scored slightly better in study habits and all components of study skills compared to their female counterparts. However, the finding made by Ali and Faaz (2017) showed that female students possessed slightly good study habits than that of male students. This showed that there was no association between boys and girls on study habits. In this regards, Dhanalakshmi and Murthy (2019) also showed that there was a significant difference between the study habits of male and female student-teachers.

Academic performance is the number of which students and teachers achieved their short- or long-term educational goals. Academic performance of a student is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school environment (Franky, & Chamundeswari, 2014). It was found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance (Badige & Aiholli, 2017). It was also inferred from the finding that a moderate level of anxiety was desired in order to excel in the academics, and when anxiety crossed the limit academic performance decreased significantly (Azeem, 2018). Thus, students with low academic performance had more adjustment problems. It can be concluded therefore that level of adjustment and academic performance are positively correlated (Pathak, Tiwari, & Patel, 2016). The reviews of various literatures revealed diverse results with respect to academic achievement of male and female students. The finding showed that no significant differences were obtained in the male and female students in the level of academic performance (Pawar, 2017; Upadhyay, 2017). This means that there was a significant relationship between male and female secondary school students' academic performance (Singh, & Mahipal, 2015) which refers that sex did not exert any influence on gender based on their academic performances (Rugendo, 2014). However, several other studies revealed that differences in academic achievement with respect to gender were found significant (Nandini, 2013; Siddiqui & Ali, 2018).

Academic performance of students is one of the main indicators used to evaluate the quality of education in universities. Academic performance is a complex process that is influenced by several factors, such as study habits. Study habits is different individual behaviour in relation to studying and is a combination of study habits include behaviours ad skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person.

A habit is a defined as a planned schedule done regularly, while to study is to gain knowledge. Therefore, study habits are done regularly in order to expand learning. It is the way how students accomplish their homework and how they prepare for an exam. This research discusses how important study habits are in achieving students' academic good performance. This also presents how many hours the students are studying, how they prepare for an exam, and what is the comfortable place and time for them to study in order to show if these factors are contributors in attaining better academic performance.

How a student's takes his or her studies, greatly determines his/her level of academic achievement. The level of preparation and learning strategies developed and employed consciously by students go a long way to influence their level of academic performance. 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 then the trend and menace of student's abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming.

Study habit and academic performance show close relationship between each other's. Studies indicated that study habits facilitate higher academic achievement. Rabia and Nasir, (2017) and Jafari, Aghaei and Khatony (2019) in their studies found that there was a direct and significant relationship between study habits and academic achievement. Similarly, it was found that there was no significant difference between study habits and academic achievement of higher secondary school students (Lawrence, 2014). Siahi and Maiyo in their study (2015) revealed that the relationship between study habits and academic achievement was positive. This means that study habits have strong correlation and a moderately, high and positive

influence on academic achievement of students. Thus, the results implied that the study habits need a significant attention if ones are to improve academic achievement.

Tus (2020) highlighted that student are still improving their learning attitudes and study behaviours, showing mild teacher acceptance, welcoming education, resisting hesitation, and working methods. These can be due to their families' knowledge, the outstanding curriculum and procedures the college gave them.

From the statement above, it can be concluded that study habits impact academic achievement-study habits play an essential role in learning and education in university success.

## **METHODOLOGY**

## **CHAPTER III**

### **METHODOLOGY**

Research methodology is an investigation or inquiry especially a search for new fact in branch of knowledge and is an important part of the study. Methodology is a systematic way for solving any research problem. The research design for the current research was university based random sampling approach and the methodology adopted for the present study on- "**Relationship between Study Habits and Academic Performance of University students** " was discussed under the following heads:

- A. Research design**
- B. Selection of the area**
- C. Selection of the sample**
- D. Selection of the tools**
- E. Conduct of the study**
- F. Analysis of the Data**

#### **A. RESEARCH DESIGN**

The study was a cross-sectional descriptive study. Questionnaire and survey method was predominantly adopted to collect the data. Simple random sampling design was used to select the samples (depending on the consent). Data was collected via online by using Google forms due to the present condition of the covid-19 pandemic.

#### **SELECTION OF THE AREA**

Coimbatore was the area selected for the present study as it is one of the faster growing cities of Tamil Nadu. It was observed that the number of the university is increasing at a faster rate in Coimbatore. Hence in present study the researcher has chosen two university in Coimbatore as the area for conduct of the study.

Coimbatore is the two largest cities in Tamil Nadu after Chennai and the 16<sup>th</sup> largest urban agglomeration in India as per the census 2011. It is administered by the Coimbatore Municipal Corporation and is the administrative capital of Coimbatore District. It is one of the most industrialized districts and major textile, industrial, commercial, educational, information technology, healthcare and manufacturing hub of Tamil Nadu.

## **B. SELECTION OF THE SAMPLE**

The sampling technique used in the present study is simply random sampling. According to Lauren Thomas 2020, “a simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly chance of being selected. This method is the most common and simple compared to all other types of sampling techniques in probability sampling methods, since it only involves a single random selection and requires little advance knowledge about the population”.

A total of 199 adolescents studying in university students were selected as sample in the age group of 17-22 years. Both boys and girls were considered for the study. Among 199 respondents (109) are females and (90) are males.

A brief introduction of the study along with a note was sent to the samples explaining the purpose of the data. Participants were informed about what the investigator would do with their information and also their rights and obligations. They were also informed about their voluntary participation, anonymity and ability to leave the study at any time. Participants were also assured about the confidentiality of the information and that their data would be stored securely and used for research purpose only.

### **Ethical consideration**

As a matter of ethics, the adolescent population was informed about the research through a simple written consent form. The sample was thus allowed to make a voluntary choice to participate in the study. The application form explaining the design and the protocols used in the research study was also subjected to Institutional Human Ethical Committees (IHEC) and was approved for the same with the approval number-AUW/IHEC/HD-21-22/XPD-03 (Annexure I).

## **C. SELECTON OF THE TOOLS**

The selection of the suitable tools is of paramount significance in any research. The success of research immensely depends upon the instruments, which are used for the data collection. In this study, the following tools were used:

### **a. Self-framed Socio-Demographic Background Questionnaire:**

This questionnaire was constructed to elicit adequate information on personal and family background of the selected samples such as; age, gender, types of family, birth order,

area of living, family size, fathers and mothers' education, fathers and mothers' occupation, family income etc.

**b. Study habits questionnaire for university students (SHQ-A60)**

Study habits questionnaire for university students (SHQ-A60) is primarily used as the rating scale for the study. The tool is developed by Dr.C.P. Muthur. A research team composed from the first version of the SHQ-A. The questionnaire is designed to measure specific and /or generalized study habits in university students (17-22 years) from general population. It contains of 60 items conforming a study habits structure of nine major areas (factors) of the study techniques, habits and attitude, viz, attitudes towards teachers; home environment; attitude towards education; study habits; Concentration; home assignment; mental conflict, self-confidence; and Examination. These 60 items have been distributed in these area as shown in the Table No. 1.

**TABLE- A**

Sn	Area	NO. of items	Serial No. of items in the test	Percent
1.	Attitude Towards Teachers	5	2, 16, 21, 32, 39	8%
2.	Home Environment	4	1, 30, 35, 46	7%
3.	Attitudes Towards Education	3	28, 50, 53	5%
4.	Study Habits	20	4, 5, 6, 7, 9, 11, 12, 15, 17, 19, 22, 25, 34, 38, 40, 44, 51, 52, 55, 58,	33%
5.	Mental Conflict	4	20, 33, 43, 45	7%
6.	Concentration	9	8, 13, 18, 24, 26, 36, 41, 47, 49	15%
7.	Home Assignment	4	14, 23, 42, 54	7%
8.	Self Confidence	3	3, 29, 48	5%
9.	Examination	8	10, 27, 31, 37, 56, 57, 59, 60	13%
	<b>Total</b>	<b>60</b>	<b>Sixty</b>	<b>100%</b>

Each factors have its own cut-off score as the questionnaire also has as a whole. A high score on this test indicates high order of correct study habits and proper attitudes, while a

low shows poor study technique. Students study habits and attitudes is a three-point scale viz., 'Yes', 'sometimes' and 'No'. The scale can be scored easily with reference to the score obtained for each item separately. Each item has three alternative answers. The value marks given for each choice are depend upon question means in this questionnaire we use "TSHA" stencil and there are 60 items seeking responses in 'Yes', 'Sometimes' and "No".

2 | Answer Sheet of TSHA-M

Check

Sr.No. क्रमांक	YES हाँ	?	NO नहीं	Sr.No. क्रमांक	YES हाँ	?	NO नहीं	Sr.No. क्रमांक	YES हाँ	?	NO नहीं	Sr.No. क्रमांक	YES हाँ	?	NO नहीं
1	✓			16	✓		✓	31	✓		✓	46			✓
2			✓	17	✓		✓	32	✓			47	✓		
3	✓			18	✓			33			✓	48	✓		
4	✓			19			✓	34			✓	49			✓
5			✓	20			✓	35	✓			50			✓
6	✓			21			✓	36	✓		✓	51	✓		
7	✓			22	✓			37	✓			52	✓		
8	✓			23	✓			38	✓			53	✓		
9			✓	24			✓	39	✓			54			✓
10	✓			25	✓			40			✓	55			✓
11	✓			26			✓	41	✓			56	✓		
12	✓			27			✓	42	✓			57			✓
13			✓	28	✓			43			✓	58	✓		
14	✓			29			✓	44	✓			59	✓		
15			✓	30			✓	45			✓	60			✓

Check

So, we have to do our calculation according to this format in this format wherever showed tick sign we have to give 1 mark only for yes and no and for sometimes we have to put 0 marks.

### **c. Academic Performance**

Researcher have collected 199 undergraduate students marksheet for 1<sup>st</sup> to 4<sup>th</sup> semester. Then I have made one table in excel sheet and distribute separate subject like language paper (Hindi/Tamil/French), English subject and core paper. I will calculate her each subject numbers then evaluate percentage for her semester mark sheets.

### **D. CONDUCT OF STUDY**

#### **Plan Google form:**

A Google form was prepared and created including all the items of the two tools used Self framed Socio-Demographic Background Questionnaire and study habits questionnaire (SHQ-A60) to conduct the online survey for collection of data.

#### **Conducting the online Survey:**

The respondents were approached through various means of social media. They were informed about the purpose of the study and their role in the study. Before accessing the tools, they were asked for consent. They were assured that the information given by them would be confidential and was being collected only with the purpose of research. The Google form was shared among university students were requested to fill the forms with honesty.

### **E. ANALYSIS OF THE DATA**

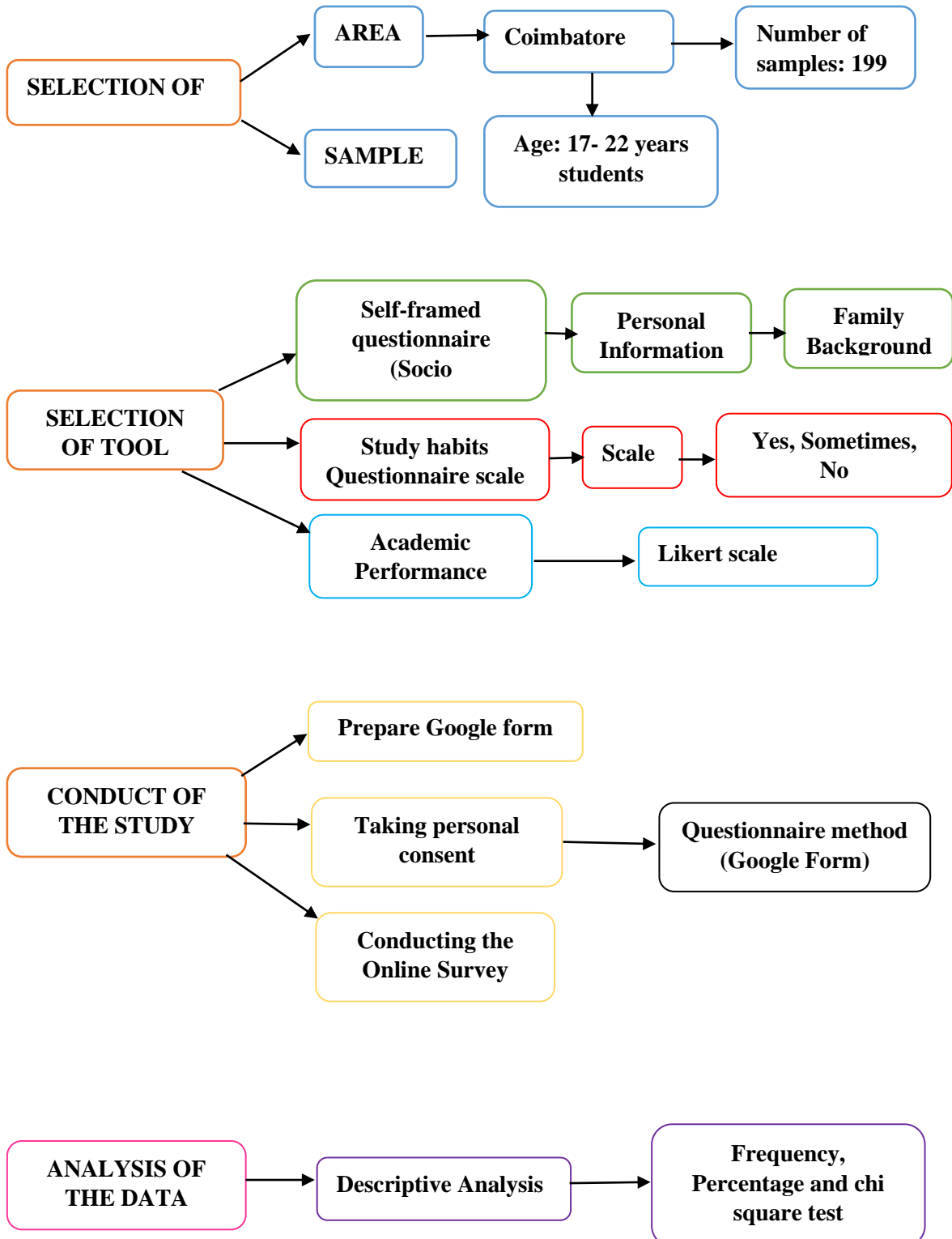
The collected data were scored and consolidated according to the norms of the questionnaire. Once the responses of all the samples were collected, the scored data were analysed using MS Excel 2019 and analysed using SPSS (Statistical Package for Social Sciences) for statistical analysis.

The **normality** and distribution of the collected data was checked in order to select the appropriate statistical test. In the present study data, it was found that the data was not normally distributed. Therefore, analysis was don using parametric tests.

**Descriptive analysis** was conducted to described the socio-demographic background of the respondents as well as to determine the level of study habits and academic achievement among the respondents. The results obtained are presented in forms of frequency and percentage.

**Chi Square test** (parametric qualitative test) was done to see the association of the socio- demographic profile with study habits and academic achievement of university students.

## METHODOLOGY AT GLANCE



## **RESULT AND DISCUSSION**

## CHAPTER IV

### **RESULT AND DISCUSSION**

The results obtained on analysis of data of the present study on – **“Relationship between Study Habits and Academic Performance of University Students”** are presented and discussed under the following headings:

4.1 Socio demographic profile of the respondents

4.2 Level of Study Habits and Academic Performance

1. Level of study habits

2. Level of Academic performance

4.3 Association between Socio- demographic factors and Study Habits among selected respondents

4.4 Association between socio- demographic factors and Academic Performance of the selected respondents

#### **4.1 Socio- demographic profile of the respondents:**

The personal information of the study covers the base of any effective research work. All the adolescents selected from the particular place were selected for the survey. The socio demographic profile of the adolescents was procured as an attempt to match the cures to the causes of the between Study Habits and Academic Performance of University Students”

The personal and family background information such as their age, gender, fathers and mother education, fathers and mothers’ occupation, type of family, annual income and area of living were collected and depicted in the demographic profile of the respondents.

**TABLE- 1**  
**SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

<b>Variables</b>	<b>Category</b>	<b>No.</b>	<b>Percentage (%)</b>
<b>Age</b>	17-18	24	12.1
	19-20	69	34.7
	21-22	106	53.3
<b>Gender</b>	Female	109	54.8
	Male	90	45.2
<b>Father's Education</b>	Illiterate	19	9.5
	Secondary	57	28.6
	Higher Secondary	63	31.7
	Graduate	44	22.1
	Post graduate	16	8.0
<b>Mother's Education</b>	Illiterate	27	13.6
	Secondary	82	41.2
	Higher Secondary	42	21.1
	Graduate	34	17.1
	Post graduate	14	7.0
<b>Father's Occupation</b>	Farmer	47	23.6
	Business	59	29.6
	Government employee	30	15.1
	Daily wages worker	63	31.7
<b>Mother's Occupation</b>	House wife	128	64.3
	Business	43	21.6
	Government employee	6	3.0
	Daily wages worker	22	11.1
<b>Type of Family</b>	Nuclear	93	46.7
	Joint family	93	46.7
	Extended family	13	6.5
<b>Birth Order</b>	1 <sup>st</sup> Born	73	36.7
	2 <sup>nd</sup> Born	81	40.7
	3 <sup>rd</sup> Born	37	18.6
	Single child	8	4.0
<b>Area of residence</b>	Urban	94	47.2
	Rural	105	52.8
<b>Annual Income</b>	Less than 1 lakhs	95	47.7
	1-5 lakhs	51	25.6
	6-12 lakhs	39	19.6
	12-20 lakhs	14	7.0

Above the table 1 represents the socio demographic profile of selected respondents. **Age wise distribution**, more than half percentage (53.3%) of the respondents were in the age range of 21-22 years followed by 34.7% were in the age group of 19-20 years and less than ¼ of respondents were in the age group of 17-18 years.

From the table majority of the respondent's (54.8%) were female and then less percentage 45.2% of them were representing male.

**Education wise distribution**, the majority of fathers were qualified (31.7%) of Higher secondary level, followed by 28.6% of the father were Secondary level, 22.1% of fathers were Graduate holders and (9.5%) fathers were Illiterate, remaining only 16 fathers were Post graduates. Similarly, high percentage were (41.2%) of mothers were Secondary qualified, followed by 21.1% of mothers were Higher secondary, 17.1% of mothers were graduate holders, 13.6% of mothers were Illiterate, and only 14 of mothers were qualified Post graduates.

**Occupation wise distribution**, the high percentage respondents 31.7% of fathers were daily wages worker, followed by 29.6% of fathers were engaged in Business, 23.6% of the fathers were Farmer, and then Less (15.1%) of fathers were Government employees. Similarly, majority of 64.3% mothers are house wife, 21.6% of mothers are doing Business, 11.1% of mothers were daily wages worker and remaining less than 3.0% of mothers were government employed.

Majority of the respondents 46.7% were from **nuclear family**, 46.7% of respondents were living in **Joint family** and remaining only 6.5% were from **extended family**.

Regarding to the **birth order**, majority of the respondents (40.7%) were 2<sup>nd</sup> born, 36.7% were 1<sup>st</sup> born remaining 18.6% were 3<sup>rd</sup> born and only 4.0% were from single child family.

Coming to the **area of residence**, the majority of 52.8% belong to rural background and remaining were 47.2% from urban background. In the aspect of **annual income**, the high percentage (47.7%) of belong to the category of less than 1 lakhs annual income, while 25.6% belong to the category of 1-5 lakhs annual income, 19.6% belong to the category of 6-12 lakhs annual income and only 7.6% belong to the category of 12-20 lakhs annual income.

## 4.2 Level of Study Habits and Academic Performance

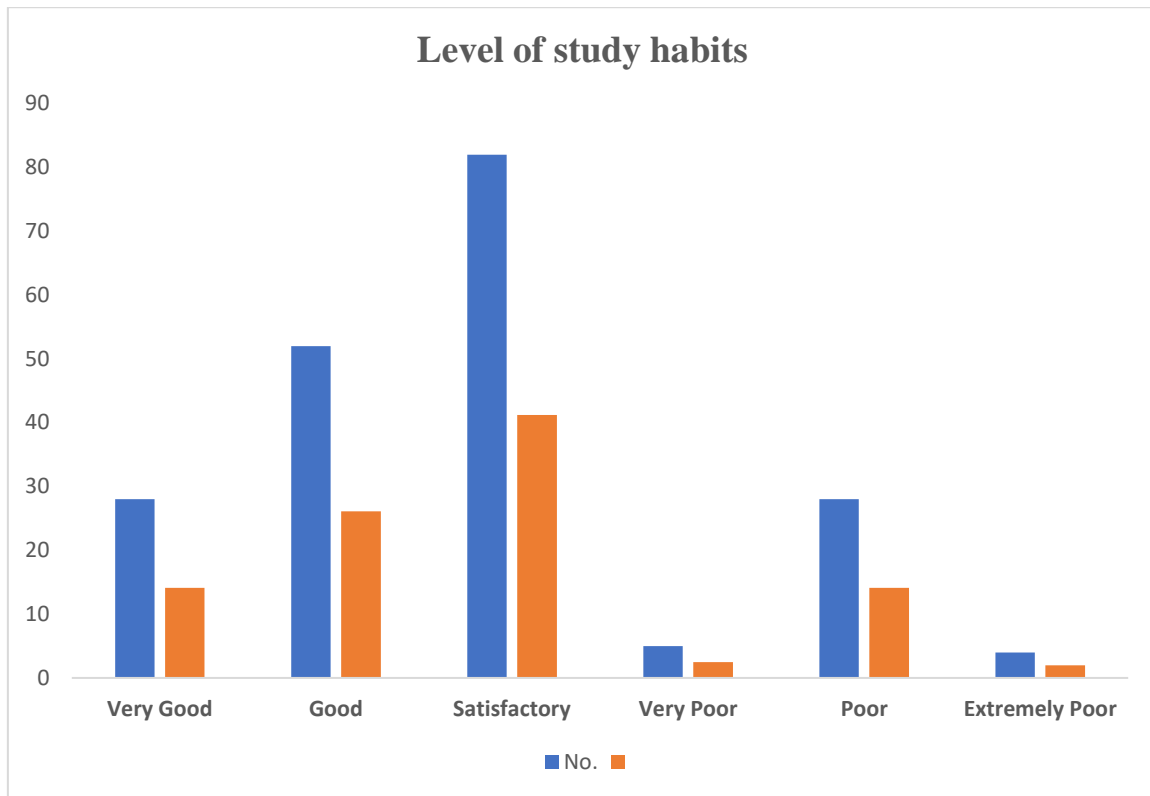
Study habits have become an important factor of student's life as recent developments regarding the importance of study habits in improving the academic performance of the students have come to the light.

Crede & Kuncel (2008) have defined study habits as those study routines or standard procedure that a student follows consistently in one's academic journey. Therefore, these can be referred to as a well-planned pattern of study that is deliberate and consistent on the part of the student so as to understand the academic subjects and succeed well in examinations

Academic Achievement is a complex student behaviour and underlies several abilities, e.g., memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions, to name a few (Whalley, & Fox, 2004).

**TABLE-2**  
**LEVEL OF STUDY HABITS (N=199)**

<b>Domains</b>	<b>No.</b>	<b>Percentage (%)</b>
Very Good	28	14.1
Good	52	26.1
Satisfactory	82	41.2
Very Poor	5	2.5
Poor	28	14.1
Extremely Poor	4	2.0
<b>Total</b>	<b>199</b>	<b>100</b>



**Figure 1**

Table- 2 shows that level of study habits, based on the six domains: very good (49-54), good (43-48), satisfactory (34-42), poor (28-33), very poor (22-27) and extremely poor (0-21).

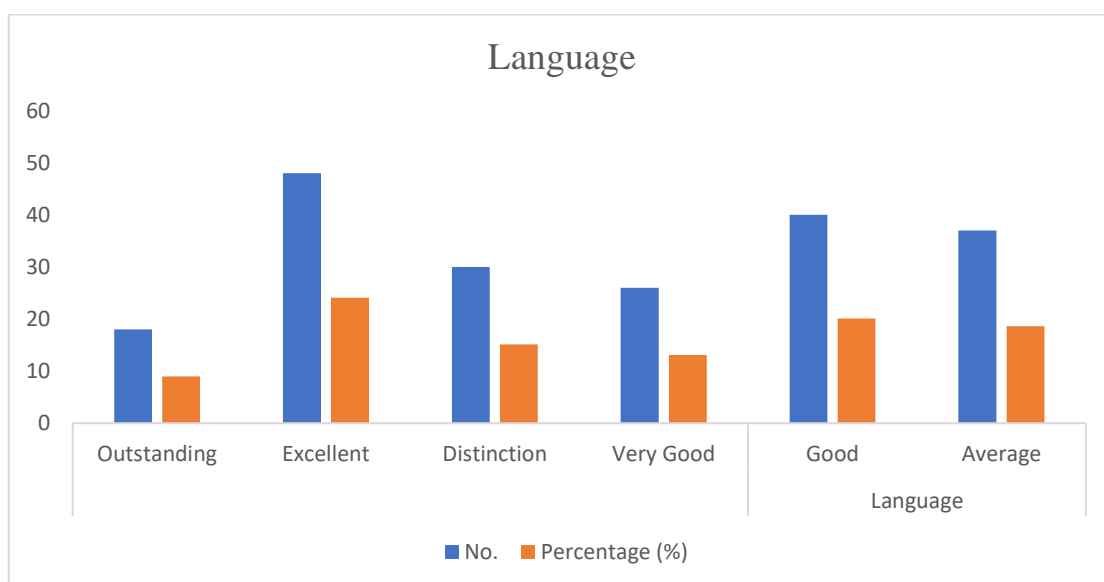
Above the table represents the level of study habits of selected respondents. According to this table 42% were from very good level and then 60% were from poor level.

According to the results, the selected respondents higher score belong to the poor level of study habits and the lower score belongs to the very good category of study habits. As per the researcher opinion, 42% belonging to very good level can be due to the financial status of the parents, good home environment and the environment of the area he/she is studying. Then 60% belonging to poor level of study habits can be due to the lack of interest in the study, and poor financial background etc.

**TABLE-3**

**LEVEL OF ACADEMIC PERFORMANCE BASED ON LANGUAGE**

<b>Variables</b>	<b>Category</b>	<b>No.</b>	<b>Percentage (%)</b>
Language	Outstanding	18	9.0
	Excellent	48	24.1
	Distinction	30	15.1
	Very Good	26	13.1
	Good	40	20.1
	Average	37	18.6
<b>Total</b>		<b>199</b>	<b>100</b>



**Figure 2**

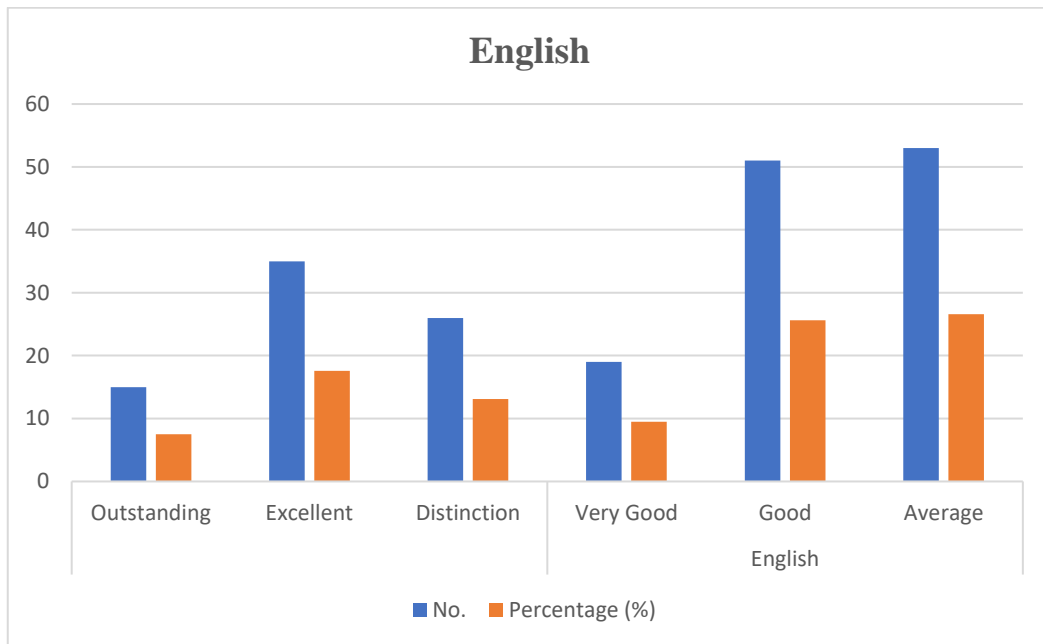
Above the table represent the level of Academic Performance of university students selected of respondents marksheet based on **Language** wise distribution majority of 48.2% respondents were excellent category, while 33.2% of very good category, then 18.6% of average category.

According to the results, the selected respondents higher score belong to the excellent category and then lower score belongs to the average category. As per the researcher opinion, 48.2% belonging to the excellent category because of students are easily to the understanding her language (Tamil/Hindi). Then 18.6% were from lowest category can be to the lack of understanding in this language subjects.

**TABLE-4**

**LEVEL OF ACADEMIC PERFORMANCE BASED ON ENGLISH**

<b>Variables</b>	<b>Category</b>	<b>No.</b>	<b>Percentage (%)</b>
English	Outstanding	15	7.5
	Excellent	35	17.6
	Distinction	26	13.1
	Very Good	19	9.5
	Good	51	25.6
	Average	53	26.6
	<b>Total</b>	<b>199</b>	<b>100</b>



**Figure 3**

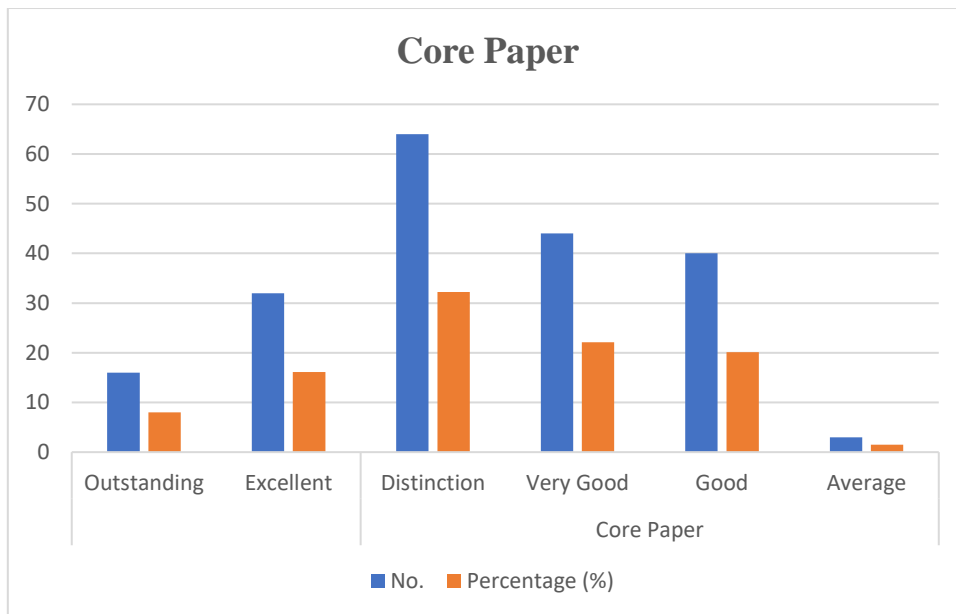
According to this table **English variables** wise distribution 38.2% of students were in the excellent category and 35.1% are from the very good category and then 26.6% were from the average category.

According to the results, the selected respondents higher score belongs to the excellent category and then lowest score belong to the average category. Compare to the preview's table high percentage of language variables. English is an official and international communication language.

**TABLE-5**

**LEVEL OF ACADEMIC PERFORMANCE BASED ON CORE PAPER (N=199)**

Variables	Category	No.	Percentage (%)
Core Paper	Outstanding	16	8.0
	Excellent	32	16.1
	Distinction	64	32.2
	Very Good	44	22.1
	Good	40	20.1
	Average	3	1.5
	<b>Total</b>	<b>199</b>	<b>100</b>



**Figure 4**

From above the table, **Core paper** wise distribution 56.3% of students were excellent category and 42.1% were from very good category and then 1.5% of average category.

According to the results, the selected respondents higher score belongs to the excellent category and then lowest score belong to the average category. Compare to the preview's two table language and English subject, high percentage of core paper.



**TABLE- 6**  
**ASSOCIATION BETWEEN SOCIO- DEMOGRAPHIC FACTORS AND STUDY HABITS AMONG UNIVERSITY STUDENTS**

Variables	Category	Very Good	Good	Satisfactory	Very Poor	Poor	Extremely Poor	X <sup>2</sup> value	df	P value
Age	17-18 years	3 (1.5%)	6 (3.0%)	8 (4.0%)	0 (0.0%)	6 (3.0%)	1 (0.5%)	6.269 <sup>a</sup>	10	0.792 <sup>ns</sup>
	19-20 years	10 (5.0%)	15 (7.5%)	31 (15.6%)	3 (1.5%)	9 (4.5%)	1 (0.5%)			
	21-22 years	15 (7.5%)	31 (15.6%)	43 (21.6%)	2 (1.0%)	13 (6.5%)	2 (1.0%)			
Gender	Female	14 (7.0%)	27 (13.6%)	50 (25.1%)	2 (1.0)	15 (7.5%)	2 (1.0%)	2.179 <sup>a</sup>	5	0.824 <sup>ns</sup>
	Male	14 (7.0%)	25 (12.6%)	32 (16.1%)	3 (1.5%)	13 (6.5%)	2 (1.0%)			
Area of residence	Rural	14 (7.0%)	27 (13.6%)	46 (23.1%)	4 (2.0%)	10 (5.0%)	4 (2.0%)	8.801 <sup>a</sup>	5	0.117 <sup>ns</sup>
	Urban	14 (7.0%)	25 (12.6%)	36 (18.1%)	1 (0.5%)	18 (9.0%)	0 (0.0%)			
Father's Education	Illiterate	2 (1.0%)	3 (1.5%)	11 (5.5%)	0 (0.0%)	3 (1.5%)	0 (0.0%)	22.089 <sup>a</sup>	20	0.336 <sup>ns</sup>
	Secondary	8 (4.0%)	12 (6.0%)	22 (11.1%)	2 (1.0%)	7 (3.5%)	3 (1.5%)			
	Higher Secondary	5 (2.5%)	18 (9.0%)	31 (15.6%)	3 (1.5%)	8 (4.0%)	0 (0.0%)			
	Graduate	11 (5.5%)	12 (6.0%)	14 (7.0%)	0 (0.0%)	7 (3.5%)	1 (0.5%)			
	Post graduate	2 (1.0%)	7 (3.5%)	4 (2.0%)	0 (0.0%)	3 (1.5%)	0 (0.0%)			
Mother's Education	Illiterate	8 (4.0%)	7 (3.5%)	9 (4.5%)	0 (0.0%)	3 (1.5%)	0 (0.0%)	30.092 <sup>a</sup>	20	0.068 <sup>ns</sup>
	Secondary	8 (4.0%)	17 (8.5%)	40 (20.1%)	4 (2.0%)	10 (5.0%)	3 (1.5%)			
	Higher Secondary	2 (1.0%)	14 (7.0%)	17 (8.5%)	0 (0.0%)	9 (4.5%)	0 (0.0%)			
	Graduate	1 (0.5%)	8 (4.0%)	12 (6.0%)	1 (0.5%)	3 (1.5%)	0 (0.0%)			
	Post graduate	1 (0.5%)	6 (3.0%)	4 (2.0%)	0 (0.0%)	3 (1.5%)	1 (0.5%)			
Father's Occupation	Farmer	7 (3.5%)	9 (4.5%)	24 (12.1%)	2 (1.0%)	5 (2.5%)	0 (0.0%)	19.251 <sup>a</sup>	15	0.203 <sup>ns</sup>
	Business	1 (0.5%)	10 (5.0%)	10 (5.0%)	2 (1.0%)	7 (3.5%)	0 (0.0%)			
	Gov. Employees	12 (6.0%)	18 (9.0%)	21 (10.6%)	1 (0.5%)	5 (2.5%)	2 (1.0%)			
	Daily wages worker	8 (4.0%)	15 (7.5%)	27 (13.6%)	0 (0.0%)	11(5.5%)	2 (1.0%)			
Mother's Occupation	House wife	17 (8.5%)	28 (14.1%)	60 (30.2%)	3 (1.5%)	17(8.5%)	3 (1.5%)	14.827 <sup>a</sup>	15	0.464 <sup>ns</sup>
	Business	2 (1.0%)	2 (1.0%)	0 (0.0%)	0 (0.0%)	2 (1.0%)	0 (0.0%)			
	Gov. Employees	5 (2.5%)	16 (8.0%)	15 (7.5%)	2 (1.0%)	5 (2.5%)	0 (0.0%)			
	Daily wages worker	4 (2.0%)	6 (3.0%)	7 (3.5%)	0 (0.0%)	4 (2.0%)	1 (0.5%)			
Family Background	Joint family	10 (5.0%)	24 (12.1%)	43 (21.6%)	3 (1.5%)	11(5.5%)	2 (1.0%)	10.054 <sup>a</sup>	10	0.436 <sup>ns</sup>
	Nuclear	17 (8.5%)	22 (11.1%)	33 (16.6%)	2 (1.0%)	17(8.5%)	2 (1.0%)			
	Extended	1 (0.5%)	6 (3.0%)	6 (3.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
Birth Order	First Born	9 (4.5%)	13 (6.5%)	35 (17.6%)	3 (1.5%)	9 (4.5%)	4 (2.0%)	20.539 <sup>a</sup>	15	0.152 <sup>ns</sup>
	Second Born	12 (6.0%)	28 (14.1%)	28 (14.1%)	2 (1.0%)	11(5.5%)	0 (0.0%)			
	Third Born	6 (3.0%)	11 (5.5%)	13 (6.5%)	0 (0.0%)	7 (3.5%)	0 (0.0%)			
	Single Child	1 (0.5%)	0 (0.0%)	6 (3.0%)	0 (0.0%)	1 (0.5%)	0 (0.0%)			
Annual Income	Less than 1 lakh	14 (7.0%)	22 (11.1%)	41 (20.6%)	2 (1.0%)	12 (6.0%)	2 (1.0%)	14.799 <sup>a</sup>	15	0.466 <sup>ns</sup>
	1-5 lakh	5 (2.5%)	11 (5.5%)	23 (11.6%)	1 (0.5%)	9 (4.5%)	2 (1.0%)			
	6-12 lakh	9 (4.5%)	12 (6.0%)	14 (7.0%)	2 (1.0%)	4 (2.0%)	0 (0.0%)			
	12-20 lakh	0 (0.0%)	7 (3.5%)	4 (2.0%)	0 (0.0%)	3 (1.5%)	0 (0.0%)			

Above the table-4 represents association between socio- demographic factors and study habits among university students. Age wise distribution of this table the majority of the respondents were in 'very good' in their study habits in the age group of 21-22 years. The f value = 6.269,  $p > .792$  it doesn't significant.

In this table gender wise distribution majority of the respondents were in 'very good' in their study habits in the gender male and female both are similar score. The f value = 2.179,  $p > .824$  it doesn't significant.

Area of residence wise distribution the majority of the respondents were in 'very good' in their study habits in the area of rural and urban were same percentage. The f value = 8.801,  $p > .117$  it's doesn't significant.

Education wise distribution the majority of the fathers' respondents were in 'very good' in their study habits in the education of graduated. The f value = 22.089,  $p > .336$  it's doesn't significant.

Education wise distribution the majority of the mothers' respondents were in 'very good' in their study habits in the education of secondary and illiterate. The f value = 30.092,  $p > .068$  it's doesn't significant.

From above the table father's occupation wise distribution, the majority of respondents were in 'very good' in their study habits in the occupation of government employees. The f value = 19.251,  $p > .203$  it's doesn't significant.

Mother's occupation wise distribution, the majority of respondents were in 'very good' in their study habits in the house wife. The f value = 14.827,  $p > .464$  it's doesn't significant.

Type of family wise distribution, the majority of respondents were in 'very good' in their study habits in the family of nuclear. The f value = 10.054,  $p > .436$  it's doesn't significant.

Regarding to birth order, the majority of respondents were in 'very good' in their study habits in the 2<sup>nd</sup> born. The f value = 20.539,  $p > .152$  it's doesn't significant.

In the aspect of annual income, the majority of respondents were in 'very good' in their study habits in the less than 1 lakh. The f value = 14.799,  $p > .466$  it's doesn't significant

Rabia et al. (2017) examined the association between study habits and academic performance of 270 students using chi-square test. The finding revealed a significant relationship between study habits and academic performance of the study group

TABLE- 7

ASSOCIATION BETWEEN SOCIO- DEMOGRAPHIC VARIABLES AND ACADEMIC PERFORMANCE BASED ON THEIR LANGUAGE

Variables	Category	Outstanding	Excellent	Distinction	Very Good	Good	Average	X <sup>2</sup> Value	df	P value
Age	17-18 years	3 (1.5%)	5 (2.5%)	5 (2.5%)	3 (1.5%)	3 (1.5%)	5 (2.5%)	7.947 <sup>a</sup>	12	0.789 <sup>ns</sup>
	19-20 years	6 (3.0%)	14 (7.0%)	10 (5.0%)	8 (4.0%)	18 (9.0%)	13 (6.5%)			
	21-22 years	9 (4.5%)	29 (14.6%)	15 (7.5%)	15 (7.5%)	19 (9.5%)	19 (9.5%)			
Gender	Female	10 (5.0%)	36 (18.1%)	14 (7.0%)	9 (4.5%)	21 (10.6%)	20 (10.1%)	13.104 <sup>a</sup>	6	0.041*
	Male	8 (4.0%)	12 (6.0%)	16 (8.0%)	17 (8.5%)	19 (9.5%)	17 (8.5%)			
Area of residence	Rural	9 (4.5%)	27 (13.6%)	16 (8.0%)	14 (7.0%)	19 (9.5%)	20 (10.1%)	3.253 <sup>a</sup>	6	0.776 <sup>ns</sup>
	Urban	9 (4.5%)	21 (10.6%)	14 (7.0%)	12 (6.0%)	21 (10.6%)	17 (8.5%)			
Father's Education	Illiterate	4 (2.0%)	1 (0.5%)	2 (1.0%)	1 (0.5%)	4 (2.0%)	7 (3.5%)	29.029 <sup>a</sup>	24	0.219 <sup>ns</sup>
	Secondary	3 (1.5%)	11 (5.5%)	12 (6.0%)	5 (2.5%)	14 (7.0%)	9 (4.5%)			
	Higher Secondary	5 (2.5%)	18 (9.0%)	9 (4.5%)	10(5.0%)	12 (6.0%)	11 (5.5%)			
	Graduate	5 (2.5%)	10 (5.0%)	7 (3.5%)	9 (4.5%)	7 (3.5%)	7 (3.5%)			
	Post graduate	1 (0.5%)	8 (4.0%)	0 (0.0%)	1 (0.5%)	3 (1.5%)	3 (1.5%)			
Mother's Education	Illiterate	4 (2.0%)	5 (2.5%)	7 (3.5%)	3 (1.5%)	6 (3.0%)	2 (1.0%)	17.834 <sup>a</sup>	24	0.811 <sup>ns</sup>
	Secondary	7 (3.5%)	19 (9.5%)	14 (7.0%)	10 (5.0%)	16 (8.0%)	16 (8.0%)			
	Higher Secondary	3 (1.5%)	8 (4.0%)	6 (3.0%)	7 (3.5%)	7 (3.5%)	11 (5.5%)			
	Graduate	3 (1.5%)	9 (4.5%)	2 (1.0%)	5 (2.5%)	8 (4.0%)	6 (3.0%)			
	Post graduate	1 (0.5%)	7 (3.5%)	1 (0.5%)	1 (0.5%)	3 (1.5%)	2 (1.0%)			
Father's Occupation	Farmer	5 (2.5%)	8 (4.0%)	13 (6.5%)	4 (2.0%)	8 (4.0%)	9 (4.5%)	18.821 <sup>a</sup>	18	0.403 <sup>ns</sup>
	Business	4 (2.0%)	9 (4.5%)	3 (1.5%)	4 (2.0%)	8 (4.0%)	2 (1.0%)			
	Gov. Employees	4 (2.0%)	17 (8.5%)	6 (3.0%)	9 (4.5%)	11 (5.5%)	12 (6.0%)			
	Daily wages worker	5 (2.5%)	14 (7.0%)	8 (4.0%)	9 (4.5%)	13 (6.5%)	14 (7.0%)			
Mother's Occupation	House wife	12 (6.0%)	26 (13.1%)	22 (11.1%)	18 (9.0%)	24 (12.1%)	26 (13.1%)	23.936 <sup>a</sup>	18	0.157 <sup>ns</sup>
	Business	1 (0.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (2.5%)	0 (0.0%)			
	Gov. Employees	4 (2.0%)	15 (7.5%)	4 (2.0%)	5 (2.5%)	7 (3.5%)	8 (4.0%)			
	Daily wages worker	1 (0.5%)	7 (3.5%)	4 (2.0%)	3 (1.5%)	4 (2.0%)	3 (1.5%)			
Birth order	First Born	6 (3.0%)	18 (9.0%)	16 (8.0%)	3 (1.5%)	14 (7.0%)	16 (8.0%)	19.633 <sup>a</sup>	18	0.354
	Second Born	10 (5.0%)	22 (11.1%)	9 (4.5%)	14 (7.0%)	15 (7.5%)	11 (5.5%)			
	Third Born	2 (1.0%)	6 (3.0%)	4 (2.0%)	8 (4.0%)	9 (4.5%)	8 (4.0%)			
	Single Born	0 (0.0%)	2 (1.0%)	1 (0.5%)	1 (0.5%)	2 (1.0%)	2 (1.0%)			
Family Background	Joint family	10 (5.0%)	25 (12.6%)	22 (11.1%)	9 (4.5%)	11 (5.5%)	16 (8.0%)	27.659 <sup>a</sup>	12	0.006 <sup>ns</sup>
	Nuclear	8 (4.0%)	23 (11.6%)	7 (3.5%)	15 (7.5%)	25 (12.6%)	15 (7.5%)			
	Extended	0 (0.0%)	0 (0.0%)	1 (0.5%)	2 (1.0%)	4 (2.0%)	6 (3.0%)			
Annual Income	Less than 1 lakh	7 (3.5%)	19 (9.5%)	19 (9.5%)	10 (5.0%)	19 (9.5%)	19 (9.5%)	23.937 <sup>a</sup>	18	0.157 <sup>ns</sup>
	1-5 lakh	3 (1.5%)	11 (5.5%)	6 (3.0%)	8 (4.0%)	11 (5.5%)	12 (6.0%)			
	6-12 lakh	8 (4.0%)	11 (5.5%)	5 (2.5%)	7 (3.5%)	5 (2.5%)	5 (2.5%)			
	12-20 lakh	0 (0.0%)	7 (3.5%)	0 (0.0%)	1 (0.5%)	5 (2.5%)	1 (0.5%)			

\*Significant at 5% level, ns -not significant

Above the table-4 represents association between socio- demographic variables and academic achievement based on their English. Age wise distribution of this table the majority of the respondents were in 'very good' in their academic performance in the age group of 21-22 years. The f value = 7.947,  $p > .789$  it doesn't significant.

In this table gender wise distribution majority of the respondents were in 'very good' in their academic performance in the gender of female. The f value = 13.104,  $p < .041$  it is a significant. Compare to the male then female is good academic performance in this respondent. Female are participant all activities, academic performance and other program compare to the male.

Area of residence wise distribution the majority of the respondents were in 'very good' in their academic performance in the area of rural and urban were same percentage. The f value = 3.253,  $p > .776$  it's doesn't significant.

Education wise distribution the majority of the fathers' respondents were in 'very good' in their academic performance in the education of graduated and higher secondary. The f value = 29.029  $p > .219$  it's doesn't significant.

Education wise distribution the majority of the mothers' respondents were in 'very good' in their academic performance in the education of secondary. The f value = 23.936<sup>a</sup>  $p > .811$  it's doesn't significant.

From above the table father's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the occupation of farmer and daily wages worker. The f value= 18.821  $p > .403$  it's doesn't significant.

Mother's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the house wife. The f value = 23.936<sup>a</sup>,  $p > .157$  it's doesn't significant.

Type of family wise distribution, the majority of respondents were in 'very good' in their academic performance in the family of joint family. The f value = 27.659<sup>a</sup>,  $p > .006$  it's doesn't significant.

Regarding to birth order, the majority of respondents were in 'very good' in their academic performance in the 2<sup>nd</sup> born. The f value = 19.633,  $p > .354$  it's doesn't significant.

In the aspect of annual income, the majority of respondents were in 'very good' in their academic performance in the 6-12 lakh. The f value =23.937<sup>a</sup>, p>. 157 it's doesn't significant

University students grade point average for all semester which point average (CGPA) for the courses in which they were enrolled for years in their respective departments. According to Robbins et al. (2004), academic performance, as measured by Grade-Point-Averages (GPAs) is still the most widespread performance measure even though problems with grading reliability and department and institutional grading system differences exist.

Sharma (2005) posits that, academic performance is a necessary evil because one kind of ability is rewarded economically and socially more than others. This necessitates concerns over factors that are commonly linked with academic achievement. There is a tremendous pressure on students to earn good grades because academic achievements are assumed to possess predictive value and used to bar the gate or to open between primary and secondary and university, and also between university and certain social professions (Sharma, 2005). The desire of parents for their children to climb the ladder of performance to the highest level as much as possible puts a lot of pressure on students, teachers, school and the entire educational system. This importance of academic achievement has raised several queries among educational researchers, such as why do some students perform better than others.

**TABLE- 8**

**ASSOCIATION BETWEEN SOCIO- DEMOGRAPHIC VARIABLES AND ACADEMIC PERFORMANCE BASED ON THEIR ENGLISH**

Variables	Category	Outstanding	Excellent	Distinction	Very Good	Good	Average	X <sup>2</sup> Value	df	P value
Age	17-18 years	2 (1.0%)	7 (3.5%)	1 (0.5%)	3 (1.5%)	4 (2.0%)	7 (3.5%)	19.810 <sup>a</sup>	10	<b>0.031*</b>
	19-20 years	5 (2.5%)	10 (5.0%)	6 (3.0%)	10 (5.0%)	26 (13.1%)	12 (6.0%)			
	21-22 years	8 (4.0%)	18 (9.0%)	19 (9.5%)	6 (3.0%)	21 (10.6%)	34 (17.1%)			
Gender	Female	10 (5.0%)	18 (9.0%)	18 (9.0%)	8 (4.0%)	25 (12.6%)	31 (15.6%)	5.407 <sup>a</sup>	5	0.368 <sup>ns</sup>
	Male	5 (2.5%)	17 (8.5%)	8 (4.0%)	11 (5.5%)	26 (13.1%)	22 (11.1%)			
Area of residence	Rural	3 (1.5%)	17 (8.5%)	12 (6.0%)	13 (6.5%)	31 (15.6%)	29 (14.6%)	10.429 <sup>a</sup>	5	0.064 <sup>ns</sup>
	Urban	12 (6.0%)	18 (9.0%)	14 (7.0%)	6 (3.0%)	20 (10.1%)	24 (12.1%)			
Father's Education	Illiterate	0 (0.0%)	5 (2.5%)	2 (1.0%)	6 (3.0%)	4 (2.0%)	2 (1.0%)	34.420 <sup>a</sup>	20	<b>0.023*</b>
	Secondary	2 (1.0%)	8 (4.0%)	5 (2.5%)	6 (3.0%)	16 (8.0%)	17 (8.5%)			
	Higher Secondary	4 (2.0%)	12 (6.0%)	10 (5.0%)	3 (1.5%)	17 (8.5%)	19 (9.5%)			
	Graduate	6 (3.0%)	10 (5.0%)	7 (3.5%)	3 (1.5%)	12 (6.0%)	7 (3.5%)			
	Post graduate	3 (1.5%)	0 (0.0%)	2 (1.0%)	1 (0.5%)	2 (1.0%)	8 (4.0%)			
Mother's Education	Illiterate	0 (0.0%)	4 (2.0%)	3 (1.5%)	6 (3.0%)	10 (5.0%)	4 (2.0%)	25.682 <sup>a</sup>	20	0.177 <sup>ns</sup>
	Secondary	6 (3.0%)	18 (9.0%)	8 (4.0%)	8 (4.0%)	21 (10.6%)	21 (10.6%)			
	Higher Secondary	5 (2.5%)	6 (3.0%)	5 (2.5%)	2 (1.0%)	10 (5.0%)	14 (7.0%)			
	Graduate	1 (0.5%)	7 (3.5%)	6 (3.0%)	2 (1.0%)	8 (4.0%)	9 (4.5%)			
	Post graduate	3 (1.5%)	0 (0.0%)	4 (2.0%)	1 (0.5%)	2 (1.0%)	5 (2.5%)			
Father's Occupation	Farmer	2 (1.0%)	5 (2.5%)	3 (1.5%)	5 (2.5%)	17 (8.5%)	15 (7.5%)	23.890 <sup>a</sup>	15	0.067 <sup>ns</sup>
	Business	2 (1.0%)	5 (2.5%)	2 (1.0%)	2 (1.0%)	9 (4.5%)	10 (5.0%)			
	Gov. Employees	9 (4.5%)	8 (4.0%)	9 (4.5%)	4 (2.0%)	13 (6.5%)	16 (8.0%)			
	Daily wages worker	2 (1.0%)	17 (8.5%)	12 (6.0%)	8 (4.0%)	12 (6.0%)	12 (6.0%)			
Mother's Occupation	House wife	7 (3.5%)	24 (12.1%)	16 (8.0%)	13 (6.5%)	37 (18.6%)	31 (15.6%)	15.558 <sup>a</sup>	15	0.412 <sup>ns</sup>
	Business	1 (0.5%)	0 (0.0%)	1 (0.5%)	1 (0.5%)	0 (0.0%)	3 (1.5%)			
	Gov. Employees	5 (2.5%)	4 (2.0%)	5 (2.5%)	3 (1.5%)	11 (5.5%)	15 (7.5%)			
	Daily wages worker	2 (1.0%)	7 (3.5%)	4 (2.0%)	2 (1.0%)	3 (1.5%)	4 (2.0%)			
Birth Order	1 <sup>st</sup> born	3 (1.5%)	12 (6.0%)	10 (5.0%)	5 (2.5%)	16 (8.0%)	27 (13.6%)	22.530 <sup>a</sup>	15	0.095 <sup>ns</sup>
	2 <sup>nd</sup> born	8 (4.0%)	13 (6.5%)	8 (4.0%)	12 (6.0%)	23 (11.6%)	17 (8.5%)			
	3 <sup>rd</sup> born	4 (2.0%)	10 (5.0%)	5 (2.5%)	2 (1.0%)	8 (4.0%)	8 (4.0%)			
	Single child	0 (0.0%)	0 (0.0%)	3 (1.5%)	0 (0.0%)	4 (2.0%)	1 (0.5%)			
Family Background	Joint family	7 (3.5%)	15 (7.5%)	5 (2.5%)	9 (4.5%)	31 (15.6%)	26 (13.1%)	20.066 <sup>a</sup>	10	<b>0.029*</b>
	Nuclear	8 (4.0%)	18 (9.0%)	16 (8.0%)	9 (4.5%)	16 (8.0%)	26 (13.1%)			
	Extended	0 (0.0%)	2 (1.0%)	5 (2.5%)	1 (0.5%)	4 (2.0%)	1 (0.5%)			
Annual Income	Less than 1 lakh	5 (2.5%)	18 (9.0%)	12 (6.0%)	13 (6.5%)	21 (10.6%)	24 (12.1%)	16.260 <sup>a</sup>	15	0.365 <sup>ns</sup>
	1-5 lakh	3 (1.5%)	13 (6.5%)	9 (4.5%)	3 (1.5%)	12 (6.0%)	11 (5.5%)			
	6-12 lakh	5 (2.5%)	3 (1.5%)	4 (2.0%)	2 (1.0%)	14 (7.0%)	13 (6.5%)			
	12-20 lakh	2 (1.0%)	1 (0.5%)	1 (0.5%)	1 (0.5%)	4 (2.0%)	5 (2.5%)			

\*Significant at 5% level, ns -not significant

Above the table-4 represents association between socio- demographic variables and academic performance based on their English. Age wise distribution of this table the majority of the respondents were in 'very good' in their academic performance in the age group of 21-22 years. The f value = 19.810<sup>a</sup>, p>.031 it is a significant.

In this table gender wise distribution majority of the respondents were in 'very good' in their academic achievement in the gender of female. The f value = 5.407<sup>a</sup>, p>.368 it is a significant.

Area of residence wise distribution the majority of the respondents were in 'very good' in their academic performance in the area of rural and urban were same percentage. The f value =10.429<sup>a</sup>, p>.368 it's doesn't significant.

Education wise distribution the majority of the fathers' respondents were in 'very good' in their academic performance in the education of graduated. The f value = 34.420<sup>a</sup>, p<.023 it's a significant. Fathers' education is graduated qualified are significant because fathers are graduated to full support her children and encourage to participant all activity and achieve good academic performance.

Education wise distribution the majority of the mothers' respondents were in 'very good' in their academic performance in the education of secondary. The f value = 25.682<sup>a</sup> p>.177 it's doesn't significant.

From above the table father's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the occupation of farmer and daily wages worker. The f value= 23.890<sup>a</sup> p>.067 it's doesn't significant.

Mother's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the house wife. The f value = 15.558<sup>a</sup>, p>.412 it's doesn't significant.

Type of family wise distribution, the majority of respondents were in 'very good' in their academic performance in the family of joint family. The f value = 20.066<sup>a</sup>, p<.029 it's a significant. Type of joint family are significant because of her family were full support her children to academic performance and activities.

Regarding to birth order, the majority of respondents were in 'very good' in their academic performance in the 2<sup>nd</sup> born. The f value = 22.530<sup>a</sup>, p>.095 it's doesn't significant.

In the aspect of annual income, the majority of respondents were in 'very good' in their academic performance in the less than 1 lakh. The f value =16.260<sup>a</sup>, p>.365 1 it's doesn't significant

Akpan and Salome (2015) examined the effect of study habits on academic performance. A total of 100 students were chosen through the Simple Random Sampling Technique for this research. The data were analyzed through the use of their own-made study habits inventory questionnaire. Results revealed no significant difference between students' academic performance and their study habits like individual studies, students who read at the library hostel, those away from the library. Finding revealed that most students spent a small amount of time studying while a few students study up to 6 hours. Furthermore, most of the students like to explore alone while others prefer to study in groups.

Class attendance by students' entails being regular to class lessons. It is not a process but an act of being present, punctual and taking part in class activities. Inability to meet up with classes shows lack of seriousness on the part of the student as no one would be able to explain a lesson to him/her than a teacher. Students who regularly stay away from classes tend to exhibit poorly as regarding their academic performance (Foster,2017)

TABLE- 9

ASSOCIATION BETWEEN SOCIO- DEMOGRAPHIC VARIABLES AND ACADEMIC PERFORMANCE BASED ON THEIR CORE PAPER

Variables	Category	Outstanding	Excellent	Distinction	Very Good	Good	Average	X <sup>2</sup> Value	df	P value
Age	17-18 years	2 (1.0%)	5 (2.5%)	9 (4.5%)	3 (1.5%)	4 (2.0%)	1 (0.5%)	12.355 <sup>a</sup>	10	0.262 <sup>ns</sup>
	19-20 years	1 (0.5%)	13 (6.5%)	22 (11.1%)	20 (10.1%)	12 (6.0%)	1 (0.5%)			
	21-22 years	13 (6.5%)	14 (7.0%)	33 (16.6%)	21 (10.6%)	24 (12.1%)	1 (0.5%)			
Gender	Female	9 (4.5%)	15 (7.5%)	32 (16.1%)	30 (15.1%)	22 (11.1%)	2 (1.0%)	4.763 <sup>a</sup>	5	0.445 <sup>ns</sup>
	Male	7 (3.5%)	17 (8.5%)	32 (16.1%)	14 (7.0%)	18 (9.0%)	1 (0.5%)			
Area of residence	Rural	6 (3.0%)	22 (11.1%)	31 (15.6%)	27 (13.6%)	18 (9.0%)	1 (0.5%)	7.985 <sup>a</sup>	5	0.157 <sup>ns</sup>
	Urban	10 (5.5%)	10 (5.0%)	33 (16.6%)	17 (8.5%)	22 (11.1%)	2 (0.5%)			
Father's Education	Illiterate	0 (0.0%)	7 (3.5%)	7 (3.5%)	2 (1.0%)	2 (1.0%)	1 (0.5%)	23.374 <sup>a</sup>	20	0.271 <sup>ns</sup>
	Secondary	5 (2.5%)	5 (2.5%)	17 (8.5%)	14 (7.0%)	12 (6.0%)	1 (0.5%)			
	Higher Secondary	7 (3.5%)	11 (5.5%)	20 (10.1%)	15 (7.5%)	12 (6.0%)	0 (0.0%)			
	Graduate	3 (1.5%)	9 (4.5%)	15 (7.5%)	10 (5.0%)	8 (4.0%)	0 (0.0%)			
	Post graduate	1 (0.5%)	0 (0.0%)	5 (2.5%)	3 (1.5%)	6 (3.0%)	1 (1.5%)			
Mother's Education	Illiterate	2 (1.0%)	6 (3.0%)	6 (3.0%)	8 (4.0%)	5 (2.5%)	0 (0.0%)	14.891 <sup>a</sup>	20	0.783 <sup>ns</sup>
	Secondary	5 (2.5%)	13 (6.5%)	31 (15.6%)	15 (7.5%)	16 (8.0%)	2 (1.0%)			
	Higher Secondary	6 (3.0%)	8 (4.0%)	11 (5.5%)	9 (4.5%)	8 (4.0%)	0 (0.0%)			
	Graduate	1 (0.5%)	4 (2.0%)	12 (6.0%)	8 (4.0%)	8 (4.0%)	0 (0.0%)			
	Post graduate	2 (1.0%)	1 (0.5%)	4 (2.0%)	4 (2.0%)	3 (1.5%)	1 (0.5%)			
Father's Occupation	Farmer	3 (1.5%)	8 (4.0%)	14 (7.0%)	11 (5.5%)	11 (5.5%)	0 (0.0%)	17.202 <sup>a</sup>	15	0.307 <sup>ns</sup>
	Business	6 (3.0%)	3 (1.5%)	7 (3.5%)	7 (3.5%)	6 (3.0%)	1 (0.5%)			
	Gov. Employees	2 (1.0%)	9 (4.5%)	20 (10.1%)	12 (6.0%)	16 (8.0%)	0 (0.0%)			
	Daily wages worker	5 (2.5%)	12 (6.0%)	23 (11.6%)	14 (7.0%)	7 (3.5%)	2 (1.0%)			
Mother's Occupation	House wife	11 (5.5%)	22 (11.1%)	43 (21.6%)	24 (12.1%)	26 (13.1%)	2 (1.0%)	19.375 <sup>a</sup>	15	0.197 <sup>ns</sup>
	Business	0 (0.0%)	1 (0.5%)	3 (1.5%)	0 (0.0%)	2 (1.0%)	0 (0.0%)			
	Gov. Employees	5 (2.5%)	4 (2.0%)	10 (5.0%)	11 (5.5%)	12 (6.0%)	1 (0.5%)			
	Daily wages worker	0 (0.0%)	5 (2.5%)	8 (4.0%)	9 (4.5%)	0 (0.0%)	0 (0.0%)			
Birth Order	1 <sup>st</sup> born	5 (2.5%)	10 (5.0%)	22 (11.1%)	17 (8.5%)	18 (9.0%)	1 (0.5%)	12.143 <sup>a</sup>	15	0.668 <sup>ns</sup>
	2 <sup>nd</sup> born	8 (4.0%)	13 (6.5%)	28 (14.1%)	18 (9.0%)	14 (7.0%)	0 (0.0%)			
	3 <sup>rd</sup> born	3 (1.5%)	7 (3.5%)	12 (6.0%)	8 (4.0%)	6 (3.0%)	1 (0.5%)			
	Singe child	0 (0.0%)	2 (1.0%)	2 (1.0%)	1 (0.5%)	2 (1.0%)	1 (0.5%)			
Family Background	Joint family	8 (4.0%)	11 (5.5%)	21 (10.6%)	31 (15.6%)	21 (10.6%)	1 (0.5%)	18.293 <sup>a</sup>	10	0.050*
	Nuclear	7 (3.5%)	18 (9.0%)	38 (19.1%)	11 (5.5%)	17 (8.5%)	2 (1.0%)			
	Extended	1 (0.5%)	3 (1.5%)	5 (2.5%)	2 (1.0%)	2 (1.0%)	0 (0.0%)			
Annual Income	Less than 1 lakh	9 (4.5%)	17 (8.5%)	33 (16.6%)	21 (10.6%)	13 (6.5%)	0 (0.0%)	17.011 <sup>a</sup>	15	0.318 <sup>ns</sup>
	1-5 lakh	2 (1.0%)	9 (4.5%)	14 (7.0%)	10 (5.0%)	14 (7.0%)	2 (1.0%)			
	6-12 lakh	3 (1.5%)	6 (3.0%)	14 (7.0%)	9 (4.5%)	9 (4.5%)	0 (0.0%)			
	12-20 lakh	2 (1.0%)	0 (0.0%)	3 (1.5%)	4 (2.0%)	4 (2.0%)	1 (0.5%)			

\*Significant at 5% level, ns -not significant

Above the table-4 represents association between socio- demographic variables and academic performance based on their core paper. Age wise distribution of this table the majority of the respondents were in 'very good' in their academic achievement in the age group of 21-22 years. The f value = 12.355<sup>a</sup>,  $p > .262$  it is a significant.

In this table gender wise distribution majority of the respondents were in 'very good' in their academic performance based in the gender of female. The f value = 4.763<sup>a</sup>,  $p > .445$  it is a significant.

Area of residence wise distribution the majority of the respondents were in 'very good' in their academic performance based on core paper in the area of urban. The f value = 7.985<sup>a</sup>,  $p > .0157$  it's doesn't significant.

Education wise distribution the majority of the fathers' respondents were in 'very good' in their academic performance based on core paper in the education of higher secondary. The f value = 23.374<sup>a</sup>,  $p > .271$  it's a significant.

Education wise distribution the majority of the mothers' respondents were in 'very good' in their academic performance based on core paper in the education of higher secondary. The f value = 14.891<sup>a</sup>  $p > .783$  it's doesn't significant.

From above the table father's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance based on core paper in the occupation of business. The f value = 17.202<sup>a</sup>  $p > .307$  it's doesn't significant.

Mother's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance based on core paper in the house wife. The f value = 19.375<sup>a</sup>,  $p > .197$  it's doesn't significant.

Type of family wise distribution, the majority of respondents were in 'very good' in their academic performance based on core paper in the family of joint family. The f value = 18.293<sup>a</sup>,  $p > .050$  it's a significant. Type of joint family are significant because of her family were full support her children to academic performance and activities.

Regarding to birth order, the majority of respondents were in 'very good' in their academic performance based on core paper in the 2<sup>nd</sup> born. The f value = 12.143<sup>a</sup>,  $p > .668$  it's doesn't significant.

In the aspect of annual income, the majority of respondents were in 'very good' in their academic performance based on core paper in the less than 1 lakh. The f value = 17.011<sup>a</sup>,  $p > .318$  it's doesn't significant.

According to Hijazi and Naqvi, (2006) the academic performance is not affected by age, gender and place of residence but they also said those who live near to university can perform much better than others who live far from university. Weak students if group with good students will do better in academic and it will lead students to graduate on time. The fact is the effort from the students themselves if they want to improve their academic performance then they will. Moreover, poor study habits are also tended to delay the study and it will affect the cumulative grade points average (CGPA) of the student.

## **SUMMARY AND CONCLUSION**

## CHAPTER V

### SUMMARY AND CONCLUSION

Study habits are part of a student's everyday life. It contributes significantly to the development of knowledge and perceptual capacities. This characterizes a person's willingness to learn, how far he wants to go, and how much he wants to achieve. These all could be decided with the help of one's study habits throughout life.

Academic Performance occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration.

The present study was intended to find out **the “Relationship between study habits and academic Performance of university students”** was presented. Coimbatore was the area selected for the present study. Hence in present study the researcher has chosen Coimbatore as the area for conduct of the study. A total number of 199 university students were selected for the conduct of the study.

The study habits questionnaire prepared for university students. This questionnaire was given to the selected university students. The purpose of the study was explained clearly to the respondents.

The collected data were scored and consolidated according to the norms of the questionnaire. Once the responses of all the samples were collected, the scored data were analysed using MS Excel 2019 and analysed using SPSS (Statistical Package for Social Sciences) for statistical analysis. The collected data were analysed, interpreted with frequency, percentage and chi square test.

#### **Key Finding of the Study:**

- Among the total sample size of 199 university students, 53.3% of them belong to the 21-22 years old category, 34.7% of them belong to the 19-20 years old category and the rest 12.1% to the 17-18 years old category.
- 54.8% of them belong to the female category and then 45.2% of them male category.

- 31.7% of fathers were Higher secondary qualified, 28.6% of the father were Secondary qualified, 22.1% of fathers were Graduate holders, 9.5% fathers were Illiterate and 8.0% of fathers were Post graduates. Similarly, 41.2% of mothers were Secondary qualified, 21.1% of mothers were Higher secondary, 17.1% of mothers were graduate holders, 13.6% of mothers were qualified Illiterate and 7.0% of mothers were Post graduates.
- 31.7% of fathers were daily wages, 29.6% of fathers were engaged in Business, 23.6% of the fathers were Farmer and 15.1% fathers were Government employees. Similarly, 64.3% of mothers were house wife, 21.6% of mothers were doing Business, 11.1% of mothers were daily wages worker and 3.0% of mothers were government employed.
- 46.7% were from nuclear family, 46.7% of respondents were living in Joint family and less percentage 6.5% were from extended family.
- 40.7% were 2<sup>nd</sup> born, 36.7% were 1<sup>st</sup> born 18.6% were 3<sup>rd</sup> born and then 4.0% were from single child in the family.
- 52.8% belong to rural background and 47.2% are from urban background.
- 47.7% belong to the category of less than 1 lakhs annual income, while 25.6% belong to the category of 1-5 lakhs annual income, 19.6% belong to the category of 6-12 lakhs annual income and 7.6% belong to the category of 12-20 lakhs annual income.
- According to the level of study habits of selected respondents. According to this table 42% were from very good level and then 60% were from poor level.
- Academic performance of university students selected of respondents marksheet the level of Academic Performance of university students selected of respondents marksheet based on Language wise distribution majority of 48.2% respondents were excellent category, while 33.2% of very good category, then 18.6% of average category.
- English variables wise distribution 38.2% of students were excellent category and 35.1% are from very good category and then 26.6% were from average category.
- Core paper wise distribution 56.3% of students were excellent category and 42.1% were from very good category and then 1.5% of average category.
- Association between socio- demographic factors and study habits among university students. Age wise distribution of this table the majority of the respondents were in

‘very good’ in their study habits in the age group of 21-22 years. The f value =6.269,  $p>.792$  it doesn’t significant.

- Gender wise distribution majority of the respondents were in ‘very good’ in their study habits in the gender male and female both are similar score. The f value = 2.179,  $p>.824$  it doesn’t significant.
- Area of residence wise distribution the majority of the respondents were in ‘very good’ in their study habits in the area of rural and urban were same percentage. The f value = 8.801,  $p>.117$  it’s doesn’t significant.
- Education wise distribution the majority of the fathers’ respondents were in ‘very good’ in their study habits in the education of graduated. The f value = 22.089,  $p>.336$  it’s doesn’t significant.
- Education wise distribution the majority of the mothers’ respondents were in ‘very good’ in their study habits in the education of secondary and illiterate. The f value = 30.092,  $p>.068$  it’s doesn’t significant.
- Father’s occupation wise distribution, the majority of respondents were in ‘very good’ in their study habits in the occupation of government employees. The f value= 19.251,  $p>.203$  it’s doesn’t significant.
- Mother’s occupation wise distribution, the majority of respondents were in ‘very good’ in their study habits in the house wife. The f value = 14.827,  $p>.464$  it’s doesn’t significant.
- Type of family wise distribution, the majority of respondents were in ‘very good’ in their study habits in the family of nuclear. The f value = 10.054,  $p>.436$  it’s doesn’t significant.
- Regarding to birth order, the majority of respondents were in ‘very good’ in their study habits in the 2<sup>nd</sup> born. The f value = 20.539,  $p>.152$  it’s doesn’t significant.
- In the aspect of annual income, the majority of respondents were in ‘very good’ in their study habits in the less than 1 lakh. The f value = 14.799,  $p>.466$  it’s doesn’t significant
- Association between socio- demographic variables and academic achievement based on their English. Age wise distribution the majority of the respondents were in ‘very good’ in their academic performance in the age group of 21-22 years. The f value = 7.947,  $p>.789$  it doesn’t significant.
- Gender wise distribution majority of the respondents were in ‘very good’ in their academic performance in the gender of female. The f value = 13.104,  $p<.041$  it is a

significant. Compare to the male then female is good academic performance in this respondent. Female are participant all activities, academic performance and other program compare to the male.

- Area of residence wise distribution the majority of the respondents were in 'very good' in their academic performance in the area of rural and urban were same percentage. The f value = 3.253,  $p > .776$  it's doesn't significant.
- Education wise distribution the majority of the fathers' respondents were in 'very good' in their academic performance in the education of graduated and higher secondary. The f value = 29.029  $p > .219$  it's doesn't significant.
- Education wise distribution the majority of the mothers' respondents were in 'very good' in their academic performance in the education of secondary. The f value = 23.936<sup>a</sup>  $p > .811$  it's doesn't significant.
- From above the table father's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the occupation of farmer and daily wages worker. The f value = 18.821  $p > .403$  it's doesn't significant.
- Mother's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the house wife. The f value = 23.936<sup>a</sup>,  $p > .157$  it's doesn't significant.
- Type of family wise distribution, the majority of respondents were in 'very good' in their academic performance in the family of joint family. The f value = 27.659<sup>a</sup>,  $p > .006$  it's doesn't significant.
- Regarding to birth order, the majority of respondents were in 'very good' in their academic performance in the 2<sup>nd</sup> born. The f value = 19.633,  $p > .354$  it's doesn't significant.
- In the aspect of annual income, the majority of respondents were in 'very good' in their academic performance in the 6-12 lakh. The f value = 23.937<sup>a</sup>,  $p > .157$  it's doesn't significant
- Association between socio- demographic variables and academic performance based on their English. Age wise distribution of this table the majority of the respondents were in 'very good' in their academic performance in the age group of 21-22 years. The f value = 19.810<sup>a</sup>,  $p > .031$  it is a significant.
- In this table gender wise distribution majority of the respondents were in 'very good' in their academic achievement in the gender of female. The f value = 5.407<sup>a</sup>,  $p > .368$  it is a significant.

- Area of residence wise distribution the majority of the respondents were in 'very good' in their academic performance in the area of rural and urban were same percentage. The f value =10.429<sup>a</sup>, p>.368 it's doesn't significant.
- Education wise distribution the majority of the fathers' respondents were in 'very good' in their academic performance in the education of graduated. The f value = 34.420<sup>a</sup>, p>.023 it's a significant. Fathers' education is graduated qualified are significant because fathers are graduated to full support her children and encourage to participant all activity and achieve good academic performance.
- Education wise distribution the majority of the mothers' respondents were in 'very good' in their academic performance in the education of secondary. The f value = 25.682<sup>a</sup> p>.177 it's doesn't significant.
- From above the table father's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the occupation of farmer and daily wages worker. The f value= 23.890<sup>a</sup> p>.067 it's doesn't significant.
- Mother's occupation wise distribution, the majority of respondents were in 'very good' in their academic performance in the house wife. The f value = 15.558<sup>a</sup>, p>.412 it's doesn't significant.
- Type of family wise distribution, the majority of respondents were in 'very good' in their academic performance in the family of joint family. The f value = 20.066<sup>a</sup>, p>.029 it's a significant. Type of joint family are significant because of her family were full support her children to academic performance and activities.
- Regarding to birth order, the majority of respondents were in 'very good' in their academic performance in the 2<sup>nd</sup> born. The f value = 22.530<sup>a</sup>, p>.095 it's doesn't significant.
- In the aspect of annual income, the majority of respondents were in 'very good' in their academic performance in the less than 1 lakh. The f value =16.260<sup>a</sup>, p>.365 1 it's doesn't significant
- Association between socio- demographic variables and academic performance based on their core paper. Age wise distribution of this table the majority of the respondents were in 'very good' in their academic achievement in the age group of 21-22 years. The f value = 12.355<sup>a</sup>, p>.262 it is a significant.
- In this table gender wise distribution majority of the respondents were in 'very good' in their academic performance based in the gender of female. The f value = 4.763<sup>a</sup>, p>.445 it is a significant.

- Area of residence wise distribution the majority of the respondents were in ‘very good’ in their academic performance based on core paper in the area of urban. The f value =7.985<sup>a</sup>,  $p>.0.157$ <sup>ns</sup> it’s doesn’t significant.
- Education wise distribution the majority of the fathers’ respondents were in ‘very good’ in their academic performance based on core paper in the education of higher secondary. The f value = 23.374<sup>a</sup>,  $p>.271$  it’s a significant.
- Education wise distribution the majority of the mothers’ respondents were in ‘very good’ in their academic performance based on core paper in the education of higher secondary. The f value = 14.891<sup>a</sup>  $p>.783$  it’s doesn’t significant.
- From above the table father’s occupation wise distribution, the majority of respondents were in ‘very good’ in their academic performance based on core paper in the occupation of business. The f value= 17.202<sup>a</sup>  $p>.307$  it’s doesn’t significant.
- Mother’s occupation wise distribution, the majority of respondents were in ‘very good’ in their academic performance based on core paper in the house wife. The f value = 19.375<sup>a</sup>,  $p>.197$ <sup>it’s</sup> doesn’t significant.
- Type of family wise distribution, the majority of respondents were in ‘very good’ in their academic performance based on core paper in the family of joint family. The f value = 18.293<sup>a</sup>,  $p>.050$  it’s a significant. Type of joint family were significant because of her family were full support her children to academic performance and activities.
- Regarding to birth order, the majority of respondents were in ‘very good’ in their academic performance based on core paper in the 2<sup>nd</sup> born. The f value = 12.143<sup>a</sup>,  $p>.668$  it’s doesn’t significant.
- In the aspect of annual income, the majority of respondents were in ‘very good’ in their academic performance based on core paper in the less than 1 lakh. The f value =17.011<sup>a</sup>,  $p>.318$  1 it’s doesn’t significant.

## CONCLUSION

The researcher understands explicitly that students should realize the importance of study habits that they needed to improve. study habit which includes approaching study with the right attitude, choosing the right environment, minimizing distractions, setting a realistic schedule, and employing memory games. It is very important to give proper guidance to students in order to develop efficient study habits which will help them to study smarter and faster It might motivate them to be better and to be more excellent in class.

Hence, it is suggested that the prominent individuals surrounding the learners monitor and provide the needed support and guidance in improving their study habits. Thus, university personnel should devise additional programs to strengthen the students' study habits. Likewise, monitor the classroom environment to make progress in the learning activities to maximize the students' learning experience and boost their performance in class.

In the process of learning, each learner requires to develop their own study habits. Though, the arts and style of studying differs from person to person depending upon the ability, interest, opportunity and other factors, however maintenance of study habit is indispensable for knowledge acquisition. This was not only help one to learn more but it also helps for their improvement in the academic performances.

The level of academic performance showed that the respondents' academic performance was excellent. Moreover, there was no respondent whose grade did not meet the expectations of the institution. This suggests that the respondents performed well in class. Thus, the university students, study habits revealed non-significance and significance on their academic performance.

Students at every level need proper guidance in all sphere of education. Taken into consideration of academic/scholastic area, students strive with bulk syllabus of various subjects. It is often difficult for most students to cope with each subject that they fail to master what they have studied. Sometimes we overlook the importance of study skill which in turn leave our students helpless and struggle with huge piles of subjects. It is important to ensure that students develop good study skills while learning with understanding.

## **RECOMMENDATIONS**

- An enhanced environment of university leads to better study habits of students and results in an improved academic performance. Therefore, it is recommended that efforts should be made to develop a better university climate.
- This study is centred on the students' opinions regarding university' climate. Therefore, another study needs to be done getting teachers' and principals' perceptions also.
- Expanding current research may help us to appreciate relationship between Study Habits and Academic Performance of university students.

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## **APPENDIX I**

## QUESTIONNAIRE TO GENERAL INFORMATION

1. Name of the respondent: \_\_\_\_\_

2. Age: \_\_\_\_\_

17-18  19-20  21-22

3. Gender: Male  Female

4. Area of Residence:

Urban  Rural

5. Father's Education:

Illiterate  Secondary   
Higher Secondary  Graduate   
Postgraduate

6. Mother's Education:

Illiterate  Secondary   
Higher Secondary  Graduate   
Postgraduate

7. Father's Occupation:

Farmer  Government employee   
Business  Other

8. Mother's Occupation:

House wife  Government employee   
Business  Other

**9. Family Background:**

Joint Family  Nuclear   
Other

**10. Birth Order:**

First Born  Second Born   
Later Born  Single Child

**11. Annual Income:**

Less than 1 lakhs  1-5 lakhs   
6-12 lakhs  12-20 lakhs   
More than 20 lakhs

Read each statement carefully. Decide how you generally behave and work. Your response should be based on the following:

- a) It is not necessary that your study habits or attitudes are always according to the statement. Your answer should be based on how you generally work in that situation.
- b) Decide your answer on your present study habit/attitude. Your answer should not be based on 'how should I work' but on 'how generally I work at present'.

SL.NO	STATEMENTS	YES	SOMETIMES	NEVER
1.	I do not pay attention to things like Radio, T.V., Film Magazines, Novels, Toys etc. in my study room.			
2.	In my opinion teachers do not try to understand the problems of students.			
3.	Whenever I have any doubt in studies, I ask my teachers for clarification without thinking what other students will think about me.			
4.	I generally do my homework in the vacant period or extra time or in recess. In this I have more time to study at home.			
5.	While studying in class, I write down the statements of the teachers without thinking.			
6.	I can remember well the study material which I write and study than by reading only.			
7.	I seek help of elders in doing my homework.			
8.	Any type of noise does not disturb me in studying.			
9.	Some days before examinations, I do not go to college and study at home.			
10.	In my opinion writing answers in good handwriting fetches good marks.			
11.	My vocabulary increases by looking into the dictionary.			
12.	Until and unless I do not repeat the answer of any question two or three times, I do not remember it.			
13.	While studying in class I am lost in the dreams of the happy future, and it			

	distracts my attention form the subject being taught.			
14.	I like to do my homework before time of submission.			
15.	In my opinion it is wastage of time to look into the suggestions given by the teacher in the checked homework.			
16.	I can pass in examination with good marks if I am taught by teachers of my liking.			
17.	I seldom get books issued from library.			
18.	While studying my concentration is disturbed due to people coming and playing of radio/TV and noise outside my study room.			
19.	After continuously studying for some days, I do not have mood to study.			
20.	While studying I note down an unimportant subject matter as well which afterwards prove to be unwanted.			
21.	I prefer to be taught by the teacher who gives very less homework.			
22.	I crammed poetry by singing it.			
23.	I do my homework as soon as I reach home from college.			
24.	At home even after I sit for studies I can concentrate in studies after long time.			
25.	Before answering any question, I think over it twice or thrice.			
26.	If I am playing, when it is time to attend class, I do not leave playing to go to class.			
27.	I get lazy while studying.			
28.	In my opinion every student must learn at least one foreign language so that he can study the thoughts of thinkers of other countries.			
29.	Even when I do not understand the subject matter, I feel hesitation in asking the teacher.			

30.	Financial problems in the family are a hurdle in my concentrating in studies.			
31.	Even though, in examination I write to the last second, I fail to attempt all the questions due to my slow speed of writing.			
32.	My teachers help me whenever I contact them for removal of subject difficulties.			
33.	While attempting objective type test, while marking yes or no, I am in conflict and fail to keep my opinion. So, I cross the answers given first. But afterwards I find that first given answers were correct.			
34.	I study my notes to the last moment of entering into the examination hall.			
35.	I like to study in noiseless seclusive room.			
36.	I cannot concentrate in study of any subject for more than an hour.			
37.	I mostly find that due to not paying attention over small mistakes. I scoreless marks.			
38.	I write my answer to any question keeping in view the thoughts of different thinkers.			
39.	My teachers have always complaints of my wayward answers and bad handwriting.			
40.	The joy of studying without pre-planning is not in the pre-planned studies. Therefore, I never pre-plan my studies.			
41.	It is difficult for me to concentrate in studies when I do not get joy in studies.			
42.	I complete the homework of each subject the same day.			
43.	I so think that I should leave studies and take up some service or business so that I can help my family financially.			
44.	If two students study jointly, then the study is better and there is joy in it.			

45.	I mostly start answering without reading and understanding the question fully.			
46.	I have to do many households work at home; therefore, I get less time to study at home.			
47.	Games, social service, gossiping with friends, visiting cinema and club are hinderances in my studies.			
48.	I never hesitate to express my view point which I think correct in the class.			
49.	In the periods of some subjects which are not interesting, I am bored and I then draw pictures of write letter or lost in dreams.			
50.	In my opinion higher studies are wastage of money, time and labor.			
51.	When teacher is teaching in class, I do not take notes without thinking.			
52.	The more written work I do, the more I remember.			
53.	In my opinion knowledge does not increase by reading books only, but it is necessary to put the earned knowledge to practice.			
54.	I complete my homework only when I have fear of punishment.			
55.	To remember any subject matter by heart, I read it in loud sound and do this repeatedly in this way I can remember fast.			
56.	I think that by not expressing thought clearly and systematically in examination is the reason of my securing low marks.			
57.	I generally do not pay attention towards handwriting and neatness in classwork, homework and in examination.			
58.	Before sitting for studies, I pre-decide the time limit, content to study and how much work to do.			
59.	I study with objective to just pass in the examination only.			

60.	Since I am left with no time, I cannot revise my answers before handing over the answer book in the examination.			
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## **APPENDIX II**

## INSTITUTIONAL HUMAN ETHICS COMMITTEE



### *Avinashilingam*

Institute for Home Science and Higher Education for Women  
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3  
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.  
Recognised by UGC Under Section 12 B  
Coimbatore-641 043, Tamil Nadu, India

#### **Chairman**

Dr.Sudha Ramalingam  
Director-Research & Innovation,  
Professor-Community Medicine,  
PSG Institute of Medical Sciences  
& Research, Coimbatore

#### **Member Secretary**

Dr.S.Uma Mageshwari  
Professor and Head,  
Department of Food Service  
Management & Dietetics

#### **Members**

Mr.K.Arunmoli (Legal Expert)  
Dr.Subhashini K. Sripathi  
Dr.A.Saraswathy (Medical Officer)  
Ms.D.Kavitha  
Dr.A.R.Sudamani Ramasamy  
Dr.G. Victoria Naomi  
Dr. Judith Justin  
Dr.AnithaSubash

08<sup>th</sup> March 2022

To  
Ms.Asmani Kumari  
Department of Human Development  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear Asmani Kumari,

Ref: Your proposal No. IHEC/21-22/HD- 03 entitled “The Study Habits, Attitude and Academic Achievement of University Students” resubmitted for approval to IHEC on 02.03.2021.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/21-22/HD-03 entitled “The Study Habits, Attitude and Academic Achievement of University Students” resubmitted by you. The Approval number for the same is AUW/IHEC/HD-21-22/XPD-03.

We wish you all the best in your research endeavours.

Regards,

*S. Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary

