



Study Habits Among Upper Primary Students In Relation To Their Academic Achievement: A Case Of Chamoli District Of Uttarakhand

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Abstract

The study investigates the relationship between study habits and academic achievement among upper primary students, emphasizing various dimensions of study habits such as time management, physical conditions, reading proficiency, note preparation, study motivation, memory, exam-taking, and health. Using a survey method with 700 students from 51 schools in Chamoli district, Uttarakhand, the study employs descriptive statistics and Pearson's correlation for analysis. Results show significant correlations between all study habit dimensions and academic achievement, highlighting the importance of effective study habits in enhancing educational outcomes.

Key Words: Study Habits, Academic Achievement, Uttarakhand, Education, Educational Psychology

Introduction

The relationship between study habits and academic achievement is a critical area of research in the field of educational psychology. The investigation into factors influencing academic performance has been a significant focus in psychological research (Colom, Escorial, Shih & Privado, 2007). This relationship is pivotal in understanding how students' behaviours and attitudes towards studying influence their academic performance. Academic achievement, often measured through grades, test scores, and overall academic success, is significantly impacted by how students approach their studies. Effective study habits can lead to improved comprehension, retention, and application of knowledge, thereby enhancing academic outcomes. Conversely, poor study habits can hinder academic performance, leading to suboptimal educational experiences and outcomes. Study habits encompass a wide range of behaviours and practices that students engage in to learn and retain information. These include time management, organization, note-taking, reading strategies, and the use of study aids and resources. Previous studies have identified several effective study habits: studying in a quiet place, studying daily, turning off distracting devices like TVs and mobile phones, taking notes on important content, having regular rests

and breaks, listening to soft music, studying according to one's learning style, and prioritizing difficult content (Ebele & Olofu, 2017). Effective study habits are characterized by regular, disciplined, and strategic approaches to learning. For instance, students who plan their study schedules, break down tasks into manageable parts, and actively engage with the material through techniques such as summarization and self-testing tend to perform better academically. The importance of study habits cannot be overstated. Good study habits help students manage their time efficiently, reduce anxiety related to academic tasks, and improve their ability to understand and retain information. They also foster a sense of responsibility and independence, equipping students with skills that are valuable beyond the academic environment. Research has shown that students who develop strong study habits early in their academic careers are more likely to achieve higher levels of academic success.

Academic achievement is commonly assessed through quantitative measures such as grades, standardized test scores, and course completion rates. These metrics provide a tangible way to evaluate a student's understanding and mastery of the curriculum. However, academic achievement is also influenced by qualitative factors such as motivation, self-efficacy, and the learning environment. Various studies have demonstrated that students who possess high levels of intrinsic motivation and self-efficacy are more likely to adopt effective study habits, which in turn leads to higher academic achievement. The learning environment, including the support provided by teachers, parents, and peers, also plays a crucial role. A positive and supportive learning environment encourages students to develop and maintain good study habits, whereas a lack of support can lead to disengagement and poor academic performance.

The interplay between study habits and academic achievement is complex and multifaceted. Good study habits do not guarantee academic success, but they significantly increase the likelihood of achieving it. Conversely, students with poor study habits may occasionally perform well, but this is often unsustainable in the long term. The development of effective study habits is a dynamic process that requires continuous effort and adaptation. Studies have shown that interventions aimed at improving students' study habits can lead to measurable improvements in academic achievement. To measure and improve students' study habits from their entry to university and throughout their studies. Training programs to help students learn or modify their study habits are essential (Jafari et al., 2019). For instance, programs that teach time management, goal setting, and self-regulation strategies have been found to enhance students' academic performance. These interventions highlight the potential for educational systems to support students in developing the skills necessary for academic success. Creating supportive and stimulating academic environments, alongside fostering strong intellectual companionship between students and teachers, can significantly contribute to the development of good study habits (Siahi & Maiyo, 2015).

In conclusion, the relationship between study habits and academic achievement is a vital area of study with significant implications for educational practice and policy. To enhance academic performance, it is crucial to assess and improve students' study habits from the onset of their university education. Implementing structured training programs to teach effective study techniques and habits can

substantially benefit students' academic outcomes and future professional success (Siahi & Maiyo., 2015). Understanding this relationship can help educators, parents, and students identify strategies to improve academic outcomes. By fostering effective study habits, students can enhance their learning experiences and achieve their academic goals. Through the literature the investigators believed that students' academic achievement and excellence in studies are primarily influenced by their study habits, which play a crucial role in their learning process. Therefore, the investigators aimed to explore the relationship between study habits and academic achievement among upper primary students.

Objective of the study

The primary objective of the study to find out the relationship between various dimensions of study habits and academic achievement of upper primary students.

Methodology

The investigator employed the survey method to examine the relationship between study habits and academic achievement among upper primary students. The study population consisted of students from the Chamoli district of Uttarakhand. Using a stratified random sampling technique, the investigator selected a sample of 700 students from 51 upper primary schools. The Study Habits Inventory by Palsani and Sharma was utilized to assess study habits, and students' marks from last examinations in all subjects were collected to measure academic achievement. Data analysis and interpretation involved the use of descriptive statistics i.e.; Mean, Standard Deviation, skewness, kurtosis, and Pearson's product-moment correlation as statistical techniques.

Result and Discussion

Table 1: Descriptive Statistics

Statistics	Study Habit								Academic Achievement
	Time Management	Physical Conditions	Reading Proficiency	Notes Preparation	Study Motivation	Memory	Exam	Health	
N	700	700	700	700	700	700	700	700	700
Mean	7.49	7.89	9.18	3.64	8.44	5.39	10.42	3.45	57.01
SD	1.67	1.49	2.01	-0.72	1.40	1.65	2.65	-0.94	7.66
Skewness	-0.09	-0.23	-0.15	-0.87	-0.50	-0.24	-0.39	-0.52	-0.01
Kurtosis	-0.80	-0.66	-0.49	-0.87	-0.47	-0.32	-0.43	-0.05	-0.88

From the above analysis, it is evident that the mean score in terms of time management among the 700 higher secondary students is 7.49, with a standard deviation of 1.67, a skewness of -0.09, and a kurtosis of -0.80. In terms of physical conditions, the students had a mean score of 7.89, a standard deviation of

1.49, a skewness of -0.23, and a kurtosis of -0.66. Regarding reading proficiency, the mean score was 9.18, with a standard deviation of 2.01, a skewness of -0.15, and a kurtosis of -0.49. For notes preparation, the mean score was 3.64, with a standard deviation of -0.72, a skewness of -0.87, and a kurtosis of -0.87. In terms of study motivation, the mean score was 8.44, with a standard deviation of 1.40, a skewness of -0.50, and a kurtosis of -0.47. Memory had a mean score of 5.39, a standard deviation of 1.65, a skewness of -0.24, and a kurtosis of -0.32. Regarding exam, the mean score was 10.42, with a standard deviation of 2.65, a skewness of -0.39, and a kurtosis of -0.43. For health, the mean score was 3.45, with a standard deviation of -0.94, a skewness of -0.52, and a kurtosis of -0.05.

Regarding Academic achievement, the mean score was 57.01, with a standard deviation of 7.66, a skewness of -0.01, and a kurtosis of -0.88. The study of skewness and kurtosis across all parameters indicates that the data is not entirely normal, but in social science research, skewness, and kurtosis up to 2 are considered acceptable (George and Mallery, 2010).

Table 2: Correlation Between Study Habits and Academic Achievement

Variables	Time Management	Physical Conditions	Study Proficiency	Note Preparation	Study Motivation	Memory	Exam	Health
Academic Achievement	-0.339**	-0.421**	0.427*	0.201**	-0.393**	0.367*	0.338*	0.234*
Correlation Significance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
N	700	700	700	700	700	700	700	700

From the above analysis, it is evident that the first dimension of study habits, time management, among the upper primary students has a negative significant correlation with academic achievement ($r = -0.339$, $p = 0.000$) with $N = 698$. Similarly, there is a negative significant correlation between students' physical conditions and academic achievement ($r = -0.421$, $p = 0.000$). A significant negative correlation was also found between the third dimension of study habits, reading proficiency, and academic achievement ($r = -0.427$, $p = 0.000$), as well as between note preparation and academic achievement ($r = -0.201$, $p = 0.000$). Furthermore, there is a significant negative correlation between study motivation and academic achievement ($r = -0.393$, $p = 0.000$). The correlation between memory and academic achievement is also significantly negative ($r = -0.367$, $p = 0.000$), as is the correlation between exam taking and academic achievement ($r = -0.338$, $p = 0.000$). Finally, the correlation between health and academic achievement is significantly negative ($r = -0.234$, $p = 0.000$). From the above analysis, the previously formed null hypothesis, which posited no significant relationship between various dimensions of study habits and

educational facilities among higher secondary students, is rejected. The conclusion drawn from this analysis is that there is a significant correlation between all dimensions of study habits and educational facilities among higher secondary students.

The study provides compelling evidence of correlations between various dimensions of study habits and academic achievement among upper primary students. These correlations shed light on several critical factors influencing academic performance. Firstly, the negative significant correlation between time management and academic achievement indicates that poor time management skills may adversely affect students' academic outcomes. This suggests that students who struggle with organizing their study schedules may perform less effectively in their studies. Secondly, the correlation between physical conditions and academic achievement underscores the importance of students' physical well-being. Poor physical health may hinder students' ability to concentrate or attend classes regularly, thereby impacting their academic success. Similarly, the negative correlations observed with reading proficiency and note preparation highlight the significance of these study habits in academic performance. Students with weaker reading skills or inadequate preparation of study materials may find it challenging to grasp concepts effectively or perform well in assessments. Moreover, the negative correlations with study motivation, memory, and exam taking further emphasize the role of psychological and cognitive factors in academic achievement. Motivation levels, memory retention, and exam-taking strategies significantly influence how students approach learning and assessment tasks, thereby affecting their overall academic outcomes. Finally, the negative correlation with health implies that students' overall well-being, including mental and physical health, can impact their academic success. Poor health conditions may lead to absenteeism, reduced concentration, or limited participation in academic activities.

Conclusion

In conclusion, the rejection of the null hypothesis indicates a clear relationship between various dimensions of study habits and educational outcomes among higher secondary students. This suggests that improving study habits across these dimensions—such as enhancing time management skills, promoting physical well-being, fostering reading proficiency, boosting motivation, improving memory strategies, refining exam-taking techniques, and prioritizing health—could potentially enhance students' academic achievements. Educators and policymakers can use these findings to implement targeted interventions aimed at improving these critical study habits and thereby enhancing overall educational outcomes.

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