

Relationship of Study Habits with Educational Achievements

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ABSTRACT

Study implies investigation for the mastery of facts, ideas or procedures that are yet unknown or only partially known to the individuals. A number of factors are associated with this cause, out of which the effectiveness of study habits occupies a pivotal place. In order to check the influence of study habits on the learning outcomes of the students, a survey was conducted in the University of Agriculture, Faisalabad by interviewing all the 150 B.Sc. and M.Sc. Home Economics students. The results indicate a strong impact of study habits on the educational performance of learners.

Key Words: Educational achievements; Schedule of study; Study habits

INTRODUCTION

The low understanding level accompanied by discouraging achievements of the students has become cause of great concern of our country and has bothered badly the educationists, parents, government and even the foreign countries at the eve of evaluating our students' knowledge.

The educationists have made a number of systematic efforts to find out the causes of deterioration and suggested remedies thereof. Almost all the commissions and education policies including 1999-2000 have not only acknowledged the deterioration but also have presented suggestions for the improvement of the prevailing situation. In spite of all these efforts, the problem still seems to be unsolved. The said situation applies on all fields of education and University of Agriculture, Faisalabad is not exemption to it. According to a report of PPSC (1992) about agricultural education standard in Pakistan, the knowledge of the candidates in their fields was equally poor and it appeared that deterioration had occurred in all branches of education in our society. Amongst other drawbacks in the system of education, the study habits of the students play a vital role in reflecting the standard of education and the student's individual achievements. Sorenseon (1991) while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through, instead sustained concentration is necessary. According to Crow and Crow (1992), the effective habits of study include plan/place, a definite time table and taking brief of well organized notes.

The present study is an effort in the same direction in the light of the fact that teachers teach all students collectively but all students do not get the same grades. At this stage, we see underachievers and high achievers in educational achievements. Most of the teachers get puzzled on the sight of such situation and then either try to ignore or push too much. The treatment without the investigation into the responsible factors looks to be highly unscientific. There

may be a number of reasons like different levels of intelligence, non-availability of sufficient physical facilities etc. But one of the reasons is that the students fail to make good efforts to learn the lesson taught in the class room. The study habits of the students could play pivotal role in learning process reflected in the academic achievements of the students. Rasul (1968) and Shafiq (1978) concluded that the habits have positive relationship with the learning, which result in better achievements. The students may fail to maintain higher level of achievements due to a particular study habit. It is, therefore, desirable that the students should be motivated toward such habits of study by which they may score good grades with better understanding of the subject matter. According to Kundu and Tutoo (1993) it has also been found that recitation method of study is better for immediate retention. Morgan (1956) stated that almost every college student feels at one time or another that he should improve his study habits. So, it is the responsibility of teachers concerned to play their role by inflicting effective study habits among the students because left to self-training cannot be taken granted in any way.

MATERIALS AND METHODS

The study, aimed at the determination of the effect of the study habits on the achievements of students, was undertaken in the University of Agriculture, Faisalabad. All the 150 students of B.Sc. Home Economics and M.Sc. Home Economics (Food and Nutrition) during the year 2000-2001 were taken for the study. The data were collected with the help of an interview schedule and then analyzed by using X^2 test to draw conclusions.

RESULTS AND DISCUSSION

Table I indicates that there exists a significant and positive relationship between the achievements and proper study schedule drawn up by the students.

Table II shows the relationship between achievements and writing back the studied portions of a book. The analysis revealed that the habit of writing back was significantly related with the achievements in the examinations. Table III reveals that there existed significant

Table I. Relationship between achievements and schedule of study

Achievements in grades	Scheduled	Unscheduled	Total
A	47	24	71
B	49	14	63
C	03	07	10
D	00	06	06
Total	99	51	150

$$X^2 = 17.15^{**} df = 3$$

Table II. Relationship between achievements and writing back

Achievements in grades	Writing back		Total
	Yes	No	
A	60	11	71
B	55	08	63
C	07	03	10
D	02	04	06
Total:	124	26	150

$$X^2 = 15.46^{**} df = 3$$

Table III. Relationship between achievements and habit of taking notes

Achievements in grades	Notes taking		Total
	Yes	No	
A	58	13	71
B	57	06	63
C	08	02	10
D	02	04	06
Total:	125	51	150

$$X^2 = 13.34^{**} df = 3$$

relationship between achievements and the habits of taking class notes. Those who took notes in the class scored higher than those who did not.

CONCLUSIONS

Following a schedule of work, writing back the class room material and taking class notes appeared to be the important components of study habits. The analysis of the data has established that there existed a significant and positive relationship between achievements of the students and the said factors like schedule of study, habit of notes taking and writing back.

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