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## **Impact of Study Habits on the Academic Achievements of Low and High Achievers in the Subject of English at Secondary Level**

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### **Abstract**

*The present study was designed to determine the impact of study habits and academic achievement of students in subject of English at secondary level. The study was descriptive and quantitative in nature. The random sampling technique was adopted to draw sufficient sample. The sample size was 320 students (160 low and 160 high achievers). A study habits inventory was used as research instrument. It was based on five point Likert scale and was sub-divided into five factors like reading habits, class attendance, study attitude, study methods and homework completion. The collected data was treated through mean analysis and Z-test statistics. Low achievers were shown less study habits while high achievers were shown more study habits. Class attendance and homework completion were appeared as affective factors in student's achievement. Low achievers were shown low mean score in class attendance (mean=2.27) and homework completion (mean=2.21) as compared to other factors of study habits. While, high achievers were shown high mean score in class attendance (mean=4.42) and homework completion (mean=4.28) as compared to other factors of study habits. Students should attend their class and complete assigned homework regularly in order to improve their academic achievement.*

**Key words:** Study Habits, Academics Achievement, English, Secondary Level, Class Attendance and Homework Completion.

### **Introduction**

The educationists divide learners into two categories i.e. slow learners and fast learners. This division was made on the basis of receptive mind, abilities of

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the learners and their level of achievement. Low achievers are those who have limited range of knowledge and expression due to different reasons in their educational experiences. Low achievers in a simple word are “backwards”, “School retarded” and “Educationally deteriorated” students. High achievers are the learners who have gifted a generous share of abilities that are necessary for learning with distinct level of achievement (Adsul, 2011). Learners having low achievement level require great care while those who are high achievers demand attention and mental strength for their development.

There are many factors that impede learning speed and harmony. Some of those are curricula, learning material, socio economic conditions, methods of pedagogy, teacher behavior and study habits of student (Sarwar, 2009; Kareem, 2016; Mark & Howard, 2009). Study habits generally refer to pupils' repeated activities to study from the beginning to the end of an educational programme, and are thought to be a paramount importance for education. Previous researches have shown that sound study habits enhance students' academic achievement (Karim & Banu, 2000). Study habits impact and influence the academic achievement of a student. Achievement of a student directly proportional to his/her study habits (Mark & Howard, 2009). If a student develops a good study habits then he/she performs remarkably well in his/her academic achievement and vice versa. According to Husain (2000) in Ebele & Olofu, 2017, effective and good study habits play a tremendous role in high achievement of students.

### **Study Habits and Reading Habits**

The concept of study habits is a wide-ranging and collection of sub-factors. It is subdivided into many other sub-concepts like learning

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environment, parental involvement, study attitude, learning methods, reading habits, writing habits, home work completion, test preparation, attendance, learning experiences and skills (Oriogu et al., 2017; Mark & Howard, 2009; Ebele & Olofu, 2017; Anna et al., 2016). Reading habit is vital to the life of every student. It is directly proportional to academic performance of students. Imbibing reading habits will help student become lifelong learners. According to findings of Oriogu et al. (2017) the majority of students do not read for achievement of knowledge. They read purposely just for examination, self development and for developments of spoken and written English. The students mostly read notebooks, textbooks and electronic resources. There are some factors that hinder the reading habit of students and thus affect their academic performance. One of the major hindering factor against students reading habit is the social media e.g. facebook etc. Therefore, it was recommended by oriogu et al. (2017) that students should have a blueprint of their time schedule for reading. Academic institutions should monitor use of social media, so that students will carefully use it for educational purposes.

### **Study attitude and Study Methods**

According to Husain (2000) in Ebele & Olofu, 2017, study attitude offers great possibilities for successful achievement in studies. Awang and co-researchers (2013) conducted a research to compare study attitudes and academic achievement of students. They concluded a significant association between students' achievement and their attitudes towards academic subject. Results of Awang and co-researchers (2013) were shown quite positive attitudes towards study by students and in turn students obtained high achievement. Differences between male and female students were also

reported concern to study attitude. Female students were shown more study habits than male students (Ghafoor, 2017). There was no evidence that could explain why male students lack study attitude. Along the study attitudes, study methods also have a good relation to academic achievement. Study methods are the knowledge and application of effective study skills or techniques (Husain, 2000) by students. Many students give importance to study hours and not to study method. Students study for hours at the end of session but obtain very little achievement. It indicates development of good time management skills. Therefore, Kelli (2009) has suggest some important tricks on time management and study method. Kelli suggested, students must separately allocate their time for study, for family and for social activities. He also suggested that students should digest, assimilate and accommodate course content and reflect it in written and oral form.

### **Home Work Completion**

The number of controversial reports was published on the relationship of homework and academic achievement. Some researchers reported that assigning homework to students is not an effective strategy to develop study habits and academic achievement. While, many other researchers reported that homework assignments promote study habits and academic achievement. Before the 20th century researchers, educators and society were thought homework as a concrete pillar of education. Society was felt that homework enhances mental development of child (Cooper et al., 2006). However, by the start of the 20th century the feelings have completely changed about homework. Homework was had described as a wastage of energy and time of student. Even, physicians of that time period felt homework as unhealthy

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activity for students. They argued, it diverts circulation of blood to brain that was needed for food digestion (Bryan & Sullivan-Burstein, 1998).

Perceptions of parents and educators were changed once again about homework, in the start of 21<sup>st</sup> century (Cooper et al., 2006). The recent researches focus the importance of home work positively (Baines, 2007). The students who complete their assignment and home work, they achieve good marks in their assessment. According to results of Hayward (2010) study on “*The Effects of Homework on Student Achievement*”, the students who do not complete their homework and assignments they do not perform well. He concluded in his study that not completing homework negatively affect student achievement. He suggested as the doing homework correct misconception of students so student after doing homework would obtain good achievement. Homework gives students an opportunity to correct the mistakes, to do additional practice, to resolve his or her misconceptions about subject and contents (Hayward, 2010).

### **Class Attendance**

Anna, Paula and Tomi were worked on relationship between academic performance of students and their class attendance in 2016. They find out that academic achievement of students directly depend on their class attendance. The students who attend their class show high achievement while those who do not attend their class regularly do not show good achievement. Attendance of class by students is also a significant predictor of performance of both students and teachers. The achievements of students who attend class reflect teaching of their teachers.

### **Rationale**

Many researchers were conducted number of research studies to explore the relationship between study habits and academic achievement of students. Only two such research studies were conducted in Saraiki belt of Punjab. One study was conducted by Khan et al. in 2013 on exploration of factors that affect the academic achievement of high achievers in Saraiki area. While, the second study was conducted by Nawaz in 2016, to explore the factors that responsible for high and low achievement of students at secondary school level. These both studies were general in nature while, the present study was designed to determine and compare study habits and achievement of students in English at secondary level.

### **Statement of the Problem**

Dera Ghazi Khan is considered as remote area of Punjab, Pakistan. The students of this area feel fear to English. That is why authors have decided to determine impact of study habits on the academic achievement of students in subject of English at secondary level.

### **Objectives of the Study**

The study was designed on the lines of following objectives.

1. To determine impact of study habits on academic achievement of students in the subject of English.
2. To compare the study habits and achievement of students in the subject of English.

### **Hypothesis**

The following null hypotheses were developed to investigate the above

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- Ho1. No significance difference exists between achievement and study habits of low achievers.
- Ho2. No significance difference exists between achievement and study habits of high achievers.
- Ho3. No significance difference exists between study habits of high achievers and low achievers.
- Ho4. No significance difference exists between achievement of high achievers and low achievers.

### **Methodology**

The study was descriptive in nature comprising of quantitative design. The study was delimited to 10<sup>th</sup> grades students belong to government secondary schools situated in district Dera Ghazi Khan. The target population was 2494 students belong to 134 schools. The random sampling technique was adopted to draw sufficient sample. The sample size was 320 students. The sample was drawn in two steps. In first steps the students were categorized as high achievers and low achievers on the base of marks obtained in the subject of English, according to result of ninth grade examination conducted by Board of Intermediate and Secondary Education, Dera Ghazi Khan in 2017 AD. The students with 33% to 59.99% obtained marks were categorized as low achievers while the students with 60% and above obtained marks were categorized as high achievers. In the second step 160 high achievers and 160 low achievers students were selected randomly. These students were learning in 10<sup>th</sup> grade.

In order to determine the impact of study habits of students, a study habits inventory was used as research instrument. The study habit inventory was consisted on 30 items. It was based on five point Likert scale. The research instrument was sub-divided into five factors. These factors were reading habits, class attendance, study attitude, study method and homework completion. Each factor was consisted on six items. Personal efforts were made by researchers in order to process the administration of research instrument. The purpose and contents of research instrument were described to concerned respondent-students and their worthy teachers. Respondent-students were chosen the given responses from the research instruments according to their perception and opinions. At the end, copies of research instruments were collected and responses were fed into SPSS for analysis.

### **Data Analysis**

The collected data was analyzed through mean, standard deviation in order to determine study habits, while Z-test statistics was applied to compare of mean scores study habits and achievement of students by SPPS version 20.

**Table 1: Achievements of Students**

	Sample Size	Mean	SD
Low achiever	160	2.41	0.83
High achievers	160	4.23	0.88



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**Tale 2: Study Habits of low Achievers**

Factor	Sample Size	Mean	SD
Reading habits	160	2.43	0.69
Class attendance	160	2.27	0.89
Study attitude	160	2.64	0.89
Study method	160	2.44	0.73
Homework completion	160	2.21	0.93
Average		2.398	0.826

**Table 3: Study habits of High Achievers**

Factor	Sample Size	Mean	SD
Reading habits	160	4.21	1.07
Class attendance	160	4.42	0.98
Study attitude	160	4.25	0.78
Study method	160	3.94	0.89
Homework completion	160	4.28	0.75
Average		4.22	0.894

**Table 4: Results of Null Hypothesis**

Null hypotheses #	Z-test statistics		Remarks
	TV	CV	
H <sub>0</sub> 1	1.96	0.101	Accepted
H <sub>0</sub> 2	1.96	0.130	Accepted

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H <sub>03</sub>	1.96	18.971	Rejected
H <sub>04</sub>	1.96	19.032	Rejected

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## Findings

The following findings were drawn in the results of study.

- Combine mean score of low achievers was found 2.41 while, the combine mean scores of high achievers was found 4.23 in achievement of obtained marks in subject of English in board exams for ninth class (table 1).
- Combine mean score of low achievers in study habit was found 2.398 while, the combine mean score of high achievers in study habits was found 4.22 in 10<sup>th</sup> grades students.
- Mean score of low achiever for reading habits was found 2.43 and mean score of high achiever for reading habits was found 4.21.
- Mean score of low achiever for class attendance was found 2.27 and mean score of high achiever for class attendance was found 4.42.
- Mean score of low achiever for study attitude was found 2.64 and mean score of high achiever for study attitude was found 4.25.
- Mean score of low achiever for homework completion was found 2.21 and mean score of high achiever for homework completion was found 4.28.

## Conclusions and Discussions

The statistical results and Z-test analysis were shown that no significance differences were existed between achievement of students and their study habits (H<sub>01</sub> and H<sub>02</sub>). It was also concluded that significance

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difference were existed between study habits and achievement of low achievers and high achievers ( $H_{03}$  and  $H_{04}$ ). Low achievers were shown less study habits while high achievers were shown more study habits (table 1-4). The conclusions of present study were similar to previous studies. Effective and good study habits play a tremendous role in high achievement of students (Karim & Banu, 2000). If a student develops a good study habit then he/she performs remarkably well in his/her academic achievement and vice versa. Therefore, it can be hypothesized that achievement of students are directly proportional to their study habit (Mark & Howard, 2009).

After a careful analysis of results, class attendance and homework completion (sub-component of study habits) were appeared as affective factors in student's achievement. Low achievers were shown low mean score in class attendance (mean=2.27) and homework completion (mean=2.21) as compared to other sub-factors of study habits (table 2). While on other hand high achievers were shown high mean score in class attendance (mean=4.42) and homework completion (mean=4.28) as compared to other sub-factors of study habits (table 3).

The numbers of controversial reports were published on homework completion and students' achievement. Some researcher reported that assigning homework is not an effective strategy to develop study habits and academic achievement. Giving homework to students is only wastage of energy and time (Bryan & Sullivan-Burstein, 1998). While, many other researchers reported that homework assignments promote study habits and academic achievement (Cooper et al., 2006; Baines, 2007). The results of present study were similar to Cooper et al. and Baines. So, it was concluded

from this study that home work completion plays very important role to enhance the academic achievement of students.

### **Recommendations**

- i. Achievement of student depends on study habits, thus student should develop study habits by developing reading habits, study attitude, study methods, attending class regularly and homework completion.
- ii. Students should attend their lecture and complete assigned homework regularly to improve their academic achievement.

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