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Research Article

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Study Habits as a Predictor on Public Sector Secondary Schools' Students' Achievement Scores: The Pillar of Academic Success

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Abstract: The study is an art that demands practice. These practices generate habits in students. Habits play a crucial role in students' lives. Students' success/failure depends on their study habits. The present study was conducted to explore the effects of study habits on secondary–level Students' Achievement Scores; SAS enrolled in public sector schools of district Lahore. The research was descriptive leading to a quantitative paradigm. The sample of the study consisted of randomly selected 407 respondents; 251 male and 156 female students currently enrolled in public sector secondary schools of Lahore. A self–developed questionnaire was used to collect data from respondents based on a 5–point Likert scale. The validity of the instrument was confirmed by the experts' opinions and reliability was confirmed by calculating Cronbach's Alpha score of .761. Collected data were analyzed in SPSS by applying independent samples t–test, Pearson Product Moment Correlation (r), and regression techniques. The findings show that female students have better study habits than male students and students of 14–15 years of age possess better study habits than students 15–16 years of age. A significant positive relationship between study habits and SAS. Moreover, study habits had a 76.20 % effect on SAS. The present study recommends that heads of institutions and teachers play special intentions to lectures and motivate students towards effective use of study habits as they have a significant effect on SAS.

Key Words: Concentration Habits, Examination–Related Habits, Homework–Related Habits, Time Management, Reading and Note–Taking, Secondary Level

Introduction

Students are habit creators. They are said to be a pack of good habit makers (Benwari & Nemine, 2014). Students form habits, control their emotions and consume their habits. These habits may not appear abruptly and formed after passing different widespread experiments, understanding, and continual procedures (Reyes et al., 2022; Svartdal et al., 2022). Study habits are the effective mediator between students' success and failure throughout their lives and different activities that go beyond purely understanding for students' pleasure. They adopted students' manners for personal study after school learning (Omotere, 2011). Study habits have the purposeful form of regularity toward an understanding of subjects, shaping students' individuality, assisting them with educating strategies, and granting them positive thoughts (Palani, 2012). Study habits occupy students' distinct areas; considerable thoughtful interpretation; communicative techniques and material arrangement in a logical approach (Ali et al., 2012). They are the students' assets and motivate students' life expectations (Bashir & Mattoo, 2012).

Application of examination-related, homework-related, reading & note-taking, concentration-related, and time management study habits partially or completely affect students' achievement scores (Osa-Edoh & Alutu, <u>2012</u>; Shetty et al., <u>2022</u>). They motivate students and identify their strengths and

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weaknesses. Hence, they become conscious of their studies (Chand, 2013). Examination-related study habits are the key indicators for students' success that minimize students' tension during exams. Students prepare final papers logically make it easy and attempt all sorts of questions in a limited period in an effective way. Homework-related study habits approach in students is a continual practice that concentrates on students' abilities to make them logical in practical life. Robinson and Corey (2000) reported that homework-related study habits positively affect students' achievement scores. Students, who focus on homework-related study habits, have better performance (Asagwara, 2001). Reading and taking notes study habits are pervasive and necessary activities of students (Grabe, 2005). Reading habits help the students to distinguish between significant and non-significant information. In this way, they remain in contact with their teachers and classmates (Cogmen & Saracaloglu, 2009). The researchers give great importance to students' reading and taking notes habits and claim that reading and taking notes habits have a significant effect on students' achievement scores (Haghverdi et al., 2010). According to Van Meter et al., (1994), habits of reading and taking notes facilitate students to attend lectures, understand learning material, and remind information (Kobayashi, 2005). Students obtain excellent scores and have reading and taking notes habits (Azhari et al., 2022). Concentration-related study habits express students' attention toward task achievement. In his research Robinson (1990) stated that concentrated related study habits affect five different key conditions; inner and outer situational interruption; association with other tasks; inappropriate learning material; low light and physiological situations. Students need to select an appropriate place that stimulates their studies. There is a dire need to keep the students away from anxiety, indecisions, negligence, and mental and corporal fatigue. Appropriate place affects students' studies for better achievement scores (Oladele, 2000). Students are less bound for time management-related study habits. They have an open choice to manage their study time according to their ease. They have just organized and planned their study schedule for their regular studies. Robinson (1990) stated that the restriction of time determinations for students' learning affects students' aspirations and lose their scores. Students have to arrange a different subject diary, and they note every sort of activity on it. It is a distinguished activity to manage their time (Fabian et al., 2022).

Achievement scores are ability level and information proved by students for effective learning (Issa et al., 2012). They are categorized as students' capacity level and are the measuring instruments for students' learning at the end of curricular activities (Anastas, 2000). Study habits and achievement scores have remained a debatable topic for many decades (Kumar, 2002). There was observed a significant difference between secondary school students' study habits by gender (Singh, 2011). The results show that female students had better achievement scores as compared to male students due to their good study habits. The findings of the study conducted by Bhan and Gupta (2010) show that there is no significant effect of study habits on achievement scores by gender. Kalaivani and Babu (2011) explore the effect of the study habits of 565 secondary school students on their achievement scores. The authors reported a significant moderate positive correlation between study habits and students' achievement scores by gender. The study concludes that males had more study habits as compared to female students. Good study habits inspire students towards excellent achievement scores and poor study habits direct towards SAS. Poor study habits are a source of worry for parents, teachers, and stakeholders that significantly affect students' achievement scores (Issa et al., 2012). Sud and Sujata, (2006) reveal that male secondary schools have poor study habits and lower achievement scores as compared to females. Study habits significantly affect their scores (Singh, 2015). Gelat (1999) and Ergene (2011) report no significant positive effect of study habits on secondary school scores by gender. Blumner and Richards (1997) explored the effect of study habits on 69 students and concluded that female students had better achievement scores as compared to male students. Study habits have a positive effect as well as a negative relationship with secondary school students' achievement scores (Hassan & Surekha, 2012). Hassan and Surekha (2012) also investigated a significant relationship between students' study habits and their achievement scores. He further states that study habits positively affect secondary school students' achievement scores. Study habits change with time, especially when exams are at hand (Lancaster & Robinson 2011). Students' low achievement scores are due to their poor study habits while good study habits able students to achieve better scores (Ehiozuwa, 2003). Olayinka (2008) tried his best to measure the effect of study habits on students' achievement scores in secondary school students of Kwara state of Nigeria by administering a study habit questionnaire on an experimental and control group. Findings show that experimental group students improved achievement scores due to study habits while the control group did not improve. Rana and Kausar (2010) conducted a study to

compare Pakistani and White British students' study habits on their achievement scores in the United Kingdom. A stratified sampling technique was used to collect data on a sample of 200 male and female students in 10th grade. Data were collected by administering the *Survey of Study Habits and Attitudes* scale constructed by Brown and Holtzman, (1955). Students' achievement scores were obtained from concerned class teachers. The results report no significant difference between study habits and students' achievement scores, *t* (198) =2.03, *p* > .05; Pakistani British students have almost the same habits (*M*=57.70, *SD*=23.24) as compared to White British students (*M*=61.30, *SD*=22.22).

Pakistani social scientist tried their best to explore the effect of study habits on students' achievement scores (Ali et al., 2012; Rabia et al., 2017). Male and female students of all age groups enrolled in urban and rural educational institutions use different study habits for the sake of better achievement scores. It is one of the burning dilemmas for researchers that are still investigable. Present-day researchers are conducting studies to investigate this concern. Ali et al. (2012) conducted a quantitative study in the District Sawabi of Khyber Pakhtunkhwa to explore the effect of public and private school students' study habits on their achievement scores in a sample of 120 respondents applying a stratified sampling technique. Researchers used the questionnaire to collect data from respondents. Findings report that private students have more study habits as compared to public sector secondary school students. Chaudry (2006) conducted an experimental study to investigate the impact of guidance services on study attitudes, habits, and students' achievement scores on a sample of 50 students randomly selected from public sector secondary schools of district Lahore. Data were collected by administering the Study Habits and Study Attitude Scale constructed by the National Institute of Psychology, Islamabad, Pakistan. The researcher used self-constructed achievement tests in five core subjects: Physics, Chemistry, Math, Biology, and English for 9th-grade students. The results depict the significant impact of guidance services on students' attitudes and their study habits. Rabia, et al. (2017) framed a study to explore the effect of study habits on a sample of 250 students' achievement scores in Sialkot. The results of the study depict a significant association between study habits and students' achievement scores.

Focusing on the worth of study habits, the current study was conducted to measure the effect of study habits on students' achievement scores having different age groups. The ultimate aim of the study was to explore the effect of study habits on male and female students' achievement scores enrolled in public sector secondary schools of Tehsil city of district Lahore, Punjab province, administratively divided into nine divisions: Bahawalpur, D.G. Khan, Faisalabad, Gujranwala, Multan, Rawalpindi, Sahiwal, Sargodha, and Lahore. Division Lahore is further categorized into districts Sheikhupura, Kasur, Nankana Sahib, and Lahore. Lahore is one of the biggest cities in Pakistan with a dense population and a diversity of renowned educational institutions. Lahore is a well-known city due to its historical importance. It is one of the prestigious cities where the present study was framed to investigate the burning dilemma. Categorically District Lahore is further divided into tehsil Cantt, Shalimar, Raiwind, Model Town, and tehsil City. Due to time, money, and job constraints, the present study was conducted in the Tehsil City of District Lahore only.

Objectives of the Study

The following were the main objectives of the study:

- 1. To find out the difference between study habits and SAS by gender.
- 2. To investigate the difference between study habits and SAS by age.
- 3. To find out the relationship between study habits and SAS.
- 4. To measure the effect of study habits on SAS.

Methodology and Procedure

The research methodology and procedures aid researchers in reaching results. They systematically provide directions in acquiring conclusions. The present research was descriptive. Descriptive studies describe currently unfolding phenomena under study, unfold existing events, identify and describe the questions about "what", and seek to find the answers to questions through analysis of variable relationships and aiming at burning dilemmas (Fox & Bayat, 2007). The present study was conducted to investigate the effect of public sector secondary school students' study habits on their achievement scores. The present study was conducted in District Lahore, which is administratively divided into Tehsil City, Model Town, Raiwind,



Shalimar, and Cantt respectively. The researchers collected data from public sector secondary school students of Tehsil city only. Currently, there are 121 secondary schools; 54 male and 67 female schools working in the Tehsil City of District Lahore where 8,750 students; 4,865 male and 3,885 female students are enrolled. The sample of the study consisted of 407 respondents; 251 male and 156 female students randomly selected from 121 secondary schools in the Tehsil city of district Lahore. The researchers selected samples as per the criteria reported in studies (Kadam & Bhalerao, <u>2010</u>). After a review of the literature and experts' meetings, researchers self-constructed a questionnaire focusing on secondary school students' cognitive levels. A self-developed questionnaire used to collect data from respondents consisted of six parts: Part A: biographical data, Part B: exams-related study habits, Part C: homework and assignments study habits, Part D: reading and notes taking study habits, Part E: concentration related study habits and Part F: time management study habits. There was a 40-item mode of 5-point Likert-type options in the questionnaire mode of always, often, sometimes, rarely, and never used by Vagias and Wade (2006). The validity of the instrument was finalized by experts' opinions. Experts omitted 6 items from an initial questionnaire. The final questionnaire consisted of 34 items. To find out the reliability of the questionnaire, the primary instrument was distributed among 85 students. Opinion of the initial instrument was brought into play for the modification of the concluding questionnaire. Reliability of the instrument was measured in SPSS by calculating Cronbach's Alpha scores; .90. After seeking informed consent data was collected from sample school students. Data were analyzed using an independent sample t-test, Pearson Product Moment Correlation (r), and simple linear regression techniques were applied.

Table 1

Comparison between Study Habits and SAS by Students' Gender

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Gender	Ν	Μ	SD	df	t	р
Male	251	122.0478	19.6289	106	F 619	05
Female	156	132.0769	15.8861	400	5.048	.05

Interpretation of Table 1 reflects the significant difference between male and female secondary school students' study habits in terms of their SAS, t (407) =5.648, p<.05. It is concluded that female students have better achievement scores due to their more use of study habits (M=132.0769, SD=15.8861) as compared to the male students (M=122.0478, SD=19.6289).

Table 2

Comparison between Different Study Habits and SAS by Students' Gender

No.	Variable	Gender	Ν	Μ	SD	df	t	Р
1	Examination related	Male	251	23.16	2.89	106	2.07	01
T	Examination related	Female	156	23.97	4.29	400	2.07	.01
2	Homework related	Male	251	20.97	4.04	106	E 28	01
Z	Homework related	Female	156	23.05	3.34	400	5.50	.01
2	Peading and note-taking	Male	251	35.39	6.37	106	E E D	01
С		Female	156	38.75	5.28	400	5.52	.01
,	Concentration related	Male	251	21.51	4.36	106	/ 15	01
4	concentration related	Female	156	23.21	3.41	400	4.15	.01
E	Time management	Male	251	21.02	4.62	106	182	01
5	Time management	Female	156	23.10	3.55	400	4.82	.01

Table 2 reflects that an independent sample t-test was applied to compare study habits with SAS in terms of students' gender. The results show a significant difference between male and female SAS in terms of their: examination study habits, t(406)=2.07, p<.05; females had more achievement scores (M = 23.968, SD=4.286) as compared to males (M=23.163, SD=2.888), home related study habits, t(406)=5.38, p<.05; female had more SAS (M=23.045, SD = 3.343) as compared to male students (M=20.968, SD=4.042), reading and note taking study habits, t(406)=5.52, p<.05, female had more achievement scores (M=38.750, SD=5.279) as compared to male students (M=35.386, SD=6.372), concentration related study habits, t(406)=4.15, p<.05, female had more SAS (M=23.212, SD=3.408) as compared to male students (M=21.510, SD=4.356), time management related study habits, t(406) = 4.82, p<.01; female had more achievement scores (M=23.103, SD=3.547) as compared to male students (M=21.020, SD=4.617) students better study habits as well.

Table 3

Comparison between Study Habits and SAS by Students' Age

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Age	Ν	Mean	SD	df	t	р
14-15	297	406.82	56.46043	106	2.067	OF
15-16	110	390.26	65.77996	400	2.004	.05

Table 3 depicts a significant difference between study habits and secondary school students' SAS by age, *t* (407) = 2.064, *p* < .05. It is concluded that those secondary school students who were between 14–15 years of age have better study habits (M = 406.82, SD=56.460) as compared to students having 15–16 years of age (M=390.26, SD=65.779).

Table 4

Comparison Between Different Study Habits with SAS by Students' Age

No.	Variable	Age	N	M	SD	df	t	р
1	Examination related	14-15	297	23.57	3.69	106	2 871	06
T	Examination related	15-16	110	23.20	4.18	400	2.071	.00
2	Homework related	14-15	297	22.02	3.78	106	2 206	21
2	Homework related	15-16	110	21.06	4.20	400	2.200	.51
2	Reading and note-taking	14-15	297	36.87	5.85	106	1.02/	0/
2	Reading and note taking	15-16	110	36.16	7.04	400	1.054	.04
,	Concentration related	14-15	297	22.31	3.75	106	110/	00
4	concentration related	15-16	110	21.76	4.91	400	1.194	.09
F	Time management	14-15	297	21.88	4.50	106	2/25	02
)	Time management	15-16	110	21.66	5.00	400	2.433	.02

Table 4 reflects that an independent sample t-test was applied to compare age-wise study habits for the sake of SAS. The results claim no significant difference between 14–15 and 15–16 age group students' examination-related study habits, t(407)=2.871, p>.05; homework-related study habits, t(407)=2.206, p>.01; reading and note taking study habits, t(407)=1.034, p>.05; concentration related study habits, t(407)=2.206, t(407)=1.194, p>.01 and time management related study habits, t(407)=2.435, p>.05 with SAS. The study concludes that students 14–15 and 15–16 years of age have about the same examination-related, homework-related, reading and note-taking, concentration-related, and time management study habits.

Table 5

Correlation Between Study Habits and SAS

No.	Variable	Pearson Correlation	n	р
1	Study Habits and SAS	.616**	407	.05

Table 5 reflects the output of *Pearson Product Moment Correlation* (r) and reports a significant large positive relationship between study habits and students' achievement scores ($r = .616^{**}$, n = 407, p < .05). The study concludes that a change in the independent variable; study habits significantly change the dependent variable; students' achievement scores.

Table 6

Correlation between Factors Regarding Study Habits and SAS

No.	Name of variable	М	SD	1	2	3	4	5
	SAS	402.349	59.498	-				
1	Examination related	23.472	3.827	.046**	_			
2	Homework related	21.764	3.918	.024	.576**	-		
3	Reading and note-taking	36.676	6.191	.023	.619**	.673**	-	
4	Concentration related	22.162	4.100	.018	·595 ^{**}	.621**	.715***	-
5	Time management	21.818	4.354	.043	.523**	.570**	.714**	.666**
) ** 0		21.010	4.354	.043	.523	.570	./14	.000

**. Correlation is significant at the .01 level (2-tailed).



Table 6 reveals that *Pearson Product Moment Correlation* (r) was applied to measure the relationship between study habits and secondary school SAS. The results show a significant moderate positive relationship between examination-related study habits and students' achievement scores (r=.046**, n=407, p<.05), a significant large positive relationship between homework-related study habits and SAS (r=.576**, n=407, p<.05), significant large positive relationship between reading and note taking study habits and SAS (r=.673**, n=407, p<.01), significant large positive relationship between concentration related study habits and SAS (r=.715**, n=407, p<.05) and there were also found a significant large positive relationship between time management related study habits and SAS (r=.666**, n=407, p<.05). Increase in an independent variable; study habits strongly correlate with dependent variable; SAS.

Table 7

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Sr.	Variables	В	SE	β	t	р	Durbin-Watson			
1	SAS (Constant)	26.838	2.554		10.507	.01	1 500			
T	Study habits	10.250	.027	.333	9.447	.01	1.502			
Note: $R = .873^{a}$, $R^{2} = .762$; $F = (1, 4.06) = 57.737$, $p < .05^{a}$										

Table 7 reflects that regression was applied to explore the effect of study habits on secondary school SAS. Interpretation reflects the formation of a significant regression equation (F(1,467) = 874.799, p < .01) containing .762 value R² with explained 76.20 % increase in variance with standardized regression coefficient (β =.333). Focusing output of regression co-efficient, results of independent sample t-test report that study habits were a significant predictor on SAS, t(405) = 10.507, p < .01. Secondary schools' students' estimated achievements were equal to 26.838+10.250 scores where study habits were measured in terms of students' intention towards marks. The study concludes SAS was increased by 10.250 by assuring proper study habits. The calculated value of Durbin–Watson; 1.502 shows no autocorrelation in data (Montgomery et al., 2001; Cronk, 2012).

Discussion

Study habits have been issues of great interest among researchers. Secondary school students use different study habits to make good achievement scores. These study habits have been playing an important role in enhancing their achievement scores. Students' study habits generate a variety of results in their educational achievements. Research shows a significant difference between male and female students' study habits on their scores. Female students have better study habits, and they achieve good marks as compared to male students. The findings of the present research are linked with the findings of other studies (Sarwar et al., 2009; Kalaivani & Babu, 2011). Literature reports that lack of proper guidance, insufficient time, focus on their studies, lack of proper planning, lack of concentration on studies, poor reading and writing skills, ineffective test-making techniques, and lack of information directly affect students' achievement scores. These problems need a proper solution (Awang & Sinnadurai, 2010). The findings of the studies align with the results of other studies (Aquino, <u>2011</u>; Nouhi et al., <u>2008</u>). The level of different age groups affects students' achievement scores. There seems significant relationship between students' age group and gender with study habits. The results of the study are consistent with the findings of other studies that reported a significant and large relationship between study habits and students' achievement scores (Credé & Kuncel, 2008; Nuthana & Yenagi, 2009; Osa-Edoh & Alutu, 2012). Students' age levels need to draw proper schedules to make their studies effective. Dissimilar age level gets good scores due to their study habits. The research reveals that younger students have lower scores as compared to older students. The findings of our research contradict the findings of Ehiozuwa and Anaso, (2013). Time management enables students to achieve good grades in their achievements (Khurshid et al., 2012). The research conducted by Nuthana and Yenagi (2009) reported that poor study habits affect students' achievements which has enormous involvement in low performance in final examinations. Rana and Kausar, (2011) cited that students fail because they lack skills and do not have strong study habits. Students are less familiar with reading and note-taking study habits (Mutsotso & Aenga, 2010). Findings of the study conducted by Khurshid, et al. (2012) found that students provide less time on their studies and have frequent habits of study. The results conclude a significant and strong positive correlation between

secondary school students' study habits and their scores (Fazal et al., 2012) that students have proper time management and always concentrate on their study habits (Sarwar et al., 2009). Studies show a strong relationship between students' achievement scores and homework and exams-related study habits (Demir et al., 2012) that are comparable with the study. The research conducted by Jereb et al. (2023) reported that there is a moderate and strong negative correlation between students' study habits and their scores that contradict the findings of the study and support the other studies (Ali et al., 2012; Rabia et al., 2017).

Conclusions

Study habits are the tendencies of students when different types of opportunities are provided to them. The present age is the fittest age, and every student is trying his best to obtain good marks. It is the only way, through which any student can fulfill his thirst for knowledge. These are the great potentials to actualize the potential of any learner. This research concludes that study habits; reading, problem-solving techniques, and home assignments have significant effects on students' achievement scores. Students, who make assignments at home, remain in touch with books and participate in the classroom, and they obtain good marks. Students who possess poor study habits, always obtain poor achievement scores. The results of the study show significant differences between male and female secondary school students' study habits. Female students have more study habits as compared to male students. Students do not know how to study and how to achieve good marks. They are unable to manage their habits properly and adopt fewer effective habits in the study. It is clear from the current study that secondary school students' study habits are going to increase with time. At this age, most of the students are not familiar with different habits and lack information that affects their educational achievement scores. Students' better achievements directly effect on dwindling standard of education. Overall research concludes that lack of study habits is one of the root causes that significantly affect students' achievement scores.



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