

# Gender Differences in Academic Achievement and Study Habits among Young Adults: A Correlational Analysis of Academic Achievement and Study Habits

Sampad Mohapatra<sup>1</sup> and Lucy Sonali Hembram<sup>2</sup>

<sup>1</sup>Department of Psychology, Utkal University

<sup>2</sup>Department of Psychology, Utkal University

E-mail: <sup>1</sup>mohapatrasampad5@gmail.com, <sup>2</sup>lucysonali@gmail.com

---

**Abstract**—Most students have problems which contribute to their poor performance in examination is the lack of proper reading habits. One of the confronting issues among the students is not the inability; but lack of interest and motivation to study. In the recent scenario due to the influence of mass media, students are not showing much interest in reading books, magazines, and journals. In order to examine the effects of study habits on students, the present study investigated the role of Gender on Academic Achievement and Study Habits and also examined the relationship between Academic Achievement and Study Habits of the young adults. Purposive sampling technique was used to select the sample (60 males & 60 females of UG & PG students). The Study Habits Inventory developed by Wilber J. Humber was used to measure their study habits practices. The results of statistical analysis showed that Gender influences Academic Achievement and on some of the study habit components like Note-taking, Reading Comprehension, and Test Anxiety Management. The analysis of the relationship between Academic Achievement and Study Habits showed that there is a low correlation which further indicated that the components of Study Habit and Academic Achievement was also not significantly related. From the study, the insignificant relationship may be due to smaller sample size; however, Study Habit is one of the important factors for the academic achievement of the students. An excellent study habit will contribute to a successful academic future.

## 1. INTRODUCTION

Education is the most important invention of mankind. Education helps an individual to give the identity. The entire personal progress of an individual is simply judged with their quality of education. In any educational level, the quality is marked with the performance of examination i.e. academic achievement. Academic achievement refers to the achievement level of the students. It can also be defined as what a student does or achieved at his/her institution. It is a common practice to promote students from a lower class to a higher class on the basis of his/her academic achievement. Academic Achievement helps in declaring students successful or unsuccessful, choosing students for various courses and

selecting students for different vocations. The students are regarded as good students on the basis of the percentage of marks they secure in their previous examinations. Robinson (2000) identified that there are many factors play a role in achieving high academic achievement like good teacher, good study environment, and course of the study etc. Mostly academic achievement depends on the individual factors with compare to other factor and it is essential because it determines the status of the students.

Academic Achievement is the outcome of education, the extent to which a student, teacher or an institution has achieved their educational goals. Academic Achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills and declarative knowledge such as facts.

On the other hand, Study Habit is the habitual practices generally one uses to help them study & to learn something. Now-a-days study habits has become an essential part for the students and for the achievers. Good study habits can help students to achieve and to maintain good grades. Many students develop the practice of keeping & achieving all grades assignments. Not only can these assignments be used in the same fashion as study notes, but they can also be analyzed in retrospect to assist in determining areas of strength and weakness. In addition, asking a lot of questions is often considered a good study habit. Good students commonly ask for clarification, ask for extra credit and ask for after-school or lunch time assistance. For example, 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 and in other term this fallacy is known as procrastination.

Students grapple with many issues in their lives, and because of all of the competing things for attention, it's hard to concentrate on studying. And yet if someone is in school, he has to do at least a little studying in order to progress from year to year. The key to effective studying is not cramming or studying longer, but studying smarter. According to Hussain (2000) study habit refers to predispositions which students have developed towards private readings through a period of time. According to him, study habit is a gateway to successful achievement in studies.

## 2. REVIEW OF LITERATURE

A study conducted by Dr. S. Chamundeswari (1997), Sridevi and Archana Kumari (2001) investigated the relationship between Self-concept, Study Habit and Academic Achievement of students (N=381). The results reveal that a significant relationship between self-concept, study habit and academic achievement of students. And a significant difference was found between students at the higher secondary level in State matriculation, and Central board schools, pertaining to self-concept, study habit and academic achievement.

Another study conducted by Mendezabal, M.J.N (2013) aimed to investigate the relationship of students' study habits and attitudes and their performance in licensure examinations (N=350). The result revealed that study habits (work methods & time management) of the participants were correlated with their success in licensure examination while study attitudes were not significantly related to success in licensure examination. This signifies that students who have favorable study habits will likely pass the licensure examination.

Miguel A. Cerna and Ksenia Pavliushchenko (2015) conducted a study on influence of study habits on academic performance of International college students (N=174). The results reveal that most high-performing students are from low-context and individualistic countries, while most low-performing students are from high context and collectivistic countries.

Murat Balkis, Erdinc Duru and Mustafa Bulus (2013) conducted a study and the purpose of the study was to investigate the relations between academic rational/irrational beliefs, academic procrastination, and time preference to study for exams and academic achievement (N=281). The results reveal that academic procrastination has an impact on academic achievement both directly and by mediation of time preferences to study for exams. This study also suggested that there is a relation between academic procrastination & national academic beliefs, who should be addressed further in counseling intervention.

Nagaraj V. Gudaganavar, Rajashekhar, B. Halayannavar (2014) examined a study on influence of study habits on academic performance of higher primary school students with the purpose to examine the difference between the study habits

and academic achievement of both boys and girls of higher primary school students (N=250). The results reveal that there was no association between boys and girls on the study habits. Boys and girls differed significantly on two dimensions of reading and note-taking habits and preparation for examination. There was significant association between study habits and academic achievement of girls. There is no significant difference between study habits and academic achievement of boys.

## 3. RATIONALE

Most students have problems which contribute to their poor performance in tests and examination is lack of proper reading habits. In our culture it has been observed that there are some factors associated in shaping educational outcomes for the students like school practices, community experiences, peer interactions & attitudes etc. which leads to better academic performance for the females as well. For a better performance, there is a need for the students to create good study habits. In the recent scenario due to influence of mass media, the students do not show much interest in reading books; magazines, and journals. Even the examination malpractices may be traceable to the prevalent poor reading interests and habits among the wide spectrum of students. In addition, the by-products of scientific and technological inventions and innovations have also contributed greatly to the dwindling fortunes of the good practice of reading among majority of the students. Today's tendency of students to utilize the media like audio, video and smart phones as a part of study materials, are not appreciated by the parents. As a result, it can be noticed poor performance of many students in final examinations. One of the confronting issues among the students is not the inability, but lack of interest & motivation to study. For the above-mentioned points, this study aimed to examine the study habits and its effect on students' academic achievement in Cuttack.

## 4. OBJECTIVE

The present research aimed to explore the following objectives.

- To examine the relationship between Academic Achievement and Study Habits of Young Adults.
- To determine whether there are significant Gender differences in Academic Achievement among Young Adults.
- To explore if there are any Gender differences in the Study Habits among Young Adults.

## 5. METHOD

### 5.1 Design

Independent sample ‘t’ test was used to examine the effect of Gender on Academic Achievement and Study Habits. In order to find out the relationship between Academic Achievement and Study Habits Correlation was used in this study.

**5.2 Sample**

This study was conducted on young adults (aged between 18-23 years) studied in UG and PG academic programs. The total sample for this study was 120 (60- males, 60- females) selected using purposive sampling technique.

**5.3 Tool**

The instrument used in this research was the ‘Study Habits Inventory’ adapted from C. Gilbert Wrenn assisted in the original edition by R.B. Mc. Keown and in revision by Wilbur J. Humber. The purpose of this inventory was to find out about the subject’s study habits, attitudes, and skills by considering each statement and then indicated how it applies to the subject. The questionnaire consisted of 32 statements having 8 components. The components were Time Management, Concentration, Note-Taking, Reading Comprehension, Test-preparation & Test-taking, Reading Speed, Writing Skills, and Test Anxiety Management. Time Management as a component consisted of the statements 2, 10, 21, & 27. Concentration component consisted of the statements 5, 16, 19, & 31. Note-taking as component consisted of the statements 9, 11, 20, & 29. Reading Comprehension as a component consisted of statements 8, 15, 18, & 24. Test-preparation and Test-taking component consisted of statement number 13, 14, 28, & 32. Reading-speed component consisted of statement number 4, 6, 22, & 30. Writing Skills component consisted of statement number 3, 12, 25, & 26. Test Anxiety Management component consisted of statement number 1, 7, 17, & 23 respectively. There are 3 response categories such as rarely or never (1), sometimes (2), and often or always (3) from which the subject has to put a number between 1 to 3 that best describes his/her study habits, attitudes, and skills. After completion of the questionnaire all the scores were added to get a total score and to get the score of each component the respected scores of those components were added.

**5.4 Procedure**

After finalizing the instrument for data collection and selecting the sample for the study, the data collection process was started. The data was collected by providing the Study Habits Inventory questionnaire to the subjects. Before giving the questionnaire, the establishment of rapport was made with the subjects, the subjects were assured of confidentiality of their results and an informed consent was obtained from them. Then the instructions regarding the questionnaire were given to the subjects. The subjects were also asked to provide their Academic Achievement scores (in percentage). The subjects

were given adequate time to respond and to brought back the questionnaires after completion. After all the questionnaires were collected from the subjects, the scoring procedure was made. All the questionnaires were scored as per the guidelines provided in the manual.

**6. RESULTS**

**Table 1:**

	Percentage	T.M	Concentration	N.T	R.C	T.P	R.S	W.S	T.A.M
Pearson correlation Percentage	1								
P Percentage									
Pearson correlation T.M	.001	1							
P T.M	.994								
Pearson correlation Concentration	.040	.287**	1						
P Concentration	.664	.001	.150						
Pearson correlation N.T	.042	.178	.218*	1					
P N.T	.652	.053	.017						
Pearson correlation R.C	-.063	.100	.184*	.251**	1				
P R.C	.493	.276	.045	.006					
Pearson correlation T.P	.034	.242**	.139**	.080	.353**	1			
P T.P	.713	.008	.000	.385	.005				
Pearson correlation R.S	.129	.300**	.216*	.152	.311**	.369**	1		
P R.S	.161	.001	.002	.097	.001	.000			
Pearson correlation W.S	.029	.356**	.218*	.324**	.333*	.180*	.283**	1	
P W.S	.730	.000	.004	.000	.010	.050	.002		
Pearson correlation T.A.M	-.092	.443**	.197*	.295**	.035	.167	.310**	.311**	1
P T.A.M	.317	.000	.081	.001	.709	.068	.001	.001	

**(Inter-correlation between Academic Achievement and Each dimension of Study Habits (N=120)**

\*p< .05, \*\*p<.01

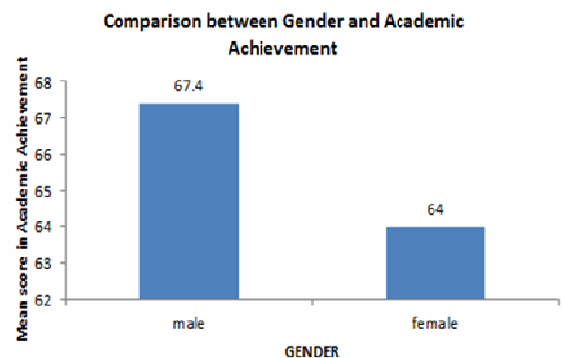
Result Table 1 shows there is no significant relationship between Academic Achievement and components of Study Habits.

**Table 2**

**Mean, Standard Deviation, and ‘t’ value of males and females with respect to Academic Achievement**

Gender	Mean	Standard Deviation	t	P
Male	67.40	8.46	2.04	.04
Female	64.00	9.68		

The above mentioned table is pictorially represented in Figure 1



**Figure 1**

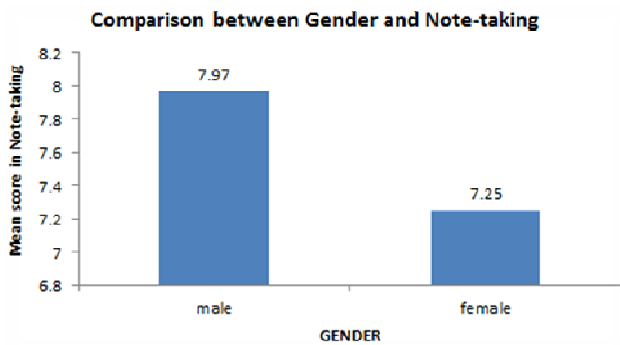
Result table-2 shows that Males have better performed in Academic Achievement (mean=67.40) than Females (mean=64.00).

\*p< .05

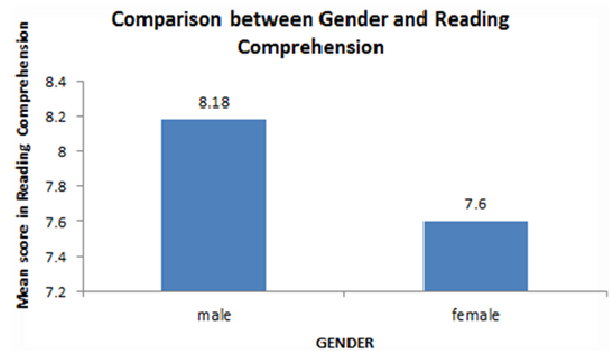
**Table 3: Mean, Standard Deviation, and ‘t’ value of males and females with respect to Study Habits**

Dimension of Study Habits	Gender	Mean	Standard Deviation	t	p
Time Management	Male	8.23	1.48	1.16	.24
	Female	8.55	1.47		
Concentration	Male	8.12	1.69	.38	.69
	Female	8.00	1.59		
Note-Taking	Male	7.97	1.87	2.30	.02
	Female	7.25	1.50		
Reading Comprehension	Male	8.18	1.40	2.12	.03
	Female	7.60	1.59		
Test Preparation	Male	8.15	1.89	1.35	.17
	Female	8.57	1.44		
Reading Speed	Male	8.52	1.85	.56	.57
	Female	8.32	2.02		
Writing Skills	Male	7.78	1.51	.89	.39
	Female	8.02	1.49		
Test Anxiety Management	Male	7.05	1.37	2.99	.003
	Female	7.88	1.66		
Total	Male	64.00	7.14	.13	.89
	Female	64.18	8.20		

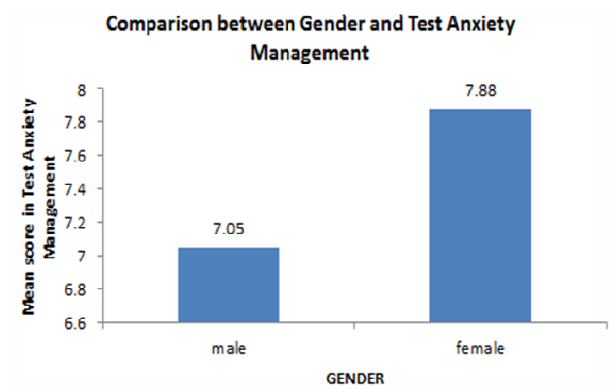
The Note-taking, Reading Comprehension, & Test Anxiety Management components are pictorially represented in Figure 2, Figure 3, and Figure 4 respectively.



**Figure 2**



**Figure 3**



**Figure 4**

## 7. DISCUSSION AND CONCLUSION

The aim of the present study was to examine the relationship between Academic Achievement and Study Habits of Young Adults, to investigate if there are any Gender differences in Academic Achievement and Study Habits of the Young Adults. Independent sample ‘t’ test was used to investigate if there are any Gender differences in Academic Achievement and Study Habits. Correlation was used to examine the relationship between Academic Achievement and Study Habits of the Young Adults.

The results revealed that there was a significant Gender differences in Academic Achievement of young adults with the probability of .05 and mean score of 67.40 (male) and 64.00 (female) respectively. This indicates that males have better performed in academic achievement than females because, study habits are properly utilized by the males in compare with females. On the other hand, the results showed that there was a significant effect of Gender on three components of Study Habits like note-taking (p=.02), reading comprehension (p=.03), and test anxiety management (p=.003) with the mean score of 7.97 (male), 7.25 (female), respectively. In test anxiety management component females had a better management capability of anxiety than males

because females might had better coping strategies than males as they performed daily house hold activities.

In Correlational analysis it was found that Academic Achievement as a variable was not significantly related with all the components of study habits like time management, concentration, note-taking, reading comprehension, test-preparation and test-taking, reading speed, writing skills, and test anxiety management. So, these are not necessarily the possible factors for securing good percentage.

The reasons for why the relationship was not found to be significant, percentage as a variable with other variables like concentration, time management, note-taking, reading comprehension, test- preparation and test-taking, reading speed, writing skills, and test anxiety management might be the medium of instruction, internet facilities, use of audio-visual aids, socio-economic status of the students, malpractices by the students, better communication skills with the friends etc. Those possible factors are not included in my research as variables.

From the present Study, it is reasonable to derive the following conclusions: Study Habits is one of the important factors for the achievement of the students. If there exists any planned form of Study Habits and if followed, it will definitely much helpful in planning and executing the plans in life. Student, Teachers, Parents are working hard throughout the year for the Academic Achievement. Steps are to be taken by the educational experts and parents to strengthen the children in all the above aspects which will have positive contribution for the development of our nation. From the research, the researcher is able to find that the variable Study Habit is contributing for the Academic Achievement.

## REFERENCES

- [1] Albelson, R. P. (1952). Sex differences in predictability of college grades. *Edu. Psychol. Meas.* 12(4): 638-644.
- [2] Balkis, M., Duru, E., & Bulus, M. (2012). Analysis of the relation between academic procrastination, academic rational/irrational beliefs, time preferences to study for exams, and academic achievement: a structural model. *European Journal of Psychology of Education*, 28(3), 825-839.
- [3] Braddock, J. H. (1981). Race, athletics and educational attainment. *Youth and Society*, 12(3), 355-350.
- [4] Brooks, F. D., and Heston, J. C. (1945). The validity of items in a study habits inventory. *J. Ed. Psychol.* 36(5): 257-270.
- [5] Camp, W. G. (1990). Participation in Student Activities and Achievement: A Covariance Structural Analysis. *The Journal of Educational Research*, 83(5), 272-278.
- [6] Carter, H. D. (1948). Methods of learning as factors in the prediction of school success. *J. Psychol.* 26: 249-258.
- [7] Clark, V. L. (1986). NCAA rule 48: Racism or reform. *Journal of Negro Education*, 55(2).
- [8] Entwistle, N. J. (1968). Academic motivation of school attainment. *Br. J. Ed. Psychol.* 38(2):181-188.
- [9] Estrella, E. A. (2015). Relationship of Levels of Self-esteem, Study Habits, and Academic Performance of College Students. *IAMURE International Journal of Social Sciences*, 13(1).
- [10] Ezekie, A.I.A. (1977). Teacher and student factors encouraging examination malpractice in the Nigerian educational system: a case study of six southern states in Nigeria. *J. Professional Studies in Education*, 5, 43-48.
- [11] Gholson, R. E. (1985). Student achievement and cocurricular participation. *NASSP Bulletin*, 69(4S3), 17-20.
- [12] Gupta, D. R. (2014). Study on Self-Concept, Academic Achievement and Achievement Motivation of the Students. *IOSR Journal of Humanities and Social Science*, 19(5), 88-93.
- [13] Hamacheck, D. (1995). Self-concept and School Achievement. Interaction Dynamics and a Tool for Assessing Self-concept Component. *Journal of Counselling and Development*, 73, 419-425.
- [14] House, J.D. (1996). Student Expectancies and Academic Self-concept as Predictor of Science Achievement. *The Journal of Psychology*, 130, pp. 679-687.
- [15] Isangedighi, A.J. (1997). A comparison of study habits among the under-achieving, the achieving and over-achieving junior secondary one Students. *West African J. Educ. Res.*, 1, 114-119.
- [16] Joekel, R. G. (1985). Student activities and academic eligibility requirements. *NASSP Bulletin*, 69(4S3), 3-9.
- [17] Keith, T.Z. (1982). Time spent on homework and high school grades: A large-sample path analysis. *Journal of Educational Psychology*, 74 (2), 248-253.
- [18] Lawrence, A. (2011). Relationship Between Study Habits and Academic Achievement of Higher Secondary School Students. *Indian Journal of Applied Research*, 4(6), 143-145.
- [19] Marsh, H.W., Byrne, B. and Shavelson, R. (1988). A Multifaceted Academic Self-Concept: Its Hierarchical Structure and Its relation to Academic Achievement. *Journal of Educational Psychology*, 80, pp. 366-380.
- [20] Shepps, F. P., & Shepps, R. R. (1971). Relationship of Study Habits and School Attitudes to Achievement in Mathematics and Reading. *The Journal of Educational Research*, 65(2), 71-73.
- [21] Siu-Ming, D. L. (n.d.). The effects of academic achievement on junior students' cooperative learning with WebQuests in secondary school.

- 
- [22] Sood, P. (2006). Educational Choice in relation to Academic Stress, Achievement Motivation and Academic self-concept. *Journal of Community Guidance and Research*, 23(2), pp. 141-152.
- [23] Spady, W. (1971). Status, achievement and motivation in the American high school. *School Review*, 79(3), 379-403.
- [24] Steel, P. (2007). The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133, 65-94.
- [25] Sud, A. and Sujata (2006). Academic Performance in relation to Self- Handicapping, Test Anxiety and Study Habits of High School Children. *National Academy of Psychology*, 51(4), pp. 304-309.
- [26] Suneetha, B. and Mayuri, K. (2001). A Study on Age and Gender Differences on the Factors Affecting High Academic Achievement, *Journal of Community Guidance and Research*, 18(2), pp. 197-208.
- [27] Thompson, M. E. (1976). A New Study Habits Inventory: Description and Utilization. *Reading Horizons*, 16(3), 143-149.
- [28] Trawick, L. and Corno, L. (1995). Expanding the Volitional Resources of Urban Community College Students. *New Directions for Teaching and Learning*, 63, pp. 55-70.
- [29] Tuckman, B. W. (1991). The development and concurrent validity of the procrastination scale. *Educational and Psychological Measurement*, 51, 473.
- [30] Vodanovich, S. J., &Seib, H. M. (1997). Relation between time structure and procrastination. *Psychological Reports*, 80, 211-215.
- [31] Zeegers, P. (2001). Approaches to learning in science: A longitudinal study. *British Journal of Educational Psychology*, 71, 115-132.