

A STUDY ON THE INFLUENCE OF STUDY HABITS TOWARDS THE ACADEMIC PERFORMANCE OF ENGINEERING STUDENTS

A.Kandeepan *

Dr.S.Kavitha **

N.Narmadha ***

Abstract

The study shows that academic success does not only require high cognitive ability, but also sound study habits & attitudes, good physical fitness and this is further confirmed in this study. Several forces influence the study habit in this study forces like students studying in groups, dependency to text book and faculties, procrastination to study, preserving study material for future reference and involvement in physical activity are taken into consideration. The significant relationship between students' study habits and their performance in engineering examinations was clearly shown in the study. Thus, to enhance the quality of education there is a need to improve the study habits and attitudes of students. This could be done through provision of developmental programs that will help students build efficient and effective study habits and positive attitudes towards learning, in an early stage of their studies.

Keywords:Study habit;Students;Academic performance;Physical Activity

*** Research Scholar, Assistant Professor, Sakthi Institute of Information and Management Studies, Pollachi, India**

**** Associate professor, GRD Institute of Management, Coimbatore, India**

***** Assistant Professor, Vanavarayar Institute of Agriculture, Pollachi, India**

1. Introduction

Students' knowledge of engineering knowledge changes over time. Students' knowledge of engineering does grow from first to senior year. Co-ops and internships build knowledge of engineering. Learning about engineering is mostly similar among women and men. Many seniors did not perceive gaining knowledge of engineering from school-related experiences. Some students resist with the change from applying the concepts away from the book problems. Students do not always productively transmit specific course knowledge and skills to real world problems and settings.

Student's academic performance occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one's total potentialities and capacities (Nuthana & Yenagi, 2009) which are frequently measured by the examination results. Badhiri (1991) "s investigation into the causes of low achievement in government high schools in Chenglapattu Educational District, Tamil Nadu showed that the causes of poor performance were low motivation, policy of liberal promotion to the next class, poor study habits and lack of parental involvement in education. It could be stated that the variables that influence academic achievement of students by and large fall in the following four categories highlighted as: Student-related, Teacher-related, Home-relate and School-related

1. Student-related: intelligence, anxiety, interest, achievement motivation, aptitude, emotional stability, study habits and language ability.
2. Teacher-related: teaching skills, method of teaching, personality and behavior, classroom interaction, teaching experience, teacher motivation, home work and reinforcement.
3. Home-related: socio-economic status, home environment, religion, birth order, family size and cultural influence.
4. School-related: school climate, medium of instruction, type and location of school

According to Menzel cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement.

Marie Jean N. Mendezabal investigated the relationship of students' study habits and attitudes and their performance in final examinations. Her study was based on Martin Ford's Motivational

Systems Theory (MST). This framework focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development

Hence are numerous factors that affect academic performance of the students here the study habit is considered for study. Under study habit the following variables are listed down and the survey is conducted based on the variables

1. Level of dependency to textbooks and faculties
2. Preserving study materials for future reference
3. Level of procrastination behaviour to study
4. Habit of studying in groups
5. Involvement in physical activity

2. Objectives of the Study

1. To study, analyze and understand the Study habits of engineering students.
2. To analyze the relationship between studying in groups and the academic performance of students
3. To analyze the relationship between physical activity and the academic performance of students

3. Research Method

The type of research used is analytical & descriptive and the pre-tested structured questionnaire is used for the collection of primary data from the students

The sampling technique used is random sampling. Out five engineering colleges two colleges are drawn at random. There are 2500 final year engineering students in two engineering colleges. 150 final year students are selected randomly as samples for the study. Questionnaire is collected from 150 students and 10 questionnaires are found to be incomplete. Hence 140 samples are considered for analysis

Tools used are percentage analysis and chi square test.

4. Results and Analysis

Table 1. Profile of the Respondents

Profile		No of respondents	Percentage (%)
Gender	Male	60	43
	Female	80	57
Departments	Computer science	31	22
	Electronics and comm	51	36
	Information Tech	46	33
	Others	12	09
Academic Performance in exams	50% to 60%	10	7
	61% to 70%	29	21
	71% to 80%	58	41
	81% to 90%	37	27
	Above 90%	6	4

Table 2. Study Habits of the Respondents

Study Habits		No of respondents	Percentage (%)
Level of Procrastination Behavior to Study	Strongly Disagree	4	3
	Disagree	20	14
	Neutral	17	12
	Agree	39	28
	Strongly Agree	60	43
Habit of Studying in Groups	Strongly Disagree	14	10
	Disagree	26	19
	Neutral	20	14
	Agree	50	36

	Strongly Agree	30	21
Level of Dependency to Prescribed Textbooks and Faculties	Strongly Disagree	10	7
	Disagree	25	18
	Neutral	25	18
	Agree	35	25
	Strongly Agree	45	32
Attitude Towards Preserving Study Materials for Future Reference	Strongly Disagree	10	7
	Disagree	15	11
	Neutral	25	18
	Agree	53	38
	Strongly Agree	37	26
Level of Involvement in physical activity	Strongly Disagree	55	40
	Disagree	37	26
	Neutral	20	14
	Agree	12	9
	Strongly Agree	16	11

From the table 1 it is inferred that 41% of the respondents have scored 71-80 percentage marks and 21% of respondents have scored 81-90 percentage marks in the engineering semester examinations which indicate that nearly 60% of the population are capable of scoring more than 70% of marks in the semester examination.

From the table 2 it is inferred that 43% of the respondents strongly agree and 28% of the respondents agree about their procrastination behavior to study. This implies that they post pone their work till the last moment of their examination which affects their academic performance.

From the table 2 it is inferred that 21% of the respondents have strongly agreed and 36% of the respondents agree that they have the habit of learning in groups for exams which indicates that nearly 43% of the respondents are not focused to study in groups. Hence students can be motivated to study in groups to improve their performance.

From the table 2 it is inferred that 32% of the respondents strongly agreed and 25% respondents agree that they are dependent to prescribed textbooks and faculty which increases their performance.

From the table 2 it is inferred that 26% of the respondents strongly agree and 38% of the respondents agreed that they retain study materials for future use. It indicates that nearly 64% of the population retains the study material which will be useful for them in the future.

From the table 2 it is inferred that 40% of the respondents strongly disagreed and 16% of the respondents disagree that they involve in physical activity. It indicates that nearly 56% of the respondents are not involved in any physical activity which is not a healthy sign.

4.1 Chi-Square test

To analyze the relationship between studying in groups and the academic performance of the engineering students.

H₀: There is no significant relationship between studying in groups and the academic performance of the engineering students.

H₁: There is significant relationship between studying in groups and the academic performance of the engineering students.

Degree of freedom = $(r - 1) (c - 1) = (5 - 1) (5 - 1) = 16$, χ^2 Table value at 5% Level of significance = 26.296, χ^2 Calculated value = 188.666, χ^2 Calculated Value > χ^2 Tabulated Value, since the calculated value is greater than the standardized table value. We reject null hypothesis (H₀).

To analyze the relationship between physical activity and the academic performance of the engineering students.

H₀: There is no significant relationship between physical activity and the academic performance of the engineering students.

H₁: There is significant relationship between physical activity and the academic performance of the engineering students.

Degree of freedom = $(r - 1) (c - 1) = (5 - 1) (5 - 1) = 16$, χ^2 Table value at 5% Level of significance = 26.296, χ^2 Calculated value = 126.92, χ^2 Calculated Value > χ^2 Tabulated Value,

since the calculated value is greater than the standardized table value. We reject null hypothesis (H_0).

5. Conclusion

Hence the students have positive attitude towards learning in groups, dependent in prescribed textbooks and faculties and retain study materials for future use which will increase the academic performance. Majority of the students conclude that there is procrastination behavior to study among them and less involvement is physical activity which may drop down the academic performance.

It may be inferred that there is significant relationship between the studying in groups and Academic performance of engineering students. There is significant relationship between the Physical Activity and Academic performance of engineering students. Hence it may be concluded that study habits influence the academic performance of engineering students. This study helps students to know about their habits and behavior and make corrections that causes slump in their academic performance. This study can be used by college management to understand their students mind set so that they can conduct training & developmental programs to mould student behavior in a positive way.

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