The relationship between the study habits and the academic achievement of students in Islamic Azad University of Jiroft Branch

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A B S T R A C T

Learner's improvement of academic performance of learners is one of the main objectives of educational centers, because academic performance is the essential for success and progress. Different factors such as individuals learning styles and studying skills can influence academic performance. Because students are the main axis of development in any society, this study examined the relationship between study habits with academic achievement. In this study descriptive correlation study, 220 undergraduate students of Islamic Azad University Jiroft Branch, randomly selected and studied from both College of Humanities and Agriculture. Instruments included demographic information on checklist and study habits questionnaire (PSSHI). Data collected and analyzed by statistical software SPSS v.21, T-test and Pearson correlation. The results showed that 89% of students have relatively desirable study habits, between the two variables, study habits and academic achievement there was a correlation. Between the Score study habits there was a significant positive correlation with academic achievement(r=0.175, p=0.009). Given that variable, such as study habits have a significant relationship with the academic achievement and can be changed with education, it is recommended that those involved with student education and academic culture by teaching the students in this context, to take effective steps to improve the quality of students' education.

Introduction

All of the amazing advances in today's world are born by learning and the teaching

duties and its improvement is the basis of all activities in the educational institutions

[1]. The credit of an educational system depends on the learning of its learners. Learning and academic performance is affected by many factors [2], including personality, IQ, family background, gender and age, as well as acquired factors such as learning styles and methods of study would have the effect [4-3].

Studies in the field of cognitive psychology have shown that learning and study strategies improves the academic performance [5]. Stark found in his study that participating in academic seminars on study skills improves the level of keeping scientific contents [6].

In addition, numerous studies have shown that the impairment in learning and study skills could negatively be overshadowed by all the benefits of a good learning environment, even personal intellectual capabilities and mental /physical health. On the other hand, in the case of effectiveness could adjust or compensate many potential failures in an educational setting and shortcomings in academic motivation and mental /physical health that can have a favorable impact on academic performance [7]. Since the students are considered as the intelligentsia, efficient and future-making levels in each country and the youth are human capital and the main focus of development in any society[8], the improvement and the development of students academic performance is one of the main objectives of training centers [9].

This study is aimed to determine the relationship between the study habits and academic achievement of students in Islamic Azad University of Jiroft Branch as effective and efficient steps to improve the quality of education has been.

Materials and Methods

This is a cross-sectional study (descriptive-analytical) conducted in the first semester of the year 92. The study population was all undergraduate students in Islamic Azad University of Jiroft. Initially, two faculties were chosen by systematic random selection among all faculties (Humanities, Agriculture, Technology, and Physical Education). Then three fields of studies were randomly selected from each faculty, the fields of Judicial Studies, literature, and Theology from the faculty of Humanities and, the fields of Biology, Horticulture and Agriculture from the faculty of Agriculture. Then an entry was randomly selected and all incoming students were studied.

1.Demographic information checklist (academic major, gender, birth order, marital status, indigenous status, mother's education, father's education, and GPA in the previous semester)

2.Palsane & Sharma Study .Habit Inventory (PSSHI) which was designed in eight dimensions of Time management, Physical condition, Ability to read and note, Learning motivation, Memory Holding exams, and health. Scoring system is based on a Likert scale (0-4) in which Zero is the lowest score and 90 is the highest. The higher scores indicate the good habits of study. The total scores of the reading habits of three people are classified in three classes including the poor study habits (less than 30), Relatively Desirable (31 to 60) and desirable (more than 6). The reliability of the 88/65 split method of internal consistency of 0/0 and the criterion-related validity of the 74/0 has been reported.

Its Reliability, internal consistency by bisect method and Criterion-related validity were reported 0.88, 0.65 and 0.74,

respectively[10] . In order to data analysis, statistical software SPSS v.21, t-test and Pearson correlation coefficient were applied and (p<0.05) was chosen as the significance level.

Result and Discussion

37.35% of the students were female and 62.7% male. 60.9% of the students were single and 39.1% were married. The students' age ranged from 18 to 59 years with a mean age of 26/35 years and standard deviation of 8.18 years (18/8 ± 35/26). The Average GPA of students was 15.28 ranged from 11 to 19. The mean and standard deviation of GPA scores, study habits and its areas are shown in table (1). In total, 23 students (4/10%) showed good study habits, 196 students (89%) were relatively desirable, and 1 student (6/0%) had poor study habits.

The results about the scores based on the dimensions of study habits include: Time management 5.89 from 10, Physical condition 6.39 of 12, Ability to read 8.73 of 16, Ability to note 7.37 of 6, Learning motivation 7.88 of 12, Memory 4.40 of 8, Holding exams 10.18 of 18, and health 3,15 of 6. Table 2 summarizes the relationship of study habits and average with demographic variables. According to this table, there is a significant positive correlation between the total score of study habits and the average (P = 0.009, r = 0.175). It means that when the study habits score increases, the GPA will also increase. A correlation was found between the noting skill and the field of study which means that the noting skill is more used by the students of the faculty of Humanities during the study (P = 0.039, r = 0.139). There was a correlation between the dimension of memory and gender, in that female students had higher scores in memory than male students (P = 0.043, r = 0.139). The t-Test analysis showed a significant difference (P = 0.00) between the average score for males (14.92±1.72) and females (15.89±1.80). The t-Test analysis showed no significant difference (P = 0.739) between the average score for Indigenous students (15.26±1.86) and Non-indigenous students (15.37±1.59). There was an inverse correlation between the students' average and their age, as more age leads to less average scores (P = 0.002, r = 0.206). There was found no correlation between the average and the field of study. There was a positive correlation between the students' average and their father's education (P = 0.013, r = 0.168). There was no correlation between the average and other demographic variables.

The results showed that there is a correlation between two variables of study habits and academic achievement, when the study habits scores increase, the academic achievement will also increase, as the students with study habits score above 60 were achieved more average. Derossis and colleagues also reported a significant correlation between the study habits and the academic achievement of students [11]. In the study conducted by Sirohi, poor study habits were reported as one of the biggest causes of the poor academic performance in the studied samples [2]. Boehler and colleagues also found a positive and significant relationship between the study habits and the academic achievement. It was reported that the students who note the important subjects in their own words and sentences had better performance than those just mark the important subjects[12] , These findings are also in accordance with Boehler [12] FereidouniMoghadam [8] and Khadivzadeh [13].

Table.1 The average of GPA scores, study habits, and its area based on students of different majors

Students' score and major	theology	literature	Judicial Studies	Biology, and	Horticulture	Agricultur	total
Average	15/80±1/41	15/02±2/00	15/21±1/64	15/21±2/35	15/10±1/89	15/79±2/23	15/28±1/81
Study habits	48/08±9/48	51/76±8/85	50/11±8/18	49/15±6/78	52/09±6/27	47/86±4/37	50/06±7/97
Time management	5/76±1/30	6/10±1/24	5/78±1/87	6/00±1/77	6/09±1/86	6/00±1/13	5/89±1/66
Physical condition	6/40±1/87	6/86±1/65	6/47±1/75	5/65±1/18	6/54±1/71	5/60±2/06	6/39±1/74
Ability to read	8/12±2/02	8/90±2/21	8/76±2/06	9/05±2/28	8/63±1/91	8/93±1/27	8/73±2/07
Ability to note	4/24±1/71	3/83±1/51	3/32±1/38	3/20±1/64	3/86±1/20	3/20±1/08	3/73±1/44
Learning motivation	7/68±1/72	8/36±2/28	7/87±2/17	7/50±1/63	8/36±2/30	7/06±2/15	7/88±2/11
Memory	4/24±1/56	4/26±1/46	4/41±1/64	4/60±1/84	4/72±1/24	4/13±1/50	4/40±1/57
Holding exams	10/36±2/46	10/40±2/25	10/13±2/32	9/80±2/04	10/72±2/39	9/46±2/13	10/18±2/29
Health	3/28±1/51	3/16±1/34	3/11±1/35	3/35±1/72	2/86±1/42	3/46±1/06	3/15±1/39

Table.2 The estimated correlation coefficient between GPA, study habits, and its areas with age, gender, parental education and the majors

The exam - Demographic information	Age	gender	Marital status	Mother's education,	Father's education	The field of study	Total
Average	-0/206 **	-/258 **	0/041	0/115	*-0/168	0/008	1
Study habits	-0/056	-0/035	0/002	-0/027	-0/048	-0/009	*0/175
Time management	-0/051	0/006	-0/047	0/013	0/000	-0/034	0/111
Physical condition	-0/058	0/038	0/041	0/085	0/085	0/117	0/117
Ability to read	0/053	0/162	-0/021	0/035	0/016	-0/063	0/021
Ability to note	-0/063	-0/072	-0/065	-0/003	0/017	*0/139	0/122
Learning motivation	-0/121	-0/048	0/013	-0/121	-0/065	0/046	0/025
Memory	-0/049	-0/136 *	-0/060	-0/075	-0/058	-0/041	0/125
Holding exams	-0/040	-0/065	-0/006	0/021	-0/020	0/048	0/064
Health	0/053	-0540	-0/056	-0/073	-0/069	0/004	0/127

**0.01 p< *0.05 p<

The study habits is undoubtedly one of the factors that influence academic achievement; since those who have better study skills have more active learning and are more involved in the educational subjects, therefore, will have better memorizing and remembering abilities. The average of the study habits scores of students was 50.06±7.97. Based on the results, the majority of students (89%) had moderate or moderately good study habits, means that the total score ranged from 60-31. According to the importance of study habits in the learning process, this situation is not ideal. It seems that the students have not achieved the necessary instructions to improve their study skills and habits. This situation is observed not only in the students of Azad University, but also in other students of country, most of the students have moderately desirable study habits[13 ,8].

Durack hold an educational course of study habits for students and found its positive effect on learning and doing the students' homework [14]. In the study on the students' study habits grades in terms of demographic variables, it was found that there is not significant relationship between the study habits scores and the variables (age, marital status, indigenous status, birth, parents education). A correlation was only observed between the memory dimension of study habits and the students' gender. The memory was more used by female students during the study. There was also a correlation between the field of study and the noting dimension. The noting skill was more used by the students of the Faculty of Humanities during the study. In this study, there was found no correlation between the age and the study habits scores that was in accordance with the findings of FereidouniMoghadam [8]. Comparing the students' average showed that the average of female students is more than male students, which is in accordance with the findings of Rafati et al in the nursery students of Shiraz [15].

Conclusion

Since the study habits has a significant effect on academic achievements and according to the importance of study habits on academic performance and educational progress that finally effect on academic and career future, so it is essential to consider and planning to improve methods and study habits of students. According to researchers, the people's study habits are teachable and learnable and several steps can be taken in this field. It is also recommended that the courses of correct study habits to be held for the students in the entrance to the university to gain the knowledge in this field.

Acknowledgement

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