



A CROSS-SECTIONAL SURVEY ON STUDY HABITS OF UNIVERSITY STUDENTS

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Abstract- Every institution or university has its own culture of study and the students also have different study habits from others. The learners adopt study habits in order to get command over their areas of specialization. The basic purpose of this research work was to conduct a cross-sectional survey on study habits of students studying in different universities and it helped to provide necessary information about the relationships found among different factors of study habits, difference by gender and universities. All post graduate level students and university students in Lahore was the population and Simple random sampling technique was used to select a sample of students. Data were collected by using a self-developed scale about study habit. Results revealed that there was no significant mean difference in the study habits of male and female students, but there was significant difference in the study habits of the inter-university students. Teachers should encourage students to use of resources and trained them how to use available resources.

Keywords: Study habits, post graduate students, self-assessment

I. Introduction

Study habits set by the learners; have great importance in their lives. Success or failure depends upon the study habits, students adopt in their life. In fact, to learn something is a skill and lot of practice is needed. There are certain pupils who work hard but fail to get their targets or not they do perform up to the expectations. Contrary to this there are other students who study less but achieve more or perform very well. Success of the learners is dependent upon ability, effort and intelligence of students they put in their studies. It is quite obvious that to learn regularly or better study habits result in the form of achievement, excellence or honor. Typically learning skills refer to get aware of suitable learning strategies, methods and the ability to adjust time accordingly. It also includes other ways and means that carry the demands of the learning tasks. As Credé and Kuncel (2008) state that "Study habits denote the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to studying".

At school level, mostly the teachers give emphasis that students learn knowledge and skills in classroom context or sometimes they are assigned some homework. But at college and university level, students are supposed to make the habit of self-study using variety of learning techniques. Study habits and skills are in particular, necessary for students who are in higher education Because to manage the time, make note, use Internet, eliminate the distractions, and assign a high priority to study, are necessary for these students at this level. Fielden (2004) define about decent reading or study habits assist the learner to throw reflection in skills outcomes such as appropriate selection, critical analysis, and synthesis. Azikiwe (1998) labels on study conduct or habits are ways or manners, some learners are going to plan his or her private reading besides the lecture hours conducted in the classroom, in order to get command over a particular subject or topic. In the words of Deniz (2013), "Study habits help students master their areas of specialization".

There are certain factors which affect the School achievement and they are intelligence, intellect, proper study habits, and attitudes of the students towards learning, different aspects of their personality, socio economic status, and so on. The struggle to get success comes from individual's concept of himself as they show success or failure in the front of others. Similarly an individual, who sees himself as topper in his class or among scholars, may set high goal in front of his class. The effective study habits are directly linked with academic performance. For example, college students with high grades show that they have more effective study habits, time management and better attitude towards learning as compared to the low achievers. In addition, a link between study habits and academic performance is just like the training or a practice trendy education services that meaningfully increase holding degree an endangered university and pupils (Polansky, et al., 1993).

The learners who get success show high dedication to enrich their learning from different educational experiences by time to time monitoring their ongoing progress, and make adjustments in their attempts where important to achieve their learning targets. The learning outcomes and the grades of the learners reflect their study habits that how they organize their timetable. They set their objectives that lead towards their destination. There are many students who show poor performance due to certain reasons other than low intellectual capacity. One of those reasons or factors is poor study habits that most probably result in low outcome and as a result performance is below average. Sometimes very bright students become victim of it and show unexpected results. It is assumed that habits indicate whatever an individual possesses whereas study habits are the behaviors that the individuals show towards their studies. In the process of learning, the ways the learners set towards learning, revising and making practices are regarded as study habits of the pupils. Whatever pattern of behavior the students adopt to pursue their targets also come under study habits. Study habits reveal students personality. Study habits serve as an authentic source of learning. Cardelle-Elawar and Nevin (2003) refer that study habits are the pattern of behavior where a learners show his conscious and purposeful use of one's cognitive skills, feelings, and actions to establish and increase the level of learning of knowledge and skills for a given task and set of conditions. Schunk (2004) thinks that it is an ability of an individual who sets goals, evaluates male or female own achievements / scores, and regulate his performances to attain person's aimship his or her life in a flexible way.

The significance of study habits is far high for the post-graduate students and research is not possible without ample and relevant literature. A literature review is a part of any research work that is used to review the points of current knowledge critically. It includes substantive findings, theoretical and methodological contributions to a particular topic. Literatures reviews are not considered primary source that is why they do not meant to neither report any new nor provide an original experimental work. We say that review of literature is a critical as well as in-depth evaluation of previous research. It is also called a summary of specific area of any research work. There are many examples in literature where the researchers did work on study habits.

Ansari (1980) originates about education conducts and study attitudes important variables are used to regulate academic performance of the learners. A research study is basically meant to explore the relationship between study habits, students' attitude and academic achievement of the college students. Findings of this study show that there is an optimistic association amid study habit or education defiance, theoretical performance, and knowledge styles of the learners. Many researchers show their interest to identify those movables that donate the students' academic success. Performance in university some empirical findings have demonstrated that there are number of undergraduates studying in various institutes, adopt insufficient study skills. Most of them face difficulties to manage their time properly and to prepare their note. They are also unable to understand how to get prepared for various kinds of tests, and to overcome anxiety. Fortunately behaviors such as student motivation, learning habits, study skills and beliefs about success, may be enhanced through or to get external instructions and support. The present research study is used to conduct a survey about effective study habits of students studying in different universities.

Educational achievement is not only an ability or skill of a student, but also includes the learning styles of the individuals (Kolb, 1984). It also refers to the way in which a learner responds consistently or he interacts with stimuli in the learning context, as a replacement of cognitive styles theorems from 1970s (Loo, 2004). Sadler-Smith (1996) defines learning styles are described as the ways that the learners use to process and organize information. It is also a processing which a person thinks, comprehends and processes information. Kolb (1984) regard, learning styles are represented both sensory and the mental activity. Kolb's Knowledge Series, Education style account are used frequently by majority, know learning steps and habits persons use take and development new-fangled evidence.

A good research work also gives us evidence that study habits and study attitudes are significant variables that are used to determine the academic performance of the learners. In spite of a great importance of study habits and study attitudes, it is perceived that educational institutions still pay very little attention to understand these factors (Baquiran, 2011). Finally, it is quite obvious that learning styles, attitude, health, classroom activities etc. are factors of great importance that leave an impact on study habits. It is an attempt that gives information about the relationships between different factors of study habits, difference of study habits of university students regarding gender and difference between students study habits regarding different universities.

The study employs a cross-sectional survey on study habits of university students in district Lahore, Pakistan. Common students do not know the real study habits to get excellence in the study habits. As a result, they adopt useless and wrong study habits. The ratio of unsuccessful students is increasing day by day. It is of the hours to develop the knowledge about effective study habits. The area of study is very important in its nature because effective study habits are the need of each student. So the students will be important for them to develop effective study habit and tell their students proper study habits, As well as, it will be helpful for the university administrator for proper planning and improvements. The study may be significant for counselor and for better direction of students, and for plan makers to improve educational systems. It will also be significant for curriculum developers to include topics correlated to study habits in the curriculum. That's why the researchers developed a Likert-type scale to explore the study habits of students studying in universities and they conducted a cross-sectional survey on study habits of those university students.

Objectives of study

The study undertakes following objectives to:

1. Identify the students' perception about their study habits at university level.
2. Find out the difference between male and female students' perception about study habits at university level.
3. Find out the comparison of students' study habits on the basis of universities at Lahore

Research Questions

1. What is the students' perception about their study habits at university level?
2. Is there any difference between male and female students' perception about study habits at university level?
3. What is the difference among students' study habits on the basis of universities at Lahore?

II. Methodology

The purpose of study was to conduct a cross-sectional survey on study habits of university students in district Lahore. The researchers used survey technique due to its appropriateness for this study.

The population of the study was comprised of all post-graduate students, studying in post-graduate colleges and universities in Lahore. The sample was comprised of 300 male and female university students drawn on randomly. The instrument was the five-point Likert type scale developed by the researchers in January-February 2018. The researchers themselves administered the scale and received responses from 273 students which was quite encouraging.

After reviewing of the related and selected literature the questionnaire and constructs of the questionnaire were designed. The scale was validated by five experts and the researchers also conducted classroom discussion in a seminar for the purpose of validation of instrument, in which 14 MPhil scholars participated who had expertise in the area of assessment and evaluation. The instrument contained many constructs of Study Habits such as: Health, Time Management, Attitude, Academic Stress and Anxiety, Goal Setting and Academic Calendar, Learning Styles, Use of Resources, Classroom Preparation / Activities, Learning Abilities, Self-Assessment and Examination Preparation.

The researchers personally visited the universities and post-graduate college for data collection. They observed the necessary ethical procedures before visiting the universities and colleges by seeking permission of the heads of institutions or departments. The authorities granted the permission which paved the way for researchers to collect data using the scale.

Analysis of Data

The respondents were required to respond each statement on 5 points Likert scale, and numerical value of the responses was as follow, Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4 and Strongly Agree=5. The instrument used to collect data, was rating scale. SPSS 23 (Statistical Package for Social Science) software was used to analyze data using t-test, ANOVA, Post-hoc test besides descriptive statistics such as

frequencies, reliability, percentage, mean and standard deviation.

Table 1

Students' perception about their study habits at university level (N=273)

study habits	Mean	S.D
Health	21.55	3.28
Time Management	27.40	3.28
Attitude	34.21	4.40
Academic Stress and Anxiety	9.96	2.49
Goal Setting and Academic Calendar	36.50	6.11
Learning Styles	45.78	5.23
Use of Resources	24.29	3.12
Classroom Preparation Activities	27.58	3.60
Learning Abilities	22.91	4.20
Self-Assessment	26.77	3.68
Exam Preparation and Writing	15.17	2.60

Result shows that mean of study habits of university students at Lahore regarding Learning style (M= 45.78, SD= 5.23) was highly perceived by students and Academic Stress and Anxiety (M=9.96, SD=2.49) low perceived its mean that students focused on learning styles and they do not take an academic stress and anxiety.

Table 2

Difference between Male and Female Students 'perception about their study habit

Variable	Gender	N	M	S.D	t	Df	Sig.
Study habit	Male	41	286.37	24.523	-1.519	271	.716
	Female	232	293.20	26.886			
	Total	273	579.57	51.409			

Table 3 shows that there is no statistical significant difference in mean scores between male (M=286.37, SD=24.523) and female (M=293.20, SD=26.886) students ($t = -1.519$; $p = .716$) for views about study habits. It can be concluded that male and female students' study habits are similar because they have not difference in study habit.

Table 3

Comparison of students' study habits on the basis of inter-universities at Lahore

Subject stream	N	M	S.D		Sum of squares	Df	Mean square	F	p
University of the Punjab	139	285.86	24.13	Between groups	25652.77	2	12826.38	20.737	.000
Fatima Jinnah College Lahore	71	288.95	23.90						
University of Education	03	309.71	27.42	Within groups	167002.13	270	618.526		
Total	273	292.172	75.45		192654.90	272			

Table 4 shows the comparison of students' study habits on the basis of inter-universities at Lahore. The results indicated that was statistically significant difference in the study habits of students for the three different university: $F (2, 270) = 20.737$, $p < .05$. However, the difference in the mean scores between the group one and two was small.

Table 4

Post Hoc Tests of Sampled Universities/Post-graduate College

University Name of Respondents	Groups	MD	P
University of the Punjab	Fatima Jinnah College Lahore	-3.0944	.670

	University of Education	-23.8509	.000
Fatima Jinnah College Lahore	University of the Punjab	3.0944	.670
	University of Education	-20.7565	.000
University of Education	University of the Punjab	23.8509	.000
	Fatima Jinnah College Lahore	20.7565	.000

Post-hoc comparisons using the Tukey HSD test indicated that the mean score for University of the Punjab ($M = 285.86, S.D = 24.13$) and Fatima Jinnah College ($M = 288.95, S.D = 23.90$) was significantly different from University of Education ($M = 309.71, S.D = 75.45$). It is concluded that University of Education had significant mean difference against University of the Punjab and Fatima Jinnah College Lahore.

III. Discussion

This research study mainly focused on conducting a cross-sectional survey on study habits of university students for both male and female students from public universities of Lahore. Result shows that mean of study habits of university students at Lahore regarding Learning style was preferred by students and Academic Stress and Anxiety was low perceived and Schunk(2004) defined that students' study habits of vary university to university because every institution or university have own culture and climate so that's why students of different universities have different study habits. Crede and Kuncel (2008) well-defined that fixed performances of learning in his study, it is favorable environment that is encouraging for students in studying, further result of male and female students' study habits are similar because they have not difference in study habit. Baquiran, (2011) elaborate that male and female study habits are similar due to culture similarity. University of the Punjab and Fatima Jinnah College was significantly different from University of Education. Proctor, Prevatt, Adams, Reaser, and Petscher (2006) clearly defined that Majority of the students have different study habits regarding their institutions or inter universities, because every institution and university have different culture and climate so that's why students of inter universities have different study habits.

IV. Conclusion and Recommendations

On the basis of findings and according to views of respondents the conclusion describes as follows.

Majority of students have same study habits and have minor mean difference in some factors/constructs of instrument while "Learning styles" factor have more mean difference regarding gender, Male students have less Learning styles rather than Female students. Findings show that there was no significance mean difference between University of the Punjab and Fatima Jinnah College. University of Education has significant mean difference against University of the Punjab and Fatima Jinnah College Lahore. Majority of the students have different study habits regarding their institutions or inter universities, because every institution and university have different culture and climate so that's why students of inter universities have different study habits. According to this finding we can say that study habits can vary from institutions to institutions and university to university.

After analysis of constructs/factors of study habits we know that some factors have low Mean which are "Academic Stress and Anxiety", "Exam Preparation and Writing", and some factors have moderate Mean score which are "Health", "Time Management", "Use of Resources", "Classroom Preparation/Activities", "Learning Abilities", and "Self-Assessment" while some factors of study habits have more Mean score which are "Attitude", "Goal Setting and Academic Calendar", and "Learning Goals". After concentrating upon findings and conclusion we would like to put forward the following recommendation to improve study habits of university students.

1. Students should be encouraged to minimize their academic stress and anxiety to improve their performance or study habits.
2. Students should be encouraged to prepare themselves for exam preparation and writing to reduce academic stress and anxiety or to improve their habits of study.
3. Students should keep in their minds during their study that health is wealth and do not compromise on their health for better study.
4. Teachers should encourage students to use of resources and trained them how to use available resources.

5. Students should focus on self-assessment because through self-assessment we know about our weaknesses and strengths.
6. Time management is also very important factor in whole life so students must do every task of study like reading, writing, exam writing etc with time management.
7. Teachers should guide students for their future study plans accordingly their study habits.
8. This instrument is very useful so different researchers may use our instrument for better research.

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