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ACADEMIC JOURNAL OF PSYCHOLOGY AND COUNSELING

The Role Of Study Habits In Academic Achievement: A Comparative Study Between Hostel-Living And Day Scholars

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day scholars;
grade point
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study habits

Abstract

Environmental conditions can have an impact on study habits, which affect academic achievement. Some students choose to live in dormitories (hostel-living students), while some opt to go home every day (day scholars). This research investigated differences in study habits and academic achievement between students living in hostels and at home. The sample was 213 undergraduate students at the University of Peshawar, Pakistan (102 day scholars and 112 hostel-living students). Study habit was measured by the Study Habits Inventory (SHI) developed by Jones & Slate (1990), and student academic achievement was measured by the Grade Point Average (GPA). The results showed that study habits significantly predicted academic achievement ($\beta = 0.64, p < 0.05$). Hostel-living students have higher scores in study habits ($t = -3.39, p < 0.05$) and academic achievement ($t = -5.16, p < 0.05$) compared to day scholars. This shows that the dormitory environment encourages focused learning and contributes to academic achievement. Interventions for day scholars should target improved time management and accessible study space to enhance study habits and academic achievement.

	Abstrak
Kata kunci: prestasi akademik; mahasiswa yang tinggal di rumah; nilai rata-rata; mahasiswa yang tinggal di asrama; kebiasaan belajar	Kondisi lingkungan bisa berdampak pada kebiasaan belajar, yang pada akhirnya berdampak pada prestasi akademik. Terdapat mahasiswa yang memilih untuk tinggal di asrama dan juga ada mahasiswa yang setiap hari pulang ke rumah (<i>day scholar</i>). Tujuan dari penelitian ini adalah untuk menyelidiki perbedaan kebiasaan belajar dan prestasi akademik antara mahasiswa yang tinggal di asrama dengan mahasiswa yang tinggal di rumah. Sampel penelitian adalah 213 mahasiswa tingkat sarjana Universitas Peshawar, Pakistan (102 <i>day scholar</i> dan 112 pelajar yang tinggal di asrama). Kebiasaan belajar siswa diukur dengan Study Habits Inventory (SHI) yang dikembangkan oleh Jones & Slate (1990) dan prestasi akademik siswa diukur dengan Indeks Prestasi Kumulatif (IPK). Hasil penelitian menunjukkan bahwa kebiasaan belajar secara signifikan memprediksi peningkatan prestasi akademik mahasiswa ($\beta = 0,64$; $p < 0,05$). Mahasiswa yang tinggal di asrama mempunyai skor yang lebih tinggi dalam kebiasaan belajar ($t = -3,39$; $p < 0,05$) maupun prestasi akademik ($t = -5,16$; $p < 0,05$) dibandingkan dengan <i>day scholar</i> . Hal ini menunjukkan bahwa lingkungan asrama mendorong pembelajaran yang fokus dan berkontribusi terhadap prestasi akademik. Intervensi bagi <i>day scholar</i> harus menyasar pada peningkatan manajemen waktu dan aksesibilitas ruang belajar untuk meningkatkan kebiasaan belajar dan prestasi akademik.

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INTRODUCTION

Background Of The Study

Academic achievement is necessary for producing the best quality graduates who are expected to lead the nation by taking responsibility for promoting the economic and social development of the country (Ali, Jusoff, Ali, Mokhtar, & Salamat, 2009; Fauzi, Hassan, Setapa, Ramlee, & Rahman, 2020). Study habit plays a large part in such achievement. Studying in peaceful surroundings is pleasant; however, some students do not have these surroundings at home (Khurshid, Tanveer, & Qasmi, 2011). Therefore, some students prefer hostels to be a suitable environment for study where they can

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improve their study habits to perform better academically than other students (Khan, Alshekili, Badi, & Khanbashi, 2020). Studying in a hostel helps students form a structured study habit. Effective study habits can help students achieve high grades (Bibi, Naseer, & Habib, 2020; Jafari, Aghaei, & Khatony, 2019; Rabia, Mubarak, Tallat, & Nasir, 2017).

According to Tus, Rayo, Lubo, & Cruz (2020), study habit is the core of academic success. Study habits refer to the routines, practices, and strategies individuals employ to facilitate effective learning and academic success. These habits encompass a wide range of behaviors and attitudes that impact how a person approaches and engages with their studies. Reading, taking notes, and studying in groups are some habits that can help students achieve their learning goals.

Several aspects constitute study habits. First, *time management*, which refers to effective time allocation for studying, study session planning, and adhering to a study schedule (Pauk & Owens, 2013). Second, *active engagement*, which is active participation in the learning process through techniques like summarization, questioning, and discussion (Ginting, 2021). Third, *note-taking* which is the method of recording and organizing information during lectures or reading materials (Boch & Piolat, 2005; Kiewra, 1985). Fourth, *organization* refers to keeping study materials and resources well-organized, including notes, textbooks, and study aids. Fifth, *goal setting*, which is establishing clear academic goals and objectives to guide the study process (Locke & Latham, 2006). Sixth, *self-motivation*, or maintaining the drive and enthusiasm to study, even when facing challenges (Schunk & Zimmerman, 2003; Zimmerman, 2008). Seventh, *learning strategies*, which mean employing effective learning techniques, such as spaced repetition and retrieval practice (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).

There are several internal factors influencing study habit. *Intrinsic motivation*, driven by personal interest or a sense of purpose, can positively impact study habits (Deci & Ryan, 2000; Ryan & Deci, 2000). Second, *self-discipline*, which is an individual's ability to resist distractions and stay focused on studying (Duckworth, Grant, Loew, Oettingen, & Gollwitzer, 2011). Third, *learning style*, referring to the understanding and adoption of one's preferred learning style, whether visual, auditory, or kinesthetic (Fleming, 2001; Fleming & Baume, 2006).

Besides internal factors, there are several external factors influencing study habit. First, *environment*, referring to the physical study environment, including noise levels, lighting, and comfort (Cleveland & Fisher, 2014). Second, a *support system*, which is the availability of supportive friends, family, or study groups (Zimmerman & Martinez-Pons, 1990). Third, is *access to resources*, which is adequate access to study materials, libraries, and technology (Cohen, Brawer, & Kisker, 2013).

Several studies show that study habits influence academic achievement (Bibi et al., 2020; Jafari et al., 2019; Rabia et al., 2017). Academic achievement is the attainment or realization of educational goals and standards set within an academic institution, which may encompass various aspects such as grades, test results, course completion, and overall performance in the academic context (Credé & Kuncel, 2008). Schunk & Zimmerman (2003; 2001) defined academic achievement as the level of success or accomplishment that an individual attains in educational pursuits, typically measured by grades, test scores, and other quantitative or qualitative assessments of academic performance.

Grades refer to student scores in coursework, exams, and assignments. Scores on standardized tests such as the SAT, ACT, GRE, or other subject-specific exams are often used to assess academic achievement. Meanwhile, class ranking compares students' academic performance to their peers within the same educational institution. Completing courses and meeting program requirements are other gauges of academic achievement. Obtaining a degree or diploma is also a significant milestone in academic achievement (Eccles & Roeser, 2011).

Academic achievement is influenced by individual factors, such as intrinsic motivation, which can positively impact academic achievement; effective study skills, and time management practices that will eventually contribute to success; and intellectual capabilities, such as intelligence and problem-solving skills (Zimmerman & Schunk, 2001). Physical and mental health also affect students' academic ability (Eccles & Roeser, 2011).

Meanwhile, family factors include parental involvement that supports the child's education; family income and resources that influence access to educational opportunities and resources, and parental expectations and encouragement (Sirin, 2005). School factors are effective teaching and a conducive learning environment are critical, access to quality curriculum, textbooks, and educational technology matters, and

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interactions with peers and the school culture can affect academic motivation and performance (Eccles & Roeser, 2011).

A place where students stay for months or years far away from their homes to pursue formal education is categorized as a hostel (Iftikhar & Ajmal, 2015). University students who live in hostels or their own homes face various environmental and social issues. For instance, students who come from faraway locations select the hostel as their place of residence. Living away from home for an extended period is a challenging experience for young people. They must be self-reliant instead of receiving aid from their parents. Typically, in Pakistani society, mothers do various chores around the house to support their children's learning. Parents want their children to feel special, allowing them to study hard and make parents proud (Khurshid et al., 2011). Therefore, they seek to provide their children with security and warmth. Scientific literature also indicates that parental support and family unity improve the chances of academic success (Ateş, 2021; Bowlby, 1973).

A study conducted by Soares, Guisande, Almeida, & Páramo (2009) found a significant relationship between learning strategies, learning behavior, and academic success in higher education. There was a notable gap between the academic outcomes of students with strong study habits and those with bad ones (Anwar, 2013). Study habits were shown to be related to their academic performance in ninth grade, with guys showing better study habits than girls (Bandhana & Darshana, 2012). College students with high GPAs tend to have better study habits than those with lower GPAs, especially regarding learning strategies, time management, and attitudes (Bailey & Onwuegbuzie, 2002). Students may exhibit different study habits but learning achievement depends on good study habits (Abid, Aslam, Alghamdi, & Kumar, 2023; Castillo et al., 2023; Prasetyo, Ridlo, & Kartijono, 2019; Sakirudeen & Sanni, 2017). Furthermore, academic failure is linked to inadequate learning skills rather than inability (Rana & Kausar, 2011). Counterproductive study habits are a common cause of academic failure among students who struggle in college, and therefore, students must develop healthy study habits (Elliot, Foster, & Stinson, 2002).

Rationale Of The Study

Based on July 2023 data, Pakistan ranked fifth in national population behind India, China, the United States and Indonesia. The population of Pakistan is 240.8 million

people (Annur, 2023), while the area of Pakistan is 803.940 km². Many Pakistanis live in densely populated areas. Houses in busy environments can make their student occupants develop poor study habits (Okesina, 2019). In turn, bad study habits influence low academic achievement. Therefore, some students choose to live in a quiet and comfortable environment, one of which is a hostel.

Besides that, some studies reported contradictory results regarding the comparison of the academic achievement and study habits of the students who live in hostels and day scholars. The academic performance and study habits of the day scholars were higher than students who lived in the hostel (Khurshid et al., 2011; Priyanka, Kumaresan, Achuthan, K, & Raghunath, 2023). In contrast, hostel-living students reported better academic achievement and study habits than day scholars (Lawrence, 2014; Mane et al., 2018). While a study found no correlation between study habits and academic achievement (Tus et al., 2020), others discovered a relationship between these two variables, so study habits are considered to influence academic achievement (Castillo et al., 2023; Prasetyo et al., 2019; Rabia et al., 2017; Sakirudeen & Sanni, 2017). The contradictory results highlighted the need for further research to address these discrepancies.

Novelty Of The Study

Although research on study habits and academic achievement between students who live in dormitories and their counterparts is extensive, the present study had differences compared to previous studies. These differences lie in aspects of the research sample and research location. This research focused on undergraduate students at the University of Peshawar, Pakistan. Students at this university had never been researched regarding their study habits and academic achievement.

Purpose Or Hypothesis Of The Study

Most of the findings so far indicated that accommodation would affect academic achievement. Students' accommodation may influence their learning development, behavior, and even their performance (LaNasa, Olson, & Alleman, 2007). It is hard for most of the students to adjust themselves to a non-suitable living environment, which will affect their academic performance. Therefore, this study aimed to verify the difference between study habits and academic achievement of hostel-living and day scholars. It also sought to see whether study habits have a significant effect on academic achievement. Hence, it was hypothesized that study habits would significantly predict

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students' academic achievement, and there would be a significant difference in study habits and academic achievement between students living in hostels and at home.

METHODS

Research Design

The correlational analysis examined the relationship between study habits and academic achievement. Additionally, to determine the difference between hostel living and day scholars on study habits and academic achievement, this research used comparative analysis.

Sampling and Research Sample

Participants in this study were 213 undergraduate students of the University of Peshawar selected using a convenience sampling technique. Of 213 participants, 111 lived in hostels, and 102 lived at homes. The total number of women was 109 (51.2%), and the men were 104 (41.8%). Besides this, 47 female and 65 male students lived in hostels, and 62 women and 40 men were day scholars. The age range was between 18 to 26 years old ($M = 22.13$, $SD = 2.56$). For demographic information, see Table 1.

Table 1.

Demographic Characteristics Of Participants

Characteristics	Age		
	<i>n</i>	%	<i>M, SD</i>
<i>Gender</i>			
Female	109	51.7	22.41, 2.44
Male	104	41.8	21.84, 2.65
<i>Education</i>			
Undergraduate	213	100	
<i>Student type</i>			
Hostel living	112	47.2	21.97, 2.66
Day Scholars	102	52.3	22.31, 2.43

Note: $N = 213$ ($n = 112$ hostel living students, $n = 102$ day scholars)

Participants' average age was 22.13 years old ($SD = 2.56$), and participants' age differed by group.

Instruments Of Measurement

Study Habits Inventory (SHI) was used to measure study habits. The SHI was developed by Jones & Slate (1990) and comprised 63 items. The respondents gave their responses as true or false to each item. Of 63 items, 30 describe proper study habits, such

as the wording of the items explaining efficient studying methods. In comparison, the remaining 33 items identify inefficient study habits, with items describing inefficient studying methods. The items for ineffective study habits were reverse-scored. Higher scores represent better study habits. The reliability and validity of the SHI have been reported by Jones & Slate (1990). The SHI demonstrated the reliability of $\alpha = 0.85$. Validity manifested an excellent correlation with college students' degrees, study time, dualistic thought, control locus, and attitude toward intelligence (Agnew, Slate, Jones, & Agnew, 1993; Jones, Slate, & Kyle, 1992; Jones et al., 1994; Jones, Slate, & Marini, 1995; Slate, Jones, & Harlan, 1998).

The participants' academic achievement was assessed with the grade point average (GPA) they achieved the previous semester. Their GPA data were collected from their respective departments.

Data Collection Technique

The participants were students at the University of Peshawar, Pakistan, who lived in hostels and their own homes. They were approached during the day and received an explanation of the purpose of the study and the instruments used in this study. They filled out informed consent to demonstrate their willingness to participate in the study. After obtaining the informed consent from each participant, researchers obtained participants' GPAs from the previous semester from their respective departments. Then, they were given the study habits inventory (SHI) and instructions. Researchers asked participants to fill out the questionnaire carefully.

Data Analysis Technique

The data analysis was performed using the 20th version of the Statistical Package for Social Sciences (SPSS v.20.0). We used various techniques to analyze the data. To start, we checked if the data were normally distributed using the Kolmogorov-Smirnov test. This test confirmed that both the student's academic achievement and their study habits had a normal distribution. Then, we used an independent sample T-test to compare academic achievement and study habits concerning specific characteristics like gender and where the students lived. Finally, we employed linear regression analysis to predict how study habits influence academic achievement.

RESULTS AND DISCUSSION

Research Results

Hypothesis 1 stated that study habits would significantly predict hostel living and day scholar students' academic achievement. Table 2 shows the impact of study habits on academic achievement. The findings revealed that study habits positively predicted academic achievement ($\beta = 0.64, p < 0.05$). It was revealed that study habits accounted for 42% of the variation in academic achievement ($F[1, 211] = 150.08, R^2 = 0.42, p < 0.05$). Therefore, hypothesis 1 was supported by the results.

Table 2.

Regression Analysis Of Study Habits On Academic Achievement

Variable	B	β	SE
Constant	1.55		.142
Study Habits	.029	.64	.13
R^2	.42		

Note: $p < 0.05$, CI 95%

An independent sample T-test was performed to determine the difference in study habits of students living in the hostel and at home or day scholars (Table 3). Hostel living students significantly scored higher on study habits than day scholars ($t[211] = -3.39, p < 0.05$). Cohen's d of 0.5 showed a medium effect. On average, hostel-living students also reported higher academic achievement than day scholars ($t[211] = -5.16, p < 0.05$), and it represented a Cohen's d of 0.76, which is a large effect size.

Table 3.

Study Habits And GPA Comparison Between Students Living At Hostel And Home

	Hostel Living	Day Scholars			
	M (SD)	M (SD)	t ($df = 211$)	p	Cohen's d
SHI	60.33 (9.77)	56.04 (8.58)	-3.39	.001	0.5
GPA	3.41 (0.98)	3.12 (0.44)	-5.15	.000	0.76

Note: SHI = Study Habits Inventory, GPA = Grade Point Average, $p < 0.05$, CI 95%

Discussion

This study aimed to investigate whether study habits predict the students' academic achievement and the difference between study habits and academic achievement of hostel-living students and day scholars of the University of Peshawar.

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First, this study demonstrated that study habits positively and significantly predicted high academic achievement of hostel-living students and day scholars. Students who scored high on study habits scored high on academic achievement as well. This result is consistent with the research on study habits and academic achievement, which indicated good study habits positively predicted high academic achievement (Bandhana & Darshana, 2012). Previous research has consistently shown that study habits are a strong predictor of academic achievement (Credé & Kuncel, 2008). Students with bad study habits are likely to do poorly academically, while good study habits reduce the failure rate of education, so students' academic ability increases with study time (Gettinger & Seibert, 2002). In support, past studies reported a moderate correlation between study habits and academic achievement (Khurshid et al., 2011; Siahhi & Maiyo, 2015).

Study habits refer to the routines, behaviors, and strategies that students employ when preparing for exams and completing assignments. Numerous studies have explored the relationship between study habits and academic performance. Researchers have consistently found that students with effective study habits tend to perform better academically (Entwistle, 2017; Zimmerman, 2008). Students residing in hostels may have the opportunity to study in a quiet and conducive environment, fostering the development of positive study habits (Kuh, 2001).

When students have developed good study habits, they foster the characteristics needed to achieve academic success. These characteristics include time management skills. Time management skills are students' ability to manage their time for personal and learning purposes. Students who have good time management will prioritize studying over other activities. When they successfully manage time, they will see an impact on academic achievement (Ahmad, Batool, & Hussain Ch, 2019; Cyril, 2015; Hartwig & Dunlosky, 2012; Hsu, Horikoshi, Li, Majumdar, & Ogata, 2023).

Another characteristic exhibited by students with good study habits is active engagement. This behavior is manifested in the form of summarizing material, recording material, asking questions in the classroom and discussing learning materials with peers (Chang, Chien, & Chou, 2016; Ginting, 2021). Apart from that, good study habits are shown by clear learning goals. Clear goals encourage students to study well to achieve their objectives, including certain academic milestones. Thus, goal setting can influence academic achievement (Dotson, 2016). High intrinsic motivation and learning strategies

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have also been found to positively affect academic achievement (Almoslamani, 2022; Muelas & Navarro, 2015; Sivrikaya, 2019).

Secondly, it was also hypothesized that there would be a significant difference between hostel-living students and day scholars regarding study habits and academic achievement. This hypothesis was supported by the study results depicting a substantial difference between the study habits and academic achievement of different living arrangements. The study confirmed the findings by Khurshid et al. (2011). They discovered a substantial difference in the study habits and academic performance of students who lived in the dormitory versus day scholars. The GPAs of the hostel-living students were higher than the day scholars. This result aligns with the findings of Mane et al. (2018). They found the academic achievement of hostel-living students was higher than day scholars. Students who live in hostels or dormitories not only acquire theoretical knowledge but also improve their abilities and adapt to independent living (Mishra, 1994).

Students who live in hostels usually have a comfortable and quiet environment for studying so they can learn better (Juan & Chen, 2022). When students learn in an optimal condition, they can understand and absorb learning materials well. So, these students can complete various assignments and exams well, leading to high academic achievements.

Studies by Ning & Chen (2016) found that hostel students consistently earned higher GPAs and performed better in exams, which can be attributed to their more disciplined and structured study habits. These good study habits can increase academic success (Smith & Wilson, 2020). Further, the social interactions within hostels lead to peer influence on study habits, collaborative learning, and developing time management and organization skills (Pintrich, 2003).

Students living in hostels or dormitories have strong social support from friends within their lodgings. Social support encompasses various aspects, including emotional support, instrumental support, information support, and assessment support. This emotional support can take the form of empathy and attention, as well as openness in problem solving. Instrumental support can take the form of providing material assistance. Examples of information support are advice and direction. Meanwhile,

assessment support is realized in the form of providing awards and feedback (Sarafino & Smith, 2016; Sarason & Sarason, 2009).

Social support that students can get is all forms of support. For example, if a student is having difficulty learning the material, the student can ask a friend who lives in a hostel together so that the student can get an explanation and direction from the friend. Students can also get support in the form of creating comfortable conditions from their friends at the hostel. Friends at the hostel can give appreciation and appreciation to students. So, this kind of support makes students comfortable in studying. This comfort in learning will make the learning process optimal and achieve academic achievement.

Choosing to live in a dormitory is a student's attempt to move to a more comfortable environment for studying. Research conducted by Stone (2001) showed that changes in environmental conditions can cause students' moods to become more positive. Meanwhile, research conducted by Makharia et al. (2016) demonstrated that the learning environment can impact intellectual capabilities. This is because the environment influences learning optimization.

Studies conducted in the last decade consistently demonstrate that students' living arrangements significantly affect their study habits. For example, a study by Mohamed, Hamal, & Mohamed (2018) found that students residing in hostels tend to have more structured study routines and better time management skills due to the conducive learning environment. Iftikhar & Ajmal (2015) wrote that living in the hostel made students more punctual, confident, realistic, and sharp in all areas of life. These help them form good study habits, including forming study groups. Thus, it will be possible to improve academic achievement.

In contrast, day scholars face unique challenges related to managing their study time effectively. They may have to balance commuting, family responsibilities, and limited access to academic resources. A study by Ahmed & Khan (2018) highlighted the need for day scholars to develop self-regulation skills to overcome these challenges and improve their study habits. The findings of this study align with Self-Determination Theory (SDT), which posits that individuals are driven by the need for autonomy, competence, and relatedness. Hostel-dwelling students, for instance, have an easier time fulfilling these basic psychological needs through independent living, peer collaboration and learning, and the communal environment in hostels. These psychological need

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fulfillment, in turn, can positively influence motivation, study habits, and academic achievement (Ryan & Deci, 2000).

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study concludes that study habits play an important role in the academic achievement of students, while poor study habits contribute to failure in achieving success. Furthermore, the study also demonstrates that students who live in hostels had better study habits and academic achievement than day scholars. It suggests that living in a hostel separates students from their home environment, making them more focused on achieving academic success.

Suggestions

There were some limitations of the study. First, the sample size in this study was small, limiting the generalization of the results. Second, the data were collected only from undergraduate students, possibly leading to sample bias. It is recommended for future studies to include graduates and high school students. Third, this study only focused on study habits and academic achievement of students, even though some other variables, such as duration of sleep and exercise, could be included. Lastly, in this study, participants were chosen only from hostels inside the university campus. Future studies should consider students living in hostels off-campus.

Literature supports the idea that higher education institutions should consider the living arrangements of students when designing academic support programs. Interventions aimed at enhancing study habits and academic achievement should be tailored to the unique challenges day scholars face. For instance, offering time management workshops and creating accessible study spaces can aid day scholars in improving their study habits and overall academic performance.

Future research in this area may delve deeper into the specific study habits most influenced by living arrangements and explore the role of socioeconomic factors and cultural differences in shaping these habits. Additionally, longitudinal studies could provide valuable insights into how study habits and academic achievement evolve over time in response to changes in living arrangements and life circumstances.

AUTHORS CONTRIBUTION STATEMENT

Israr Muhammad: Conceptualization; Formal Analysis; Investigation; Methodology; Writing Original Draft; Writing, Review & Editing.

Romaisa Jaffar: Data Curation; Resources; Validation.

Palwasha Rahim: Resources; Visualization.

Sabina Amir Muhammad: Data Curation.

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