

# How the Study Routines of Students in Elementary School Affect the Students' Overall Academic Performance

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## Abstract

*This study seeks to answer the question of the possibility that overall is a correlation between the study habits of students from various tribal tribes in Odisha, India, and their levels of learning achievement across a range of educational settings. One hundred twenty elementary school students from schools serving indigenous populations, were randomly selected as the sample. Results showed a significant, positive correlation between the children's study habits and their primary school performance. The two were discovered to work well together. Children attending primary schools inside tribal settlements showed this correlation. Furthermore, the study habits of the students were shown to have a substantial correlation with the student's final grades.*

**Keywords:** educational, students, pedagogical, examination, learners, teachers

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## Introduction

Educators must instil in their charges efficient study methods that may be passed down through the generations and used to promote students' education and development. Successfully learning anything new requires the development of efficient study habits. Some students think scanning the latest news is the best way to learn about a broad range of topics, while others prefer to focus only on reading the required textbooks to feel confident on test day. Parua and Archana (2011) found that it is crucial to remember that each learner has their own distinctive approach to acquiring knowledge.

Previous studies by Jafari, Aghaei, and Khatony (2019) have shown that a student's study habits significantly predict their level of academic performance. Persistent study habits were shown to have a positive link with overall academic achievement in a study by Parua and Archana (2011). A coefficient of correlation = 0.66 indicates a favourable relationship between studying behaviours and performance in school, according to research by Siahi and Maiyo (2012). The study's results confirmed this to be true. The low academic achievement of indigenous learners, specifically on standardized tests administered by non-government organizations, is likely attributable to inefficient teaching methods, insufficient educational opportunities, limited budget, and a scarcity of resources. However, it is essential to remember that the factors I've just discussed are seldom the primary causes of pupils' poor test scores. This is a notion that must be constantly kept in mind. Although it is often believed that more than half of primary school students have trouble focusing, additional research is required to confirm that this is a significant cause of academic failure. Students' academic achievements are influenced by several variables, including their learning habits, how their families live, their living situations, and the educational path they choose.

**The Study's Ultimate Goals:**

The primary objective of this research is to investigate whether or not there is a correlation between how learners study and the level of academic achievement they achieve in the primary grades among Native American students who live in Native American societies.

**The research hypothesizes the following.**

The project's goal is to see whether kids in elementary school who go to indigenous schools develop better study habits. This hypothesis will be analyzed to determine its viability.

**Method:**

This investigation made use of a descriptive survey approach to research. The sample for this investigation consists of 120 native youngsters from the Mayurbhanj region of Odisha. These kids were all attending elementary school.

**Tools:**

Patel (2000) created the Study Habit Inventory, a tool used to evaluate participants' study habits. The inventory consists of 45 elements, categorized into one of seven pedagogical practices. By employing the split-half technique and the Spearman-Brown formula, we determined that the test exhibited high reliability, as indicated by the calculated product-moment correlation coefficient of 0.88. The study concluded that the test was reliable based on the obtained value. Although the authors claimed a reliability coefficient of 0.89 for a split-half sample, the Kuder-Richardson formula yielded a dependability rating 0.87. The researchers determined the reliability factor by using both methods mentioned. Furthermore, the authors reported that the study habits scale demonstrated good content validity.

**Scoring:**

The participants rated the frequency of each study behaviour on a five-point scale, with 1 indicating "always," 2 "frequently," 3 "occasionally," 4 "rarely," and 5 "never." The researchers used the given scoring system to assign grades to the items according to previously stated criteria.

Statistical Examination and Significance Interpretation

**TABLE-1**

A correlation coefficient that measures the link between children's study habits and their academic performance in elementary school was calculated. The pupils were from tribal schools.

variables examined in the analysis	sample size	degree of freedom	the computed correlation coefficient between study habit and scholastic	The level of significance
Study habit	240	236	1.16	.02
Scholastic achievement				

Table values with a significance level of 0.10 are 0.260 at 298 degrees of freedom, whereas those for a significance level of 0.02 are 0.398.

Regular study habits are associated with higher academic achievement among indigenous kids in elementary school (see Table 1). The., 11 significance level is reached with this correlation coefficient. These results prove that kids from indigenous backgrounds who are enrolled in primary school have a good relationship between how they study and academic success. Elementary school-aged children living in indigenous societies may conclude that their study habits significantly improve their chances of academic success. The statement "there exists a substantial beneficial connection between academic routine and the educational accomplishments of elementary school native students" is thus proven, lending credence to the concept.

**TABLE-2**

To determine the nature of the connection between the two factors, we calculated the correlation coefficients between the kids' study habits (which were broken down into their components for analysis) and their academic performance in primary school.

Sr. No	Variables of Study Habits	in Respectable Academic Standing
1	Engaging in reading and capturing notes	0.61**
2	Organizing and scheduling subjects/topics	0.65**
3	Ability to focus and sustain concentration	0.63**
4	Adequate preparation for examinations	0.69**
5	Patterns of Habits and Attitudes	0.71**
6	Influence of the School or college environment	0.72**

At the 0.01 level of statistical significance, the data presented in Table-2 demonstrate statistically significant correlation coefficients between different aspects of study habits and academic success among primary school pupils from tribal communities. According to the findings, the following elements of a student's study habits showed substantial positive connections with their academic performance:

The reading habit of students showed a significant positive association (correlation coefficient = 0.61) with their academic accomplishment. This association indicates that students who engaged in reading and note-taking performed better academically.

Planning and organizing courses/topics demonstrated a substantial positive link (correlation coefficient = 0.65) with the academic success of primary school kids who belong to tribal communities.

The degree of students' concentration exhibited a statistically significant positive correlation (correlation coefficient = 0.63) with their academic accomplishments.

Adequate exam preparation showed a significant positive association (correlation coefficient = 0.69) with students' academic performance. The high correlation coefficient indicates a strong connection.

Patterns of habits and attitudes showed a substantial favourable link (correlation coefficient = 0.71) with the overall academic success of kids attending primary schools in tribal communities compared to those who did not participate in these schools.

Staff engagement in creating a conducive learning environment for elementary school tribal pupils exhibited a substantial positive link (correlation coefficient = 0.72) with their academic success.

In conclusion, the results of this study provide credence to the notion that primary school kids from tribal groups show a positive correlation between many components of how they learn and their general educational achievement.

## **Discussion**

To what extent do children's study habits predict their academic success in primary school? That was the issue that motivated this research. In this sample of students, there seems to be a direct correlation between study habits and overall success in the classroom. Regular study sessions seem to have benefited the academic performance of female students in their last years of middle school. The finding is bolstered by the results of research by Parua and Archana (2011), which show that diligent studying pays off in the form of higher grades.

This research confirms findings from a 2009 study by Mittal that showed improved academic performance among high school seniors who developed productive study routines. The results of these studies stress the need to adapt one's study habits if one hopes to improve their performance in school. It is evident that neither the instructors nor learners put the necessary effort into promoting healthy study habits upward.

The significance of these results lies in the fact that they stress the need to develop good study habits for academic performance. To help their children succeed in secondary school, parents should get guidance and counsel on instilling good study habits in their students. This suggestion is based on the understanding that parents play a crucial role in their children's education. When working to improve a student's academic confidence, it's vital to establish a rapport based on mutual respect and understanding with that student. Instructors should stress the importance of self-directed learning and encourage students to keep track of their development in this area. In addition, teachers should work hard to create welcoming communities in their classrooms where each kid feels welcome.

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