Research Paper

The Impact of Study Habits on Academic Motivation of College Students

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ABSTRACT

This study aimed to explore the impact of study habits on academic motivation of college students. A sample of 120 college students aged 18-25 years participated in the study. Participants were selected equally from both government and private colleges. Self-report measures assessed study habits and academic motivation. Study Habit Inventory, and The Academic Motivation Scale (AMS) 1992, were administered through a Google form and off-line mode. The data was analyzed quantitatively by correlation and regression using Statistical Package for Social Sciences (SPSS). Results revealed significant positive correlation of academic motivation with study habit total, further suggesting a significant impact of Study Habits dimensions (budgeting time, learning motivation, and taking examination) on academic motivation of college students.

U nderstanding how study habits influence academic motivation is even more critical in today's post Covid world. The pandemic ushered in a shift towards online learning and hybrid models, disrupting traditional classroom structures and routines. This has created challenges for students who prefer in-person settings, requiring them to modify their study habits and learning strategies.

Academic Motivation
The drive to learn, which comes from both internal and external factors is called academic motivation. It is that force which makes students actively engage, persevere, and strive for excellence in academic areas.

There are two main types:
- **Intrinsic motivation:** The internal desire to learn, triggered by curiosity, enjoyment, and a love for discovery is referred to as Intrinsic motivation. Intrinsically motivated students find learning itself rewarding.

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- **Extrinsic motivation:** It is driven by external factors like grades or rewards. This type of motivation can be helpful initially but doesn't always lead to deep understanding.

Research shows that intrinsic motivation is crucial for long-term success. Students who genuinely love learning are more likely to embrace challenges and actively engage in class.

Study Habits:
Strong study habits refer to certain routines or techniques that students follow to learn and retain their academic knowledge. There can be various study habits and strategies that can be inculcated in our routines for effective learning, like: Time management (creating schedules, prioritizing tasks and allocating realistic study time for different subjects), Organization (developing systems for clear note taking, tracking assignments and their deadlines, and maintaining a distraction free study space), Active learning (going beyond passive reading by ways like summarizing key points, note making, practicing problems and participating in discussions), Goal Setting (defining clear and achievable goals for learning and completing assignments to stay motivated and focused), Metacognition (understanding our own learning process, identifying strengths and weaknesses in preferred study techniques and adapting them for better results.) By employing these habits, students can maximize study time and minimize wasted effort, gain deeper understanding, retain information better, reduce academic stress and anxiety, and boost confidence in their academic abilities.

REVIEW OF LITERATURE

Kant, Jain, et al. (2023) conducted research to understand the study habits of medical students in Jaipur, Rajasthan.The findings revealed that females have better study habits than males, with over 61% being female and only 12% of students had poor study habits, over 75% had average study habits, and the remaining students had good study habits for their medical degree.

Kohansal, Poorsaadat, et al. (2023) conducted research to understand medical students' study patterns and academic performance during the COVID-19 epidemic. The results were analyzed using SPSS Pearson correlation and t-tests, which revealed a significant correlation between student scores and study habits where females outperform males. It also demonstrated a substantial relationship between study time and English language proficiency.

Sumpatan, Tuico, et al. (2023) conducted a study to understand the relationship between study habits, motivation in academic terms, processing science skills in students of BSED. The results showed that the motivation was higher for students who focused more on their study habits, focused on career making than those who thought they would fail the test. And this showed their strong ability to process science skills that helped them to score well.

Asareh, Pirani, et al. (2022) examined a study to understand the academic motivation in females by evaluation of emotion regulation and self-help cognitive training. The findings suggested that emotion regulation, self- compassion and cognition has a positive effect on academic motivation. It also suggested that self-compassion training and emotion regulation does not correlate to psychological capital of females. And training of emotion regulation showed improved results on academic motivation in females than self-compassion cognitive training.

Kind, Olvet, et al. (2021) performed a study to understand the study habits and reading style of medical students on their overall performance and clerkships. The results showed that more than 65% students used textbooks for exam preparation and more than 505 used board question banks for their preparation for board exams. More than 80% students used recommended resources for their preparation of boards. And the hours spent studying has shown significant relation and predictor for performing well in USMLE preparations.

RESEARCH METHODOLOGY

Aim- To explore the impact of study habits on academic motivation of college students.

Objectives
- To study the association between study habits and academic motivation of college students.
- To study the impact of dimensions of Study Habits on academic motivation of college students.

Hypotheses
- There will be a significant association between study habits and academic motivation of college students.
- Dimensions of Study Habits (budgeting time, learning motivation, and taking examinations) will significantly predict Academic Motivation of college students.

Sample
The total sample of the study was conducted on 120 college students from both private and government colleges. For the study, a purposive sample method was used to collect the data.

Research Design
The study used a quantitative research design. This approach prioritizes the collection and analysis of numerical data, gathered through well-established questionnaires. This study used a purposive sampling technique to select a sample of college students. Data collection utilized quantitative measurement tools, such as well-established questionnaires, to assess study habits and academic motivation. Statistical analysis, incorporating correlation and regression methods, was then applied to examine the relationships between these variables.

Variables
- **Independent Variable:** Study Habits
- **Dependent Variable:** Academic motivation

Procedure
Using a quantitative research approach, this study investigates the impact of study habits on academic motivation in college students. The study was carried out by determining its goal and accumulating literature reviews from previous studies. The questionnaires were distributed to 120 participants (young adults i.e. 18- 25-year-old college students), with some receiving it personally and others via google form link. Before distributing the questionnaires, the participants were informed of the study's purposes. They were also given explicit instructions with the questionnaire, and their informed consent was taken for the study. The study used two scales to assess the impact of study habits on college students' academic motivation: the Study Habit Inventory and the Academic Motivation Scale

(AMS). The data was collected, compiled in an excel sheet, and then analyzed using SPSS to provide conclusions and outcomes of the study.

Description of Tools

- **Study Habit Inventory-** Dr. M. N. Palsane and Dr. Anuradha Sharma created the Study Habit Inventory as a tool for measuring students' study habits. The inventory has 45 items and is split into eight sub-scales: budgeting time, physical condition, reading ability, note-taking, learning motivation, memory, examination performance, and health. The reliability coefficient was found to be 0.88 using the test-retest procedure with a four-week interval on a sample of 200 male undergraduate students. A sample of 60 females in intermediate classrooms had a reliability coefficient of 0.67 with a three-month gap. Using the split half technique on 150 boys in intermediate and undergraduate classes, the coefficient of correlation between odd and even items was 0.56. The inventory also has high face validity.

- **Academic Motivation Scale-** The Academic Motivation Scale (AMS) by Vallerand et al. (1992), investigates student motivation in academic settings. The scale encompasses 28 items divided into seven subscales which include intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, identified regulation, introjected regulation, external regulation, and amotivation. The scale boasts strong psychometric properties, establishing its reliability and validity for measuring academic motivation. Internal consistency is consistently high, with Cronbach's alpha coefficients exceeding .70 across various populations. Test-retest reliability demonstrates stability over time, with correlations ranging from .70 to .90. Furthermore, the AMS exhibits sound content validity by aligning with Self-Determination Theory, and construct validity through correlations with related measures. Finally, the AMS demonstrates criterion validity by predicting relevant outcomes like academic achievement and engagement.

RESULTS AND DISCUSSION
Results
Descriptive Statistics
Table 1 Descriptive statistics of study variables

		Mean	**Standard Deviation**
1	Budgeting time	5.37	1.92
2	Physical condition	8.15	1.81
3	Reading ability	8.85	2.80
4	Note taking	3.25	1.25
5	Learning motivation	6.49	1.95
6	Memory	4.35	1.57
7	Taking examination	12.15	2.96
8	Health	3.18	1.12
9	Study habit total	51.80	10.78
10	Academic motivation	125.70	23.86

Table 1 represents the descriptive statistics (mean and standard deviation) of all the study variables – Study habit total (Budgeting time, Physical condition, Reading ability, Note taking, learning motivation, Memory, Taking examination, Health), Academic motivation.

Correlation analysis

Table 2 Pearson's correlation between Study habits and Academic motivation

	Study habit total	**Academic motivation**
Study habit total	-	
Academic motivation	.20*	-

***Correlation is significant at 0.01 level*

Table 2 represents the coefficient of correlation between Study habit total and Academic motivation. The correlation between Academic motivation and study habit total was significant and positive.

Linear Regression Analysis

Table 3 linear regression table with Budgeting time, learning motivation, Taking examination, Left hemisphere as predictor of Academic motivation

Predictor	Criterion: Academic motivation								
	B	**S.E.**	**β**	**t**	**R**	**R^2**	**Adj.R^2**	**α**	**F**
Budgeting time	5.21	1.29	.42	4.02**	.53	.28	.26	117.20	11.62**
Learning motivation	-5.86	1.19	-.48	4.89**					
Taking examination	2.41	.86	.30	2.77**					

***significant at 0.01 level (p<0.01) *significant at 0.01 level (p<0.01)*

Table 3 represents the linear regression with Budgeting time, learning motivation, Taking examination dimensions of study habit as predictor of Academic motivation. Budgeting time and Taking examination explained positive variance, and Learning motivation explained negative variance of about 28% of negative variance on Academic motivation.

DISCUSSION

The aim of the study was to investigate the impact of study habits on college students' academic motivation. Study habits refers to methods or techniques that an individual uses for learning or studying a topic. Developing study habits is crucial for overcoming challenges and achieving better results in today's fast-paced world. Academic motivation refers to the drive, interest, and enthusiasm for students to persist and pursue learning, assignment completion, and academic goals. It can be internal i.e. Intrinsic motivation, which comes from within an individual for internal satisfaction, challenge, or interest, or could be external i.e. Extrinsic motivation which comes from outside an individual for external rewards, such as material satisfaction or joy.

A sample of 120 was taken to understand the predictors of academic motivation. The Study Habit Inventory, developed by Sanjyot Sharma and M.N Palsane in 1989, was used to measure study habits and the Academic Motivation Scale (AMS),1992, developed by Vallerand, was administered to measure academic motivation.

The study aimed to understand the impact of study habits (budgeting time, learning motivation, and examinations) on academic motivation. Table number one showed the descriptive statistics of all the dimensions of the scales used. The results reveal that college students have moderate effective time management, average physical conditions, and poor note-taking skills. They also have moderate intrinsic motivation, average preparation for exams, weak memory, poor mnemonics strategies, and poor health habits. Academic

motivation is high in the population, using both intrinsic and extrinsic motivations. Table number two showed correlational analysis of the variables showing a positive association between academic motivation and overall study habits, indicating that effective study habits are related to high motivation levels. Table number three represents the regression analysis for the study. The study found that budgeting time and taking exams positively impact academic motivation. Students with better time management skills and better preparation tend to have higher motivation levels. However, there is a negative association between learning motivation and academic motivation. Students who rely on extrinsic or materialistic learning styles and use a left hemisphere cognitive style have lower motivation levels. The study suggests that students who use a balance approach and have better time management skills tend to have higher motivation levels. Conversely, students who rely more on extrinsic learning tend to have lower motivation levels.

H1 states that there will be a significant association between study habits total and academic motivation of college students. The results showed a positive association of academic motivation and overall study habits. This means effective study habits in an overall sense are related to high levels of motivation in academic terms. This provides evidence for hypothesis number one stating that "there will be a significant association between study habits total and academic motivation among college students" is accepted. Hence, the better the study habits the higher academic motivation levels. The research done by Villa and Sebastian (2021) and Sumpatean, et al (2023) provided relative evidence that proves a positive association of study habits and academic motivation and is a predictor of achievements as well.

H2 states that Study habits (budgeting time, learning motivation, and taking examinations) will be a significant predictor of academic motivation of college students. The findings suggested that "Budgeting time" is positively associated with academic motivation. It is a positive predictor of academic motivation. The students who have better time management skills in their study habits tend to have better academic motivation and impacts in a positive direction. The other results revealed that "taking exams" is also positively associated with academic motivation and hence is a strong predictor of academic motivation. The students who prepare for their exams well tend to have higher levels of academic motivation. The results showed a negative association between "learning motivation" and academic motivation. The students who more rely on extrinsic or materialistic forms of learning styles tend to have lower levels of motivation and hence, impacts negatively on academic motivation. Based on the results above, hypothesis number three has been accepted. Kind et al (2021) and Sutradhar and Sen (2022) emphasized the importance of maintaining and developing the study habits beneficial for better academic achievements and motivation can be influenced and impacted by the various strategies adopted for better results.

Limitations
The sample was only 120 hence, the results would not be applicable to a large population. Also, it only focused on the college population so it would not be applicable to the school population. The study did not have control over the factors which may contribute to academic motivation like mental health and socioeconomic status.

CONCLUSION
Based on the results and interpretation, it is concluded that there is a positive association between study habits and academic motivation, and it has a great influence on academic motivation in college going students. The study provides evidence that provides insights

into the development of study habits and how it influences the academic motivation among students. It has been seen that there is always a room for scope for change of the patterns and strategies to achieve academic performances in a better way. However, since this sample has only 120 student's data, it is recommended to take more than this for further analysis and insights deeper into this topic to understand which study habits are most suited for students to maintain academic motivation and to achieve academic goals.

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Conflict of Interest
The author(s) declared no conflict of interest.