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Research Paper

Study Habits among Postgraduate University Students: A Comparative Study

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ABSTRACT

The study was conducted to examine the study habits among postgraduate university students of Kashmir. The sample for the present study consists of 400 students pursuing post-graduation in different departments of the University of Kashmir. The descriptive research method was used to conduct the research. A self-constructed tool (2023) was used to collect the data from sample subjects. For the analysis of data, statistical techniques such as the percentage, Mean, S.D and t-test were used. The study found that 20% University Students possess good study habits, 64% University Students have average study habits, and while as 16% University Students fall into poor study habits. The results reflect that 10% professional and 13% non-professional University Students possess good study habits, 76.5% professional and 66% non-professional University Students have average study habits, and 13 professional and 13% non-professional University Students fall into low study habits. Further, results show no significant difference between professional and non-professional University Students on the overall score of study habits.

Keywords: *Study Habits, Professional, Non-professional, University Students*

Study habits are critical behaviours and practices that students develop to enhance their learning and academic performance. They serve as the torchbearer for effective learning and can significantly influence academic achievement throughout one's educational journey (Verma, S & Sankhian, A 2025). Good study habits refer to certain routines or techniques that students follow to learn and retain their academic knowledge (Jolly & Sethi, 2024). Effective study practices contribute to better learning outcomes, improved retention of information, and enhanced critical thinking skills (Reyes et al., 2023). Study habits also include decisions about how to learn, what to learn, where to learn, what strategies to follow, whether to self-test after study, etc. (Zhou & Wang, 2020). Good and positively effective study habits may save individuals lots of time, energy, and budget

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(Shirban Sasi, A., & Hsu, S.-T. 2020). Study habits are the third pillar of education, besides cognitive and personality traits, and these are equally important for achieving scholastic goals (Angadi & Hunshal, 2019). According to previous studies, good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as TV and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritizing the difficult contents (Ebele & Olofu 2017).

Every student has his/her unique style of studying. Some students prefer to study in a quiet atmosphere alone without any interference, while others prefer studying with peers, discussing and reviewing ideas together (Charles-Ogan 2015). Some of the worst study habits include procrastination, evading study, studying in inappropriate conditions, and loud music and television during studying (Siahi and Maiyo 2015). Many students are poor academic performers due to factors other than low intellectual capacity. Nuthana & Yenagi (2009) identified poor study habits as one of the causes of poor academic performance among university undergraduates. Study habits denote a consistent pattern of study behaviours, skills, and approach for study, etc. (Singh, 2009). It is an individualized process of study (Jafari et al. 2019; Siahi & Maiyo 2015) which varies from person to person in terms of quality rather than quantity.

Why are Study Habits important?

Study habits are not just routines—they are essential skills that can make a significant difference in a student's learning journey. They empower students to manage their time wisely, concentrate better, and reduce stress when tackling assignments or preparing for exams. Good study habits are the backbone of academic achievement. They help students learn efficiently and effectively**,** guiding them toward their educational goals. When students know how to approach their studies systematically, they produce better results and develop confidence in their abilities.

Building these habits doesn't happen overnight—it takes time, patience, and consistent effort. But the rewards are worth every step. These skills extend beyond the classroom; they are life skills. Whether it's in college, a future career, or everyday responsibilities, the ability to learn and manage time well becomes a valuable asset. By cultivating strong study habits, students lay the foundation not only for academic success but also for a lifelong love of learning. These habits foster discipline, focus, and resilience-the very qualities needed to turn dreams into reality. In truth, developing good study habits is not a choice-it is a necessity**.** It is the bridge that connects our efforts with our ambitions. With dedication, focus, and the right mindset, every student can cross that bridge to reach their full potential.

Objectives of the Study

1. To study the study habits of postgraduate university students.
2. To compare the mean score of professional and non-Professional postgraduate university students on Study Habits.

Hypothesis

H_0: There is no significant difference between professional and non-professional postgraduate university students on Study Habits.

Sample

The study was conducted upon 400 postgraduate students of the University of Kashmir, who were drawn from various professional and non-professional departments. Out of the total sample, 200 students were selected from Professional courses and 200 from Non-Professional courses by using the Simple Random Sampling technique.

Data Collecting Tool

For the present investigation, a self-constructed Study Habits tool was used to collect the data. The tool consists of three factors, viz, Planning and Comprehension, Reading ability and Use of e-resources, Learning motivation and environment.

Statistical Analysis

The statistical techniques like percentage, Mean, S.D and t-test were applied to analyze the data.

ANALYSIS AND INTERPRETATION

Normality of data

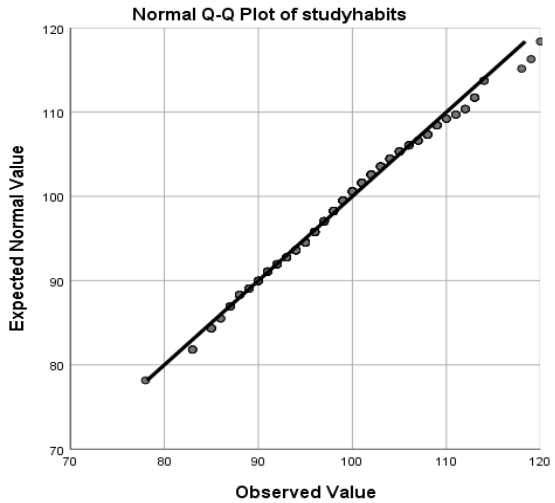
The fundamental tenet of using parametric data analysis is that the data should be normally distributed (Naideen & Karen, 2007). For a large sample (greater than 200), normality plots like Histograms, Quantile-Quantile plots (Q-Q Plots), Skewness (Sk), and Kurtosis (Ku) are better options for checking the normality of the data (Oztuna, Elhan, & Tuccar, 2006). For the data to be normally distributed, the z-value of skewness and kurtosis should fall between -3 and +3 (Field, 2009; Ghasemi & Zahediasl, 2012). The z-value, which is used to check the data's normality, is determined by dividing the skewness or kurtosis value by the skewness or kurtosis standard error (i.e., z = skewness or kurtosis/standard error of skewness or kurtosis).

Table 1 Showing the Normality of the Data

Variable	N	Mean	SD	Std. Error Mean	SK	Std. Error SK	Z-value SK	Ku	Std. Error KU	Z-Value KU
Study Habits	400	98.27	6.74	.337	.156	.122	1.27	.035	.243	0.14

N = Total Sample Size, SD = Standard Deviation, Sk= Skewness, Ku = Kurtosis, Z-value = Standard Value

Figure 1 Q-Q plot showing the normality of data



From Table 1, it is clear that the z-value of the variable falls within the acceptable value of skewness and kurtosis and showing that the data does not deviate significantly from the distribution, which indicates that the data is normally distributed. Further, in the figure 1, the Q-Q Plot also indicates that the data is normally distributed.

Table 2 Showing the percentage-wise distribution of university students on different levels of Study habits

Range of Scores	Levels	Percentage (%)	N
106 Above	Good	20%	80
91 – 106	Average	63.75%	255
91 below	Poor	16.25%	65
	Total	100%	400

Figure 2 Pie chart showing the levels of study habits among postgraduate university students

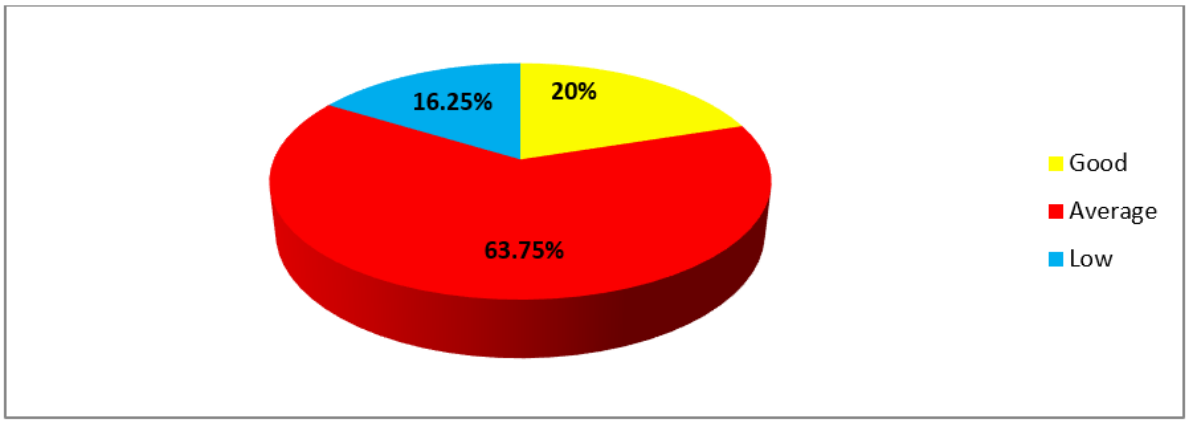


Table 2 and fig.2 show that 20% University Students have good study habits, 63.75% University Students shows average study habits, while only 16.25% University Students have poor study habits.

Table 3 Showing the percentage-wise distribution of professional and non-professional University Students on Study Habits (Professional= 200 and Non-professional 200)

Range of Scores	Levels of Study Habits	Professional		Non-professional	
		N	Percentage	N	Percentage
106 Above	Good	21	10.5%	43	21.5%
91 – 106	Average	153	76.5%	132	66%
91 below	Poor	26	13%	25	12.5%
	Total	200	100%	200	100%

Figure 3
Levels of study habits of professional university students

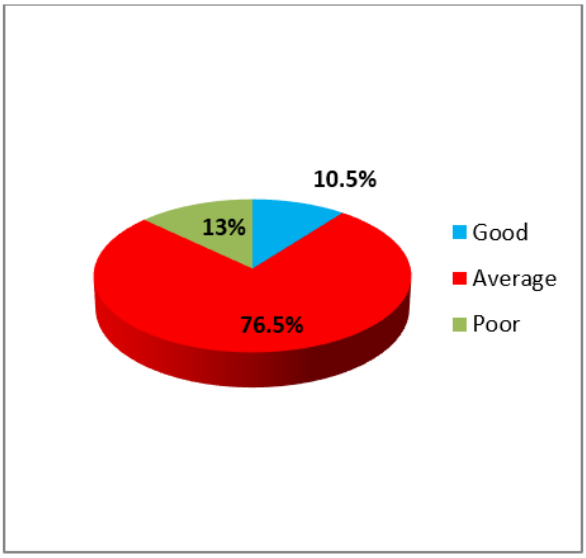
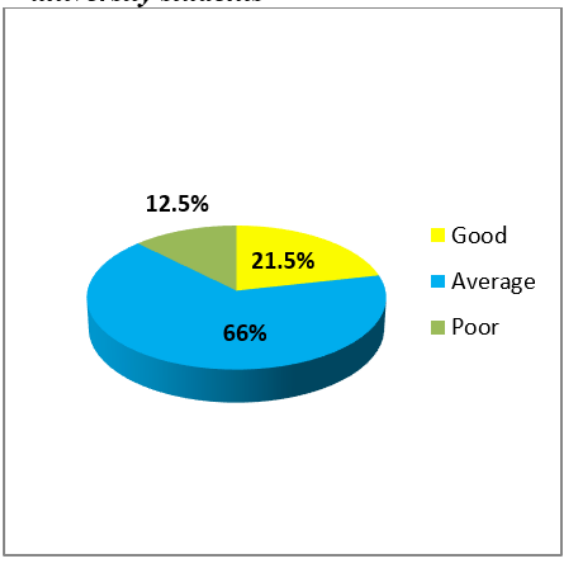


Figure 4
Levels of study habits of non professional university students



The data in Table 3, Figures 3 and 4 depicts that 10.5% professional and 21.5% non-professional University Students have good study habits, 76.5% professional and 66% non-professional University Students have average study habits, and 13% professional and 12.5% non-professional University Students shows poor study habits. On the other hand, 21.5% non-professional university students show good study habits, 66% non-professional University Students shows average study habits and 12.5% non-professional University students show low study habits.

Table 4 Showing the mean score comparison between professional and non-professional University Students on different dimensions of Study Habits

Dimensions	Course	N	Mean	SD	t-value	Results
Planning and Comprehension	Professional	200	27.06	2.18	2.45**	significant
	Non Professional	200	26.53	2.17		
Reading ability and use of e-resources	Professional	200	36.47	3.16	1.53	Insignificant
	Non Professional	200	36.97	3.35		
Learning motivation and environment	Professional	200	34.53	2.63	1.50	Insignificant
	Non Professional	200	34.96	3.06		
Overall Score of Study Habits	Professional	200	98.07	5.91	0.60	Insignificant
	Non Professional	200	98.47	7.50		

***significant at 0.01 level*

Table 4 shows the mean difference on different dimensions of study habits of professional and non-professional University Students. While comparing professional and non-

professional University Students on dimension of Reading ability and use of e-resources and Learning motivation and environment the mean score favors non-professional University Students, but fails to reach any level of significance which reveals that there is no significant difference between professional and non-professional University Students on these two dimensions of study habits. The above table also reported that the mean score on the dimension of Planning and Comprehension it favors the professional University Students which depicts that there is a significant difference between the two groups. Moreover, in overall mean score favors to non-professional University Students but fails to reach any level of significance. So, it can be inferred that there is insignificant difference between professional and non-professional University Students on their study habits.

Findings

1. The study found that 20% University Students possess good study habits, 64% University Students have average study habits, and while as 16% University Students fall in poor study habits.
2. The results reflect that 10% professional and 13% non-professional University Students show high study habits, 76.5% professional and 66% non-professional University Students have average study habits, and 13 professional and 13% non-professional University Students have low study habits.
3. It was analyzed that there is a significant difference between professional and non-professional University Students on Planning and Comprehension dimension of study habits.
4. No significant difference was observed between professional and non-professional University Students on Reading ability and use of e-resources dimension of study habits.
5. It was found that there is no significant difference between professional and non-professional University Students on Learning motivation and environment dimension of study habits.
6. It was discovered that there exits insignificant difference between professional and non-professional University Students on overall score of study habits**,** which indicates that both the groups have similar study habits.

DISCUSSION

Results showed that both professional and non-professional university students exhibit similar interests in reading ability, use of e-resources, learning motivation, and learning environment because of common academic demands, technological integration, cognitive maturity, institutional expectations, and social influences. These factors shape a relatively uniform pattern of study habits that are essential for success in higher education. Both groups are conscious about their study habits. While in the dimension of planning and comprehension, there is a significant difference between professional and non-professional University students. The mean score favors professional university students. The students who opt for professional courses seek proper guidance from the experts in the field. Professional students demonstrate stronger planning and better comprehension because they actively seek expert guidance, understand the career relevance of their studies, and are enrolled in skill-based, practical, and goal-oriented programs. Their educational choices are driven by a desire for future employment, real-world relevance, and personal growth—factors that shape more intentional and effective study habits. Another reason is professional students are already aware of the benefits of studying job-oriented courses, as the professional courses are designed with skill education and are less content-based. Based on the overall mean score comparison both the groups have almost similar study habits. Thus,

in the light of the above results hypothesis which reads as *"There is no significant difference between Professional and non-Professional University students on study habits" stands accepted.*

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

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