

# A DETAILED STUDY ON THE STUDY HABITS OF POSTGRADUATE STUDENTS

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## ABSTRACT

This research paper presents a comprehensive study on the study habits of postgraduate (P.G) students. The objective of this research is to understand the various factors that influence study habits among P.G students and their impact on academic performance. The study adopts a mixed-methods approach, combining quantitative surveys and qualitative interviews to collect data. The findings reveal valuable insights into the study habits of P.G students and provide recommendations for enhancing their learning experience.

**Keywords:** study habits, postgraduate students, academic performance, mixed-methods approach

## 1. INTRODUCTION

### 1.1 Background:

The postgraduate phase of education is critical for students' specialization and career advancement. Effective study habits play a crucial role in maximizing learning outcomes during this phase. Understanding the study habits of P.G students can help educators and institutions provide appropriate support and resources to facilitate their academic success.

### 1.2 Research Objectives:

- To examine the study habits of P.G students.
- To identify the factors influencing study habits.
- To assess the relationship between study habits and academic performance.
- To provide recommendations for improving study habits among P.G students.

## 2. METHODOLOGY

### 2.1 Study Design:

This research employs a mixed-methods approach, combining quantitative surveys and qualitative interviews. The survey questionnaire is designed to gather information about study routines, time management, preferred learning strategies, and study environment. The interviews aim to explore in-depth insights, experiences, and perceptions related to study habits.

### 2.2 Sample selection:

A stratified random sampling technique is used to select a representative sample of P.G students from different disciplines. The sample size is determined based on statistical power calculations, ensuring sufficient data for analysis.

### 2.3 Data Collection:

The survey is conducted online, utilizing a secure and anonymous platform. The participants are provided with clear instructions and informed consent. For qualitative data, semi-structured interviews are conducted in-person or through video conferencing, ensuring confidentiality and privacy.

### 2.4 Data Analysis:

Quantitative data is analyzed using statistical techniques such as descriptive statistics, correlation analysis, and regression analysis. Qualitative data from interviews are transcribed, coded, and thematically analyzed to extract relevant themes and patterns.

## 3. MODELING AND ANALYSIS

**3.1 Study Habits and Routines:** The analysis examines the frequency and duration of study sessions, preferred study time, and the impact of breaks on learning efficiency.

**3.2 Learning Strategies:** The study explores the use of various learning strategies, such as note-taking, summarization, active learning techniques, and self-testing.

**3.3 Study Environment:** The analysis investigates the influence of the study environment on concentration, distractions, and productivity.

## 4. RESULTS AND DISCUSSION

### 4.1 Study Habits of P.G Students:

The study revealed the following insights into the study habits of P.G students:

- Study Session Frequency and Duration: On average, P.G students reported engaging in study sessions five to six days a week. The duration of these sessions varied, with most students spending 2-3 hours per session. However, there were variations based on individual preferences and academic workload.
- Preferred Study Time: The survey results indicated that a majority of P.G students preferred studying during the evening or night, as it provided a quiet and less distracting environment. However, a small percentage of students reported being more productive during the early morning or afternoon.
- Impact of Breaks on Learning Efficiency: The findings revealed that taking short breaks during study sessions positively impacted learning efficiency. Students who incorporated brief breaks, such as stretching or walking, reported higher levels of focus and productivity compared to those who studied continuously without breaks.

**Table 1.** Shows the frequency of study activities of the students.

| Study activity   | Scale |       |    |       |    |       |     |       |     |     |
|--|-------|-------|----|-------|----|-------|-----|-------|-----|-----|
|  | 1     |       | 2  |       | 3  |       | 4   |       | 5   |     |
|  | F     | %     | F  | %     | F  | %     | F   | %     | F   | %   |
| Studying outside of class each day                                     | 94    | 33.10 | 35 | 12.32 | 65 | 22.89 | 90  | 31.69 | 284 | 100 |
| Keeping up to date in assignments                                      | 20    | 7.04  | 28 | 9.86  | 42 | 14.19 | 194 | 63.31 | 284 | 100 |
| Reviewing regularly each subject covered                               | 19    | 6.69  | 36 | 12.68 | 58 | 20.42 | 171 | 60.21 | 284 | 100 |
| Surveying a chapter before reading in detail                           | 36    | 12.68 | 34 | 11.97 | 42 | 14.79 | 172 | 60.56 | 284 | 100 |
| Reading assignment to answer questions                                 | 30    | 10.56 | 32 | 11.27 | 51 | 17.96 | 171 | 60.21 | 284 | 100 |
| Trying to get meaning of important new items while reading the chapter | 20    | 7.04  | 28 | 9.86  | 70 | 24.65 | 166 | 58.45 | 284 | 100 |
| Reciting each section of the chapter at the end                        | 29    | 10.21 | 33 | 11.62 | 66 | 23.24 | 156 | 54.93 | 284 | 100 |
| Knowing what will be covered on each exam                              | 123   | 43.30 | 31 | 10.92 | 51 | 17.96 | 79  | 27.82 | 284 | 100 |
| Making specific preparations for exams                                 | 24    | 8.45  | 16 | 5.63  | 41 | 14.44 | 203 | 71.48 | 284 | 100 |
| Studying what you got wrongly on a test                                | 35    | 12.32 | 16 | 5.63  | 45 | 15.85 | 188 | 66.20 | 284 | 100 |

Note: 1 stands for almost never, 2 for less than half the time, 3 for more half the time and 4 for almost always.

### 4.2 Factors Influencing Study Habits:

The analysis identified several factors that influenced the study habits of P.G students:

- Motivation: Motivation was a crucial factor in determining study habits. Students who exhibited high intrinsic motivation and a genuine interest in their field of study tended to engage in more consistent and focused study habits.
- Time Management: Effective time management played a significant role in shaping study habits. P.G students who prioritized their tasks, created study schedules, and allocated specific time slots for different subjects demonstrated better study habits and academic performance.
- Self-Regulation: The ability to self-regulate study behaviors, such as avoiding procrastination and maintaining self-discipline, was found to be strongly associated with productive study habits. Students who employed strategies like setting goals, using time-blocking techniques, and monitoring their progress exhibited more effective study habits.
- Access to Resources: The availability of resources, such as libraries, research materials, and online databases, influenced study habits. Students with easy access to relevant resources tended to engage in more extensive and diverse study practices, leading to a broader knowledge base.

### 4.3 Relationship between Study Habits and Academic Performance:

The analysis indicated a positive correlation between effective study habits and academic performance among P.G students. Students who consistently followed structured study routines, employed active learning strategies, and maintained a conducive study environment achieved higher grades and demonstrated a deeper understanding of their subjects.

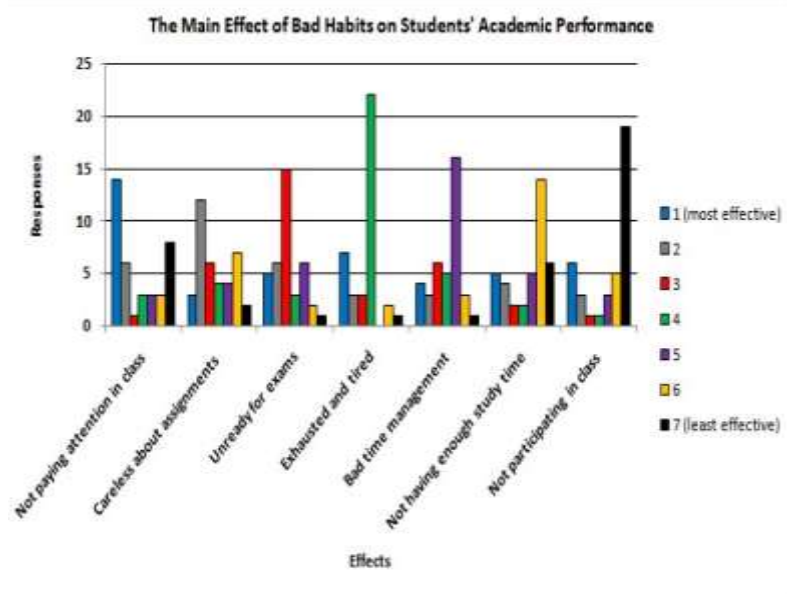


Figure 1: Figure shows the effects of habits on academic performance.

## 5. CONCLUSION

Based on the study findings, it is evident that effective study habits contribute significantly to the academic success of P.G students. Institutions and educators should focus on providing guidance and resources to enhance study habits among P.G students, including time management strategies, support for self-regulation, and creating conducive study environments.

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