

Relationship of Academic Motivation with Study Habits among Undergraduate University Students

Perh Shahab Siddiqui¹, Muniza Malik²

¹Teaching Assistant, M.Phil Research Scholar at Department of Psychology, University of Sindh, Pakistan.

²Associate Professor/Chairperson, Department of Psychology, University of Sindh, Pakistan.

Correspondence: prehsiddiqui@gmail.com¹

ABSTRACT

Aim of the Study: The research focused to assess association of academic motivation, study habits among undergraduates.

Methodology: The participants was comprised of (n=100) including both genders (males=50; females=50). Information were gathered through simple random sampling from universities i.e., Sindh University & Mehran University of Engineering and Technology, Jamshoro. Two standardized questionnaires were administered namely academic motivation scale and study habits and attitudes inventory.

Findings: Findings of the study showed that intrinsic and extrinsic academic motivation can predict the positive attitude towards assignment and class and time management of the student. No gender difference found in academic motivation but a significant difference found in the study habits and examination preparation. Female have better study habits and the preparation for exams then male students.

Conclusion: The findings are useful for parents, teachers to understand the study habits as well as the difficulties they are facing in studies and motivate them to attain goals they want to achieve in life.

Keywords: Academic Motivation, Study Habits, University Students.

Introduction

Students who are academically motivated in their studies utilize their potential and achieve success in any task. It is important for them as well as for teacher to take interest and motivate them towards their studies and help them to attain goals effectively. It not only increases the learning passion of a learner but also encourage them to enhance their knowledge. The motivation, maintenance and learning attitude is essential for life long process of knowledge gaining (Hawthorne, 2021).

Motivation is our willingness to perform a task successfully, so it is our efforts and reason behind any task that we want to do it. Learning is the interest of students to do something. It helps to do something to choose a task and complete it (Faridah, et al., 2020). Motivation was derived from the latin word *movere*, that means the energy that keep a person moving toward goal and sustain their attention and make them able to avoid distractions. Some factors facilitate motivation, these includes mind set, supportive family and peer relationships, resilience of student and his/her self-esteem (Faridah, et al., 2020). Academic

Article History

Received:
January 04, 2024

Revised:
March 17, 2024

Accepted:
March 22, 2024

Published:
March 30, 2024

motivation is to decide and remain continue with studies (Ryan & Deci, 2000). It is a positive indicator of individual efforts to get better results (Atoum & Shalafah, 2018). Intrinsic motivation have positively impact on the performance of students (Oclaret, 2021).

Self- determination theory was proposed by Deci and Ryan, (1985) of motivation was an individual tendency to move forward for growth and represent by three core needs competence, autonomy and connection or relatedness. Competence shows the need of student to develop or learn skills that are needed to accomplish task successfully. Autonomy can be describe as if the student have independence in their decision making and actions. It helps to develop determination better. Connection or relatedness represents an individual need of having positive interpersonal relations in class or institution. Good and positive relationship with friends and peers increase their motivation. Socioeconomic factors, intrinsic academic motivation and willingness to learn are basic factors in student's studies (Angelo, et al., 2022).

Study timings of the pupil is important to learn more properly (Leovigildo, et al., 2020). They adopt different learning strategies to get success in their goals and better attitude towards study can enhance their performance in academics (Tsai, et al., 2015). If students are finding a task difficult then they should discuss with teachers and take help to acquire the skills from others to perform better (Cottrell, 2019). Due to environmental distraction students cannot concentrate in studies and this can decrease their performance too (Leovigildo, et al., 2020). According to Husain, (2000) study habits is the overall learning of new attitude, study methods and study skills. Mostly undergraduate students are more interested in homework and assignments. They perform their task with concentration, do reading and note-taking and acquire good study habits to perform better in examination while time management is the least practiced among the students (Benil, et al., 2021). Study habits of a learner can strongly effect on their academic performance and attainment (Tuss, 2023; Nair & Kulkarni, 2020). Students study pattern and peers discussion has significant relationship with academic achievement (Martiah & Syamwil, 2019).

Productive study habits help students to learn self-sufficiently by themselves and remain persistent in order to acquire a goal (Adeninyi, 2011). According to previous studies of (Azikiwie, et al., 1994) includes their way of learn in a peaceful environment, learning daily, turned off electronic devices. Few worst study practices includes avoidance, try to escape from the study and avoid loud sound of music and television during studying. It is an learner's ability to manage time for study to achieve the successful accomplishments (Azikiwie et al., 1994).

According to (Sahu et al. 2020) some factors of study habits such as students motivation, parental expectation and encouragement, teacher student interaction, influence of peer group, time management, preferred study approach, preparation for exam can strengthen their academic attainment (Sahu et al., 2023). According to (Khalid et al. 2023) suggest that there is gender difference in the study pattern and their educational accomplishment.

Significance of the Study

The research was managed to assess the relationship of academic motivation and study habits among undergraduate students. Findings of the research will be useful for students to know and enhance their style of study habits and academic motivation. These findings will be helpful for the teachers to help and guide students in promoting healthy study manner and understanding importance of motivation. Educational psychologist can also take advantage of study to deal with the academic problems of students.

Research Objectives

1. To assess academic motivation as a indicator of study habits and attitudes.
2. To measure gender differences in academic motivation of undergraduates.
3. To measure gender differences in study habits of university learners.

Hypotheses

1. The academic motivation would be a significant indicator of study habits and attitudes.
2. There would be significant gender differences in the academic motivation of undergraduates.
3. There would be significant gender differences in the study habits of university learners.

Methodology

Research Method

The current research was a quantitative study, in this method impact and correlation of academic motivation, study habits among undergraduate students at Jamshoro were assessed. The .05 was set as level of significance for the hypotheses testing.

Participants

Data were gathered from two universities of Jamshoro namely Sindh University and Mehran University of Engineering and Technology. The sample of the study was consisted of one hundred undergraduates including both genders (girls=50; boys =50). The age of the respondents was 18 to 24 years. Statistics was gathered through simple random sampling from the learners of the different departments.

Instruments

The standardized measures were applied in this research are specified under;

a) Academic motivation scale

This scale was developed by Zahid, (2013). It is comprised of 22 items and two dimensions. Extrinsic motivation is based on 10 items, the score is ranged from 10-50, and intrinsic motivation is comprised of 12 items, the score is ranged from 12-60. This is a Likert scale, responses are given in 5 (strongly agree) to 1 (strongly disagree). The alpha reliability of this scale is $\alpha=.75$ and Cronbach's Alpha reliability coefficient of the scale are intrinsic motivation: $\alpha=.75$ and Extrinsic motivation: $\alpha=.70$ (Zahid, 2013).

b) Study habits and attitude inventory (SHAI)

This inventory was presented by Malik and Parveen (2013) was used in the present research to assess the study habits of the respondents. This scale has eight sub-scales i.e., study habits and attitude, attitude towards the teacher, attitude towards class and assignment, examination, social activities, family environment, time management and concentration. The response category is a five-point Likert scale ranging from "almost always" to "almost never". Almost always assigned the number "five" and almost never assigned the one. Cronbach Alpha reliability coefficient $r= 0.86$ ranges from 0.74 to 0.86 (Malik & Parveen, 2013).

Procedure

Firstly consent was taken from the all authorities of various institutions of university to gather the information from the sample of the study. Ahead given research instruments, rapport was develop with participant and in that time informed permission form was given to them. Simple random technique was used for the collection of data.

Results

For hypotheses testing simple linear regression Analysis and t-test were computed.

Table 1: Independent sample test used to compare the academic motivation and its subscales based on gender (N=100)

| Variables | Male | | Female | | t | p |
|-----------|-------|------|--------|------|------|-----|
| | M | SD | M | SD | | |
| AM | 80.58 | 7.73 | 82.38 | 9.14 | 1.66 | .29 |
| IAM | 46.24 | 5.64 | 48.08 | 7.27 | 1.41 | .16 |
| EAM | 34.34 | 5.48 | 34.30 | 5.97 | .035 | .97 |

Note. df=98 , *p<.05,**p>.01 (AM= Academic Motivation, IAM= Intrinsic Academic Motivation, EAM= Extrinsic Academic Motivation)

Findings of Table 1 indicate non-significant differences in the academic motivation. Hypothesis of males and females about gender differences in motivation is not accepted.

Table 2: Independent sample t-test of study habits of males and females participants.

| Variables | Males | | Females | | T | p |
|-----------|--------|-------|---------|-------|-------|-----|
| | M | SD | M | SD | | |
| SHAI | 230.56 | 22.85 | 233.84 | 25.29 | .68 | .49 |
| SHAI | 30.14 | 3.95 | 32.36 | 4.48 | -2.62 | .01 |
| FE | 31.44 | 8.43 | 29.88 | 4.91 | 1.12 | .26 |
| AA | 29.90 | 4.12 | 29.88 | 4.49 | .023 | .98 |
| CON | 26.02 | 8.19 | 26.30 | 3.77 | -2.19 | .82 |
| AT | 29.82 | 4.50 | 29.70 | 4.26 | .137 | .89 |
| EX | 27.90 | 4.97 | 29.68 | 4.58 | 1.86 | .05 |
| TM | 27.46 | 4.66 | 28.38 | 4.29 | 1.00 | .31 |
| SA | 27.88 | 4.29 | 27.66 | 4.40 | 0.25 | .80 |

Note. df = 98 , *p < .05,**p > .01 (SHAI= Study habits and inventory , FE= Family environment, CON= Concentration, AT= Attitude towards teacher, AA= Attitude towards class and assignment, TM= Time management, SA= Social activities)

The findings of Table 2 specify non-significant differences in the study habits of girls and boys university learners except concentration and examination.

Table 3: Simple Linear Regression Analysis of Intrinsic academic motivation, study habits & its subscales.

| Variables | F | T | R ² | B | p |
|-----------|------|------|----------------|------|-----|
| SHAI | 2.40 | 1.54 | .02 | .10 | .12 |
| FE | .22 | -.47 | .00 | -.05 | .63 |
| AA | 10.9 | 3.31 | .10 | .20 | .00 |
| CON | .280 | .52 | .00 | .05 | .59 |
| AT | 6.05 | 2.46 | .05 | .16 | .01 |
| EX | 3.79 | 1.94 | .03 | .14 | .05 |
| TM | 3.72 | 1.92 | .03 | .13 | .05 |
| SA | 2.92 | 1.71 | .02 | .11 | .09 |

Note. df = 98 , *p < .05,**p > .01 (SHAI= Study habits and inventory , FE= Family environment, CON= Concentration, AT= Attitude towards teacher, AA= Attitude towards class and assignment, TM= Time management, SA= Social activities)

Table 3 provides that unit change in the predictor variable learner intrinsic academic motivation will result insignificant change in the criterion variable which is attitude towards teachers, attitude towards class and assignment, prepare for exam and time management of the students.

Table 4: Simple linear regression analysis of extrinsic academic motivation, study habits and sub-scales.

| Variables | F | t | R ² | B | p |
|-----------|------|-------|----------------|------|-----|
| SHAI | 1.20 | -1.09 | .012 | -.08 | .27 |
| FE | .04 | .22 | .00 | .02 | .82 |
| AA | 7.60 | -2.75 | .07 | -.20 | .00 |
| CON | .22 | -.47 | .00 | -.05 | .63 |
| AT | 1.85 | -1.36 | 0.1 | -.10 | .40 |
| EX | .68 | -.82 | .00 | -.07 | .40 |
| TM | 3.94 | -1.98 | .03 | -.15 | .05 |
| SA | 3.08 | -1.75 | .03 | -.13 | .08 |

Note, B = standardized beta, R².df = 98, *p < .05, ** p > .01 (SHAI= Study habits and inventory , FE = Family environment, CON= Concentration, AT= Attitude towards teacher, AA= Attitude towards class and assignment, TM= Time management, SA= Social activities)

Table 4 provides that unit change in the predictor variable learner extrinsic academic motivation is significant difference in the criterion variable which is attitude towards class and assignment, and time management of the undergraduate university students.

Discussion

The research finds out the association between academic motivations with study habits of university undergraduates. The findings revealed that there is no significant gender difference found in the academic motivation of student a study supported this finding is that it has a low significance gender difference (Turhan,2020; Lesperance et al.,2022). In another study done by (Nair & Kulkarni, 2020) there is a significant gender difference in learner's motivation in academics. The current study showed there is a significant gender difference in the study habit of student, their preparation of exam and the study pattern they choose to succeed in a task successfully. Findings of (Aluya & Blanch, 2004) are also consistent that females have better study habits than males. Ossai, (2012) found significant difference in the study habit of the students based on age and gender, while Mushoriwa (2009) found no significant difference in the study habits of male and female students. According to (koki & Abdullahi, 2014) there is a significant difference in the study habits and skills.

This research also found that the both intrinsic academic motivation and extrinsic can predict the student time management skills, attitude towards assignment and class while intrinsic academic the are found to be also good in attitude towards teacher and preparation for the exam in order to achieve the academic task efficiently. Academic attainment is influenced by both intrinsic and extrinsic academic motivation (Naz & Shah, 2020). Some student faces some difficulties in the area of learning such as student with dyslexia may good at creative writing but find difficulty while spelling a word similarly ADHD (attention deficit hyperactivity disorder) may perform better in arts but due to insufficient environmental support to polish their talent so in this context their prioritise accessibility different and therefore there is a need to increase their positive skills and provide them the surrounding which is necessary for them to get success in life (Hawthorne, 2021).

Many students prefer different study schedule to manage their study properly such as some organize their timetable with proper learning strategies, few learners starts prepare for their exam before six days, some do not have proper time schedule for study but if they get some free time they try to study maximum hours in a day with short breaks, try to avoid study and do not utilize sufficient time for study and their performance gets effected through the type of study pattern they adapted (Elise et al., 2021). A study concludes that as students more forward towards higher studies they spend more time approximately three to four hours per day, some prefer to do study alone and follow study routine strictly (Canyon, 2022). Study habits are important in sustain motivation internally and externally (Eufrazio, et al., 2023). Various factors of academic motivation are less responsible for children intrinsic, extrinsic and amotivation (Yarin et al., 2022). Students' intrinsic motivation predicts low significant relationship with educational

performance (Othman, 2011). Student involvement in study can increased their encouragement, develop curiosity to learn about new things, strengthen their creative skills and better academic performance (Mahama, et al., 2023).

Implications

This research can contribute to encouraging the strategies and motivation of students and guide them to enhance the needed skills to get their goals effectively. Trainings, seminars and workshops on this topic can encourage them to become successful in life.

Limitations

This study has some limitations that must be considered for future researchers. The sample consisted on undergraduates, so school students and college would also contributed in area of education and others should consider them to get more information related to these variables. Moreover, the respondents was taken from the Jamshoro. The future researcher should also do on other districts of Sindh. It is very useful if other studies focused on demographic variables such as age, gender and socioeconomic status.

Acknowledgements

None.


Conflict of Interest


Authors declared NO conflict of interest.

Funding Source

The authors received NO funding to conduct this study.

ORCID iDs

Perh Shahab Siddiqui ¹  <https://orcid.org/0009-0008-8092-5690>

Muniza Malik ²  <https://orcid.org/0000-0001-6978-6281>

References

- Aluja, A., & Blanch, A., (2004). Socialized personality, scholastic aptitudes, study habits and academic achievement. *Exploring the link. European Journal of Psychological Assessment* 20(20), 23-29.
- Angelo, R. N., Grande, E., Joseph, D. E., Berdida, Cruz, J.P., Manala, M., Balaceman, A., & Ramirez, S.H., (2022). Academic motivation and self-directed learning readiness of Nursing students during the COVID-19 pandemic in three countries; A cross-sectional study. *WILLEY-nursing forum an independent voice for nursing*.
- Atoum, A. Y. & Shalafah, A., (2018). Impact of academic motivation facts on students academic performance. *Open Journal of Social Sciences* 07(03), 204-211. DOI:10.4236/jss.2019.73017
- Bentil, J., Kuranchie, A., & Beoateng, H., A., (2021). Nature and determinants of study habit of undergraduate students. *European Journal of Social Research*, 6(5), 67-73.
- Deci, E. L., & Ryan, R. M., (2000). The what and why of goal pursuits of human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.
- Deci, E. L., & Ryan, R.M ., (1985). *Intrinsic Motivation and Self-determination in human behaviour*. Newyork, N. Y.;Plentum.

- Elise, M. Shannon, W., Rowell S. F., & Regina, F. F., (2021). To what extent do study habits relate to performance? *Life Science Education*, 20(1), 34-42.
- Eufrazio, P. N., Oscar, G. C., Lara, C. D., & Marina, G. V. P., (2023). Relationship between learning strategies and motivation of university students. *Sustainability* 15(4), 3497. DOI:10.3390/su15043497
- Ezebube, N. C. ., & Emeka, I. D. . (2023). Emotional Intelligence, Self-esteem and Gender as Correlate of Secondary School Students' Academic Achievement in Anambra State, Nigeria. *Human Nature Journal of Social Sciences*, 4(1), 42-50.
- Faridah, I., Sari, F.R, Wahyuningsih, T., Oganda, F. P & Rahadja,, U., (2020). Effect digital learning on student motivation, during COVID-19. *International Conference on Cyber and IT Service Management (CITSM)*. pp,1-5.
- Hussain, A., (2000). Developing study habits. Wikipedia, the free encyclopedia.
- Imran, Gul, R. ., & Muhammad, B. . (2022). Determining the Association between the Impact of Education and Changing Institutional Network. *Human Nature Journal of Social Sciences*, 3(4), 506-514.
- Koki, A.T., & Abdullahi, U.,(2014). Gender differences in study habits skills of undergraduate students of Yobe State University, *Knowledge Review*, 31(2), 56-62.
- Lesperance, K., Hofer, S., Retelsdorf, J., & Holzberger, D., (2022). Reducing gender differences in students motivational-affective factors: A Meta-analysis of school-based interventions. *British Journal of Educational Psychology*, 92(4), 1502-1536.
- Mahama, J., Dramanu, B. Y., & Asamoah-Gyima, K. (2023). Predictive abilities of curiosity ,creativity and motivation on academic performance of high school students in Ghana, Hindawi. *Education Research International*. ID 4626945. <https://doi.org/10.1155/2023/4626945>
- Majeed, R. ., & Kamal, A. (2023). Impact of Gratitude and Kindness on Self- Esteem, Subjective Well-Being and Family Relationships among University Students. *Human Nature Journal of Social Sciences*, 4(1), 102-120.
- Mallilin, L.L., Mallilin, D.C.S (2021). Behaviour and attitude of students in the New Normal perspective of learning. *East African Scholars Journal of Psychology and Behavioral Sciences*, 3(2), 21-27.
- Mushori, T.,(2009). The Study Stretegy-Performance function among students in three Teachers colleges in Masringo, Harare, Zimbabwe and Nigerian. *Journal of Guidance and Counseling* 14(1), 89-94.
- Nair, R. Kulkarni, U. K., (2020). Study habits and its impact on academic performance in English of secondary school students in Klaburgi Region. *Palarch's Journal of Archaeology of Egypt/ Egyptology*, 17(12), 111-125.
- Naz, S., Shah, S.A., Qayum, A., (2020). Gender differences in motivation and Academic Achievement. A study of the University students of KP.Pakistan. *Global Regional Review*, 1(19), 45-56.
- Oclaret, V., (2012). Impact of Academic Intrinsic Motivation Facets on Students Academic Performance. www.researchgate.net/publication
- Ossai, C. M., (2012). Age and gender in study habits: A Framework for proactive counselling against low academic achievements. *Journal of Educational Social Research*, 12, 67-73.
- Othman, N., (2011). The relationship between Self-concept, self-determination and Academic Achievement among Chinese primary school students. *International Journal of Psychological Studies* 3(1), 90-98.

- Sahu, S., Malik, D.S., Meher, B., & Sahu, D.,(2023). A study habits Inventory for university students. *International Journal of Scientific and Research Publication*, 13(2), 121-129.
- Shah, M. A.-U.-H. ., Jan, A. ., & Shaheen, M. . (2022). Relationship between Emotional Intelligence and Social Behaviour of Higher Secondary Level Students. *Human Nature Journal of Social Sciences*, 3(3), 224-232.
- Tansif Ur Rehman, Usmani, M. A. ., Parveen, S. ., & Khan, M. A. Y. . (2022). Contemporaneous Approach to Higher Education in a Global Context. *Human Nature Journal of Social Sciences*, 3(3), 81-91.
- Tinto, V., (2012). Enhancing student success: Taking the classroom success seriously. *The International Journal of the first year in Higher Education*.1838-2959, 3(1), 1-8.
- Tsai, C. Y. Horng, J. S, Liu, C. H., & Hu, D.C., (2015). Work environment and atmosphere; The Role of Organizational support in the Creativity Performance of Tourism and Hospitality Organization. *International Journal of Hospital Mnagement*.46, 26-35.
- Turhan, N. S. (2020). Gender differences in academic motivation: A Meta-Analysis. *International Journal of Psychology and Educational Studies* 7(2), 211-224.
- Yarin, A. J., Encalada, I. A., Elias, J.W., Surichaqui, A. A., Sulca, R.E., & Pozo, F., (2022). Relationship between motivation and academic performance in peruvian undergraduate students in the subject mathematics. *Hindawi, Education Research International*.