

Influence of Study Habits on Academic Performance of Undergraduates of University of Peradeniya

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Study habits of undergraduates play an important role in their academic performance. Examining the study habits of undergraduates and assessing the relationship between study habits and academic performance of students were the objectives of the study. The development of cognitive and practical skills of undergraduates was the expected outcome of the findings. The study focuses on the students of the Faculty of Agriculture, University of Peradeniya, Sri Lanka. A deductive approach was used based on a cross-sectional survey. A sample comprising of 70 final year undergraduates of the Faculty of Agriculture was selected based on stratified random sampling method. Gender, English proficiency, level of academic stress, parental education, engagement in student associations, and other extracurricular activities were also identified as the antecedents influencing the academic performance of undergraduates. Academic performance of undergraduates was estimated using the Grade Point Average (GPA) of the most recent examination performance. Primary data were collected using a self-administered questionnaire. Data were analyzed using descriptive statistics and inferential analyses viz: independent sample t-test, Mann Whitney U test, Spearman's correlation, and multiple regression tests. The mean of overall status of undergraduates' study habits score was 63.01 ± 8.42 from 96 of total study habit scores. Findings revealed differences in the study habits between males and females. There were also differences in the domains of study habits in terms of gender. Academic performance of undergraduates had a positive relationship with the study habits of undergraduates ($p < 0.1$). Academic performance of undergraduates were influenced based on engagement in extra-curricular activities, English proficiency and the parental education level ($p < 0.1$). Academic performance of undergraduates has been influenced by their study habits and related factors.

Keywords: Study habits, Academic performance, Gender, Undergraduates