

Research Topic

The impact of the time spent on studies to the overall test score of a student

There has been a constant argument about the relationship between the time of study and the test grade. Most students believe that the more one takes a lot of time studying, the more the individual improves the grade. Students believe that the most outrageous number of hours spent reading, the more he improves his test score.

The myth is common among college students who believe that grades are a function of hours spent in study and smart. Since a student can't change the smarts, the remaining option of improving the grade is by spending extra hours in studying. The study was conducted to prove the relationship between the two variables, the time spent on reading and the test score of the students.

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Purpose of the Study

The study was conducted to prove the relationship between the two variables, the time spent on reading and the test score of the students. There is a common assertion that the more time the student spends in a study, the better his test score results. Recent research on students, especially, the college students has failed to support the statement.

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Overarching Research Question

How motivation and ability with the time spent on studies can have an impact on the student's overall test score and academic performance has been analyzed. Are there any other compounding factors that produce the best test score results besides time for study? The research questions help to elucidate more on the research in general. The research questions also contribute to do away with the myth or prove the relevance of the myth held by the students.

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Specific Research Questions/ Hypotheses

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Is there a positive relationship between the time for study and the overall test score of a student?

The hypothesis constructed stated that there exists no significant relationship between

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the time spent in studying and the outcome of the test score. The hypotheses are used to test for the significance of the study. The null hypothesis (H0) for the study is there is no signifi-

cant relationship between the time spent in studying and the outcome of the test score. The

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alternative hypothesis (H1) for the study is there is a significant relationship between the time

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spent in studying and the outcome of the test score

Type of Study

The study methodology constituted a survey conducted by a sample population of 276,449 students in the institutions of higher learning. The survey can include a set of questionnaires being administered to the various locations that the training is being carried out, and interviews concerning the knowledge obtained from the students at different locations. The data from the survey is meant to estimate the attributes that can be applicable in making generalizations to the findings of this research (Balnaves and Caputi, 2001).

Quantitative Variables

The quantitative variables in this study are the time that the students spend on their studies and the results obtained from the test scores.

Dependent and Independent Variables

The dependent variable in this evaluation is the time that is spent on the studies. On the other hand, the independent variable according to the research question is the scores from the test.

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Quantitative Research method design

The appropriate research design applicable for this study is correlational research design. This is a quantitative method of research. Two or more quantitative variables from the same group are identified and their relationship is determined whether it is positive or negative. The covariant between the defined variables is the similarity between them. From a general perception, two or more quantitative variables can be correlated provided the scores for the two variables are available from the same group of participants.

It is time wasting to analyze data that one needs little reason to imagine that the two variables can be interrelated to each other. Even though correlation cannot give rise to a casual relationship, it is suitable for making predictions, supporting theories and measuring a test – retest reliability for a particular data set.

Instrument(s) analysis

Various measures achieve assurance of rigor. In the open-ended questionnaires, there seem to be less structured protocols. The researcher can conveniently change the strategy of data collection through addition, refining or dropping some information. The interactive interviews would assist the researcher in following up on certain issues in particular. The main concept is to clarify the reliability of the data collected.

Another measure to ensure validity and reliability the use of triangulation to increase the credibility of the findings; the use of multiple methods of data collection can be significant in determining the authenticity of the results. The findings are not generalized to a specified population; each case study would produce a single detail of evidence that can be applied to generate patterns among different studies over the same concept.

6% The results section

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The appropriate statistical test that would be applicable for this study is the correlation. This is a quantitative method of research. More than one quantitative variable from the same group are identified, and their relationship is determined whether it is positive or negative. S/V (ETS)
The covariant between the defined variables is the similarity between them. From a general perception, two or more quantitative variables can be correlated provided the scores for the two variables are available from the same group of participants. Article Error (ETS)

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It is time wasting to analyze data that one needs little reason to imagine that the two variables can be interrelated to each other. Even though correlation cannot give rise to a casual relationship, it is suitable for making predictions, supporting theories and measuring a test – retest reliability for a particular data set. The negative correlation is evidence that advancement of the independent variable is correlated with a decline in the dependent variable. 2%
The correlation explains to us the deviation from zero to determine the relative strength of the correlation study time and test scores by students (Martin and Bridgmon, 2012).

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At this instant, the outcome of correlation is between non-significant values of -0.02 to significant value of 0.11. The correlation values show that the study time has a weak effect on the grades. Article Error (ETS)
The results showed that the non-ability variables, for instance, motivation and the respective time for study has a significant impact on the test scores obtained by students in their academic performance. Article Error (ETS)

Data analysis

The use of statistical software (SPSS) to analyze the quantitative data from the results of the survey; the analysis will encompass the correlation and regression to measure the relationship between the quantitative variables, the test scores and the time spent on studies. Article Error (ETS) Article Error (ETS)

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Basing on the coefficients of correlation, neither of the stated hypotheses that stated a positive relationship was supported. The null hypothesis was rejected at 95% level of significance. Hence, it was clear that there is no significant relationship between the time spent in studying and the outcome of the test score.

There exist other hidden factors rather than the time spent on studies as the predictor of good grades. The students earning higher grades are those that are motivated and work smart compared to the rest. The students considered to be academically strong are very good at balancing their academics and other non-academics activities. Verb (ETS)

Such students can, therefore, minimize the negative effects that arise from the total time spent on studies and the level of their academic performances. The results would be affected by various flaws and other confounding variables. For instance, the correlation method gives an indication that the variables have a linear relationship with each other. For instance, the X and Y variable can prove to convey a linear relationship if the scores are fitted in a straight line. 2%

4% Consent

The ethical issue of the study is concerned with the privacy of the participants test scores. Various issues often arise in the case of the studies that are done anonymously. The issues of anonymity and privacy of the subjects view. The subjects are assured of secrecy by not writing their names. The test score for each participant will not be publicly shared. Article Error (ETS)

The researchers give some specific code to the participants so that their privacy and rights are not overlooked. Assurances were granted to the participants of the survey concerning their responses. The results of the survey would be evaluated as a group and not focused on the individual basis. Consequently, students were urged to take the task seriously and deliver accurate answers to each question posed. P/V (ETS) 2%

Reference

1% Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An investigative approach*. 1% London: SAGE.

Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypothesis to results*. San Francisco: Jossey-Bass.
