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EXTRACURRICULAR STUDY HABITS OF HIGH SCHOOL STUDENTS AND THEIR OPINIONS ABOUT THEM

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Abstract

The aim of this study is to examine the level of extracurricular study habits of high school students and to explore their opinions on their extracurricular study habits. Within the scope of the research, explanatory mixed design was used. There were 1130 high school students in the quantitative dimension of the study and 28 high school students in the qualitative dimension. The "Extracurricular Study Habits Scale" was used to collect quantitative data and "Semi-Structured Interview Form" was used to collect qualitative data. In the analysis of quantitative data, arithmetic mean, standard deviation, minimum, maximum, independent sample T-test and ANOVA test were used. Content analysis technique was used in the analysis of qualitative data. According to the results obtained from the study, it was determined that the extracurricular study habits of female students were higher than those of male students, the 12th grade students' extracurricular study habits were higher than those of the 9th grades, the extracurricular study habits of those with a high-grade point average were higher than those of those with a low-grade point average. It was determined that the extracurricular study habits of the students did not differ significantly according to the monthly income of their families. Students stated that they solve questions, watch lecture videos and review the subject topics as extracurricular studies. It has been emphasized that there are many reasons why students' extracurricular study habits are low or high. It has been stated that teachers give homework or projects as extracurricular study and these studies have many benefits.

Keywords: High school students; extracurricular study; student opinions

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1. Introduction

Education has been considered as an essential component of human development for centuries, aiming to prepare individuals for successful lives. The role of education has evolved over time, but the fundamental purpose has remained the same: to equip individuals with knowledge, skills, and values that enable them to thrive in society. To achieve this goal, all parties involved in the educational process must fulfill their responsibilities. This includes teachers, parents, administrators, policymakers, and most importantly, students. In recent years, there has been a shift towards a student-centered approach to education, where the emphasis is on each student's individual needs and learning styles. In this context, the responsibility of students in achieving the goals of education has become even more critical. Students must actively participate in their own learning, setting personal goals, and working towards achieving them. They must engage with the learning process, ask questions, seek clarification, and take ownership of their progress. Students who are motivated and committed to their education are more likely to achieve academic success.

The advancements and changes in communication and information technologies have resulted in a shift in the required qualities for individuals. Consequently, the focus of countries has changed to transforming societies into information societies through education (Ayçiçek & Karafil, 2021). The contemporary approach to education has undergone a paradigm shift where students are not just passive recipients of knowledge but are encouraged to actively seek, analyze and synthesize information. Therefore, the primary objective of modern education is to cultivate individuals who possess the ability to learn how to learn. In order to achieve this goal, education must equip individuals with the necessary skills to sort, classify and verify information accurately. Students must also be taught how to evaluate information from different perspectives, enabling them to approach problems creatively and find solutions independently (Talu, 1997).

Despite following the same curriculum, students today exhibit varying levels of success in their academic endeavors. Several factors come into play that can account for this phenomenon. The approaches taken by teachers, support provided by parents, school environment and culture, level of motivation and readiness of students, their attention span and study environment at home, and their study attitudes and habits are just a few of the many factors that significantly influence academic achievement (Crede & Kuncel, 2008; Kesiktaş, 2006; Kucukahmet, 2000). According to Demirezen and Akhan (2013), the study habits of students, including their information access and study methods, are the most critical determinants of permanent learning and academic success. It is therefore required to educate students on how to use information effectively, generate new knowledge from acquired information, and cultivate structured and systematic extracurricular study habits (EHS) (Orhan Karsak & Yurtçu, 2021). By doing so, students can become effective learners who acquire knowledge and apply it in real-world situations, ultimately leading to academic and personal success.

In general, study habits refer to the consistent actions of students throughout their educational programs, from beginning to end. This involves habitual practices that students engage in to complete their curriculum, which can indicate the extent to which they engage in regular studying behaviors such as reviewing materials, in an environment that is conducive to learning

(Crede & Kuncel, 2008). Study habits encompasses the strategies and planning that students adopt to achieve mastery of the subject matter, including scheduling study plans and times, setting up a definite place to study, and forming structured approaches to self-learning. Study habits are a multidimensional concept that influences not only academic adjustment but also personal and social adjustment for students beyond their school years (Islam, 2021). The ways and techniques used to acquire information are known as study habits (Urh & Jereb, 2014). These techniques can be performed consciously or unconsciously, and they assist students in managing their efforts to accomplish academic tasks, improve skills, gain knowledge and fulfill school responsibilities (Carter, Bishop & Kravits, 2011). Extracurricular studying refers to activities undertaken by students outside of regular class time with a deliberate plan to enhance their learning. Such activities may include reviewing topics, solving problems, preparing for future classes, taking notes, and working on projects. To derive maximum benefits from these activities, they must become ingrained habits. It is only through the adoption of qualified study habits that effective extracurricular studying can be achieved (Aslan, 2005; Tay, 2005; Yiğit and Kaçire, 2015).

Study habits can improve the academic performance. Efficient study habits are associated with positive academic outcomes, while inefficient study habits are linked to academic failure (Mendezabal, 2013; Onwuegbuzies, Slate, & Schwartz, 2001). Several studies have found a significant relationship between various study habits and academic performance (Bashir & Mattoo, 2012; Fazal, Hussain, Majoka, & Masood, 2012; Nuthana & Yenagi, 2009). Furthermore, a significant positive association was found between proper study habits and academic achievement in secondary students (Riaz, Kiran & Malik, 2002). While some students can pass their courses with minimal effort, others cannot. Those who succeed in school do so by adopting and utilizing effective study habits. They set a schedule for studying during the week and adhere to it, unlike students who study sporadically and typically do not perform as well. To ensure success, studying should be incorporated into students' daily routines (Jereb, Jerebic & Urh, 2023). On the other hand, students who do not develop the study habits cannot be expected to succeed (Ebele and Olofu, 2017). Due to their inability to develop study habits outside of class and not knowing effective study methods, students do not receive the rewards of their efforts (Kuzgun, 1998). As a result, students may become disinterested and bored with their classes over time. Additionally, the lack of effective study habits (Kesiktaş, 2006), insufficient study skills and attitudes (Küçükahmet, 2005), and the inability to use studying methods adequately (Şen, 2006) are considered the main reasons for academic failure in school. Ensuring that students have qualified study habits will help them be more conscious of their studies, understand the subject matter in class, and succeed in exams (Yiğit and Kaçire, 2015). Comprehensive and regular study habits outside of class are necessary for permanent (Kazu and Yıldız, 2022) and effective learning (Arslantaş, 2001; Gettinger and Seibert, 2002). Therefore, it is important to know the level of students' study habits outside of class, the variables that significantly affect these habits, the factors that positively or negatively impact study habits, and the benefits of developing study habits outside of class. In conclusion, the importance of adopting effective study habits cannot be overstated. The relationship between study habits and academic performance has been well-established through various studies, with qualified study habits associated with positive academic outcomes. On the other hand, academic failure is often

linked to inadequate study skills and attitudes, and the inability to use studying methods adequately. To ensure success, studying should be incorporated into students' daily routines. By having comprehensive and regular study habits outside of class, students can achieve permanent and effective learning, leading to academic success.

Many factors affect the acquisition of ESH that provide qualified learning. These factors can be expressed as the individual's characteristics, the characteristics of the study environment, and the teacher and family (Oltulu, 2019). The individual's characteristics are one of the most important factors affecting study habits. The individual's attitude towards extracurricular studying, their self-discipline, and self-regulation skills directly affects the acquisition of the ESH. If the individual has a negative attitude towards ESH, low motivation for studying, no goals, inability to plan the studying process correctly, and distractions, this will negatively affect the acquisition of the ESH. The second factor that affects the habit of studying outside of class is the characteristics of the study environment. In order for the individual to study efficiently, the study environment's temperature, light, and air should be in optimum conditions, it should not be used for non-study activities, there should be no distracting elements in the study environment, and the study desk and chair should be ergonomic. The third factor that affects the habit of studying outside of class is teachers. Teachers should motivate and ensure positive attitudes towards the work that students need to do outside of class. In addition, they should give homework and project assignments and follow up on whether these assignments are done or not. Another factor that affects individuals' habits of studying outside of class is family. Parents have important roles, whether conscious or unconscious, in their child's social, emotional, mental, and language development (Engin, Özen, and Bayoğlu, 2009). Parents' neglect, pressure, harsh attitudes, lack of love, or excessive attention can cause their children to lose interest in studying (Küçükahmet, 2017). Therefore, parents should show interest in their children, not withhold their love, guide them in their studies, and encourage them. They should also make their study environment appropriate and ensure that they can study efficiently.

There are studies on ESH in the literature. In the study of Bay, Tuğluk, and Gençdoğan (2005), it was investigated whether there was a significant difference in the ESH of university students according to the variables of gender, grade level, teaching style, and department of education. Yenilmez and Özbey (2007) examined the study habits of secondary school students in terms of gender, class and achievement variables. Rani (2013) investigated the relationship between home environment and study habits of senior secondary school students. Chaudhari (2013) examined the study habits of higher secondary school students in relation to their academic achievement. Chand (2013) studied the habits of secondary school students in relation to the type of school and type of family. Similarly, Yiğit and Kaçire (2015) examined whether the study habits of secondary school students differed significantly in terms of gender, class, and taking additional courses. Sharma (2017) conducted a study on the study habits of secondary school students in relation to their home environment. Ermeydan (2019) developed a scale to determine the habits of extracurricular studies and examined whether the study habits of teacher candidates differ significantly in terms of gender, program studied, class, mother and father education level variables. Oltulu (2019) examined the study habits of secondary school students according to the opinions of students, teachers and parents. Kazu and Yıldız (2022) examined students' home study habits in terms of teacher and parent views in their study. It is seen that

the studies in the literature are aimed at secondary school students, teacher candidates, teachers and parents. Singh and Gohain (2022) examined the study habits among higher secondary students in relation to their school environment.

Effective study habits are essential for academic success, but the declining study habits among teenagers have become a significant concern due to various distractions such as the internet, television, environment, and parenting attitudes. In today's digital age, students are easily distracted, and their attention span is getting shorter, making it challenging to focus on studies. Poor study habits can result in poor academic performance, which can affect students' future careers and society as a whole (Singh & Gohain, 2022). Therefore, it is crucial to establish a proper study system that can help students stay focused, motivated, and organized. The significance of study habits extends beyond just academics and has a long-lasting impact on individuals' personal and professional lives. Effective study habits can improve time management, concentration, memory retention, and problem-solving skills, which are vital for success in any field. It also helps students develop a sense of responsibility, self-discipline, and self-motivation, which are essential life skills. When examining the literature, it is evident that the studies focusing on the ESH of high school students are quite limited. Therefore, this study aimed to fill the gap by including high school students in the sample. Additionally, this study is novel as it examines students' ESH using both quantitative and qualitative data. The findings obtained from this study can guide guidance and psychological counselors, teachers, and parents in planning ESH for students and guiding them correctly. Based on the reasons for the low ESH of the students in the study, the guidance and psychological counselors can develop plans to help students improve their study habits. Within this context, the aim of this study is to determine the level of high school students' ESH and to examine their opinions on their ESH. In line with this aim, the following questions were sought to be answered:

- What is the level of high school students' ESH?
- Does the level of high school students' ESH show significant differences according to gender, grade, family monthly income, and overall grade point average variables?
- What are the opinions of high school students on their ESH?

2. Method

In this part of the study, the research design, study group, data collection tools, data collection process, and data analysis are presented.

2.1. Research Design

A mixed research design, which combines quantitative and qualitative approaches, was preferred to examine students' opinions on their ESH. Mixed research studies are those in which quantitative and qualitative designs are synthesized. With this synthesis, it is possible to benefit from the strengths of both research designs and prevent their weaknesses from coming to the fore (Johnson and Onwuegbuzie, 2004). An explanatory mixed design was used in the study. In explanatory mixed design, the research starts with a quantitative study to find answers to the problems of the study, and qualitative stages are applied to explain these data (Creswell, 2021). Within the scope of the study, first, a scale was applied to determine the levels of ESH of high

school students. According to the scores obtained from the scale, the factors affecting the students' ESH were tried to be explained by taking the opinions of the students with high and low levels of ESH.

2.2. Data Collection Units

Population and sample information for quantitative data, and study group information for qualitative data are presented below.

2.2.1. Population and Sample for Quantitative Data

The population of the study consists of students studying in high schools in Hatay and Elazığ Provinces in the 2022-2023 academic year. The sample of the study consisted of 1130 students selected from the specified population and participated in the research voluntarily. Convenience sampling method was used to determine the sample of the study. It is a sampling method in which the sample that is most suitable for the purpose of the research in terms of time, money and labor is preferred (Balcı, 2020; Büyüköztürk et al., 2020). The data showing the descriptive characteristics of the students in the study sample are presented in Table 1.

Table 1. Descriptive data of the students in the sample

Variables	**Group**	**N**	**%**
Gender	Female	721	63.8
	Male	409	36.2
Grade	9th grade	182	16.1
	10th grade	408	36.1
	11th grade	373	33.0
	12th grade	167	14.8
Monthly family income	9425 TL and less	517	45.8
	9425-30700 TL	476	42.1
	30700 TL and more	137	12.1
Grade Point Average (GPA)	70 and below	301	26.6
	70-80	316	28.0
	80-90	384	34.0
	90-100	129	11.4
Education Level of Mother	Illiterate	49	4.3
	Literate	269	23.8
	Primary School	279	24.7
	Secondary School	268	23.7
	High School	194	17.2
	Undergraduate	71	6.3
Education Level of Father	Illiterate	11	1.0
	Literate	152	13.5
	Primary School	273	24.2
	Secondary School	315	27.9
	High School	279	24.7
	Undergraduate	100	8.8
Total		**1130**	**100**

When Table 1 is examined, it is seen that out of the 1130 students included in the study, 63.8% (n=721) were female and 36.2% (n=409) were male. Of the students, 16.1% (n=182) were in 9th grade, 36.1% (n=408) were in 10th grade, 33.0% (n=373) were in 11th grade, and 14.8% (n=167) were in 12th grade. In terms of monthly family income, 45.8% (n=517) had an income of 9425 TL or less, 42.1% (n=476) had an income between 9425-30700 TL, and 12.1% (n=137) had an income of 30700 TL or more. In terms of overall grade point average, 26.6% (n=301) had a GPA of 70 or lower, 28.0% (n=316) had a GPA between 70-80, 34.0% (n=384) had a GPA between 80-90, and 11.4% (n=129) had a GPA between 90-100. The majority of the mothers were literate (23.8%) or primary school graduates (24.7%), while the majority of the fathers were secondary school graduates (27.9%).

2.2.2. Population and Sample for Quantitative Data

In the study, extreme/outlier case sampling, which is among purposive sampling method, was used to gather the opinions of students about their extracurricular study habits. Extreme/outlier case sampling is a sampling method in which individuals with low and high performance in the same task or application context are included in the sample in cases where problems may arise in sampling due to the large population (Yıldırım & Şimşek, 2018). The most important goal of this sampling method is to obtain unique and distinctive information that is different from dramatic or extraordinary situations (Liamputtong, 2013). In the study, students with both low and high ESH were included to provide maximum diversity. In the scope of the research, interviews were conducted with 28 high school students. Descriptive characteristics of the high school students in the study are given in Table 2.

Table 2. Descriptive Data of Interviewed High School Students

Code	Gender	Grade	Monthly Family Income	GPA	Education Level of Mother	Education Level of Father
S1	Female	11th	9425 TL and less	80-90	Primary	Primary
S2	Female	11th	9425-30700 TL	90-100	High School	Undergraduate
S3	Female	11th	9425 TL and less	70-80	Primary	Primary
S4	Female	10th	9425-30700 TL	90-100	Primary	Undergraduate
S5	Female	11th	9425 TL and less	80-90	Primary	Primary
S6	Female	10th	9425 TL and less	80-90	Undergraduate	Undergraduate
S7	Male	11th	9425-30700 TL	70-80	High School	Undergraduate
S8	Female	10th	9425-30700 TL	70 and below	High School	Undergraduate
S9	Female	10th	9425-30700 TL	80-90	Undergraduate	Undergraduate
S10	Female	10th	9425-30700 TL	70-80	Primary	Undergraduate
S11	Male	10th	30700 TL and less	70-80	Undergraduate	Undergraduate
S12	Female	10th	30700 TL and more	80-90	Undergraduate	Undergraduate
S13	Female	10th	9425 TL and less	70-80	Secondary	Secondary
S14	Female	11th	9425 TL and less	80-90	Primary	Secondary
S15	Female	11th	9425-30700 TL	70-80	Primary	Secondary
S16	Female	11th	9425-30700 TL	80-90	High School	Undergraduate
S17	Male	10th	9425-30700 TL	70 and below	Primary	Undergraduate
S18	Female	12th	9425 TL and less	80-90	High School	Primary

S19	Female	9th	9425 TL and less	70-80	Primary	Secondary
S20	Female	9th	9425 TL and less	80-90	Primary	High School
S21	Female	11th	9425-30700 TL	70-80	High School	High School
S22	Female	12th	9425-30700 TL	90-100	Secondary	Secondary
S23	Female	9th	9425-30700 TL	80-90	Secondary	High School
S24	Female	9th	9425 TL and less	80-90	Primary	Secondary
S25	Male	9th	9425 TL and less	70-80	Primary	Primary
S26	Female	10th	9425 TL and less	70 and below	Primary	Primary
S27	Female	9th	9425-30700 TL	80-90	Primary	Primary
S28	Female	9th	30700 TL and more	90-100	Undergraduate	Undergraduate

When Table 2 is examined, it is seen that 4 of the students were male and 24 were female. In addition to this, the monthly family income of the students was on the border of hunger and poverty. The majority of the students has a GPA of 80-90.

2.3. Data Collection Tools

In this section, information about the data collection tools is provided. The "Extracurricular Study Habits Scale" was used to collect quantitative data, and a "Semi-Structured Interview Form" was used to collect qualitative data.

2.3.1. Extracurricular Study Habits Scale

In the study, besides the personal information form developed by the researcher as a data collection tool, The "Extracurricular Study Habits Scale" developed by Eryaman (2019) was used. The scale consists of 17 items with four sub-dimensions (strategy, motivation, environment, planning). The items of the 5-point Likert type scale ranged as Definitely Disagree: 1, Disagree: 2, Undecided: 3, Agree: 4, Definitely Agree: 5. The lowest possible score that can be obtained from the scale is 17, and the highest score is 85. If the mean score obtained from the scale is high, it is interpreted as indicating that students have high ESH. In the original study, the Cronbach's Alpha reliability coefficients of the sub-dimensions of the scale were calculated as .80, .70, .70, and .78, respectively, and as .88 for the total mean score sub-dimension. In this study, the Cronbach's Alpha reliability coefficients of the sub-dimensions of the scale were calculated as .79, .69, .68, and .73, respectively, and as .78 for the total mean score sub-dimension. This value indicates that the scale is a reliable instrument (Büyüköztürk, 2020).

2.3.2. Semi-Structured Interview Form

The researcher utilized a semi-structured interview form to collect the opinions of students on their ESH in the study. To develop the form, the researcher considered the purpose of the study and the principles of creating a semi-structured interview form (Yıldırım & Şimşek, 2018) and created a draft interview form. The draft form was reviewed by experts to identify any missing or inaccurate aspects. Six experts, including three in qualitative research, two in educational programs and teaching, and one in Turkish education, reviewed the interview form

and provided feedback. Based on their suggestions, one question was added, and one question was updated. The interview form was then tested through pre-interviews with four high school students, and it was found that there were no conflicting questions that could cause misunderstandings.

2.4. Data Analysis

Before analyzing the quantitative data, the five negative items in the scale were reversed. Mean scores were then calculated for each dimension as well as for the overall score of the scale. To determine the level of students' ESH, the researcher used arithmetic mean, standard deviation, minimum, and maximum values. The level was divided into five categories using the formula Score Range = (Highest Score - Lowest Score) / 5 (Güvendi & Serin, 2019; Kaplanoğlu, 2014). The researcher calculated the score range as 0.8, and used it as a reference for the different levels of ESH. The very low level was determined as a mean score range of 1-1.79, low as 1.80-2.59, moderate as 2.60-3.39, high as 3.40-4.19, and very high as 4.20-5.00 score range (Kozikoğlu & Özcanlı, 2020).

To determine the data analysis to be used in the study, the distribution of the data was examined. Skewness and kurtosis values as well as Shapiro-Wilk and Kolmogorov-Smirnov analysis results were reviewed for each variable in the sub-problem for interpreting the distribution of the data. The skewness value of the scale was calculated as -.004 and the kurtosis value as .393. Since the skewness and kurtosis values were within the range of -1.5 to +1.5 (Tabachnick & Fidell, 2013) and the significance level of the Shapiro-Wilk and Kolmogorov-Smirnov tests was higher than .05 ($p>.05$), it was concluded that the data showed normal distribution. Therefore, parametric tests were used in the data analysis. Independent samples t-test was used to determine whether there was a significant difference in students' extracurricular study habits according to gender variable. ANOVA test was used to determine whether there was a significant difference in students' extracurricular study habits according to grade, monthly income, and GPA variables. Homogeneity of variance was examined to determine which post hoc analysis to use to identify significant differences between groups. As a result of the Levene test, it was determined that the data was homogenously distributed ($p>.05$). Therefore, the Scheffe test was used to determine the significant differences between groups.

The researcher employed the content analysis method to analyze the interview data. Content analysis is a systematic technique that involves creating themes, categories, and codes based on words or phrases that reflect the essence of the text being analyzed (Büyüköztürk et al., 2020). The primary aim of content analysis is to identify concepts that can explain the data obtained from interviews and to establish relationships between these concepts (Yıldırım and Şimşek, 2018). The interview data gathered from students were transferred to a Microsoft Word document and then analyzed using the Nvivo 11 program. Descriptive codes were given to the data in the document. In the next stage, these codes were grouped under categories by

identifying their common aspects. After creating themes, categories, and codes from general to specific, the data was reviewed once again. In this process, it was ensured that the codes and themes were correct, and the codes were appropriate under the relevant themes. Necessary corrections were made. The interview data with students were presented in the results section using frequency (f) and interviewer codes. The interviewer codes used for students were S1 (Student 1), S2, S3, ..., S28. To ensure intercoder reliability, the analysis of interview data was carried out by two researchers. Then the analysis results of the researchers were compared, and the percentage of agreement between the two analyses was calculated (Miles and Huberman, 1994). As a result of this process, the agreement percentage was found to be 96%. After this process, the researchers came together, compared the findings obtained, and reached an agreement on the inconsistent findings.

3. Findings

In this section, the findings obtained are included. The findings regarding the ESH levels of the students are given in Table 3.

Table 3. ESH Levels of the Students

Variable	N	Min	Max	$\bar{X}$	Level	Ss
Strategy	1130	1.00	5.00	3.82	High	.72
Motivation	1130	1.00	5.00	2.63	Moderate	.87
Environment	1130	1.00	5.00	4.07	High	.84
Planning	1130	1.00	5.00	2.73	Moderate	.90
Total Mean Score	1130	1.35	5.00	3.33	Moderate	.52

In the study, it was determined that the students' ESH levels were at a moderate level ($\bar{X}$ =3.33). In addition, it was found that the students' strategy levels ($\bar{X}$ =3.82) were high, motivation levels ($\bar{X}$ =3.82) were moderate, environment levels ($\bar{X}$ =4.07) were high, and planning levels ($\bar{X}$ =2.73) were moderate. The analysis results to determine whether there was a significant difference in students' ESH levels based on gender variable are shown in Table 4.

Table 4. The Change of ESH Levels According to Gender Variable

Variable	Gender	N	$\bar{X}$	S	df	t	p
ESH Levels	**Female**	721	3.41	.50	1128	6.736	.000*
	Male	409	3.19	.52			

* p<.05

As seen in the data in Table 4, it was found that students' ESH levels showed a significant difference according to the gender variable ($t_{(1128)} = 6.736$, $p<.05$). As can be understood from the mean scores, it can be seen that the ESH mean score of female students ($\bar{X}$ =3.41) are higher than the ESH scores of male students ($\bar{X}$ =3.19). Based on this finding, it can be said that the ESH levels of female students were higher than those of male students. Descriptive data on whether students' ESH levels show significant changes in terms of the grade variable are given in Table 5.

Table 5. Descriptive Data on Grade Variable

Variable	Group	Grade	N	$\bar{X}$	S
ESH Levels	1	9th grade	182	3.23	.56
	2	10th grade	408	3.32	.49
	3	11th grade	373	3.34	.51
	4	12th grade	167	3.45	.53

When Table 5 is examined, it is seen that the ESH scores of the students vary according to the grade variable. The analysis results conducted to determine whether the difference between these mean scores is significant or not are shown in Table 6.

Table 6. The Change of ESH Levels According to Grade Variable

Variable	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Difference
ESH Levels	Between Groups	4.272	3	1.424	5.226	.001*	1-4
	Within Groups	306.813	1126	.272			
	Toral	311.085	1129				

* p<.05

When examining Table 6, it can be understood that students' ESH levels differ significantly according to the grade variable [$F_{(3, 1126)} = 5.226$, $p<.05$]. It has been determined that the ESH levels of 12th grade students were higher than those of 9th grade students. The analysis results to determine whether students' ESH levels show significant differences according to the monthly family income variable are shown in Table 7.

Table 7. Descriptive Data on Monthly Family Income Variable

Variable	Group	Income Level	N	$\bar{X}$	S
ESH Levels	1	9425 TL and less	517	3.34	.53
	2	9425-30700 TL	476	3.32	.51
	3	30700 TL and more	137	3.29	.55

The data in Table 7 shows that the ESH scores of the students are similar according to their monthly family income. The analysis results determining whether there is a significant difference between the ESH levels of the students according to GPA variable are presented in Table 8.

Table 8. The Change of ESH Levels According to Monthly Family Income Variable

Variable	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Difference
ESH Levels	Between Groups	.282	2	.141	.511	.600	No Difference
	Within Groups	310.813	1127	.276			
	Total	311.085	1129				

When Table 8 is examined, it is determined that there is no significant difference in students' ESH levels based on the monthly family income variable [$F_{(3,1126)} = .511$, $p>.05$]. The results of the analysis conducted to determine whether there is a significant difference in students' ESH levels according to GPA variable are shown in Table 9.

Table 9. Descriptive Data on GPA Variable

Variable	Group	GPA	N	$\bar{X}$	S
ESH Levels	1	70 and above	301	3.10	.53
	2	70-80	316	3.29	.45
	3	80-90	384	3.49	.49
	4	90-100	129	3.48	.53

When Table 9 is examined, it is seen that the ESH scores of the students vary according to the GPA variable. The analysis results to determine whether the difference between these scores is significant or not are given in Table 10.

Table 10. The Change of ESH Levels According to GPA Variable

Variable	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Difference
ESH Levels	Between Groups	28.407	3	9.469	37.718	.000*	1-2
	Within Groups	282.677	1126	.251			1-3
	Total	311.085	1129				1-4

* p<.05

According to Table 10, students' ESH levels vary significantly depending on GPA variable [$F_{(3,1126)}$ =37.718, p<.05]. As a result of the analysis, it was found that the ESH levels of students with GPA range of 70-80, 80-90, and 90-100 were higher than those of students with GPA of 70 or below. Students' opinions on extracurricular activities are provided in Figure 1.

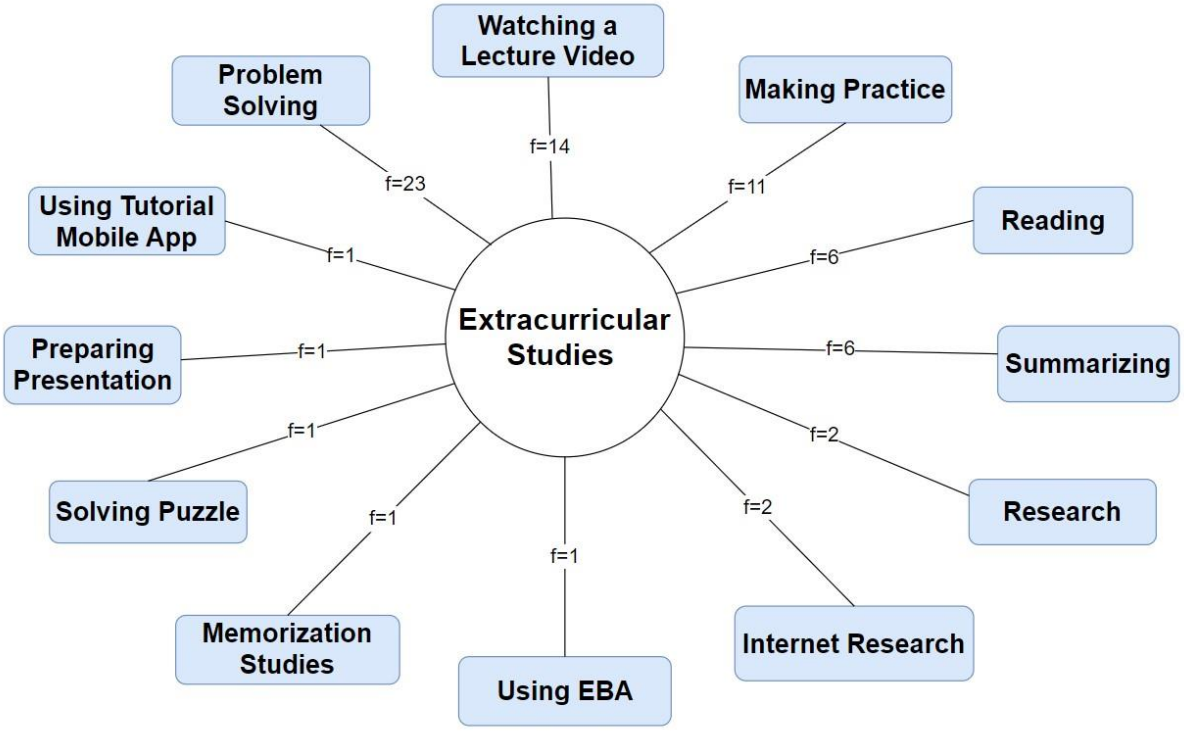

Figure 1. Extracurricular Studies

When Figure 1 is examined, student stated that they engage in extracurricular studies such as solving problems, watching instructional videos, reviewing the topics, reading books, summarizing, researching, conducting online searches, using EBA (Education Information Network), memorization exercises, solving puzzles, preparing presentations, and using educational mobile applications. Sample quotations from students' opinions on this topic are provided below.

S1: "Generally, I study through solving questions. I watch question-solving videos. I learn faster this way than studying the topic itself. I don't waste time. Last summer when I was studying for the TYT exam, I focused more on the topic itself and solving questions. This method was slowing me down. I prefer studying at home. Going to courses causes time loss."

S12: "I take notes regardless of which subject I study. Taking notes helps me understand and comprehend the subject better."

S18: "When I get home, I review what I learned during the day and solve questions related to the review."

S19: "I watch educational videos online and solve questions about the topic. If I cannot solve the questions, I ask my teachers at school. I prepare presentations."

S25: "I read books, use the computer. I downloaded a mobile application to learn English on my phone for a while."

S5: "I review what I learned, solve questions, and memorize if there are things to be memorized. If there are things I don't understand, I seek help online."

The students' opinions on the reasons for their high or low ESH levels are shown in Figure 2.

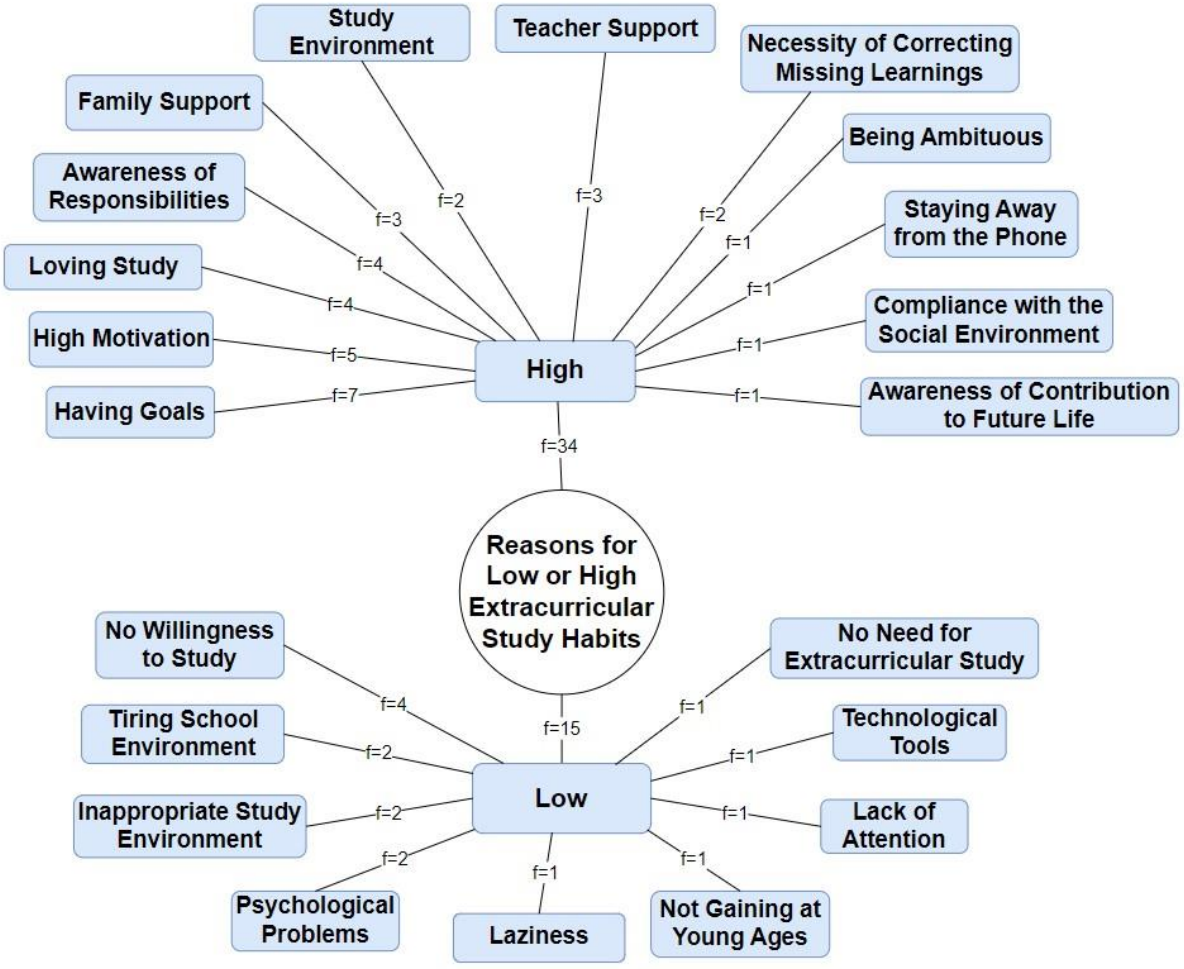

Figure 2. Reasons for Low or High ESH

When examining Figure 2, students listed the reasons for their high ESH levels as having goals, high motivation, enjoying studying, being aware of their responsibilities, having family support, having a good study environment, receiving teacher support, necessity to make up for missing knowledge, being ambitious, avoiding phone usage, achieving social harmony, and being aware of the contribution of extracurricular studies to their future lives. They also identified the reasons for their low ESH levels as lack of desire to study, tiring school environment, having an unsuitable study environment, experiencing psychological problems, being lazy, not being able to gain education at an early age, lack of attention, being distracted by technological tools, and the lack of need for extracurricular studies. Below are some examples of students 'opinions on this theme.

S12: "I think about my goals and dreams and motivate myself. This provides me with the desire and continuity to study."

S15: "I enjoy researching, learning new information, and adding something to myself."

S22: “The reasons for it being high are that I concentrate quite well while studying. Also, my family motivates me while studying. In addition, my dreams have a great contribution to this.”

S4: “The reason for it being high is that I like studying. It is because I have become aware of life. In short, it is because I am conscious. Of course, this consciousness did not emerge on its own. It was formed with the help of teachers and family. Just as an athlete does training, a doctor performs surgery, a student should do their lessons like that.”

S28: “The reasons for my high habits of studying outside of class are that I believe they will contribute to my future, I feel happy and morally relieved when I do them, and I find them enjoyable.”

S19: “Because my motivation is low, my desire to work decreases.”

S26: “I cannot find a suitable environment to study in, and I have been going through mental distress lately.”

S8: “The first reason for it being low is my laziness, and the second reason is that these habits were not instilled in me since childhood.”

The students’ opinions on the stakeholders who are responsible for gaining ESH are given in Figure 3.

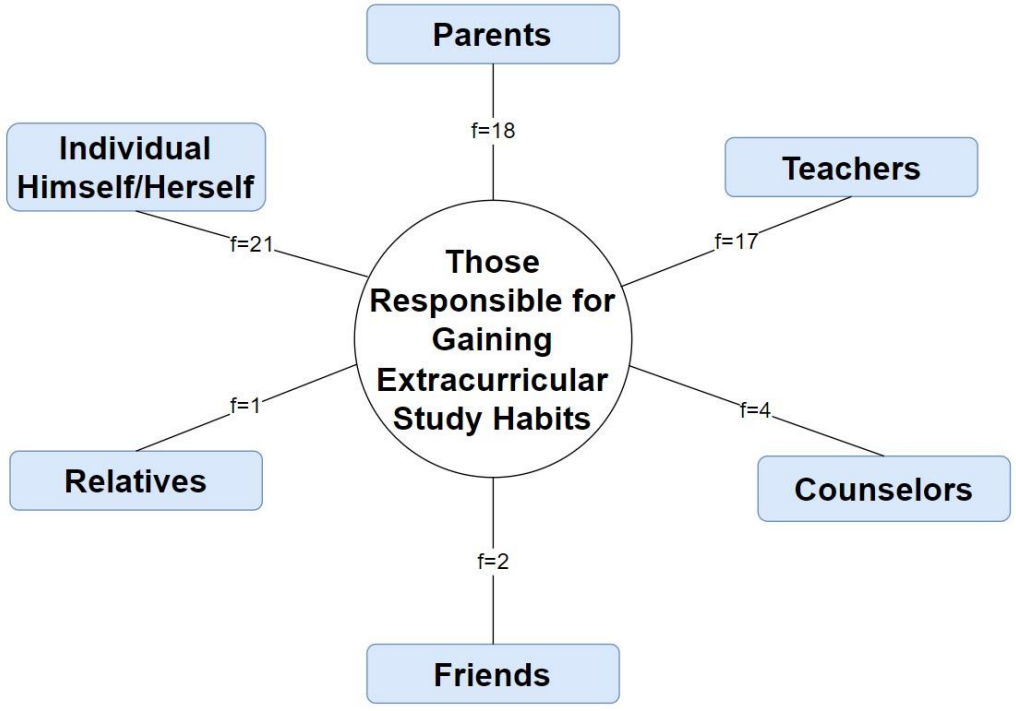

Figure 3. Stakeholders Responsible for Gaining ESH

When Figure 3 is examined, the students stated that the individual, their parents, teachers, guidance counselors, friends and relatives are responsible for gaining ESH. Sample quotes from students’ opinions on this theme are given below:

S28: "I think that although a small part of it falls on the parents (raising their children's awareness about this issue and explaining what consequences they will have for acquiring these habits), it should be a habit that this person should develop within himself/herself. The person has to do this voluntarily, only then can the person continue his/her habits with maximum efficiency."

S1: "I myself have acquired such a habit since my family has fallen on me since pre-primary school. This is the duty of both the school and the family. I think it has to do with how much the teachers in the school care. I follow their advice because the teachers involved provide confidence."

S12: "I think it falls on the person himself/herself first. Because he/she is the one who will study the lesson. Apart from this, our teachers and counselors at school should guide us and motivate us. Because we haven't been able to make sound and appropriate decisions yet, we should get help from an elder or an expert. Considering that most of our day is spent at school, this task falls to our teachers. Afterwards, the person needs to get support from his/her family/parents. His/her family should give advice to the person, direct the person to the right, and support him/her in line with the decisions he made.

S9: "First of all, it falls on me, the person who studies. Then the family has responsibilities to provide me with a suitable working environment. Finally, school teachers and guidance counselors should be able to guide the child in this regard and create a road map."

The students' opinions on the extracurricular activities given by their teachers are given in Figure 4.

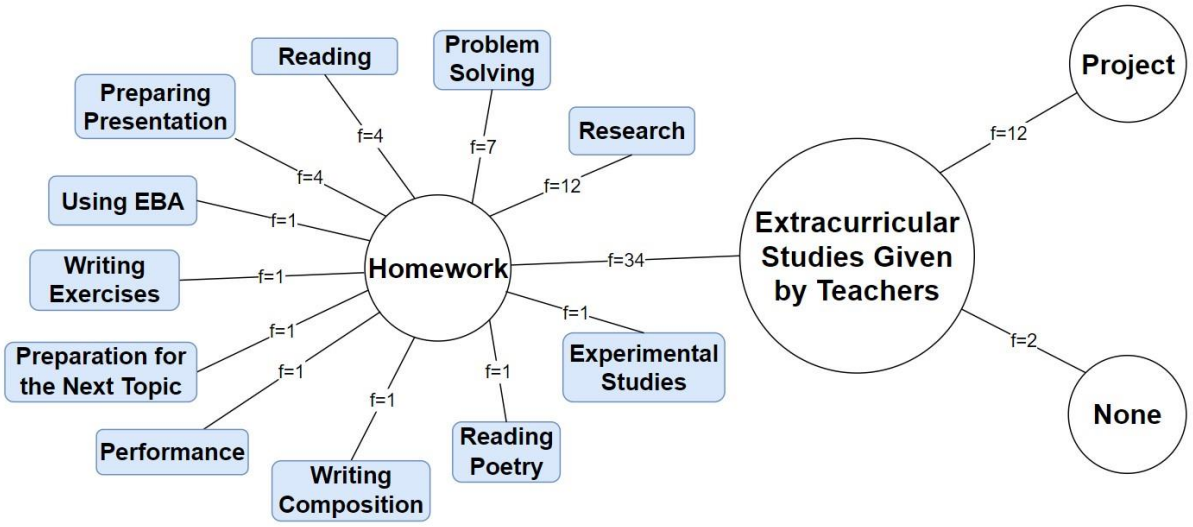

Figure 4. Extracurricular Studies Given by Teachers

When Figure 4 is examined, the students stated that some teachers give homework or projects, some teachers do not give extracurricular studies. Sample quotes from students' opinions on this theme are given below:

S17: "They usually give homework and studies such as preparation for the lesson in advance."

S2: “Generally, we are asked to read books that are useful for getting to know ourselves. I agree with them on this issue and as a person who likes to read books, I try to comply with the studies.”

S20: “Teachers give exercises such as preparing presentations, writing compositions, reading and telling books, and reading poems.”

S4: “My teachers usually do not give extracurricular studies, but if they do, they give the work that a normal student should do anyway. For example, reading a book, solving a test, etc.”

S6: “Our teachers contribute to our extracurricular study, be it homework or projects. At the same time, I think that the approach of our teachers towards us is just as important.”

The students’ opinions on the benefits of their ESH are given in Figure 5.

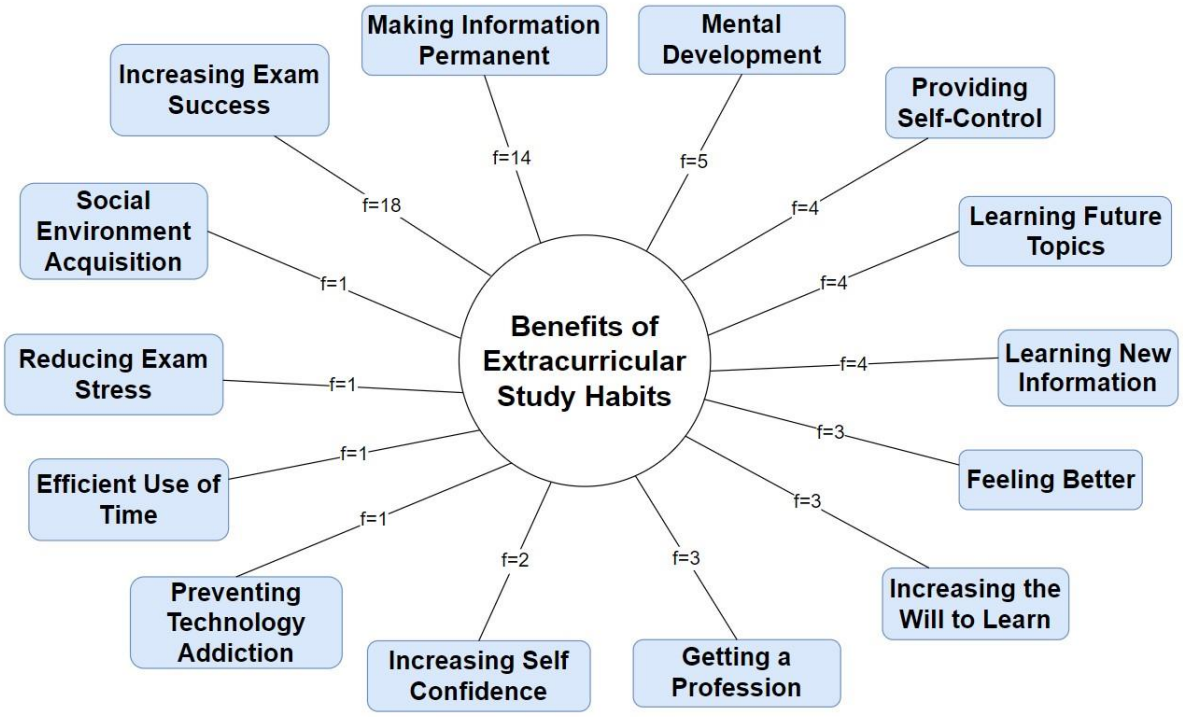

Figure 5. Benefits of ESH

When examining Figure 5, it is seen that students emphasize the positive contributions of their ESH on exam success, the consolidation of knowledge, mental development, self-control, learning future topics, learning new information, feeling, increasing the desire to learn, career development, increasing self-confidence, preventing technology addiction, efficient use of time, reducing exam stress, and gaining social connections. Sample quotes from students’ opinions on this theme are given below:

S3: “I think it contributes to better understanding the subject covered in the lesson, to have a good command of the next subject, to be successful in the school and OSYM exams we will take. Apart from these, it also helps to learn new information.”

S16: "No student can achieve great success just by listening to the lesson, doing it again, seeing the types of questions, it is necessary to train the brain, studying outside the classroom brings knowledge, success and general culture."

S22: "Even if we are educated at school, if we do not have the habit of studying, we are likely to forget what we have learned. Extracurricular study habits can make the information more memorable."

S4: "It is an important situation for educating people. The human brain is a precious blessing. It will improve if we use it. If we don't use it, it crashes. Working outside of class makes you feel good. This increases the enthusiasm for learning. One yearns to learn new knowledge."

S28: "I think it allows us to spend our time effectively and efficiently, as well as improving us. At the same time, it is one of the benefits of being a factor that prevents or reduces technology addiction, which causes many physical and mental disorders."

4. Results and Discussion

In the study, it was determined whether high school students' EHS levels differ significantly according to gender, class, monthly income of the family, and general grade point average variables, and their views on their EHS were examined. It has been determined that their ESH levels in terms of motivation and planning sub-dimensions were at moderate level, and their ESH levels in terms of strategy and environment sub-dimensions were at high level. It was concluded that the students' ESH levels were at a moderate level.

Based on the findings, it can be concluded that the students in this study had moderate levels of extracurricular study habits (ESH), particularly in terms of motivation and planning. However, they had higher levels of ESH in terms of strategy and environment. This indicates that students may understand how to structure their study environment and use effective study strategies, but may require more motivation and planning to effectively utilize these strategies. Overall, the students' ESH levels were concluded to be moderate, indicating that there is room for improvement in developing effective extracurricular study habits. On the contrary, various studies found that students participate in extracurricular activities at high level (Ivaniushina & Aleksandrov, 2015; Kravchenko & Nygård, 2022). The moderate ESH levels have implications for educators and parents in terms of providing support and guidance to students in developing their ESH skills, and promoting effective study habits for academic success. Motivation is one of the most important factors used to achieve success for students, which affects human behavior and performance (Pintrich & Schunk, 2002; Pintrich, 2003). It helps students understand their position at the beginning, during, and end of the learning journey, provides insight into the strength of their learning efforts compared to their peers, guides their learning activities, boosts their learning enthusiasm, and creates awareness about the existence of a learning journey that requires hard work and dedication (Mat & Yunus, 2014). However, in this study, the moderate level of motivation can be resulted by a lack of interest or relevance in the subject matter, a perceived lack of ability or confidence in mastering the material, external pressures or distractions, and ineffective teaching or learning strategies. It is important to identify the specific factors that may be contributing to the lack of motivation in order to develop targeted interventions and support systems to help students increase their motivation and engagement in

learning. Based on the finding that the students' ESH levels were moderate, efforts should be made to increase their ESH levels.

The findings showed that the ESH levels of the students differed significantly according to the gender variable. It was concluded that the ESH levels of female students were higher than the ESH levels of male students. The finding that female students have higher ESH levels than male students is an interesting one and could be due to a variety of factors. Firstly, it could be related to gender differences in motivation and goal-setting, with female students potentially being more intrinsically motivated and having clearer study goals. Secondly, it could be related to differences in learning styles, with female students potentially being more organized and better at managing their time. Additionally, social and cultural factors may play a role, with female students being more likely to seek help and support from peers and teachers, and being more encouraged to engage in extracurricular study activities. However, further research would be needed to explore these potential explanations and to better understand the reasons for the observed gender differences in ESH levels. In the literature, numerous studies have shown that female students outperform their male counterparts, as reported by Dayıoğlu and Türüt-Aşık (2007), and Khwaileh and Zaza (2010). Ghazvini and Khajehpour (2011) further claimed that gender differences exist even at the cognitive level in the academic setting, where females tend to be more adaptable to learning in a different environment. Conversely, Goni et al. (2015) did not find a significant gender difference in academic performance among college students in their study. In the studies conducted by Yenilmez and Özbey (2007), Yiğit and Kaçire (2015), and Ermeydan (2019), it was concluded that the extracurricular study habits of female students were higher than that of male students. However, Altunay (2021) and Bay, Tuğluk and Gençdoğan (2005) concluded that students' ESH levels did not differ significantly according to the gender variable. The findings of this study in the literature differ according to the findings obtained from the research. There could be several reasons for the different findings in the literature regarding the relationship between gender and ESH. One possible reason can be the differences in the research samples and the study design. Another reason could be cultural or social factors that vary across regions and affect students' study habits. For instance, in some cultures, girls may be encouraged to prioritize their academic pursuits, while boys may be encouraged to focus on other activities, such as sports or socializing. Additionally, differences in the way ESH is defined and measured in the studies could contribute to differences in findings. Overall, further research is needed to better understand the factors that contribute to differences in ESH levels between male and female students.

It was determined that the ESH levels of the students differed significantly according to the grade variable. It was determined that the ESH levels of the 12th grade students were higher than the ESH levels of the 9th grade students. In the studies conducted by Bay, Tuğluk and Gençdoğan (2005) and Ermeydan (2019), it was concluded that the ESH of 4th grade university students were higher than those of students studying in other classes. In the study conducted by Yenilmez and Özbey (2007), it was concluded that the ESHs of the 5th grade students were higher than those of the 8th grade students. The findings of this study are similar to the findings obtained from the research. In Altunay's (2021) study, it was determined that the levels of ESHs of social studies teacher candidates did not differ significantly according to the class variable. The finding of this study differs from the finding obtained from the research. The reason for the

high extracurricular work habits of 12th grade students may be due to the fact that 12th grade students are preparing for university entrance exams. It is thought that students preparing for university entrance exams have higher study habits due to intensive question solving, watching videos with lectures, and repeating topics.

In the study, it was concluded that the ESH levels of the students did not differ significantly according to the monthly income of the family. Studies have found that students from socioeconomically privileged families tend to perform better in school and have higher educational goals than students from disadvantaged backgrounds (Dumais, 2002; Jæger & Holm, 2007; Sirin, 2005). This is mainly due to the fact that advantaged families have more time and resources to invest in their children's education and are more familiar with abstract and cultural concepts, which are highly valued in school (Kravchenko & Nygård, 2022). In general, students from economically advantaged families are more likely to engage in extracurricular activities compared to those from disadvantaged backgrounds (Snellman et al., 2015). One of the primary reasons for this is due to unequal access. Furthermore, economically advantaged families possess cultural, social, and financial resources that facilitate their access to high-quality extracurricular opportunities, pay related expenses, and make sustained commitments (Lareau, 2011). However, in this study monthly income of the family was not a significant variable affecting ESH. This finding may be due to several reasons. Firstly, the availability of study resources and materials may not be solely dependent on family income, as students may have access to various resources such as libraries, study groups, and online materials. Additionally, the motivation and self-discipline to engage in extracurricular study activities may be driven by other factors such as personal interest, academic goals, and parental support, rather than financial resources. However, it is important to note that family income is only one of the factors that can affect the academic performance and success of students, and other factors such as parental education level, cultural background, and academic environment may also play a role. Further studies are needed to explore the relationship between family income and extracurricular study habits, and to identify the other factors that contribute to the academic achievement of students.

It was determined that the ESH levels of the students differed significantly according to the GPA variable. It was concluded that the ESH levels of the students whose GPA was in the range of 70-80, 80-90, 90-100 were higher than the ESH levels of the students whose GPA was 70 and below. The finding suggests that students with higher GPA scores tend to have higher ESH levels in terms of motivation, planning, strategy, and environment. This finding is consistent with previous research that indicated that students who participate in extracurricular activities experience an increase in their interpersonal skills, academic performance, and social interactions with others (Morris, 2016; Palmer et al., 2017; Retallick & Pate, 2009). However, other research suggests that there is no relationship between extracurricular activities and academic performance as measured by GPA (Denault & Guay, 2017; Gibbs et al., 2015; Marbury, 2021). Yenilmez and Özbey (2007) also concluded that the ESHs of the students with high achievement levels were higher than those of the students with low achievement levels. It is possible that students with higher ESH levels are more likely to engage in effective study behaviors such as time management, goal-setting, and using effective study strategies. Conversely, students with lower ESH levels may struggle with these behaviors and may be at a

disadvantage when it comes to academic performance. Overall, this finding highlights the importance of developing and promoting effective study habits among students to enhance their academic success.

In the study, students stated that they solve questions, watch lecture videos, review the topics, read books, make summaries, do research studies, do research on the internet, use EBA, do memorization studies, solve puzzles, prepare presentations, use instructive mobile applications as extracurricular studies. The finding suggests that students engage in various extracurricular activities to enhance their learning experience. They are open to more than traditional methods of studying such as reading books and watching lecture videos. Instead, they also use various methods to enhance their learning such as doing research on the internet, using mobile applications, and preparing presentations. These activities may help them to gain a deeper understanding of the topics they are studying, and may also increase their motivation and engagement with the subject matter.

Students emphasized that their ESH levels were high due to having goals, high motivation, enjoying studying, being aware of their responsibilities, having family support, having a suitable study environment, having teacher support, the necessity of eliminating incomplete learning, being ambitious, staying away from the phone, being compatible with their social environment, and being aware of the contribution of ESH to their future lives. Based on this finding, it seems that students perceive their high ESH levels as a result of multiple factors, including internal factors such as having goals, high motivation, and enjoying studying, as well as external factors such as family and teacher support, a suitable study environment, and being aware of the contribution of ESH to their future lives. The finding also suggests that students recognize the importance of taking responsibility for their own learning and eliminating incomplete learning, as well as the need to balance their academic pursuits with their social lives by staying away from the phone and being compatible with their social environment. The finding implies that ESH levels are influenced by a range of factors, both internal and external, and that students are aware of these factors and actively engage in behaviors and practices that promote ESH.

However, some students stated that their ESH levels were low due to the lack of desire to study, school being tiring, unsuitable study environment, psychological problems, laziness, inability to acquire it at a young age, attention deficit, technological devices, and the fact that there is no need for extracurricular study. In the study conducted by Oltulu (2019) on secondary school students' ESH levels, teachers emphasized that the family environment, mobile phone, internet and computer, study environment, social environment, teacher and parent support affect their ESHs. In the same study, students stated that a quiet and calm study environment, having friends, parental support, and having someone who can explain the solution to their unknown questions have a positive effect on their ESH levels. Students also reported that distractions, friends calling them while studying, excessive control, parents comparing them to others, and teachers assigning too much homework have a negative impact on their extracurricular study habits.

In the study, students stated that individuals, parents, teachers, guidance counselors, friends, and relatives have responsibilities in acquiring ESH. This finding indicates that students believe that various individuals in their lives play a role in helping them acquire ESH. These individuals

include themselves, their parents, their teachers, guidance counselors, friends, and relatives. This implies that students see ESH as a shared responsibility, with everyone playing a part in helping students develop these habits. Similarly, according to Wilson (2009), understanding the overall influence of extracurricular activities is crucial for teachers, counselors, and parents. Identifying the enduring effects of such activities can provide parents and students with insights into how participation can shape students' current and future development. Equipped with this knowledge, families can make informed decisions about achieving balance between academic pursuits and extracurricular activities in the lives of young adults. In the study conducted by Oltulu (2019), teachers emphasized the need for a planned and organized approach, parental support, a regular study environment, and making the subject enjoyable to instill extracurricular study habits. The study also stated that individuals, parents, and teachers have responsibilities in instilling extracurricular study habits in students. This finding is similar to the result obtained from the research.

Students stated that their teachers assign projects or homework as extracurricular activities. As for homework, they emphasized that teachers assigned research, problem-solving, reading books, presentation preparation, using EBA writing exercises, preparing for the next topic, performance, essay writing, poetry reading, and experiment studies. However, some students stated that their teachers do not assign extracurricular activities. In the study of Kazu and Yıldız (2022), teachers stated that they gave homework such as summarizing and solving tests to encourage students to do out-of-school activities. In addition, they highlighted that they carried out this process with parent support.

Students expressed that there are many benefits of ESH. According to the students, these habits can increase their exam performance, make their knowledge permanent, provide mental development, allow for self-control, help them learn future topics, provide opportunities to learn new information, make them feel good, increase their desire to learn, contribute to their career development, increase their self-confidence, prevent technology addiction, enable them to use their time efficiently, reduce exam stress, and help them acquire a social environment. In the literature, it is stated that extracurricular activities enhance the social, emotional, moral, cultural, and academic development of students (Tseng et al., 2020); make a positive contribution to their learning (Cheminais, 2007), can provide skills development, confidence, self-reliance, self-esteem, and increased academic performance (Behtoui, 2019). Similarly, in the study of Kazu and Yıldız (2022), parents also expressed that ESH have benefits such as problem-solving, comprehension of what they read, and learning new information through internet research. In another study, students stated that extracurricular study activities improved their concentration, reduced their stress and enhanced their cognitive abilities (Jägerbrink, Glaser & Östenberg, 2022). The finding in this study and other studies in the literature suggests that ESH has various advantages.

According to the research results, the following recommendations can be made:

- Students with high ESH also tend to have high levels of academic achievement. Therefore, teachers should collaborate with parents to make plans to ensure that students develop the habit of studying outside of class, in order to achieve high academic success.

- Students attribute their high ESH levels to teacher support. Therefore, teachers should motivate and guide their students towards studying outside of class.
- Students attribute their low ESH levels to a lack of motivation to study. In this regard, parents should encourage their children to study by offering them certain rewards and by inspiring a desire to study.
- This study was conducted with high school studies. In the following studies, different school grades such as secondary school students can be considered.

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This study was conducted by the author. Therefore, the author is the responsible for all the titles included in the manuscript.

Declaration of Conflicting Interests and Ethics

The author acted in accordance with ethical rules in this study. In addition, the author did not declare any conflict of interest in this study.

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