Relationship Between Study Habits and Academic Achievement of Higher Secondary Students

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Abstract :

The present study was an attempt to analyse the association between study habits and academic achievement among higher secondary school students. The study also compared study habits in relation to gender, locality and family type. The study was carried out by descriptive survey method. The population of the study was the students of Classes XI and XII studying at WBCHSE affiliated government aided higher secondary institutions of West Bengal. A sample of 667 higher secondary school students was selected from Purulia and Paschim Bardhaman districts by multistage random sampling procedure. Data were collected through the Study Habits Scale established and standardized by the researcher and academic achievement was measured by students' examination scores taken from school records. Data were analysed using appropriate statistical procedures such as Mean, Standard Deviation, 't' test and Pearson's Product Moment Correlation Coefficient. The results of the survey revealed no significant difference in study habits in relation to gender and locality but there was a significant difference with regard to family type. The study also found a substantial beneficial association between study habits and academic achievement of male and female students, rural and urban students and students of joint and nuclear families. The results demonstrate that students who have effective and organized study habits generally achieve better academic results. Thus, the study underlines the need to cultivate healthy study habits of higher secondary school students for increasing their academic achievement.

Keywords: Study Habits, Academic Achievement, Study Skills, Learning Strategies, Higher Secondary Students.

INTRODUCTION:

Education is regarded as one of the most essential tools for the development of individuals and society. The academic achievement of pupils is typically used as a measure of success in education and reflects the results of learning, knowledge acquisition, and general educational development. Academic achievement is an important predictor of students' later educational and employment chances. However, academic achievement is not just a matter of intelligence. It is influenced by a number of psychological, social and environmental factors. Among these elements, study habits are believed to be one of the most influential indicators of students' academic achievement.

Study habits are the habitual activities and tactics that students acquire in the learning process. These are habits like time management, focus, note-taking, reading strategies, revision and exam prep. Good study habits. study habits are systematic and intentional methods that students use to absorb, evaluate, and consolidate academic material are also quite important. Good study habits include managing your time, taking notes, testing yourself, and controlling the study environment (Credé & Kuncel, 2008). Students who create planned and consistent study habits do far better in school than those who learn in a disorganised or last-minute way.

Definition of Study Habits:

According to the study of **Good (1998)** study habits impact how much a student learns whether the approaches utilized are methodical or effective or inefficient.

Lester D. Crow and Alice Crow (1969) described study habits as the ways students arrange their work, manage time and employ learning strategies to excel in academics**.**

Percival and Ellington (1984) define study habits as tactics or methods of effective learning which cover study abilities such as organisation, time management, reading, note-taking, report writing, examination preparation and associated academic skills**.**

According to Verma (1996), study habits are the habitual behaviours and dispositions of students towards their studies that influence their academic accomplishment**.**

Mukhopadhyay (2005) has defined study habits as the regular study related activities including reading, note-taking, revision and good management of study time.

Aggarwal (2010) states that study habits are the strategy taken by students towards learning. Good study habits are the key to academic achievement and lifetime learning.

REVIEW OF RELATED LITERATURE:

Mondal et al (2025) has examined the topic "Impact of Study Habits on Academic Achievement of Higher Secondary Level Students in West Bengal". The study aims to find out the effect of study habits on academic achievement of higher secondary learners. Various facets of study habits were evaluated by researchers including time management, concentration, note-taking, revision strategies, and the study environment. The results showed that students who had study habits and used active learning strategies had greater academic performance. The study also emphasized the importance of parental support and peer contact in the development of effective study habits of students.

Mohammed, Aljaffer (2024) The Effect of Study Habits and Personal Characteristics on Academic Performance of Medical Students in Saudi Arabia. A questionnaire on study habits and personal characteristics was administered to 336 medical students. Research revealed that study habits were closely associated to academic ability. Students with high learning skills and love for learning performed very well academically.

Sanuar et al. (2023) investigated the relationship between study habits, test anxiety and academic achievement of male and female B.Ed. college students. The study was conducted on 120 B.Ed. students selected by purposive sampling technique. Data were obtained by Mukhopadhyay and Sansanwal's Study Habit Inventory and Spielberger's Test Anxiety Inventory. The results revealed that there was a substantial positive relationship between study habits and academic performance Study habits were negatively connected to test anxiety. The study revealed that students with good study habit were more effective in their academic work and less worried in assessment.

Lalhruaitluangi, and Fanai (2020) studied the association between study habits and academic achievement of high school students in Lunglei district of Mizoram. The study was conducted on 228 Class X students recruited from 10 government and private schools through stratified random selection methodology by using descriptive survey method. Data was collected via "Adolescent's Habits Scale" established by Dr. Vijaya lakshmi and Dr. Shruti Narain. The data showed that most of the students had good study habits, there was no significant difference between study habits and gender and school type, and study habits and academic achievement was not significantly correlated.

Prajapati (2020) sought to investigate the impact of parental education and parental involvement on study habits and academic achievement of children. The survey was conducted on 320 parents and 320 school students of secondary and higher secondary schools of North Gujarat. The parental participation, study habits and academic achievement were measured by various standardized measures. The results showed that children with higher parental involvement in studies had better study habits than others. However, there was no significant difference seen in the academic accomplishment in terms of parental involvement and parental education.

Singh (2019) investigated the study habits of senior secondary school students in connection to gender, locality and mother's job position. The study was conducted on a sample of 200 students of Class XI both male and female. Research tool: Mukhopadhyay and Sansanwal's Study Habit Inventory. Data analysis: Mean, Standard Deviation and 't' test. The results showed that female students and urban students had better study habits than male and rural students. But there was no significant statistical variation in study habits among different groups of pupils.

OBJECTIVES OF THE STUDY:

1. To compare the Study Habits of higher secondary school students with respect to gender, locality and family type.
2. To examine the relationship between Study Habits and Academic Achievement in respect to their gender, locality and type of family of higher secondary school students.

HYPOTHESES OF THE STUDY:

H_{01} There is no significant difference in Study habits of higher secondary school students with respect to gender

H_{02} There is no significant difference in Study habits of higher secondary school students with respect to locality

H_{03} There is no significant difference in Study habits of higher secondary school students with respect to family type

H_{04}There is no significant relationship in Study habits and Academic achievement in respect to their gender of higher secondary school students

$H_{04.1}$: There is no significant relationship in Study habits and Academic achievement in respect to male students of higher secondary school students

$H_{04.2}$: There is no significant relationship in Study habits and Academic achievement in respect to female students of higher secondary school students

H_{05}: There is no significant relationship in Study habits and Academic achievement in respect to their locality of higher secondary school students

$H_{05.1}$: There is no significant relationship in Study habits and Academic achievement in respect to urban students of higher secondary school students

$H_{05.2}$: There is no significant relationship in Study habits and Academic achievement in respect to rural students of higher secondary school students

H_{06}: There is no significant relationship in Study habits and Academic achievement in respect to their family type of higher secondary school students

$H_{06.1}$: There is no significant relationship in Study habits and Academic achievement in respect to joint family students of higher secondary school students

$H_{06.2}$: There is no significant relationship in Study habits and Academic achievement in respect to nuclear family students of higher secondary school students

METHODOLOGY:

Methodology of the study

The present inquiry was carried out by **descriptive survey method**. It also assists in the investigation of the relationship between study habits and academic achievement of higher secondary school learners.

Population of the study

The study population includes all the students of XI and XII classes of the government aided higher secondary schools under WBCHSE in West Bengal. The population was students from both rural and urban settings.

Sample of the Research

The sample of present study consisted of **667** higher secondary students selected from the districts of Purulia and Paschim Bardhaman of West Bengal. The sample consists of both male and female students. The students were from rural and urban schools.

Sampling technique

The sample was selected using the **multistage random sampling technique**.

Tools for Data Collection

The researcher designed the scale for Study Habits and standardized it to collect data relevant to Study Habits of Higher Secondary School Students. Necessary item analysis and reliability measures were performed to assure the validity and reliability of the tool. The students' academic achievement was measured by their 10^{th} results (WBBSE) examination scores from the school records.

Reliability of the study habits assessment scale.

The reliability of Study Habits Assessment Scale (SHAS) was carried out using Cronbach's Alpha technique. The reliability of the final scale, measured by Cronbach's Alpha, was 0.923, indicating a good level of internal consistency.

Statistical Techniques Used

The appropriate statistical procedures were applied to analyse the gathered data. The data were evaluated via Mean and Standard Deviation. Pearson's Product Moment Correlation Coefficient was employed in analysing the relationship between study habits and academic achievement. Where necessary the 't' test was applied to compare various groups of students.

ANALYSIS AND INTERPRETATION

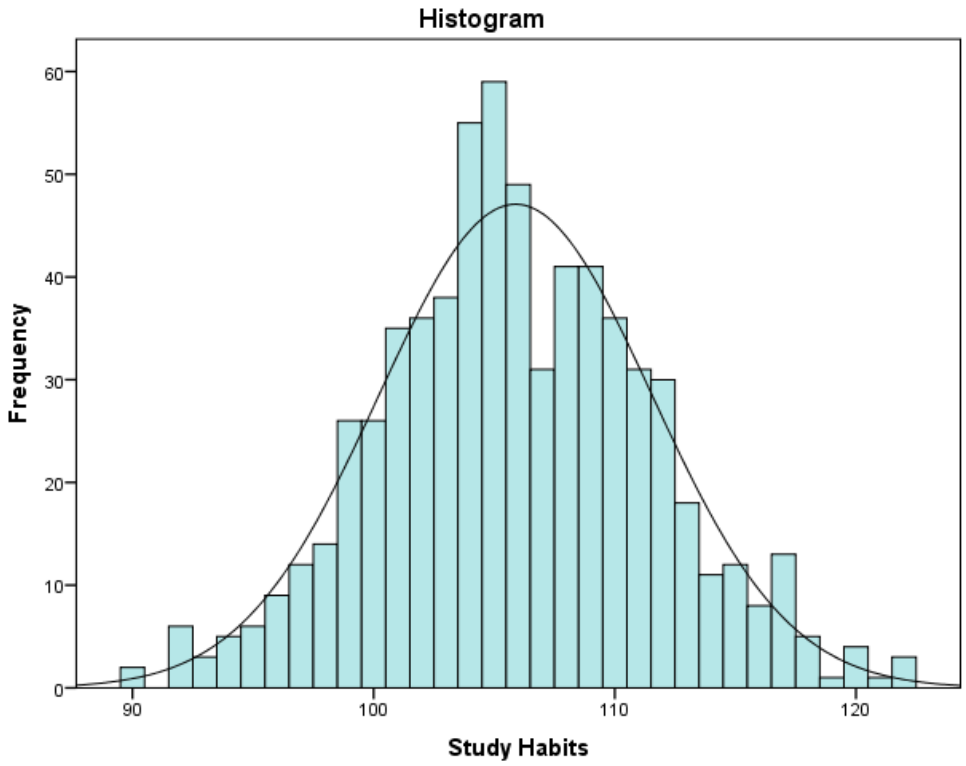
Normal Distribution for Study Habits Score

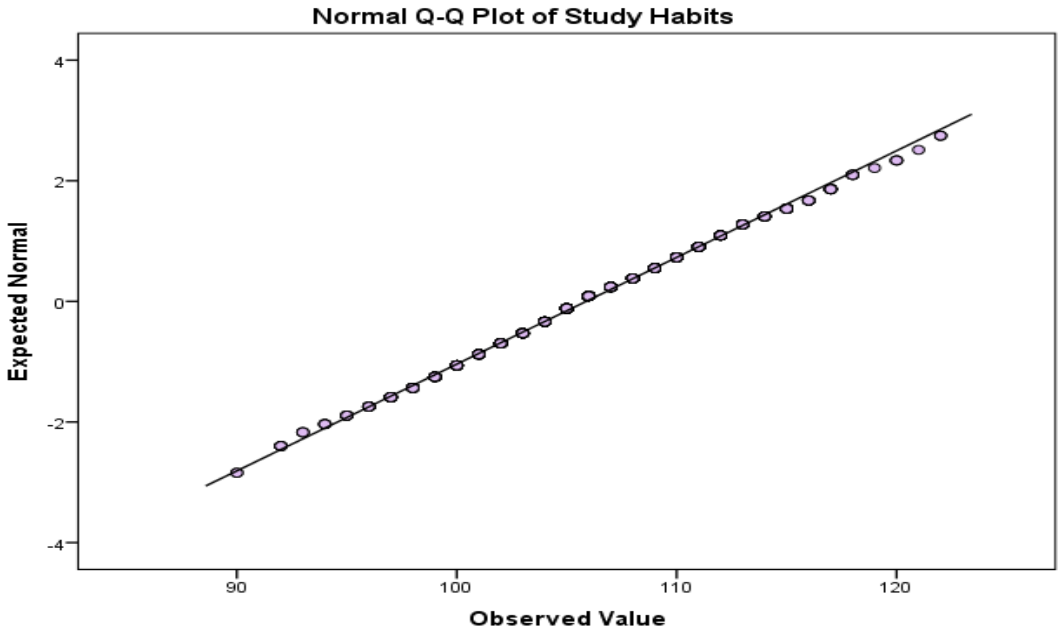
Mean	105.88							
Median	106.00							
Mode	105.00							
SD	5.65							
Skewness	0.08							
Kurtosis	0.02							
No. of Observations below mean	332				49.78%			
No. of Observations above mean	335				50.22%			
Difference in No. of Observations	3				0.45%			
Total No. of Observations	667				100.00%			
Distribution of Observations	68% (±1 SD)		95% (±2 SD)		99.7% (±3 SD)		Outlier	
	452	67.77%	637	95.50%	667	100.00%	0	0.00%

Kolmogorov-Smirnov Test of Normality

$D_{calculated}$	$D_{critical}$ at 0.05 level	Df	p-value
0.063	0.053	667	0.00

*Significant at 0.05 level.





ANALYSIS OF DATA PERTAINING TO HYPOTHESIS

H_{01}: There is no significant difference in Study habits of higher secondary school students with respect to gender

To compare student's Study habits between male and female 't' test has been made.

Table: 1

BETWEEN	N	M	SD	SED	T	Significance
MALE	356.00	106.11	5.99	0.44	1.13	not significant
FEMALE	311.00	105.62	5.24			

Interpretation: The comparative of **Study habits** between male and female students has been made by adapting **t** test. The value of t is not significant at 0.05 levels. On the basis of average scores of male and female students it may be mentioned that the mean of male students in their **Study habits** is equal of female students. So, the null hypothesis H_{01} is retained.

H_{02}: There is no significant difference in Study habits of higher secondary school students with respect to locality

To compare student's **Study habits** between rural and urban 't' test has been made.

Table: 2

BETWEEN	N	M	SD	SED	t	Significance
Rural	**320**	**105.51**	**5.60**	**0.44**	**1.64**	not significant
Urban	**347**	**106.22**	**5.69**			

Interpretation: The comparative of **Study habits** between rural and urban students has been made by adapting t test. The value of t is not significant at 0.05 levels. On the basis of average scores of male and female students it may be mentioned that the mean of rural students in their **Study habits** is equal of urban students. So, the null hypothesis $\mathbf{H_0}$ is retained.

H_{03}: There is no significant difference in Study habits of higher secondary school students with respect to family type

To compare student's **Study habits** between joint and nuclear family 't' test has been made.

Table: 3

BETWEEN	N	M	SD	SED	t	Level of Significance
Joint	**334**	**105.43**	**5.49**	**0.44**	**2.09**	**at 0.05**
Nuclear	**333**	**106.34**	**5.78**			

Interpretation: The comparative of **Study habits** between joint and nuclear family students has been made by adapting t test. The value of t (2.09>1.96) is significant at 0.05 levels. On the basis of average scores of joint and nuclear students it may be mentioned that the gain is in favour of nuclear family students, as the mean of nuclear family students in their **Study habits** is greater than that of joint family students. So, the null hypothesis $\mathbf{H_{03}}$ is rejected.

H_{04}: There is no significant relationship in Study habits and Academic achievement in respect to their gender of higher secondary school students

$H_{04.1}$: There is no significant relationship in Study habits and Academic achievement in respect to male students of higher secondary school students

❖ To estimate the nature of relationship between **Study habits** & Academic Achievement of male students the analysis of coefficient of correlation has been made.

Table: 4

Male students						
Relationship between	**N**	**M**	**SD**	**r**	**tr**	**Level of Significance**
Study Habits	**356**	**106.11**	**5.99**	**0.60**	**14.21**	at 0.01
Academic Achievement	**356**	**63.24**	**9.81**			

Interpretation: Above indicates the significance value of tr, meaning thereby **Study habits** and academic achievement of the male students significantly related to each other. The values of r = 0.60 is comparatively low but due to large number of satisfies the significance value of r. The result leads to infer that both Study habits and academic achievement of the male Higher Secondary students is significantly associated to each other. Hence the null hypothesis $H_{04.1}$ is rejected.

$H_{04.2}$: There is no significant relationship in Study habits and Academic achievement in respect to female students of higher secondary school students

❖ To estimate the nature of relationship between **Study habits** & Academic Achievement of male students the analysis of coefficient of correlation has been made.

Table: 5

Female students						
Relationship between	**N**	**M**	**SD**	**r**	**tr**	**Level of Significance**
Study Habits	**311**	**105.62**	**5.24**	**0.62**	**14.86**	at 0.01
Academic Achievement	**311**	**63.71**	**9.86**			

Interpretation: The results demonstrates that significance value of tr, meaning thereby **Study habits** and academic achievement of the male students significantly related to each other. The values of r = 0.62 is comparatively high and satisfies the significance value of r. The result leads to infer that both Study habits

and academic achievement of the male Higher Secondary students is significantly associated to each other. Hence the null hypothesis $H_{04.2}$ is rejected.

H_{05}: There is no significant relationship in Study habits and Academic achievement in respect to their locality of higher secondary school students

$H_{05.1}$: There is no significant relationship in Study habits and Academic achievement in respect to urban students of higher secondary school students

- To estimate the nature of relationship between **Study habits** & Academic Achievement of urban students the analysis of coefficient of correlation has been made.

Table: 7

Students from Urban

Relationship between	N	M	SD	r	tr	Level of Significance
Study Habits	**347**	**106.22**	**5.69**	**0.60**	**13.76**	at 0.01
Academic Achievement	**347**	**64.14**	**9.70**			

Interpretation: Above indicates the significance value of tr, meaning thereby **Study habits** and academic achievement of the urban students significantly related to each other. The values of r= -0.60 is comparatively low but due to large number of satisfies the significance value of r. The result leads to infer that both parenting style and academic achievement of the urban Higher Secondary students is significantly associated to each other. Hence the null hypothesis $H_{05.1}$ is rejected.

$H_{05.2}$: There is no significant relationship in Study habits and Academic achievement in respect to rural students of higher secondary school students

- To estimate the nature of relationship between **Study habits** & Academic Achievement of rural students the analysis of coefficient of correlation has been made.

Table: 8

Students from Rural area						
Relationship between	**N**	**M**	**SD**	**r**	**tr**	**Level of Significance**
Study Habits	**320**	**105.51**	**5.60**	**0.62**	**13.94**	at 0.01
Academic Achievement	**320**	**62.72**	**9.93**			

Interpretation: The outcomes demonstrates that significance value of tr, meaning thereby **Study habits** and academic achievement of the rural students significantly related to each other. The values of r = 0.62 is comparatively high and satisfies the significance value of r. The result leads to infer that both **Study habits** and academic achievement of the rural Higher Secondary students is significantly associated to each other. Hence the null hypothesis $H_{05.2}$ is rejected.

H_{06}: There is no significant relationship in Study habits and Academic achievement in respect to their family type of higher secondary school students

$H_{06.1}$: There is no significant relationship in Study habits and Academic achievement in respect to joint family students of higher secondary school students

- To estimate the nature of relationship between **Study habits** & Academic Achievement of joint family students the analysis of coefficient of correlation has been made.

Table: 9

students from joint family						
Relationship between	**N**	**M**	**SD**	**r**	**tr**	**Level of Significance**
Study Habits	**334**	**105.43**	**5.49**	**0.59**	**13.41**	at 0.01
Academic Achievement	**334**	**62.78**	**9.95**			

Interpretation: The results shows that significance value of tr, meaning thereby **Study habits** and academic achievement of the joint family students significantly related to each other. The values of r=0.59 is

comparatively low but due to large number of satisfies the significance value of r. The result leads to infer that both parenting style and academic achievement of the joint family Higher Secondary students is significantly associated to each other. Hence the null hypothesis $H_{06.1}$ is rejected.

$H_{06.2}$: There is no significant relationship in Study habits and Academic achievement in respect to nuclear family students of higher secondary school students

To estimate the nature of relationship between **Study habits** & Academic Achievement of nuclear family students the analysis of coefficient of correlation has been made.

Table: 10

Students from nuclear family						
Relationship between	**N**	**M**	**SD**	**r**	**tr**	**Level of Significance**
Study Habits	**333**	**106.34**	**5.78**	**0.62**	**14.28**	at 0.01
Academic Achievement	**333**	**64.14**	**9.68**			

Interpretation: The analysis shows that significance value of tr, meaning thereby **Study habits** and academic achievement of the nuclear family students significantly related to each other. The values of r=0.62 is comparatively high and satisfies the significance value of **r**. The result leads to infer that both **Study habits** and academic achievement of the nuclear family Higher Secondary students is significantly associated to each other. Hence the null hypothesis $H_{06.2}$ is rejected.

FINDINGS

- The study habits of male and female higher secondary school students do not differ much. Though male students received a little higher mean score than the female students, the acquired 't' value was not significant at 0.05 level. So, study patterns of male and female students were found to be practically identical.
- The study revealed that there was no significant difference in the study habits of higher secondary students in rural and urban areas. Urban students' study habits were marginally better than rural students but the difference was not statistically significant. Thus, locality did not significantly affect the study habits of the students.
- The study found considerable variation in study habits of the students of joint and nuclear family. Mean scores in study habits were higher for students from nuclear households than for students from

joint families. The computed 't' value was significant at 0.05 level which indicates that the family type has substantial influence on study habits.

- The results showed that there is a substantial positive correlation between study habits and academic achievement of male higher secondary school students. The correlation coefficient obtained showed that the better the study habits of students the greater their academic success. Thus, study habits were revealed to be highly related to academic achievement of male students.
- The study also revealed a substantial favourable correlation between study habits and academic achievement of female higher secondary school students. Students that have good study habits performed better academically. Hence, study habits was found to be an essential factor impacting the academic success in female students.
- The study habits of higher secondary school students of urban areas were found to be positively significantly correlated with academic achievement . The correlation analysis found that students with organized and productive study habits had greater academic performance. Therefore, study habits were favourably associated with academic achievement among urban students.
- The findings also suggested that a substantial beneficial association existed between study habits and academic achievement of rural higher secondary school students. Students with good study habits were shown to have performed better academically than students with poor study habit. Thus, study habits were found to be a crucial factor in boosting the academic achievement of rural students.
- The study indicated that there is a substantial favourable association between study habits and academic achievement of students of mixed households. Students who had adequate study routines and efficient learning strategies got superior academic scores. Thus the study habits had a substantial association with academic achievement among students of joint households.
- The study also found a positive and substantial association between study habits and academic achievement of students belonging to nuclear families. Students from nuclear homes had superior academic achievement and better study habits. Therefore, study habits were favourably correlated with academic achievement of nuclear family students.

Educational Implications

- The results of the study reveal favourable substantial link between study habits and academic achievement. So, for improving their academic performance, teachers should help students build effective study habits such as a regular study plan, time management, note-taking, and revision methods.
- Workshops and seminars on study techniques and learning approaches should be conducted for higher secondary learners. Activities like this can assist educate kids the importance of good study habits and motivate them to develop strong learning habits.
- The schools should improve the guidance and counselling services to the kids who have issues in maintaining healthy study habits. Counsellors can enable students to deal with exam anxiety, lack of

concentration and wrong study habits. Parents should ensure that a favourable and regulated home setting is created to let pupils develop regular study habits.

- Parents and teachers can work together to make a major impact in fostering good study habits and enhancing academic accomplishment. those from nuclear families had better study habits than those from coupled homes. Children from mixed families require special attention for proper assistance for studies and a favourable learning environment at home.
- Educational institutions should support methods of active learning like self-study, group discussion, note preparation and regular revision. These tactics help improve students' understanding, memory and academic achievement. Teachers need to spot pupils who have poor study habits early and give them the right kind of academic coaching and motivational support. Early intervention can improve study habits and achievement in kids.
- Study skill development programmes should be included in the school curriculum by curriculum planners and educational administrators to help learners establish effective learning habits that are needed for lifelong educational achievement.

Conclusion

The present study was conducted to find out the association between study habits and academic achievement of higher secondary school pupils. The results of the study indicated that study habits had a significant influence on students' academic performance. It was shown that students who had effective and organized study habits did better academically than pupils with bad study habits. The study also showed that there was no significant difference in study habits with respect to gender and locality however substantial difference was found with respect to family type. The correlation analysis also showed that study habits and academic achievement were significantly and positively related for male and female students, rural and urban students, and students from joint and nuclear families. The above statistics clearly show that the regularity of study habits is helpful in the academic achievement at the higher secondary level. Therefore, the study concludes that correct study habits development is necessary for the improvement of academic accomplishment among students. Teachers, parents, educational institutions and counsellors should work together to encourage pupils to create healthy and methodical study habits. The study may provide a useful reference for educators and academics who are interested in understanding the significance of study habits in academic achievement.

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