



Study Habits Among Higher Secondary Students in Relation to Their Academic Achievement

Mr. K. Arulmani¹ & Dr. A. Edward William Benjamin²

1. Ph.D Research Scholar, Department of Education, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India
2. Professor & Head, Department of Education, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, Email: arulmanikphd@gmail.com

Abstract:

The study focused upon higher secondary level students' study habits and their academic achievement. Study habits play a major role in individual's academic achievement at schools. Academic achievement is the outcome of learning. Here, the investigator has adapted a normative survey method. A sample of 228 eleventh standard students was selected by using a simple random sample technique in the study. The study revealed that significant difference was found in the study habits and academic achievement mean scores in respect of their background variables gender and locale. Significant and positive relationship was also found between study habits and academic achievement among eleventh standard students.

Keywords: Study Habits, Normative Survey, Continuous Assessment And Academic Achievement.

1. Introduction:

The study habits are the students ability to schedule his/her time on regular hours and an action such as reading, the plan for study, the habit of concentration, note-taking, mental review and the consistent behaviours and routines a student adopts the various methods of study, such as whole and part method, learning by doing and recitation. The proper use of time is ensured through time scheduling (Rai, 2013). Study habits include many different skills: time management, self-discipline, concentration, memorization, organization and effort, which is significantly impact on academic achievement. Students must first learn these skills, practice them and develop effective study habits in order to be successful. Very often, the study habits and practices be developed and used in higher secondary level students to do the tasks at higher schools (Thakkar, 2003). The proper study habits contribute significantly in the development of knowledge and perceptual capacities and acquired potential in the subject is often referred is academic achievement.

2. Review of Related Studies:

Manjuvani and Anuradha (2011) conducted a study to compare the achievement motivation of the children of single parent and two paren families. The sample comprised of 186 students of both the sexes selected purposively for the study. Deo-Mohan achievement motivation scale was used to collect the data results revealed that children of single parent families differed significantly in achievement motivation from the

children of two parent families. It was also concluded that parental expectations and guidance developed the need for high achievement.

Rai (2013) in Attitude Towards Mathematics and Study Habits in Relation to the Achievement in Mathematics studied 15 Secondary and 12 Senior Secondary Schools were randomly selected from East and South districts respectively. The samples of 820 students studying in Class X in schools were randomly selected from South districts of Sikkim. The following tools were used for this study. a) Attitude towards Mathematics Scale constructed by Dr. S. C. Gakhar and Rajani. 1 (Appendix 1) b) Study Habit Inventory for Secondary School Students (VI to XII i.e., 12 to 18 years) constructed by B. V. Patel. 2 (Appendix 2). This test is used to measure the mathematical attitude of students studying at 10 + 1 level. This test contained eight components with 46 statements in total. The study reveals that there a significant relationship between study habits and achievement in mathematics. It indicates that better the study habits higher will be the achievement in mathematics and poorer the study habits lower will be the achievement in mathematics and attitude towards mathematics with respect to reasoning between high and low achievers. This difference is in favour of high achievers which show that high achievers have more favourable attitude towards mathematics with respect to reasoning in mathematics as compared to low achievers.

Kaur Kuldip (2014) concluded that academic achievement in Punjabi of X class students in relation to their level of motivation is positively related.

Ernest-Ehibudu & Oporum (2019) in Relationship Between Achievement Motivation, Study Habit And Educational Career Of Secondary School Students In Rivers State, Nigeria framed four research questions and four corresponding null hypotheses for this study. Correlational research design was adopted for the study. The population for the study consists of 18,240 SSII students in all senior public secondary schools in Rivers State. A sample of 1,200 SSII students was drawn through multistage sampling procedure using cluster and simple random sampling techniques. Three instruments titled “Achievement Motivation Scale” (AMS), “Study Habit Scale” (SHS) and Educational Career Scale” (ECS) were used for data collection. The data collected were analyzed using Pearson Product Moment Correlation for the research questions while probability values were used to test their corresponding hypotheses at 0.05 alpha level of significance. It was found that there is significant positive high relationship between achievement motivation, concentration during study, time management, and organization of study task and educational career of secondary school students in Rivers State independently taken.

Ranju T Nair, and Kulkarni U K (2020) the study habits and academic achievement in English were found to be positively correlated. It follows that students learning achievement will in case in direct proposition to have as they can manage their study time. To improve students’ academic performance.

Swain and Das (2021) found that over and under achieving the school students differ significantly from each other with regard to their study habits namely disorganized study, negative attitude and fear of failure. Yenagi (2009) found that reading and note-taking habits, habits of concentration and preparation for examination had significantly correlated with academic performance.

Jpepa, (2022) in The Influence of Study Motivation, Study Habits, And Confidence on Learning Outcomes in Classroom Tax Administration Subjects Xi Accounting for Smk Negeri 22 And 51 Jakarta used quantitative approach with a survey method. The affordable population for this study were all class XI SMKN 22 and 51 Jakarta, totaling 144 students. The sampling technique used proportional stratified random sampling so that the sample obtained was 108 students. The instrument used to obtain data on the variable X1 (Learning Motivation), Variable X2 (Study Habits), and Variable X3 (Self Confidence) were measured using a Likert scale using a questionnaire that had been tested for validity and reliability. Multiple regression

equation model = $76.321 + 0.060X_1 + 0.046X_2 + 0.078X_3$. Normality and linearity tests show that the data are normally distributed and have a linear relationship. The results of the T test indicate that learning motivation, study habits, and self- confidence had a positive influence on learning outcomes. Then, the results of the F test show that learning motivation, study habits, and self-confidence have a significant effect on learning outcomes simultaneously. The results of this study indicate that learning motivation, study habits, and self- confidence have a contribution of 36.2% to learning outcomes.

3. Rationale of the Study:

The researcher has gone through various research literature that focus mainly on the impact of study habits on academic achievement. An efficient study habit of students play a significant role in promoting the academic achievement in the examinations. Most probably, the root cause for this backwardness of achievement level will prove to be almost universal absence of study among school goers. In order to reduce the deterioration in academic achievement through need for the study to promote their proper study habits and its practices at higher secondary level become vital and the need for the study arises on this problem. An attempt has been made in present investigation titled '**Study habits among higher secondary students in relation to their academic achievement**'.

4. Operational Definitions Of The Key Terms:

- ❖ **Study Habits:** Study habits of students of standard eleventh could be understand from the regularity in distributing time proportionately for the subjects to be studied and practicing it on daily basis.
- ❖ **Academic Achievement:** Academic Achievement is the outcome of learning. It is commonly measured by examinations or by continuous assessment and evaluate students knowledge, understanding and applications.

5. Methodology in Brief:

The study followed a descriptive method with normative survey. A study habits inventory was used by the investigator and administered to the eleventh standard students of various higher secondary schools in Tiruchirappalli district. They have freely responded the items given in the inventory. Further, the investigator considered their term examination scores at schools. The data, thus collected were put into appropriate statistical techniques – descriptive, differential and relational analysis.

6. Sample:

The sample for the present study consists of 228 higher secondary students of standard eleventh from different higher schools in Tiruchirappalli district by using simple random sampling technique for the study.

7. Data Analysis And Interpretation

Hypothesis – 1 There is no significant difference in the study habits mean scores between higher secondary level boys and girls.

Table 1: Significance of difference between boys and girls with respect to their study habits

Gender	N	Mean	Standard Deviation	't' value	Level of significance
Boys	105	69.53	6.79	4.32	Significant at 0.01 level
Girls	123	78.51	9.80		

It is evident from the table 1 that the calculated 't' value is found to be 4.32 which is more than table value 2.56 corresponding at 0.01 level of significance. Hence, the null hypothesis is rejected. That means there is a significant difference in the study habits between boys and girls. It can be concluded that the study habits of girl students are better than the boys. The reason may be that girl students are more interested in their studies and paid much attention towards learning than the boys.

Hypothesis – 2 There is no significant differences in the study habits mean score between rural and urban area higher secondary level students

Table 2 Significance of difference between rural and urban area higher secondary level students in respect of their study habits

Locale	N	Mean	Standard Deviation	't' value	Level of significance
Rural	96	67.36	6.09	2.75	Significant at 0.01 level
Urban	132	72.12	6.24		

It is evident from the table 2 that the calculated 't' value is found to be 2.75 which is greater than table value 2.56 corresponding at 0.01 level of significance. Hence the null hypothesis is rejected. That means there is a significant difference between the study habits of rural and urban higher secondary level students. It is clear that study habits of urban students better than the rural area higher secondary level students. The reason may be that the urban area students are more alert in their study and be conscious enough about their learning than the rural area higher secondary level students.

Hypothesis – 3 There is no significant differences in the study habits mean scores between Tamil medium and English medium higher secondary level students.

Table 3 Significance of difference between the Tamil medium and English Medium students in respect of their study habits

Medium of Instruction	N	Mean	Standard Deviation	't' value	Level of significance
Tamil	100	78.45	8.56	1.03	Not significant at 0.05 level
English	128	80.23	9.53		

It is evident from the table 3 that the calculated 't' value is found to be 1.03 which is less than table value 1.97 corresponding at 0.05 level of significance. Hence the null hypothesis is accepted. This implies that there is no significant difference between the study habits of Tamil medium and English medium students. Further, it can be concluded that both Tamil and English medium students have similar in their study habits. The reason may be that both the Tamil medium and English medium students are more conscious about getting good marks and both are very active to hope up their future.

Hypothesis – 4 There is no significant difference in the academic achievement mean scores between boys and girls.

Table 4 Significance of difference academic achievement mean scores of boys and girls

Gender	N	Mean	Standard Deviation	't' value	Level of significance
Boys	105	71.8	8.79	3.48	Significant at 0.01 level
Girls	123	79.2	8.92		

It is evident from the table 4 that the calculated 't' value is found to be 3.48 which is more than table value 2.56 corresponding at 0.01 level of significance. Hence, the null hypothesis is rejected. That means there is a significant difference between the academic achievement of boys and girls higher secondary level students. It is clear that the academic achievements of girls are better than the boys. This may happen; due to the girls students are paying much attention towards learning than the boys.

Hypothesis – 5 There is no significant difference in the academic achievement mean scores between rural and urban area higher secondary level students

Table 5 Significance of difference between rural and urban area higher secondary level students in respect of their academic achievement

Locale	N	Mean	Standard Deviation	't' value	Level of significance
Rural	96	68.12	7.31	3.02	Significant at 0.01 level
Urban	132	78.28	6.42		

It is evident from the table 5 that the calculated 't' value is found to be 3.02 which is greater than table value 2.56 corresponding at 0.01 level of significance. Hence the null hypothesis is rejected. That means there is a significant difference between the academic achievement of rural and urban higher secondary level students. It is clear that academic achievements of urban students are better than the rural area higher secondary level students. It is happened due to their access and confident in learning to achieve better marks than the rural area students.

Hypothesis – 6 There is no significant differences in the academic achievement mean score between Tamil medium and English medium students

Table 6 Significance of difference between the Tamil medium and English Medium in respect of their academic achievement

Medium of Instruction	N	Mean	Standard Deviation	't' value	Level of significance
Tamil	100	72.89	7.56	0.92	Not Significant at 0.05 level
English	128	74.36	9.35		

It is evident from the table 6 that the calculated 't' value is found to be 0.92 which is less than table value 1.97 corresponding at 0.05 level of significance. Hence, the null hypothesis is accepted. It implies that there is no significant difference between the academic achievement of Tamil and English medium students. The

reason may be that both Tamil and English medium students have more conscious about getting their academic scores, both of them were very alert about their future.

Hypothesis – 7 There is no significant relationship between study habits and academic achievement among higher secondary level students

Table 7 Relationship between study habits and academic achievement of higher secondary level students

Sl. No.	Variables	df	'r' value	Result
1	Study Habits	226	0.83	Significant
2	Academic Achievement			

From the table 7, as the calculated 'r' value is more than the table at 0.05 level of significant for df = 226. It can be concluded that there is a significant and positive relationship between study habits and academic achievement, among higher secondary level students. Hence, the null hypothesis is rejected.

8. Findings of the Study:

The key findings of the study are stated as follows:

- ❖ Significant difference is found in the study habits means scores between the eleventh standard boys and girls. The higher mean scores of girl students indicates that the girl students are significantly better in their study habits than the boys.
- ❖ Significance difference is found in the study habits mean scores between the rural and urban area students. The higher mean scores of urban area students are significantly better in their study habits than the rural area students.
- ❖ No significant difference is found in the study habits mean scores between Tamil and English medium students. Both of them have similar in the level of study habits.
- ❖ Significant and positive relationship in found between study habits and academic achievement among the eleventh standard students.

9. EDUCATIONAL IMPLICATIONS OF THE STUDY

The following educational implications have been made for the study

- ❖ Students from rural areas are not directed properly by their parents as well as teachers to undertake their study regularly and most of the time, they are forced to work in home environment. Therefore, necessary steps should be taken for care to the betterment of rural students.
- ❖ Student activities are crucial in the classroom. Most of the time, it is the text book giving activities that are dealt with in the classroom. It is better to offer student related activities, outside the classroom. Such activities will bring out meaningful reflections in learning on the part of students.
- ❖ Regular study practices of students should focus on developing self-confidence, it leads to better academic achievement by means of regular reading, remembering, repeating, recapitulation,

reproducing, revising and referring that the higher secondary level students be performed better in academics.

- ❖ Learning could be enriched by motivating the higher secondary level students by teachers in improving the learning habits and for their better academic achievement.

The steps have to be taken by education authorities for higher secondary level students to excel their study towards achievement.

10. Conclusion:

The present study reveals that the eleventh standard students have considerable levels of study habits and academic achievement. The study reveals that certain student related variables may be influenced their levels of academic achievement of the students. The demographic variable like gender and local showed differ in their study habits and be provided a special care on rural area students and also boys for promoting their learning and to develop proper study habits. Higher secondary education plays a very significant role in every individual life since after higher secondary education all decisions are made for the future. Students need proper guidance for the management of the time and effort for better prospects. The learning habits individually cultivated by them are likely to determine the level of their success.

References:

- Anwar, E. (2013). A correlation study of academic achievement and study habits: Issues and concerns. *Excellence International Journals of Education and Research*, 1(2).
- Awan, R.-U.-N., et al. (2011). A study of relationship between achievement motivation, self-concept, and achievement in English and Mathematics at secondary level. *International Education Studies*, 4(3), 1-10.
- Bandana, & Sharma, D. (2012). A study of achievement motivation, study habits, and academic achievement among secondary school students. *Educational Quest*, 3(1), 17–21.
- Ernest-Ehibudu, I. R., & Oporum, J. (2019). Relationship between achievement motivation, study habit, and educational career of secondary school students in Rivers State, Nigeria. *Unpublished Manuscript*.
- Jpepa, A. (2022). The influence of study motivation, study habits, and confidence on learning outcomes in classroom tax administration subjects Xi accounting for SMK Negeri 22 and 51 Jakarta. *Jurnal Pendidikan Ekonomi, Perkantoran, Dan Akuntansi*, 2(3), 97–113.
- Kaur, K. (2014). Academic achievement in Punjabi of Xth class students in relation to their level of motivation. An M.Ed. Thesis submitted to Guru Nanak Dev University, Amritsar.
- Lynda, Z. (2017). Study habits among school students and its relevance to teacher education. *Journal of Xi'an University of Architecture & Technology*, 11(12), 1336–1347.
- Lourdu Mary, & Muthuchamy, I. (2025). Study habits among secondary level students in relation to their academic performance. *The Social Science Review: A Multidisciplinary Journal*, 3(2), 99–103.
- Manjuvani, & Anuradha, K. (2011). Achievement motivation of children of single-parent and two-parent families. *Journal of Community Guidance and Research*, 28(1), 147–153.

- Ola, A. B., & Morkainyo, O. (2010). Study habits among Nigerian secondary school students with brain fog syndrome. Retrieved from <http://www.pagepress.org/journal/index.php/nni/article/view/uni.2010.e2/1849>.
- Rajinder Singh, J. G. (2022). Study habits among higher secondary students in relation to their school environment. *Journal of Positive School Psychology*, 6(2), 5289–5295.
- Rai, D. (2013). Attitude towards mathematics and study habits in relation to the achievement in mathematics of class X students in east and south Sikkim. *Unpublished Dissertation*.
- Sudhakar Jesubalan, D. (2013). Study habits of higher secondary chemistry students in relation to select variables. *Centre for Educational Research, VOC College of Education, Thoothukudi*.
- Thakkar, P. D. (2003). A study of academic achievement, adjustment, and study habits of rural and urban students. Ph.D. (Education), University of Mumbai. In D. N. Sansanwal (Ed.), *Sixth Survey of Research in Education, 1992-2006*.
- Bhattacharyya, B., & Maity, A. (2025). Employee performance in relation to motivation and job satisfaction: A survey on MSME. *International Journal of Trend in Scientific Research and Development*, 9(1), 987–992.
- Pradhan, S., Mahammad, S. R., Adhikari, A., Paria, M., & Maity, A. (2023). Job satisfaction among secondary school teachers in Paschim Medinipur district in the present context. *Journal of Pharmaceutical Negative Results*, 14(3).
- Dandapat, A. K., & Maity, A. (2022). Relationship between socio-economic status and academic performance of B.Ed. students in Paschim Medinipur. *2-Day International Seminar on Swami Vivekananda College of Education*.
- Maity, A., & Sanuar, S. (2020). Women's access to higher education in West Bengal in open distance learning system. *Journal of Emerging Technologies and Innovative Research*, 7(3).
- Maity, A., et al. (2023). Correlation between study habit, test anxiety, and academic achievement of male and female B.Ed. college students. *Journal for ReAttach Therapy and Developmental Diversities*, 6(9s), 1872–1880. <https://doi.org/10.53555/jrtdd.v6i9s.2660>
- Maity, A. (2020). Collaborative active learning: An effective study at training colleges. In *Transition from traditional teaching methodology to online teaching* (ISBN: 978-81-946375-3-0). Redshine Publication.
- Bal, M., & Maity, A. (2019). Impact of economy and sociability on educational development of tribal women. *International Journal of Research and Analytical Reviews*, 6(2).
- Maity, A. (2025). Teacher effectiveness in relation to ICT acquaintance among secondary teachers of Medinipur District of West Bengal: A study on demographic variables. *American Journal of Social and Humanitarian Research*, 6(5), 1108–1118. <https://globalresearchnetwork.us/index.php/ajshr/article/view/3641>
- Maity, A. (2020). Investigating the benefits of project-based learning in science education. In *New trends of teaching, learning, and technology* (Vol. 1). Redshine Publication.

- Maity, A., et al. (2023). Job satisfaction among secondary school teachers in Paschim Medinipur district in the present context. *Journal of Pharmaceutical Negative Results*, 14(3).
- Maity, A., Sanuar, S., & Ghosh, D. (2024). An assessment of the socio-economic status of the minority girls students at the secondary level in Paschim Medinipur district of West Bengal. *Educational Administration: Theory and Practice*, 30(5), 9123–9127. <https://doi.org/10.53555/kuey.v30i5.4522>
- Maity, A., & Maity, N. (2025). Disparity in political participation in the local bodies: A case study of Ranchi. *Intersections of Faith and Culture: American Journal of Religious and Cultural Studies*, 3(6), 15738399. <https://doi.org/10.5281/zenodo.15738399>
- Maity, A. (2023). National curriculum framework for teacher education: A new horizon in teacher education as envisioned in NEP 2020. *Journal of Education, Ethics, and Value*, 2(9), 45–50. <https://doi.org/10.5281/zenodo.15738450>
- Biswas, S., & Banerjee, R. (2024). Attitude towards integrating ICT in the teaching-learning process at the higher secondary level: A survey. *International Journal of Research Publication and Reviews (IJRPR)*, 5(6), 1–4.
- Biswas, S., & Kumari, M. (2024). Integrating indigenous wisdom: Transforming higher education with Bhartiya knowledge systems. *American Journal of Social and Humanitarian Research*, 5(2), 132–142.
- Biswas, S., & Kumari, M. (2024). The burden of care: A systematic review of parental stress in families of children with intellectual disabilities. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 8(4), 842–849.
- Biswas, S., & Biswas, S. (2024). Empowering Indian women: Sister Nivedita's enduring legacy in education and social reform. *International Journal of Research Publication and Reviews (IJRPR)*, 5(6), 1230–1235.
- Biswas, S., & Chatterjee, P. (2024). Students' attitudes towards e-learning from a socio-economic perspective. *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, 2(11), 1–12.
- Khawas, K., & Mishra, P. K. (2023). Advantages and challenges of biodiesel-producing microalgae. *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, 2(8), 160–163.
- Mishra, P. R., & Khawas, K. (2024). Advantages and challenges of biodiesel-producing microalgae. *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, 2, 160–163.
- Pal, D., & Khawas, K. (2024). Potential sources and uses of chitin and its polymers: A review. *Journal of Discoveries in Applied and Natural Science*, 2, 1–12.
- Sinha, A., Kumari, N., & Khawas, K. (2024). Role of nuclear chemistry in environmental applications.

Citation: Arulmani. Mr. K. & Benjamin. Dr. A. E. W., (2025) “Study Habits Among Higher Secondary Students in Relation to Their Academic Achievement”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-3, Issue-06, June-2025.