

## ACADEMIC ACHIEVEMENT IN RELATION TO STUDY HABITS OF SECONDARY SCHOOL STUDENTS

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### **ABSTRACT**

*Academic achievement refers to the level of success, proficiency, or accomplishment that a student attains in their academic pursuits. Study habits are defined as the routine behaviors one engages in to support their learning and studying. Understanding the relation between academic achievement and study habits is essential for educators, policymakers, and parents alike to foster an educational system that supports the academic potential of every child. The present study was conducted to find out the relationship between academic achievement and study habits of secondary school students. A sample of randomly selected 80 students (40 boys and 40 girls) of IX<sup>th</sup> and X<sup>th</sup> class from private secondary schools was raised from Raikot block of Ludhiana district of Punjab state of India. The tools used for conducting the present study were; Study Habits Scale by Rani and Jaidka, (2015) and for academic achievement the scores i.e, marks of previous examinations of secondary school students were considered. The results of this research study show that there exists significant correlation between academic achievement and study habits of secondary school students.*

**Key words: Academic achievement, Study habits, Secondary school students**

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### **INTRODUCTION**

Study habits are essential behaviours and practices that students develop to enhance their learning and academic performance. They serve as the foundation for effective learning and

can significantly influence academic achievement throughout one's educational journey. Study habits can have far-reaching effects on an individual's academic performance and overall success. Effective study practices contribute to better learning outcomes, improved retention of information, and enhanced critical thinking skills (Reyes et al., 2023). While certain habits may stabilize over time, behaviours related to concentration, task orientation, and comprehension can evolve as students encounter new experiences and challenges. Establishing robust study habits early in life can pave the way for lifelong learning and professional success. Academic Achievement is a multifaceted construct influenced by a wide range of factors, including individual characteristics, family dynamics, peer relationships, school environment, and community context.

## **STUDY HABITS**

Study habits are defined as the routine behaviors one engages in to support their learning and study. Students who have strong study habits are more likely to get good marks and/or keep them. Academic performance is largely dependent on a learner's study habits. It is an activity that students consistently do out in order to successfully complete their learning objectives, just as reading, taking notes, and leading study groups.

## **ACADEMIC ACHIEVEMENT**

Academic achievement refers to the level of success, proficiency, or accomplishment that a student attains in their academic pursuits. It is a measure of a student's performance and accomplishments in various educational activities, including coursework, exams, assessments, projects, and other academic endeavours (Steinmayr et al., 2014).

## **REVIEW OF RELATED LITERATURE OF STUDY HABITS**

Deb, Madhu, Grewal and Pal (1990) research named "*Relationship between study habits and academic achievement of undergraduate 58 home science final year students*" was undertaken. The task was to determine the relationship between the final-year B.Sc. (Home Science) graduates Ludhiana's university chosen study strategies and academic achievement. The main objective was to establish a link between certain study habits with academic

achievement. Some of the study's key conclusions were that the kids' home environments and schedule planning had a substantial impact on their academic performance. Academic success and test focus have a substantial link. Academic success and study habits were shown to be significantly correlated. Academic success was also impacted by a student's habits and interests. Study habits and the college atmosphere were associated.

Reddy, Menon, &Thattil (2018) in research entitled "*The Impact of Study Habits on Achievement in English Reading*" formulated the following objectives(i) To determine the overall level of study habits that class X students continued to exhibit, (ii) research the effects of study habits on vocabulary, comprehension, and reading achievement, (iii) research the effects of study habits on reading achievement, and (iv) predict reading achievement using study habits. The study's main conclusions were: The study habits distribution is quite close to the norm. Overall, class X pupils have typical study habits. The educational environment, habits and attitudes, reading and note-taking, test preparation, routines, and general study habits all have a big impact on vocabulary. High school pupils'; English understanding is significantly impacted by their classroom environment. With the exception of characteristics related to the family environment and work preparation, study habits have a direct impact on high school pupils; reading proficiency. With the use of study techniques, reading success may be predicted.

Castillo et al., (2023) conducted research on study habits and academic performance. The aim of this research was to gain a better understanding of how students' study habits change over time and how they may affect their grades or academic achievement. The study examined how the study practices of 137 high school seniors influenced their academic performance using a descriptive co relational methodology. The current study's linear regression analysis revealed a significant relationship between senior high school students' study behaviors and academic achievement, leading to the rejection of the null hypothesis. One shift that has been forcedly made and seen as a result of the Covid-19 Pandemic is in the realm of education, which serves as the cornerstone for the development of knowledge and intelligence. The time has finally arrived after two years of studying indoors and attending virtual classes offered by private educational organizations.

Kaur,Rai and Kaur(2024) performed a study of academic achievement of secondary school students in relation to their study habits and learning styles. The present study focused on the

Academic Achievement of Secondary School Students in relation to their Study Habits and Learning Styles. Sample of 200 students were used to investigate the problem. The data were collected with the help of standardized tools prepared by VAK Learning Styles Victoria Chislett and Alan Chapman (Learning Style Tool, 2005), Mukhopadhyay and Sansanwal (Study Habits Inventory, 2011) and Academic Scores of the previous class are used for Academic Achievement. The study revealed that there was no interaction effect of Learning Styles and Study Habits on Academic Achievement of secondary school students. So, we can say that no one learning style can influence the academic achievement and study habits of the students. But there is a significant relationship between Academic Achievement and Study Habits of Secondary School Students. Study Habits also influence the academic achievement of students in a positive way.

## **REVIEW OF RELATED LITERATURE OF ACADEMIC ACHIEVEMENT**

Multon, Brown, Amp& Lent (1991) conducted a study “meta-analytical relationship between self-efficacy beliefs and academic outcomes” and found that academic performance, self-efficacy and persistence were positively and significantly related for a number of disciplines.

Bouffard Bouchard et al. (1991) conducted a study on junior and senior high-school age students to find out the influence of self-efficacy on self-regulation and performance among them and found that regardless of the school grade and cognitive ability, performance and persistence of the students were significantly related with self-efficacy beliefs. As compared to students with weak sense of self efficacy, the students with stronger sense of self efficacy were found to be better on performance and persisted longer on tasks.

Pajares and Schunk (2001) found that students who have a strong sense of self-efficacy are more able to uplift themselves when required to use their own initiative, according to research. In a word, people who are confident in themselves evaluate circumstances and provide answers to whatever issues they may encounter. People who believe they are effective will persevere in impossible endeavours and attribute their power to their belief system.

Crede, Wirthwein, McElvany& Steinmayr (2015) conducted research with an objective to investigate the possible moderating effect of parental education on the association between teenagers academic success and LS. The educational attainment of parents was reported as a measure of family socioeconomic position in a sample of German high school children (N = 411), and academic accomplishment was operationalized by grade point average in five courses. The findings showed that the only factor that moderated the association between academic success and students LS was their mothers level of education. Only in the group of adolescents whose mothers had obtained the same or a higher education (at least a high school diploma), was the correlation between academic success and LS discovered. However, the level of education of the fathers had little bearing on the connection. Regarding probable underlying processes, future research directions and the distinct educational impacts of dads and mothers are examined.

Seema,Lalita and Mann ( 2023) conducted a study of academic achievement in relation to family environment and psychological wellbeing . The study aims to investigate the relationship between academic achievement, family environment, and PWB. There were 300 adolescents between the ages of 15-18 years old in the study. The indicators of academic achievement used by the researchers were academic achievement scores based on the cumulative percentage of grades from the two previous classes. The family environment scale (FES) developed by Bhatia and Chadha (1993) and the psychological well-being scale developed by Ryff (1989) were used to assess the impact of family environment and PWB on the academic achievement of adolescents. Results indicated that male and female adolescents differ in terms of academic achievement, familial environment, and physiological well-being. Academic achievement, family environment, and PWB all have found a strong correlation. Regression analysis results revealed that family environment and PWB together explained 29.4 per cent of the variance in academic achievement.

The researcher was unable to find any research study conducted on academic achievement in relation to study habits of secondary school students in the selected study area i.e.,Raikot block of Ludhiana district of Punjab state of India and was interested to find out the relationship between academic achievement and study habits of secondary school students in the selected study area.

## **SIGNIFICANCE OF THE STUDY**

Understanding the relation between academic achievement and study habits is essential for educators, policymakers, and parents alike to foster an educational system that supports the academic potential of every child. Interventions targeting these various factors can help create a more equitable educational landscape, ensuring that all students have the opportunity to succeed. By understanding the complex interplay between study habits and academic achievement, educators and policymakers can better address the needs of secondary school students, helping to alleviate stress and enhance their academic performance.

## **OBJECTIVES OF THE STUDY**

The present study was conducted to attain the following objectives:

1. To compare the academic achievement of male and female secondary school students.
2. To compare the study habits of male and female secondary school students.
3. To find out the relationship between academic achievement and study habits of secondary school students.

## **HYPOTHESES OF THE STUDY**

The study was designed to test the following hypotheses:

1. There exists no significant difference in the academic achievement of male and female secondary school students.
2. There exists no significant difference in the study habits of male and female secondary school students.
3. There exists no significant correlation between academic achievement and study habits of secondary school students.

## **METHODOLOGY**

### **Research design**

Descriptive survey method was used for conducting the present study. The present study covered two variables: i) Academic achievement & ii) Study habits.

### **Sample of the study**

The study was conducted on randomly selected 80 students (40 boys and 40 girls) of IX<sup>th</sup> and X<sup>th</sup> class from private secondary schools of Raikot block of Ludhiana district of Punjab state of India.

### **Tools used**

Following standardized tool was used for conducting this study: Study Habits Scale by Rani and Jaidka, (2015). For academic achievement the scores (marks) of previous examinations of secondary school students were considered.

### **The Procedure of Data Collection**

The researcher personally visited the field with prior authorization from the relevant authority in order to gather the necessary data. The researcher met with the participants, gave them an explanation of the study's objectives and gathered data.

### **Statistical Techniques used**

The mean, median, mode and standard deviation were worked out to study the general nature of the sample in relation to the Study habits and Academic achievement. T- Test was used to determine the significant difference in the mean scores of the two separate groups. The coefficient of Correlations was computed through Pearson's coefficient of correlation for determining the relationship among the two variables.

### **DELIMITATION OF THE STUDY**

The study was delimited to the private secondary schools students of Raikot block of Ludhiana district of Punjab state of India only.

### **RESULTS AND DISCUSSION**

The results have been discussed in the light of the hypotheses of the study.

#### **Academic achievement:**

**Table 1: Academic Achievement of Secondary School Female and Male Students**

Category	No. of Students	Mean	S. D.	t- ratio	Level of significance
Females	40	68.34	4.13	7.32*	<i>Significant at 0.01 level of significance</i>
Males	40	57.32	6.25		

Table 1 shows the mean, standard deviation and t-ratio of academic achievement of male and female secondary school students. The calculated mean scores of male and female adolescents are 57.32 and 68.34 respectively. The t-ratio is 7.32 which is significant at 0.01 level.

Hence  $H_{01}$  : “There exists no significant difference in the academic achievement of male and female secondary school students” is rejected . Thus we can say that there is significant difference in the academic achievement of male and female secondary school students.

### Study habits:

**Table 2: Study Habits of Secondary School Female and Male Students**

Category	No. of Students	Mean	S. D.	t- ratio	Level of significance
Females	40	116.34	9.21	5.38*	Significant at 0.01 level of significance
Males	40	98.38	11.62		

Table 2 shows that the mean score of study habits of female students is 116.34 with S.D. as 9.21 and mean score of male adolescents is 98.38 with S.D. as 11.62. The mean score of study habits of girls is higher than the mean score of study habits of boys. The t-ratio is 5.38 which is significant at 0.01 level.



Hence  $H_{02}$  : “*There exists no significant difference in the study habits of male and female secondary school students*” is rejected . Thus we can say that there is significant difference in the Study habits of male and female secondary school students.

**Table 3: Correlation between Study habits and Academic Achievement of Secondary School Students.**

Variable	No. of Students	Correlation ‘r’	Level of significance
Study Habits	80	0.647	Significant at 0.05 level of significance
Academic Achievement			

Table 3 represents the Coefficient of correlation between Academic achievement and Study habits of adolescents. The value 0.647 indicates that there is positive and significant correlation between academic achievement and study habits of secondary school students. Hence  $H_{03}$  : “*There exists no significant correlation between academic achievement and study habits of secondary school students*” is rejected.

## FINDINGS OF THE STUDY

- There exists significant difference between academic achievement of male and female secondary school students.
- There exists significant difference between the study habits of male and female secondary school students.
- There exists significant correlation between the academic achievement and study habits of secondary school students.

## DISCUSSION AND EDUCATIONAL IMPLICATIONS

Findings of the study reveal that, there exists significant correlation between the academic achievement and study habits of secondary school students. Study findings also reveal there is a considerable link between secondary school students' academic success and their study habits, regardless of their gender. The result of the present study is also supported by the related literature which had found significant relationship between study habits and academic achievement (Arora, 2016; Jafari et. al, 2019). Hence, Understanding these relationships is critical for educators, and stakeholders working to create an educational system that supports each child's intellectual potential. Interventions aimed at these elements can assist establish a more equal educational environment, ensuring that all students have the opportunity to achieve. Understanding the complicated interplay between study habits and academic achievement allows educators and policymakers to better meet the requirements of secondary school students, reducing stress and improving academic performance.

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