

A Study of Academic Achievement of Secondary School Students in Relation to their Study Habits

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Abstract: *The present study was undertaken to examine the relationship between study habits and academic achievement among secondary school students and to study the difference in study habits between male and female students. The study employed a descriptive research method. A sample of 100 Class IX students was selected from selected private schools of Majra Block, Dehradun, using purposive sampling technique. The sample consisted of 50 male and 50 female students. Study habits were assessed using the Palsane and Sharma Study Habits Inventory (PSSHI), while academic achievement was represented by the percentage marks obtained by the students in their previous examination. Data were analysed using Mean, Standard Deviation, Pearson's Product Moment Correlation and Independent Samples t-test. The findings revealed a very high positive and statistically significant relationship between study habits and academic achievement ($r = 0.961$, $p < .001$). A statistically significant difference was also found between male and female students in their study habits ($t = 3.268$, $df = 98$, $p = .0015$). Female students obtained higher mean study habit scores than male students. The study highlights the importance of developing regular and effective study habits among secondary school students.*

Keywords: Study Habits, Academic Achievement, Secondary School Students, PSSHI, Gender Difference, Correlation.

I. INTRODUCTION

Education plays an important role in the overall development of individuals and society. It equips learners with knowledge, skills, values and attitudes necessary for their personal, social and academic development. In the present competitive educational environment, academic achievement has become an important indicator of students' educational progress.

Academic achievement refers to the level of learning attained by students and is generally reflected through examination marks or grades. It is influenced by several factors including intelligence, motivation, family background, school environment, teaching methods and study habits.

Study habits refer to the regular practices and learning behaviours adopted by students while studying. These include planning a study schedule, managing time, maintaining concentration, taking notes, revising lessons and preparing for examinations. Effective study habits enable students to organise their learning activities and may contribute to better academic performance.

Secondary education is an important stage in a student's educational development. At this level, students develop learning patterns and academic behaviours that may influence their future educational progress. Therefore, it is important to examine the relationship between study habits and academic achievement.

The present study focuses on secondary school students and attempts to examine whether study habits are significantly related to academic achievement. The study also examines whether male and female students differ in their study habits.



II. NEED AND SIGNIFICANCE OF THE STUDY

Academic achievement is influenced by several personal, psychological, social and educational factors. Among these, study habits are an important area that can be developed through proper guidance and educational support.

Students who follow systematic study schedules, revise lessons regularly and manage their study time effectively may be better prepared for academic tasks. On the other hand, ineffective study habits may result in irregular study patterns, poor concentration and inadequate examination preparation.

The present study is significant for students, teachers, parents and schools. Students may become aware of the importance of effective study habits. Teachers may use the findings to provide academic guidance and study-skills support. Parents may understand the importance of providing a supportive study environment. Schools may organise counselling, study-skills programmes and academic guidance activities.

III. OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

IV. HYPOTHESES OF THE STUDY

The following null hypotheses were formulated:

V. REVIEW OF RELATED LITERATURE

Previous studies have examined the relationship between study habits and academic achievement among school students. Palsane and Sharma developed the Study Habits Inventory for assessing different dimensions of students' study behaviour.

Siahi and Maiyo (2015) examined the relationship between study habits and academic achievement among secondary school students and reported a significant positive relationship. Their study indicated that students with better study habits tended to obtain higher academic achievement.

Sherafat and Venkatesha Murthy (2016) studied secondary and senior secondary school students and reported a significant positive relationship between study habits and academic achievement. The study also indicated differences in study habits across groups.

Ebele and Olofu (2017) examined the impact of study habits on the academic performance of secondary school students and reported a significant positive relationship between study habits and academic performance.

Dev (2018) studied the effects of study habits, procrastination and stress tolerance on academic achievement and reported that effective study habits positively influenced academic achievement.

Khan (2019) examined academic achievement in relation to study habits among secondary school students and reported a significant positive relationship between the two variables.

Islam (2020) studied study habits and academic performance among secondary school students and reported that students with effective study habits performed better academically.

Sharma and Singh (2021) examined academic achievement in relation to study habits and reported a positive correlation between the variables. The study also reported significant differences in study habits between boys and girls.

More recent studies cited in the dissertation have also reported the importance of regular study practices, time management, revision and effective learning strategies for improving academic achievement.

The reviewed literature indicates that study habits are an important area of educational research. However, differences in samples, geographical areas and research contexts indicate the need for further studies among secondary school students.

1. To study the relationship between study habits and academic achievement of secondary school students.
2. To study the difference in study habits between male and female secondary school students.



VI. HYPOTHESES OF THE STUDY

The following null hypotheses were formulated:

H₀₁: There is no significant relationship between study habits and academic achievement of secondary school students.

H₀₂: There is no significant difference in the study habits of male and female secondary school students.

VII. RESEARCH METHODOLOGY

Research Method

The present study employed the descriptive research method. The method was considered appropriate because the study focused on examining the existing relationship between study habits and academic achievement and comparing study habits between male and female students.

Population

The population comprised secondary school students studying in private schools of Majra Block, Dehradun district. The study particularly focused on students enrolled in Class IX.

Sample

The sample consisted of 100 Class IX students selected from selected private schools of Majra Block, Dehradun.

Table 1: Gender-wise Distribution of Sample

Gender	Number	Percentage
Male	50	50%
Female	50	50%
Total	100	100%

The sample therefore consisted of equal numbers of male and female students.

Sampling Technique

Purposive sampling technique was used for selecting the schools and students according to the objectives of the study and availability of respondents.

Variables of the Study

The study included the following variables:

- Study Habits – Independent Variable
- Academic Achievement – Dependent Variable
- Gender – Classification Variable

Tool Used for Data Collection

The Palsane and Sharma Study Habits Inventory (PSSHI) developed by M. N. Palsane and Anuradha Sharma was used to assess the study habits of secondary school students.

The inventory consists of 45 items related to different aspects of study habits. Each item has three response alternatives: Always/Mostly, Sometimes and Rarely/Never. The total score is obtained by adding the scores of all items. A higher score indicates better study habits.

The dissertation reports reliability coefficients including 0.88 by the test-retest method and validity coefficients with related criterion measures.

Academic achievement was represented by the percentage marks obtained by students in their previous examination.

Statistical Techniques

The following statistical techniques were used:

1. Frequency and Percentage
2. Mean
3. Standard Deviation
4. Pearson's Product Moment Correlation Coefficient
5. Independent Samples t-test



VIII. ANALYSIS AND INTERPRETATION

Study Habits of Students

The mean and standard deviation of study habit scores were calculated for male and female students.

Table 2: Mean and Standard Deviation of Study Habit Scores

Group	N	Mean	S.D.
Male	50	59.84	4.80
Female	50	62.92	4.63
Overall	100	61.38	4.94

The overall mean study habit score was 61.38 with a standard deviation of 4.94. Male students obtained a mean score of 59.84, whereas female students obtained a mean score of 62.92. Thus, female students obtained a higher mean study habit score than male students.

Academic Achievement of Students

Academic achievement was represented by the percentage marks obtained by the students.

Table 3: Mean and Standard Deviation of Academic Achievement

Group	N	Mean (%)	S.D.
Male	50	72.96	6.14
Female	50	78.06	5.72
Overall	100	75.51	6.44

The overall mean academic achievement was 75.51%. Male students obtained a mean academic achievement of 72.96%, while female students obtained a mean of 78.06%. Thus, female students obtained higher mean academic achievement in the given dataset.

IX. TESTING OF HYPOTHESES

Hypothesis H_{01}

H_{01} : There is no significant relationship between study habits and academic achievement of secondary school students.

Pearson's Product Moment Correlation was used to determine the relationship between study habits and academic achievement.

Table 4: Relationship Between Study Habits and Academic Achievement

Variables	N	Pearson's r	p-value	Decision
Study Habits and Academic Achievement	100	0.961	< .001	Reject H_{01}

The obtained correlation coefficient was $r = 0.961$, indicating a very high positive relationship between study habits and academic achievement. The p-value was less than .001, which is lower than the 0.05 level of significance. Therefore, the null hypothesis H_{01} was rejected. The result indicates a statistically significant positive relationship between study habits and academic achievement in the given dataset.

Hypothesis H_{02}

H_{02} : There is no significant difference in the study habits of male and female secondary school students.

An independent samples t-test was used to compare the study habit scores of male and female students.

Table 5: Comparison of Study Habits of Male and Female Students

Group	N	Mean	S.D.	Mean Difference	t	df	p
Male	50	59.84	4.80	3.08	3.268	98	.0015
Female	50	62.92	4.63				



The mean study habit score of male students was 59.84 and that of female students was 62.92. The mean difference was 3.08. The calculated t-value was 3.268 with 98 degrees of freedom. Since the reported p-value of 0.0015 was less than 0.05, the difference was statistically significant. Therefore, H_{02} was rejected. Female students had a higher mean study habit score than male students in the present sample.

X. MAJOR FINDINGS

The major findings of the study were as follows:

- The study consisted of 100 secondary school students, including 50 male and 50 female students.
- The overall mean study habit score was 61.38 with a standard deviation of 4.94.
- Male students obtained a mean study habit score of 59.84.
- Female students obtained a mean study habit score of 62.92.
- Female students obtained a higher mean study habit score than male students.
- The overall mean academic achievement was 75.51%.
- Male students obtained a mean academic achievement of 72.96%.
- Female students obtained a mean academic achievement of 78.06%.
- A very high positive relationship was found between study habits and academic achievement.
- The Pearson correlation coefficient was $r = 0.961$.
- The relationship between study habits and academic achievement was statistically significant.
- A statistically significant difference was found between male and female students in their study habits.
- The obtained t-value was 3.268 with 98 degrees of freedom.
- The reported p-value was 0.0015, which was less than the 0.05 level of significance.

XI. DISCUSSION

The findings of the present study indicate a strong positive association between study habits and academic achievement. The correlation coefficient of 0.961 suggests that students with higher study habit scores also tended to obtain higher academic achievement scores in the present dataset.

This finding is in agreement with several studies reviewed in the dissertation, which reported positive relationships between effective study habits and academic achievement. The result suggests that systematic study practices such as regular study, appropriate time management, revision and effective examination preparation may be important aspects of students' academic behaviour.

The study also found a significant difference between male and female students in their study habits. Female students obtained a higher mean study habit score than male students. This indicates that, within the present sample, female students demonstrated comparatively better study habit scores.

However, the findings should be interpreted within the limitations of the sample. The study was restricted to 100 Class IX students from selected private schools of Majra Block, Dehradun. Therefore, the results should not be generalised to all secondary school students without further research.

XII. EDUCATIONAL IMPLICATIONS

For Students

Students should develop regular and systematic study routines. They should prepare study schedules, manage their time effectively, revise lessons regularly and minimise distractions while studying.

For Teachers

Teachers can provide guidance regarding time management, note-making, revision techniques, concentration and examination preparation. Students experiencing difficulties in maintaining effective study habits may be provided additional academic support.



For Parents

Parents can provide a peaceful and supportive environment for study at home. They can encourage regular study routines and take an active interest in their children's academic progress.

For Schools

Schools may organise study-skills programmes, counselling sessions, time-management workshops and academic guidance programmes to help students develop effective study habits.

XIII. LIMITATIONS OF THE STUDY

- The study was limited to a sample of 100 secondary school students.
- The sample consisted of 50 male and 50 female students.
- The study was conducted in selected private schools of Majra Block, Dehradun.
- The study was limited to the variables of study habits and academic achievement.
- Study habits were assessed using the Palsane and Sharma Study Habits Inventory.
- Academic achievement was considered in terms of students' percentage marks.
- The findings are limited to the characteristics of the selected sample and should therefore be generalised with caution.

XIV. SUGGESTIONS FOR FURTHER RESEARCH

- A similar study may be conducted with a larger sample.
- Similar research may be conducted in different districts and states.
- Future studies may include government, private and aided schools.
- Similar studies may be conducted at the primary, higher secondary and college levels.
- Future researchers may examine study habits in relation to motivation, self-esteem, intelligence, academic stress and adjustment.
- Comparative studies may be conducted between rural and urban students.
- Future research may examine the effectiveness of study-skills programmes in improving study habits and academic achievement.

XV. CONCLUSION

The present study was conducted to examine the relationship between study habits and academic achievement among secondary school students and to study the difference in study habits between male and female students.

The findings revealed a very high positive and statistically significant relationship between study habits and academic achievement, with a correlation coefficient of 0.961. Therefore, the first null hypothesis was rejected.

The study also revealed a statistically significant difference between male and female students in their study habits. Female students obtained a higher mean study habit score than male students. The obtained t-value was 3.268 with 98 degrees of freedom and a reported p-value of 0.0015. Therefore, the second null hypothesis was also rejected.

Overall, the findings highlight the importance of developing regular, systematic and effective study habits among secondary school students. Teachers, parents and schools can play an important role in helping students develop positive study practices that may support better academic performance.

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