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Dinesh Kumar
Research Scholar,
Raj Rishi Bhartrihari Matsya University, Alwar, Rajasthan, India

Dr. Mahesh Chand Yadav
Principal, Shri Shyam Teacher Training College, Shahpur, Alwar, Rajasthan, India

Correspondence Author;
Dinesh Kumar
Research Scholar,
Raj Rishi Bhartrihari Matsya University, Alwar, Rajasthan, India

Analytical study on academic achievements and study habit among secondary schools students

Dinesh Kumar and Mahesh Chand Yadav

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Abstract
When it comes to studying, a student's study habits indicate a lot about their character. Secondary school pupils' study habits were examined in this study. A random sample of 199 students from five different high schools was used to create the study's sample. Students' Study Habit Questionnaire was used to collect data for the study. Analysis of data included frequency counts, means, and product-moment correlation coefficients. According to the survey, kids in India's secondary schools have bad study habits and poor academic achievement. Students' study habits and grades in secondary school had a strong, favourable, high, and significant association, according to the research. Teachers, parents, and the school administration should work together to help pupils establish excellent study habits.

Keywords: Study habits, academic performance, academic achievement

Introduction

When we examine human history, we see that each century has seen a different set of changes. As a result, there has been a shift in educational priorities and emphasis. A person's conduct is changed from innate to human by the process of education. Educating people to meet their fundamental requirements (food, shelter, clothing) is essential for the survival of civilization, according to this notion [1].

An individual's habitual actions are defined as those that are carried out without any conscious effort on the part of the person who performs them. The formation of habits occurs over time when an individual performs a task repeatedly, and these habits become automatic in nature as the behaviour shifts from being consciously driven to a more habitual one. Because habits are automatic, they play an important role in the formation of study habits among students, which is one of an important variable in shaping a student's academic performance [2].

Students' academic success is influenced by a wide range of abilities, including their memory, prior knowledge, and general ability as well as their interests, temperaments, and even their emotions (Deary, Whiteman, Starr, Whalley, & Fox, 2004). It has long been suggested by educational psychologists and academic academics that there are various factors that influence academic achievement (Chamorro-Permuzic & Furnham, 2003). Being smart is more important than being brilliant and hardworking, because it requires being practical, having common sense, and employing better organisation and application of good study habits [3].

Human behaviour is heavily influenced by one's habits. Good habits lead to success, whilst negative ones might lead to disappointment. Characters are shaped and defined by their habits. A person's life would be impossible to manage if they didn't develop habits. They free people's minds to focus on higher-level tasks by automating many of the mundane tasks in their daily lives. Even from the standpoint of education, developing a good study habit is critical if pupils are to realise their full potential [4].

Literature Review

Alia Siraj, Syed Afzal Shah, Sarfaraz Khan (2021) [1] The study looked at the link between university students' study habits and their grades. There were two issues that prompted the investigation: I what types of study skills do university students possess? (iii) How do students' study skills differ based on gender, specialisation, and academic level? (iii) Is there a correlation between students' academic performance and their study skills?

Non-experimental and cross-sectional research designs were used in this study, which was done at the university level. In this study, undergraduate students were the primary focus. A stratified sample of 400 BS students was used because there is where the majority of studies are conducted [5].

Ameena B. Oliva, (2021) [2] Students' academic performance in professional and general education classes was the focus of this investigation. An academic year 2019-2020 sample of 32 students from the college's Bachelor of Radiology Technology programme was employed by the researcher to achieve this objective. Descriptive-correlational study, which relied heavily on a uniform questionnaire, was the primary data collection strategy employed by the researcher. All eight (8) factors of study habits are connected with academic achievement (professional subjects and general education subjects) to varied degrees, as evidenced by the non-zero B coefficients in the regression analysis results. F ratios 0.939 and 0.990 were found in the regression analysis of the correlation between students' academic performance and their study habits, with associated probabilities of 0.500 and 0.333, respectively. Null hypothesis (Ho) can't be rejected since alpha is bigger than p-values (p-values). In the end, it may be stated that the study habits of the students had little effect on the students' academic success. The findings were summarised and recommendations made [6].

Md. Nurul Islam (2021) [3] A few studies have been done on academic attainment around the world that focus on a few key variables that academics have already gathered and analysed. The school effect has been shown to have a major impact on the academic performance of secondary school pupils via two important significant (study habits and self-esteem). Students from eight Bangladeshi secondary schools were chosen for the study using a suitable selection approach. Despite the fact that the pupils were evenly split between boys and girls (200 each), the types of schools they attended were vastly different (Public, 188; Private, 212). Between the ages of fourteen and seventeen, they have a mean age of 14.4. They answered questions on the Study Habit Scale and the Self-Esteem Scale, both in Bangla. Study habits (r=.268, p.01) and self-esteem (r=.291, p.01) were both strongly linked to academic success. Two other research factors were similarly associated (r=.283, p.01). Students from public and private schools had similar study habits and grades, but their self-esteem was vastly different. Public school students' academic accomplishment was explained by study habits and self-esteem to the tune of 12.3 percent, but private school students' academic achievement was explained by 7.5 percent. Students' study habits and self-esteem are cited as factors that help them succeed academically. More research will reveal more influences on academic achievement in the future [7].

Jasgeet Kaur, Dr. Pankaj Singh (2020) [4] The purpose of the study was to investigate the link between students' study habits and their academic achievement in secondary schools in Ludhiana. The determinants of academic achievement and study habits were examined in a prediction study. Only 120 pupils (60 males and 60 females) were selected at random from each of the schools for this study. Between 13 and 16-year-olds attended, with a mean male age of 14.55 and a female age of 14.15. Correlation and the t-test were used to examine the data. Although no significant gender differences were found in the two variables, the results showed a negative correlation (r=-0.32) between study habits and academic achievement and a significant difference between the two (t-test, p =.05) [8].

Ajai John T., Shiaki Bulus, Bulus Tangsom C. (2020) [5] When it comes to studying, a student's study habits indicate a lot about their character. Study habits can be viewed as both a method and an end in and of themselves. Students' study habits were hence the focus of this investigation. Based on three research questions, a descriptive correlational research design is used in this study. A random sample of 199 students from five different high schools was used to create the study's sample. Students' Study Habit Questionnaire was used to collect data for the investigation. Analysis of data included frequency counts, means, and product-moment correlation coefficients. According to the findings of the research, students in the United States' secondary schools have bad study habits and poor academic achievement. Students' study habits and grades in secondary school had a strong, favourable, high, and significant association, according to the research. Teachers, parents, and the school administration should work together to help pupils establish excellent study habits [9].

Objective of the study

1. To determine if there is a link between students' study habits and their academic success.
2. Gender variations in academic achievement and study habits will be examined.
3. To find out if there are any correlations between students' study habits and their grades.

Methodology

A descriptive correlational research approach was used in this study. A total of 199 pupils from five schools in India were recruited for this study's sample. Researchers used a random sample method to recruit participants for their study. Students Study Habit Questionnaire was used to collect the study's data (SSSHAQ). There are three parts to the SSSHAQ (A, B, and C). In Section A, respondents' demographic information is collected. Studying habits were assessed using a four-point rating scale in Section B, which assessed students' study environments, time management skills and habits of concentration. Section C is for the end-of-year exam results of students in the 2016/2017 academic year in the courses they studied (i.e., Physics, Mathematics, Chemistry, and Biology). It was developed by three professionals in the disciplines of mathematics education research, educational measurement, and educational assessment to ensure the SSSHAQ's face, content, and construct validity. The Cronbach alpha coefficient method was used to calculate a reliability index of 0.92, which was followed by validation. The frequency count, mean, and product-moment coefficient of correlation were used to analyse the data.

Analysis

Research Question One

Secondary school pupils in India have what kind of study habits?

Table 1: Study habit scores of secondary school students

Class interval	Mid-point	No. of students	Percent	Interpretation
21-30	22.5.	36	18.10%	Poor
31-40	35.50	80	40.20%	fair
41-50	45.50	77	38.70%	average
51-60	55.50	6	3.00%	Good
	Mean = 15.60 Std. dev= 8.29	Total =199	100%	

Table: 1 The data reveals that 36 students (18.10 percent) have bad study habits, whereas 80 students (40.2 percent) have fair study habits, as illustrated by the chart. Students with ordinary study habits make up 77 students, or 38.70 percent of the class, while those with good study habits make up six students, or 3.00 percent. It's safe to say that a large majority of secondary school students (58.0 percent) have poor study habits. Even more concerning, the average study habits score is 15.26, which falls under the "bad" category. As a result, students have terrible study habits.

Research Question Two

What are the academic achievements of pupils in India's secondary schools?

Table 2: Academic performance of secondary school students

Class interval	Mid-point	No. of students	Percent	Interpretation
0-25	12.50	32	16.10%	Poor
26-50	38.00	88	44.20%	fair
51-75	63.00	69	34.70%	average
76 - 100	88.00	10	5.00%	Good
Total	Mean = 45.08 Std. dev= 17.55	199	100%	

Table: 2 reveals that 32 students, or 16.10 percent, have low academic performance, whereas 88 students, or 44.20 percent, have fair academic performance. 69 students (34.70 percent) have an average academic performance, and just 10 students (5.00 percent) have a high academic performance. More than 60% of kids were found to be underachieving. Also shown in Table 2 is that the average academic performance of the students is 45.08, which is within the range of fair academic performance (50.00). In terms of academic performance, secondary school students are just about average.

Research Question Three

What is the relationship between students' academic achievement and their study habits in India's secondary schools?

Table 3: Relationship between study habits and academic performance of secondary school students India

Variable	N	mean	Std. dev	r	sig.(2-tailed)
Study habit	199	15.60	8.29	0.98	0.013
Academic performance	199	45.80	17.54		

Table: 3 Show that the correlation coefficient between academic success and study habits is 0.98. The positive correlation coefficient indicates a strong link between a student's study habits and his or her academic success.

It was found that students' academic performance is correlated with their study habits at the.05 level of significance, according to Table 3. P-value of 0.13, which is less than the significance level shows this (.05).

Discussion of Findings: Academic achievement is influenced by a student's study habits, and this is due to the fact that students who have strong study habits are more engaged in their education and more successful in their classes. As a result, they tend to be better at remembering and recalling. Most students in India's secondary school system have poor study habits, according to the findings of this study. The students' average study habits score was 15.60, and 58.0 percent of the pupils had below-average study habits. This circumstance is not ideal in light of the importance of study habits in the learning process. They have not been given the proper guidance to improve their study habits, which is why they have a terrible study habit. Students that score higher on study habits are more effective, while those who score lower are underperforming.

A majority of secondary school students in India have fair to below average academic performance, according to the research, which means that they struggle to get above the fail mark but fall short of achieving the average score (50 percent) in their various subjects, which has an impact on their overall term averages.. In other words, their grades are on par with the norm for students in their class. Poor grades are a clear indicator of a poor study routine. These pupils' study habits aren't good enough to get them to the top of their classes. Marc's assertion that solid study habits will lead to a successful academic career as well as good grades is supported by this. Secondary school students in India appear to have poor study habits and weak academic performance, according to a study that found that most students underachieve because they spend less time on their educational tasks and that learners achieve more in terms of academic performance when they become better at reading and reasoning (studying).

The association between study habits and academic performance was shown to be extremely strong. The statistical significance of the correlation is also confirmed. According to previous research, kids' study habits have a beneficial impact on their academic performance in high school. Many students fail not because they lack aptitude but because they lack proper study abilities, and students who meet tough scientific topics lack good study habits.

Conclusion

Students in Indian secondary schools have poor study habits, which contributes to their low academic achievement. Students' academic performance can be affected by a wide range of external factors, but one of the most important is their study habits. According to the findings of this study, student academic performance is directly related to their study habits, and as a result, students in secondary school tend to perform poorly.

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