



STUDY HABITS AMONG THE SECONDARY LEVEL STUDENTS IN RELATION TO THEIR ACADEMIC PERFORMANCE

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RESEARCH ARTICLE



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Abstract

The study focused upon secondary level students' study habits and their academic performance. Study habits play a major role in individual's academic performance at schools. Academic performance is the outcome of learning. Here, the investigator has adapted a normative survey method. A sample of 228 Tenth 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 performance mean scores in respect of their background variables gender and locale. Significant and positive relationship was also found between study habits and academic performance among Tenth Standard students.

Keywords: *Study habits, normative survey, continuous assessment and academic performance*

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. Study habits include many different skills: time management, self-discipline, concentration, memorization, organization and effort, which is significantly impact on academic performance. 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 secondary level students to do the tasks at high schools. 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 performance.

Review of Related Studies

Pyari and Kalra (1990) have reviewed the literature and opined that study habits and academic achievements were highly related. Rajinder Singh and Jharna Gohain (2022) assessed higher secondary students' study behaviours in connection to their academic environment. Verma (1996) stressed that good study habits may promote the academic performance of the students and high and low achievers as well as over and under achievers significantly differed with regard to quality and strength of their study habits. Jyotti (1983) opined that study practice of students in the high schools differ widely and it appeared that many students do not know 'how to study' and 'what to study' effectively and that a great amount of their time and effort is wasted through ineffectual procedures and poor study habits. 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.

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 performance in the examinations. Most probably, the root cause for this backwardness of performance level will prove to be almost universal absence of study among school goers. In order to reduce the deterioration in academic performance through need for the study to promote their proper study habits and its practices at 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 the Secondary Level Students In Relation to their Academic Performance'.

Operational Definitions of the Key Terms

Study Habits: Study habits of students of standard Tenth could be understand from the regularity in distributing time proportionately for the subjects to be studied and practicing it on daily basis.

Academic Performance: Academic performance is the outcome of learning. It is commonly measured by examinations or by continuous assessment and evaluate students knowledge, understanding and applications.

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 Tenth standard students of various high 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.

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

Data Analysis and Interpretation

Hypothesis – 1

There is no significant difference in the study habits mean scores between 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 difference in the study habits mean score between rural and urban area secondary level students

Table 2
Significance of difference between rural and urban area 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 secondary level students. It is clear that study habits of urban students better than

the rural area 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 secondary level students.

Hypothesis – 3

There is no significant difference in the study habits mean scores between Tamil medium and English medium 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 medium	100	78.45	8.56	1.03	Not significant at 0.05 level
English medium	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 performance mean scores between boys and girls.

Table 4

Significance of difference academic performance 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 performance of boys and girls secondary level students. It is clear that the academic performance 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 performance mean scores between rural and urban area secondary level students

Table 5

Significance of difference between rural and urban area secondary level students in respect of their academic performance

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 performance of rural and urban secondary level students. It is clear that academic performance of urban students are better than the rural area 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 difference in the academic performance 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 performance

Medium of Instruction	N	Mean	Standard Deviation	't' value	Level of significance
Tamil medium	100	72.89	7.56	0.92	Not Significant at 0.05 level
English medium	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 performance 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 performance among secondary level students

Table 7

Relationship between study habits and academic performance of secondary level students

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

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 performance, among secondary level students. Hence, the null hypothesis is rejected.

Key Findings of the Study

The key findings of the study are stated as follows:

1. Significant difference is found in the study habits means scores between the Tenth 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.
2. 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.
3. 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.
4. Significant and positive relationship in found between study habits and academic performance among the Tenth Standard students.

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 a 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 performance by means of regular reading, remembering, repeating, recapitulation, reproducing, revising and referring that the secondary level students be performed better in academics.
- Learning could be enriched by motivating the secondary level students by teachers in improving the learning habits and for their better academic performance.

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

Conclusion

The present study reveals that the Tenth standard students have considerable levels of study habits and academic performance. The study reveals that certain student related variables may be influenced their levels of academic performance 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. Secondary education plays a very significant role in every individual life since after 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.

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