The Social Science Review A Multidisciplinary Journal. September-October, 2026. Vol. 4. Issue 5. 325-332

Published by: Pather Dabi Educational Trust, (Regn No: IV-1402-00064/2023), Under Govt. of West Bengal, India

The Social Science Review
A Multidisciplinary Journal
ISSN: 2584-0789
(Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International e-Journal)
Homepage: www.tssreview.in

STUDY HABITS OF UNDERGRADUATE STUDENTS IN PURULIA DISTRICT OF WEST BENGAL

Priyanka Mukherjee [1] & Shankar Mondal [2]

RESEARCH ARTICLE

Author Details:
[1] Former Student, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India; [2] Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

Corresponding Author:
Shankar Mondal

DOI:
https://doi.org/10.70096/tssr.260405046

Abstract

Study habits are the regular and consistent patterns of behaviour, procedures and practices that learner establish and follow when studying to acquire knowledge, understand learning materials and improve academic achievement. The aim of the study was to examine the significant differences in study habits among undergraduate students with respect to gender, academic stream, and residential background. A descriptive survey method was used by the researchers for the investigation. The Study Habits Inventory (SHI-PS), developed by Palsane and Sharma (1989), was used to collect data from 330 undergraduate arts and science students across government-aided degree colleges affiliated with Sidho-Kanho-Birsha University in Purulia District. The findings revealed that female, science, and urban undergraduate students exhibited higher study habit scores than their male, arts, and rural counterparts, respectively. However, no statistically significant differences in study habits were observed across gender and residential background, whereas a statistically significant difference was found between academic streams.

Keywords: *Study Habits, Undergraduate Students, Descriptive Survey, Academic Stream, Gender*

Introduction

The effectiveness of education depends not only on the quality of instruction but also on the learning practices adopted by students. Among the various factors influencing academic success, study habits have been found to be one of the most significant markers of school attainment. Study habits are the learned patterns of studying that determine how, when, and where a student studies, and how effectively they can understand and remember what they learn. It can be said that study habits are not just about the act of studying, but about how and when a student studies. Study habits refer to the regular practices, methods, and approaches adopted by students in the process of learning. They include planning study schedules, managing time, taking notes, reviewing lessons, and preparing for examinations (Mondal, 2025). Development of sound study habits becomes essential for academic success. Students who possess organized and systematic study habits are generally more capable of managing their learning activities efficiently and achieving their educational goals. One of the most significant variables influencing a student's comprehension of a certain subject is their study habits (Atsuwe & Moses, 2017; Mondal, 2025). Examining the study habits of undergraduate students in Purulia District can provide valuable insights into their learning behaviours and identify areas where academic support and intervention may be needed, aligning with broader research on student adjustment and behavioural dynamics (Paramanik et al., 2014; Kundu et al., 2015; Kar et al., 2016; Kar & Saha, 2021; Ansary & Saha, 2023). Furthermore, academic success and effective study habits are heavily driven by psychological factors such as achievement motivation, which dictates how students set goals and direct their academic efforts (Ansary et al., 2021). Research on higher education students indicates that motivational levels significantly shape learning behaviours, study habits, and overall academic attainment across different academic tiers (Roy & Saha, 2022).

Review of the Related Literatures

Das and Panda (2026) investigated how higher secondary school students' study habits affected their academic performance. The study found a considerable correlation between academic achievement and study habits. Girls are better at studying. Nwokolo et al. (2026) investigated the academic achievement, self-efficacy, and study habits of senior high school English language learners in Imo State. The results indicated that the students had good study habits and high self-efficacy. Rajak and Ansary (2025) studied on digital era of higher education students of West Bengal on study habit and attitude. The survey found that female

students had substantially better study habits than male pupils. Regarding academic stream, locality, and educational level, there was no discernible difference. Debnath (2025) examined on study habit of higher education students in association with online teaching learning process. The study indicated that study habits fell significantly among male students, and poor achieving students during online classes. Melon et al. (2025) investigated how students' study habits affected their academic achievement. Academic achievement did not significantly correlate with the study's findings.

Patra (2024) investigated an assessment of B.Ed. college students' study habits. Findings suggested that majority had poor study habits and significant differences based on socio-demographic variables. The habits of the adolescents among the students of Gujrat have been studied by Sanwal and Shekhar (2024). The teenagers' habits differed statistically significantly, with the boys scoring higher than the girls. Sharma (2023) studied social competency of B.Ed. students in relation to study habits and academic accomplishment and reported that there is positive association between social competence and study habits. Nandi (2023) compared on study habits of secondary students among girls and boy of north 24 parganas districts. The results showed that students' study habits differ significantly based on their gender. Patel and Kumari (2023) studied about the efficiency of module on pedagogy of teaching biological science in context of study habit and achievement. Findings suggested that module-based teaching improved achievement and study habits were not a determining factor. Learning styles and study habits, path to academic success was studied by Pandey and Pal (2023). The results revealed that significant relationships between the students' learning styles, study habits, and performances in online learning, and have offered an insight into the mode of delivery. Mutya et al. (2023) compared on students' attitudes, study habits, and academic performance in science using self-learning modules and found that no significant relationship between study habits and academic performance. Weber and Kennette (2022) studied college students' study habits and found that high-achieving students regularly attended class, completed study-guide questions, and paired readings with lectures. Singh and Binjha (2022) examined the relationship between undergraduate students' study habits and academic performance and found a significant positive association.

Aristeidou and Cross (2021) carried out a study on disrupted distance learning and its impact of COVID-19 on study habits. Findings revealed that negative impact on study habits due to workload and reduced peer interaction. Tus et al. (2020) assessed the learner's study habits and their connection to academic success. There was no substantial association between study habits and academic achievement. Thimmaraju (2020) investigated how study habits affected secondary school pupils' academic performance. The findings showed that secondary school students' study habits and academic success were significantly positively correlated. Students' study habits have an impact on their academic performance in secondary school.

A comparison of study habits and academic achievement was carried out by Kaur and Singh (2020). The findings showed a negative relationship between academic achievement and study habits. Path analysis was used by Prasetyo et al. (2019) to investigate the connection between students' academic achievement and their study habits. Research revealed a strong positive correlation between study habits and academic success.

Mandala (2018) has examined on the factors influencing study habits of tenth class students in their academic achievements, and found that tenth class high school students have a positive attitude towards study habits. Boli and Tok (2017) explored on study habits of residential and non-residential pupils of grade III to V in Papumpare district of Arunachal Pradesh. The survey's conclusions showed that both residential and non-residential students had excellent study habits. A study was conducted by Kumar et al. (2017) on the connection between senior secondary school students' study habits, IQ, and exam anxiety. According to the study, pupils' study habits and IQs are positively correlated. On the other hand, there is a negative link between senior secondary school pupils' study habits, intellect, and test anxiety.

Cerna and Pavliushchenko (2015) conducted a study on influence of study habits on academic performance of international college students in Shanghai and study found that cultural factors significantly influence study habits and performance. Gupta (2015) investigated the relationship between senior secondary students' academic success and their study habits. According to the findings, senior secondary students' academic achievement and their study habits are positively correlated.

Naaz (2014) explored a study of undergraduate college student's study habits in relation to their academic achievement and found that the study habits and academic achievement of undergraduate students have a significant relationship and the study habits and academic achievement of undergraduate students of arts stream do not differ significantly with respect to the undergraduate students of science stream. Ayodele and Adebiyi (2013) carried out study habits as influence of academic performance of university undergraduates in Nigeria. No significant difference was found between male and female student's study habits and effective study skills and appropriate learning facilities could help improve students' academic performance. Udeani (2012) investigated the relationship between science achievement, test anxiety, and study habits. The pupils had a high positive association between study habit and science achievement. Lawrence (2011) examined the relationship between higher secondary school students' academic performance and their study habits.The study did not find the substantial association between study habits and academic achievement. Debattista and Genovese (1994) studied on test anxiety, study habits and scholastic achievement. Results indicated that there are no sex differences in study habits.

Our research framework is informed by several notable studies previously carried out in this domain, specifically Balch (2006); Bhan and Gupta (2010); Jafri (2011); Santhy (2011); Bashir and Mattoo (2012); Hamilton-Ekeke and Frank-Oputu (2013); Zarshenas et al. (2014); Julius and Evans (2015); Alavi et al. (2017); Dalal and Manisha (2017); Rabia et al. (2017); Ali and Siddiqui (2018); Goud (2018); Omori and Ajah (2019); Yap (2019); Bibi et al. (2020); Nair and Kulkarni (2020); Pathak (2020); Lalhruaitluangi and Lallianzuali, (2020); Sutradhar and Sen (2022); Abid et al. (2023); Adinna and Onyeka (2024); Molla and Mandal (2024); Mondal (2025jA); Affonso et al. (2026); Choudhury and Mondal (2026); Salame and Denny (2026); Mandal and Mondal (2026); Dipeolu and Oluwabusola (2026); Mahato (2026) etc.

Nowadays, undergraduate students face numerous digital interferences that directly impact their daily study routines. Excessive internet usage and technological dependency often lead to behavioural isolation, disrupting crucial study schedules and time management (Gorain et al., 2018; Mahanti et al., 2016; Gorain & Saha, 2023a). When students spend excessive time online, maintaining a steady academic focus becomes challenging. Research indicates a clear connection between digital habits, social isolation, and overall academic performance (Gorain et al., 2022; Gorain & Saha, 2023b), making it essential to evaluate these factors while studying undergraduate learning behaviours.

Objectives of the study

1. To know the difference in study habits between male and female undergraduate students.
2. To know the difference in study habits between arts and science undergraduate students.
3. To know the difference in study habits between rural and urban undergraduate students.

Hypotheses of the study

H_{01}: There is no significant difference between male and female undergraduate students in relation to the study habits.
H_{02}: There is no significant difference between arts and science undergraduate students in relation to the study habits.
H_{03}: There is no significant difference between rural and urban undergraduate students in relation to the study habits.

Methodology

The present quantitative study employed a descriptive survey method conducted in the Purulia district of West Bengal. The target population comprised all undergraduate students enrolled in various colleges affiliated with Sidho-Kanho-Birsha University. From this population, a representative sample of 330 undergraduate arts and science students was selected from government-aided degree colleges using a simple random sampling technique. For data collection, the researchers administered the Study Habits Inventory (SHI-PS) developed by Palsane and Sharma (1989), which consists of 41 items assessed on a 3-point Likert-type scale.

Data Analysis and Interpretation

H_{01}: There is no significant difference between male and female undergraduate students in relation to the study habits.

Table 1: Difference between male and female undergraduate students in relation to the study habits

Gender	N	M	Std. Deviation	df	't'	Remarks
Male	62	51.21	7.693	328	-1.854	Not significant at 0.05 level
Female	268	53.25	7.820			

Hypothesis Testing 1: From Table 1, it is found that the mean scores of both males and females were 51.21 and 53.25, respectively, while the Std. Deviations for male and female undergraduate students were 7.693 and 7.820. When the t-test was applied to compare the mean scores of both groups. It was found that the calculated t-value was -1.854 with df of 328, which is not significant at the 0.05 level. Hence, the null hypothesis, H_{01} has been accepted. That means there is no significant difference between male and female undergraduate students on their level of study habits.

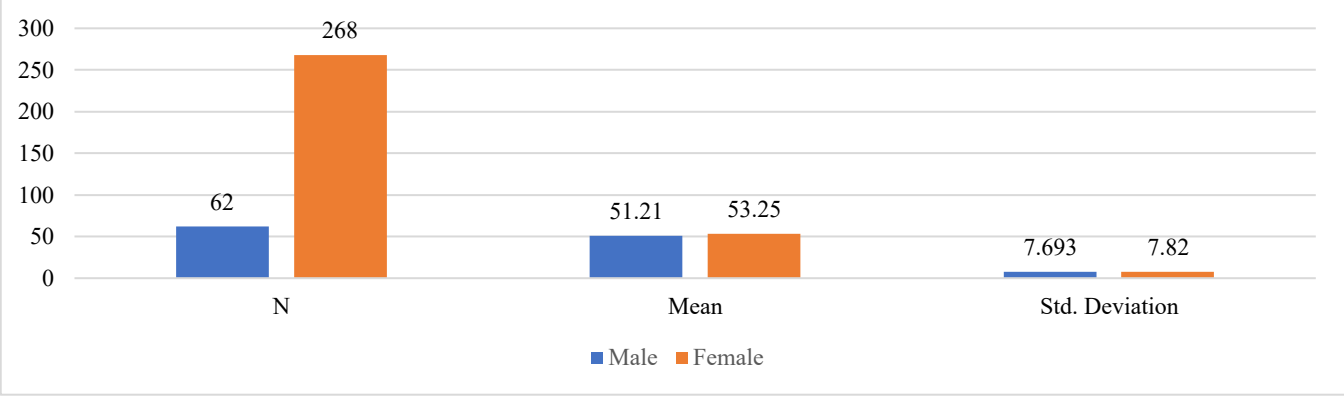


Figure 1: Graphical Representation of N, Mean, & Std. Deviation of the male and female undergraduate students in relation to the study habits

H_{02}: There is no significant difference between arts and science undergraduate students in relation to the study habits.

Table 2: Difference between arts and science undergraduate students in relation to the study habits

Stream	N	M	Std. Deviation	df	't'	Remarks
Arts	302	52.57	7.771	328	-2.282	Significant at 0.05 level
Science	28	56.07	7.826			

Hypothesis Testing 2: From Table 2, it is found that the mean scores of both arts and science were 52.57 and 56.07, respectively, while the Std. Deviations for arts and science undergraduate students were 7.771 and 7.826. When the t-test was applied to compare the mean scores of both groups. It was found that the calculated t-value was -2.282 with df of 328, which is significant at the 0.05 level. Hence, the null hypothesis, H_{02} has been rejected. That means there is a significant difference between arts and science undergraduate students on their level of study habits.

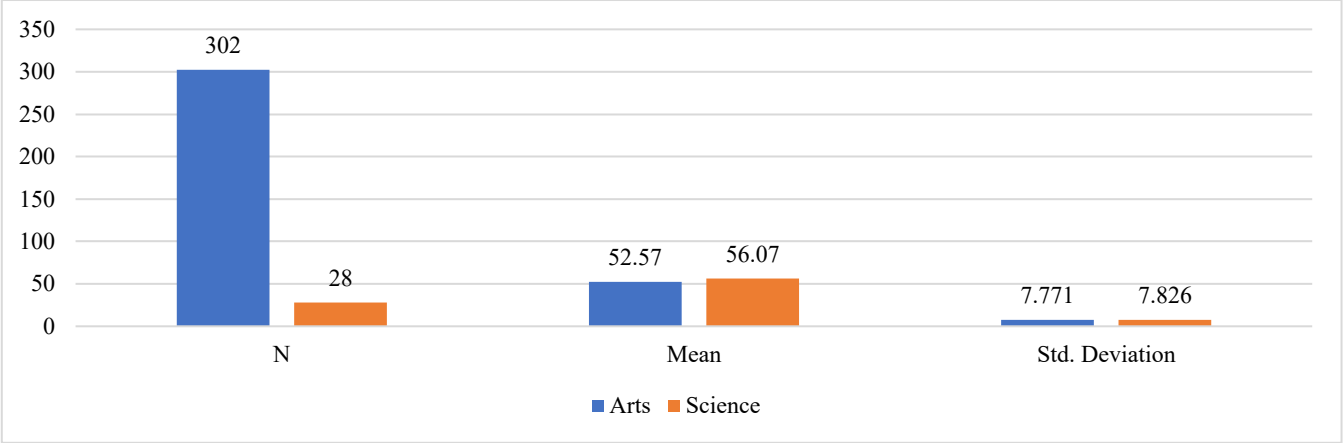


Figure 2: Graphical Representation of N, Mean, & Std. Deviation of the arts and science undergraduate students in relation to the study habits

H_{03}: There is no significant difference between rural and urban undergraduate students in relation to the study habits.

Table 3: Shows the difference between rural and urban undergraduate students in relation to study habits

Residence	N	M	Std. Deviation	df	't'	Remarks
Rural	304	52.82	7.870	328	-.379	Not significant at 0.05 level
Urban	26	53.42	7.398			

Hypothesis Testing 3: From Table 3, it is found that the mean scores of both rural and urban were 52.82 and 53.42, respectively, while the Std. Deviations for rural and urban undergraduate students were 7.870 and 7.398. When the t-test was applied to compare the mean scores of both groups. It was found that the calculated t-value was -.379 with df of 328, which is not significant at the 0.05 level. Hence, the null hypothesis, H_{03} has been accepted. That means there is no significant difference between rural and urban undergraduate students on their level of study habits.

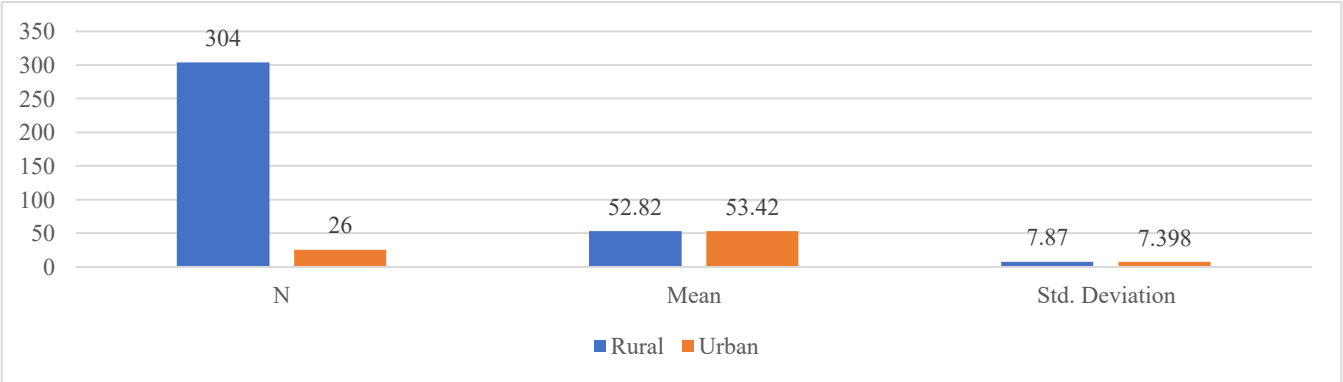


Figure 3: Graphical Representation of N, Mean, & Std. Deviation of the rural and urban undergraduate students in relation to the study habits

Major Findings

- Female undergraduate students showed slightly higher mean study habit scores than male students, but this difference was not statistically significant.
- Science stream undergraduate students exhibited significantly better study habits compared to Arts stream students.
- Urban undergraduate students recorded a marginally higher study habit mean than rural students, though the overall difference between rural and urban students was statistically insignificant.

The statistical analysis reveals that stream of study is the only demographic variable showing a significant impact on the study habits of undergraduate students, with science students exhibiting superior study habit scores compared to Arts students ($p < 0.05$). In contrast, demographic variables such as gender and locality/residence showed no significant differences ($p > 0.05$), indicating that study habits remain largely uniform across genders and geographical regions in Purulia district.

Educational Implications

The present study has several important educational implications for students, teachers, educational institutions, parents, and policymakers.

- Teachers should cultivate good study habits like time management, note taking, concentration skills, self-monitoring and exam preparation. This type of tutoring enhances students' academic performance and helps them form effective study habits.
- Educational institutions may conduct study skills and academic planning workshops, seminars and counselling sessions. Such programs can teach pupils disciplined and systematic approaches to study.
- It is necessary to upgrade the college libraries and learning resource centres with suitable facilities, digital resources and conducive study environments to promote autonomous learning and excellent study practices among undergraduate students.
- Parents should be sensitized on the need to create a home atmosphere that encourages regular study routines, academic discipline and motivation among pupils.
- Undergraduate education programs may incorporate academic counselling and study-skills training by curriculum planners and policy makers. Such activities can help in improving the learning efficiency, academic accomplishment, and overall educational development of the kids.

Conclusion

The present study was undertaken to compare and study the study habits of undergraduates with reference to gender, academic stream and residency. The results of the study showed that there was no significant difference in study habits in terms of gender, and residency among the undergraduates, but significant difference was found between academic streams. The research states that effective study habits are important to achieve academic success, develop self-discipline, manage time, and maintain a lifelong love of learning. The findings imply that schools, instructors, parents, and policymakers should collaborate to develop supportive environments that foster productive study behaviours among students. Some of the efforts that could further improve students' study habits and educational achievement are academic counselling, study-skills training, better learning resources, and motivational programs. The study concludes that gender and residency do not have much impact on study habits, but the academic stream plays a significant role in determining the study practices of students. The results point out the importance of developing effective study habits among undergraduates as a way of improving academic performance, personal growth, and the growth of society as a whole. Therefore, the study provides a useful reference for educators, researchers, and policymakers who aim to improve the quality of higher education and student learning outcomes.

Acknowledgment: No
Author's Contribution: *Priyanka Mukherjee:* Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing; *Shankar Mondal:* Drafting, Referencing
Funding: No
Declaration: The author/s has/have given consent for the publication.
Competing Interest: No

References

1. Abid, N., Aslam, S., Alghamdi, A. A., & Kumar, T. (2023b). Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level. *Frontiers in Psychology*, *14*, 1-10. https://doi.org/10.3389/fpsyg.2023.1020269
2. Adinna, P. I., & Onyeka, A. C. (2024). Study Habits as Correlate of Academic Achievement Among Secondary School Students in Anambra State. *International Journal of Humanities and Social Science Invention (IJHSSI), 13*(4), 93-101.
3. Affonso, A., Aucejo, E., Khoury, S. E., & Larroucau, T. (2026). The role of information frictions in study habit choice and academic performance. In *National Bureau of Economic Research*. https://doi.org/10.3386/w35436
4. Alavi, H., Lesani, M., & Mahdavinia, J. (2017). Study Habits and Achievement: A comparison of medical and paramedical students. *International Journal of Indian Psychology*, *4*(2), 70-75. https://doi.org/10.25215/0402.128
5. Ali, M. I., & Siddiqui, M. A. (2018). Influence of study habits on academic achievement of senior secondary school students in relation to gender and community. *Research Review International Journal of Multidisciplinary, 3*(2), 24–28.
6. Ansary, K., & Saha, B. (2023). A critical review on adjustment ability of the students. *International Journal of All Research Education and Scientific Methods (IJARESM), 11*(5), 4040–4044.

7. Ansary, K., Saha, B., & Gorain, S. C. (2021). A study on achievement motivation of undergraduate students. *International Journal of Multidisciplinary Educational Research, 10*(9(7)), 118–121.
8. Aristeidou, M., & Cross, S. (2021). Disrupted distance learning: the impact of Covid-19 on study habits of distance learning university students. *Open Learning the Journal of Open Distance and e-Learning*, *36*(3), 263–282. https://doi.org/10.1080/02680513.2021.1973400
9. Atsuwe, B. A., & Moses, N. I. (2017). Influence of study habits on the academic performance of physics students in Federal University of Agriculture Makurdi, Nigeria. *International Journal of Educational Studies, 4*(2), 25–35.
10. Ayodele, C. S., & Adebiyi, D. R. (2013). Study habits as influence of academic performance of university undergraduates in Nigeria. *Research Journal in Organizational Psychology & Educational Studies, 2*(3), 72–75.
11. Balch, W. R. (2006). Encouraging distributed study: A classroom experiment on the spacing effect. *Teaching of Psychology, 33(*4), 249–252.
12. Bashir, I., & Mattoo, N. H. (2012). A Study-on-Study Habits and Academic Performance among Adolescents (14-19) Years. *International Journal of Social Science Tomorrow, 1*, 1-5.
13. Bhan, K. S., & Gupta, R. (2010). Study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. *Journal of Applied Research in Education, 15*(1), 1–9.
14. Bibi, A., Naseer, N., & Habib, Z. (2020). Study Habits of Students and Academic Achievement: A Correlational study. *Global Educational Studies Review*, *V*(III), 114–122. https://doi.org/10.31703/gesr.2020(v-iii).12
15. Boli, G., & Tok, B. R. (2017). Study Habits of Residential and Non-Residential Pupils of Grade III to V in Papumpare district of Arunachal Pradesh. *International Journal of Humanities and Social Science Invention,6*(9), 42-45.
16. Cerna, M. A., & Pavliushchenko, K. (2015). Influence of study habits on academic performance of international college students in Shanghai. *Higher Education Studies*, *5*(4), 42-55. https://doi.org/10.5539/hes.v5n4p42
17. Choudhury, P., & Mondal, S. (2026). A Study on the Environmental Literacy among Higher Secondary Students. *The Social Science Review A Multidisciplinary Journal*, *4*(5), 216-222. https://doi.org/10.70096/tssr.260405032
18. Dalal, S., & Manisha. (2017). A Study of Home Environment in relation to Scientific Attitude, Study Habits and Emotional Maturity of Adolescents. *International Journal of Indian Psychology*, *4*(4), 5-15. https://doi.org/10.25215/0404.021
19. Das, D., & Panda, R. (2026). Impact of Study Habits on Academic Performance among Higher Secondary School Students. International Journal Research Publication Analysis. *International Journal Research Publication Analysis, 2*(1), 1-10.
20. Debattista, J., & Genovese, M. (1994). Test anxiety, study habits and scholastic achievement. https://www.um.edu.mt/library/oar/handle/123456789/69758
21. Debnath, P. (2025). Study habit of higher education students in relation with online teaching learning process. *International Journal of Multidisciplinary Educational Research, 14*(5[2]), 101–106.
22. Dipeolu, O. O., & Oluwabusola, P. B. (2026). Influence of socio-economic status, study habits/time management, and mental health on academic performance of students in the Polytechnic, Ibadan, Oyo State. *Islamic University Journal of Social Sciences, 5*(1), 1–14.
23. Gorain, S. C., & Saha, B. (2023a). A study on internet addiction of higher education students. *Journal of Emerging Technologies and Innovative Research, 10*(6), h549–h564.
24. Gorain, S. C., & Saha, B. (2023b). Relativeness of internet addiction, social isolation and academic achievement: A review. *International Journal of Creative Research Thoughts-IJCRT, 11*(8), f306–f312.
25. Gorain, S. C., Mondal, A., Ansary, K., & Saha, B. (2018). Social isolation in relation to internet usage and stream of study of undergraduate students. *American Journal of Educational Research, 6*(4), 361–364.
26. Gorain, S. C., Saha, B., Maji, S., & Sen, S. (2022). A study on relationship and cluster analysis among internet dependency, social isolation and personality. *International Journal of Research Publication and Reviews, 3*(1), 884–888.
27. Goud, M. C. (2018). A Study on the Factors Influencing Study Habits of Tenth Class Students in Their Academic Achievements. *Aayushi International Interdisciplinary Research Journal (AIIRJ), V*(III), 195-198.
28. Gupta, R. (2015). A Study of Relationship between Study Habits and Academic Achievement of Senior Secondary Students. *International Educational E-Journal, IV*(III), 183-191.
29. Hamilton-Ekeke, J. T., & Frank-Oputu, E. A. (2013). Influence of home on study habits of secondary school students in Kolo-Creek development centre of Bayelsa State, Nigeria. *American Journal of Secondary Education, 1*(1), 1-6. https://doi.org/10.11648/j.ijsedu.20130105.15
30. Jafri, S. (2011). Impact of family climate, mental health, study habits and self-confidence on the academic achievement of senior secondary students (Doctoral dissertation, Aligarh Muslim University, Aligarh).
31. Julius, M., & Evans, A. S. (2015). Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India. *International Journal of Educational Administration and Policy Studies*, *7*(7), 134–141.
32. Kar, D., & Saha, B. (2021). Leadership style and adjustment ability among undergraduate students: A correlational study. *International Journal of Creative Research Thoughts (IJCRT), 9*(9), d148–d151.
33. Kar, D., Saha, B., & Mondal, B. C. (2016). Emotional intelligence and adjustment ability among higher secondary school students: A correlational study. *American Journal of Social Sciences, 4*(4), 34–37.
34. Kaur, J., & Singh, P. (2020). Study Habits and Academic Performance: A Comparative Analysis. *European Journal of Molecular & Clinical Medicine, 7*(7), 6161-6166.

35. Kumar, A., Ashan, M., & Negi, R. (2017). A Study of Relationship between Study Habits, Intelligence and Testing Anxiety among Senior Secondary School Students. *Chetana International Journal of Education, 3*, 163-168.
36. Kundu, M., Saha, B., & Mondal, B. C. (2015). Adjustment of undergraduate students in relation to their social intelligence. *American Journal of Educational Research, 3*(11), 1398–1401.
37. Lalhruaitluangi & Lallianzuali, F. (2020). Study habits and academic achievement of high school students in Lunglei District. *Journal of Emerging Technologies and Innovative research, 7*(6), 253-258.
38. Lawrence, A. (2011). Relationship between study habits and academic achievement of higher secondary school students. *Indian Journal of Applied Research*, *4*(6), 143–145.
39. Mahanti, J., Mondal, B. C., & Saha, B. (2016). Internet dependency of undergraduate students: An empirical study. *American International Journal of Research in Humanities, Arts and Social Sciences, 15*(2), 171–174.
40. Mahato, S. (2026). Wisdom Meets Practice: Aligning Study Habits with Indian Knowledge Systems in NEP 2020. In Saha, B., Das, U., & Adhikari, A. (Eds.), *Indian Knowledge Systems Perspectives and Practices* (pp. 137-143). First Wave Editions. https://doi.org/10.70096/tssr.260701021
41. Mandal, A., & Mondal, S. (2026). Social Media Addiction and its Relationship with Positive Mental Health among Undergraduate Students. *The Social Science Review A Multidisciplinary Journal*, *4*(5), 162-170. https://doi.org/10.70096/tssr.260405025
42. Mandala, C. G. (2018). A Study on the Factors Influencing Study Habits of Tenth Class Students in Their Academic Achievements. *Aayushi International Interdisciplinary Research Journal (AIIRJ, V*(III), 195-198.
43. Melon, E. C., Calisang, C. P., Lagrada, R. O., Bendijo, A. J., Bendijo, J. H., Gumba, J. L., Lames, D., Lasola, A. B., Maruhom, M., & Simborio, C. J. (2025). Students' Study Habits and its Impacts on their Academic Performance. *Ignatian International Journal for Multidisciplinary Research, 3*(4), 472–487. https://doi.org/10.5281/zenodo.15205109
44. Molla, M. K., & Mandal H. K. (2024). Study Habits and Academic Achievement of Secondary School Students. *EPRA International Journal for Multidisciplinary Research (IJFMR), 5*(5), 1-12.
45. Mondal, S. (2025). Study Habits: The Key to Academic Success. In Paria, M., Adhikari, A., & Surajit, S. (Eds.), *Towards a Symbiotic Society* (pp. 236-256). First Wave Editions.
46. Mondal, S. (2025). The Study on Postgraduate Student's Cognitive Test Anxiety (CTA) at Sidho-Kanho-Birsha University in Purulia, West Bengal. *The Social Science Review A Multidisciplinary Journal, 3*(2), 57-64. https://doi.org/10.70096/tssr.250302010
47. Mutya, R. C., Alcantara, G. A., Sala, A. M. V., Carascal, I. C., Terana, C. C., & Presbitero, M. S. C. (2023c). Student's attitudes, study habits, and academic performance in science using Self-Learning modules. *Jurnal Pendidikan IPA Indonesia*, *12*(3), 460–469. https://doi.org/10.15294/jpii.v12i3.43957
48. Nair, R. T., & Kulkarni, U. K. (2020). Study habits and its impact on academic performance in English of secondary school students in Kalaburgi region. *PalArch's Journal of Archaeology of Egypt/Egyptology, 17*(12), 670-682. https://archives.palarch.nl/index.php/jae/article/view/6195
49. Nandi, D. (2023). Study Habits of Secondary Students of North 24 Parganas District: A Comparative Study Among Girls and Boy. *International Journal of Engineering Technology and Management Sciences*, *7*(5), 141–147. https://doi.org/10.46647/ijetms.2023.v07i05.016
50. Nazz, I. (2014). A Study of Undergraduate College Student's Study Habits in Relation to Their Academic Achievement. *International Journal of Research in Commerce, It & Management, 4*(2), 60-63.
51. Nwokolo, C. N., Nwadinobi, V. N., & Ubah, I. A. (2026). Study habits, self-efficacy, and academic achievement of senior secondary school students in English language in Imo State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies, 18*(1). 104-116.
52. Omori, A. E., & Ajah, M. O. (2019). Family stability variables and younger adult learners' study habits in Nigeria higher institutions. *International Journal of Innovative Research and Advanced Studies, 6*(4), 97–101.
53. Palsane, M. N., & Sharma, A. (1989). *Study Habit Inventory (PSSHI)*. National Psychological Corporation. Agra.
54. Pandey, L., & Pal, B. K. (2023). Learning Styles and study Habits: a way to academic success. *Journal of Teacher Education and Research*, *18*(01), 26–29. https://doi.org/10.36268/jter/18106
55. Paramanik, J., Saha, B., & Mondal, B. C. (2014). Adjustment of secondary school students with respect to gender and residence. *American Journal of Educational Research, 2*(12), 1138–1143.
56. Patel, N. K., & Kumari, P. (2023). Effectiveness of module on pedagogy of teaching biological science for B.Ed. Students in Context of Scientific Attitude in terms of Achievement. *International Journal of Innovation in Engineering Research & Management, 9*(8), 84-91.
57. Pathak, S. (2020). Academic stress and self-efficacy in relation to study habits among adolescents. *The International Journal of Indian Psychology, 8*(3), 1735–1743. https://doi.org/10.25215/0803.178
58. Patra, K. (2024). An Assessment of the Study Habits among B.Ed. College students. *Bharati International Journal of Multidisciplinary Research and Development (BIJMRD).*, *2*(3), 73–78. https://doi.org/10.70798/bijmrd/020300012
59. Prasetyo, E., Ridlo, S., & Kartijono, N. E. (2019). A path analysis of the relation between study habit and students' academic achievement. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, *5*(2), 297–304. https://doi.org/10.22219/jpbi.v5i2.7884
60. Rabia, M., Mubarak, N., Tallat, H., & Nasir, W. (2017). A study-on-study habits and academic performance of students. *International Journal of Asian Social Science*, *7*(10), 891–897. https://doi.org/10.18488/journal.1.2017.710.891.897

61. Rajak, P., & Ansary, M. (2025). Study habits and attitudes among higher education students in West Bengal in the context of digital era. *Omniscient, 3*(4), 10-22.
62. Roy, S., & Saha, B. (2022). Achievement motivation of post graduate level students: An analytical study. *Galore International Journal of Applied Sciences and Humanities, 6*(4), 51–55.
63. Salame, I. I., & Denny, A. (2026). From habits to honors: Unpacking the learning behaviors behind science student achievement. *International Journal of Instruction, 19*(1), 179–194. https://doi.org/10.29333/iji.2026.1919a
64. Santhy, K. R. (2011). Effect of study habits and parental support on academic achievement of higher secondary school students (Doctoral dissertation, Manonmaniam Sundaranar University, Tirunelveli).
65. Sanwal, S., & Shekhar, S. (2024). Assessment of adolescent habits amongst students of SDAU (Gujarat). *International Journal of Applied Home Science, 11*(7–8), 339–344.
66. Sharma, I. (2023). A study of social competence of B.Ed. students in relation to study habits and academic achievement. *International Journal for Multidisciplinary Research, 5*(6), 1-8. https://doi.org/10.36948/ijfmr.2023.v05i06.11156
67. Singh, P., & Binjha, P. B. (2022). Relationship between study habits and academic achievement of undergraduate students. *International Journal of All Research Education and Scientific Methods, 10*(2), 2204-2208.
68. Sutradhar, A., & Sen. S. (2022). Emotional maturity and study habits of B.Ed. trainees-A correlational study. *International Journal of Multidisciplinary Research and Development, 9*(12), 77-83.
69. Thimmaraju, T. (2020). Influence of Study Habits on Academic Achievement of Secondary School Students. *International Journal of Creative Research Thoughts (IJCRT),10*(3), f756-f761.
70. Tus, J., Rayo, F., Lubo, R., & Cruz, M. A. (2020). The Learners Study Habits and Its Relation on Their Academic Performance. *International Journal of All Research Writings,2*(6), 1-19.
71. Udeani, U. (2012). The Relationship between Study Habits, Test Anxiety and Science Achievement. *Journal of Education and Practice, 3*(8), 151-157.
72. Weber, I., & Kennette, L. N. (2022). College student study habits: Initial patterns and implications. *Reinvention an International Journal of Undergraduate Research, 7*(1), 6–10.
73. Yap, F. D. (2019). Factors affecting the student's study habit. *The Journal of Social Sciences Research, 5*(1), 9–15.
74. Zarshenas, L., Momeni, D., Mazarei, E., Zarif, N. H., & Shakour, M. (2014). Study skills and habits in Shiraz dental students; strengths and weaknesses. *J Educ Health Promot, 3*, 44-50.

Publisher's Note
The Social Science Review A Multidisciplinary Journal remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

©The Author(s) 2026. Open Access.
This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0/