2026 Volume: 02 Issue: 01 www.ijrpa.com ISSN 2456-9995 Research Article

International Journal Research Publication Analysis

Page: 01-10

IMPACT OF STUDY HABITS ON ACADEMIC PERFORMANCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Article Received: 11 December 2025

Article Revised: 31 December 2025

Published on: 19 January 2026

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DOI: https://doi-doi.org/101555/ijrpa.2965

ABSTRACT

The present study investigates the impact of study habits on academic performance among higher secondary school students, with special reference to gender differences. A quantitative research approach using the descriptive survey method was adopted. The sample consisted of 200 higher secondary students (100 boys and 100 girls) selected through simple random sampling from four schools under the West Bengal Board of Higher Secondary Education in the North 24 Parganas district. Study habits were assessed using the standardized Study Habits Inventory developed by C. Gilbert Wrenn and adapted by Nurmala Jamaludin, while academic performance was measured through students' examination scores. The findings revealed a significant positive relationship between study habits and academic performance ($r = 0.15$, $p < 0.05$), indicating that students with better study habits tend to achieve higher academic outcomes. No significant difference was found between boys and girls in academic performance, suggesting comparable achievement levels across genders. However, a significant gender difference was observed in study habits, with girls demonstrating significantly better study habits than boys at the 0.01 level. The study concludes that effective study habits play a crucial role in enhancing academic performance at the higher secondary level. The findings highlight the need for educators and policymakers to promote structured and gender-sensitive study habit interventions to improve students' academic success and overall learning outcomes.

KEYWORDS: Study Habits, Academic Performance, Higher Secondary Students, Gender Differences.

INTRODUCTION

Academic performance is a critical indicator of a student's educational success, influenced by various factors. Study habits encompass the regular practices and strategies employed by students to acquire, process, and retain academic information. Ganguly (2024), Pramanik (2024), Banerjee and Samanta (2024), S. Pramanick (2024), and Chaudhuri (2024) collectively highlight foundational, psychological, and motivational factors essential for developing study habits that influence academic performance. Effective study habits are associated with better retention, understanding, and application of knowledge, leading to improved academic outcomes. Implementations of sound study habits are crucial for academic success. Academic performance serves as a crucial benchmark for evaluating student learning, development, and overall educational effectiveness. It is influenced by numerous cognitive, psychological, and behavioural factors, among which study habits hold a central position (Credé&Kuncel, 2008). Study habits refer to the habitual practices and methods students adopt to acquire knowledge, manage academic tasks, and prepare for assessments. These include time management, reading strategies, note-taking, concentration techniques, and consistent revision routines (Sherafat& Murthy, 2016).Students who adopt systematic and effective study habits tend to perform better academically, as they are better equipped to understand, retain, and apply academic content (Siahi&Maiyo, 2015). Conversely, irregular or disorganized study practices often result in lower academic achievement and reduced motivation (Ojha, 2016). Studies suggest that female students often exhibit greater academic discipline, organization, and consistency in their study approaches, which may positively influence their academic outcomes (Azikiwe, 1998; Verma&Sahu, 2020). Male students, while sometimes showing strengths in specific areas like test-taking or conceptual confidence, may face challenges in planning and time management (Nuthana&Yenagi, 2009).In the context of West Bengal, particularly at the higher secondary level, understanding the influence of study habits on academic achievement—especially in English—is important for developing targeted educational interventions. Despite its significance, research in this regional and academic context remains limited. Therefore, this study seeks to examine the relationship between study habits and academic performance among higher secondary students and to explore whether significant gender-based differences exist in both study habits and Academic performance. The insights gained will not only fill a research gap but also help to design more effective, gender-sensitive strategies to support academic success and improve learning outcomes across diverse student populations.

The academic performance of Higher Secondary students is often influenced by their study habits, which can vary significantly among individuals. These habits may differ based on several factors, including gender, and can play a crucial role in shaping academic outcomes. This study aims to examine how students' study habits affect their academic performance and whether there are notable differences between male and female students in both study habits and academic performance. By analyzing these relationships, the research seeks to determine whether effective study habits contribute to improved academic performance and how gender may influence this dynamic. Therefore the study entitled is "Impact of study Habits on Academic Performance among Higher Secondary School Students".

Understanding the relationship between study habits and academic performance among Higher Secondary students is crucial for enhancing educational outcomes. Research indicates that effective study habits, such as time management, note-taking, and regular revision, are positively correlated with improved academic achievement. For instance, a study by Sherafat and Murthy (2016) found that students with better study habits achieved higher academic success compared to their peers with poor study habits. Similarly, a study in the Kalaburgi region revealed a positive correlation between study habits and English learning achievement among secondary school students. By identifying and promoting effective study practices, educators can develop targeted interventions to support students in enhancing their academic performance.The implications of this study extend beyond the classroom, influencing broader societal outcomes. Therefore, improving students' study habits can contribute to their overall success and integration into the global workforce. Moreover, understanding gender differences in study habits and academic performance can inform policies aimed at promoting gender equality in education. Research by Ali and Faaz (2016) highlighted that female students often exhibit better study habits than their male counterparts, which can lead to higher academic achievement. By addressing these disparities, the study can contribute to fostering an equitable educational environment that supports all students in reaching their full potential.

OBJECTIVES:

- To determine the relationship between study habits and academic performance among higher secondary school students.
- To compare the academic performance between boys and girls of higher secondary school students.
- To compare the study habits between boys and girls of higher secondary school students.

Hypotheses:

Ho1. There is no significant relationship between study habits and academic performance among higher secondary school students.

Ho2. There is no significant difference in academic performance between boys and girls higher secondary school students.

Ho3. There is no significant difference in study habits between boys and girls higher secondary school students.

Delimitation:

This study is delimited to Higher Secondary students studying under the West Bengal Board of higher Secondary Education. Students from other boards such as CBSE and ICSE are excluded. The research is confined to students of Class XI and XII only, and does not include students from other levels. The geographical scope is limited to North 24pgs district, state of West Bengal. The sample consists of 200 students, equally divided between 100 male and 100 female participants. Data for the study will be collected from only four selected schools within the region to maintain consistency and feasibility in the research process.

Methodology

The present study adopts a quantitative research approach using the descriptive survey method to examine the impact of study habits on the academic performance of higher secondary school students. Study habits serve as the independent variable, referring to students' learning routines and strategies, while academic performance is the dependent variable, measured through examination scores. The population comprises higher secondary students of North 24 Parganas district, from which a sample of 200 students (100 boys and 100 girls) will be selected using the simple random sampling technique to ensure representativeness. Data will be collected using the Study Habits Inventory developed by C. Gilbert Wrenn and standardized by Nurmala Jamaludin, a reliable and valid tool for assessing study behaviours. Academic achievement data will be obtained from school records. Statistical techniques such as descriptive statistics and correlation analysis will be used for data analysis. Ethical principles, including voluntary participation and confidentiality, will be strictly maintained throughout the study.

Results and Interpretation

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

Table – 1 Relationship between Study Habits and Academic Performance of Higher Secondary Level School Students

Groups	N	df	r	p-value	Significance
Study Habits Academic Performance	200	198	0.15	0.04	Significant at 0.05 level

Interpretation: There is significant relationship between the scores of study habits and academic performance of higher secondary level school students. The positive correlation value (r) being 0.15 indicates that academic performance increases significantly when study habits increases at 0.05 level as the obtained p-value of 0.04 is less than the criterion p-value of 0.05 for df 198. Hence the null hypothesis $H_0$1 is rejected.

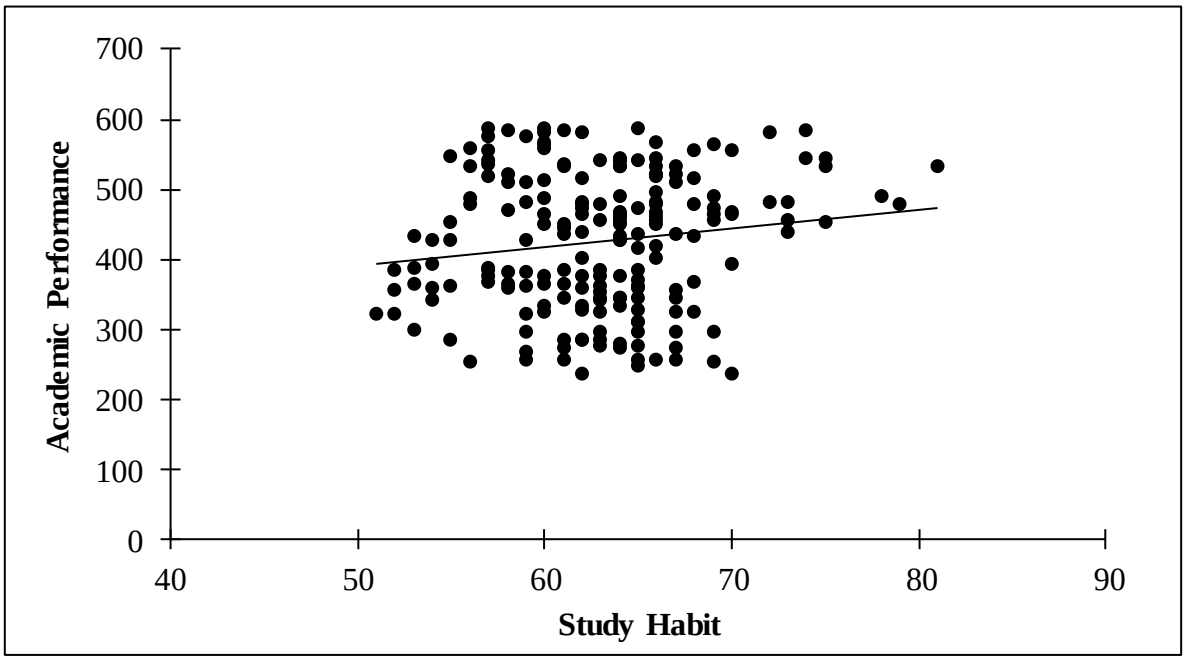

Fig. 1 : Graph showing relationship between Study Habit and Academic Achievement of higher secondary level school students.

H_{02}: There is no significant difference between boys and girls of higher secondary level school students in academic performance.

Table – 2 Mean Difference between Boys and Girls Students Of Higher Secondary Level in Academic Performance

Boy Students			Girl Students			MD	df	SE_D	t-value	Significance
n_1	Mean	SD	n_2	Mean	SD					
99	426.15	96.98	101	427.01	97.38	0.86	198	13.74	0.06*	Not Sig. at 0.05 level

*t-criterion value at 0.05 level is 1.97 for df 198.

Interpretation: There is no significant mean difference between boy and girl students of higher secondary schools in academic performance as the t-value of 0.06 is less than the t-criterion value of 1.97 at 0.05 level for df198. Hence the null hypothesis $H_0$2 is accepted.

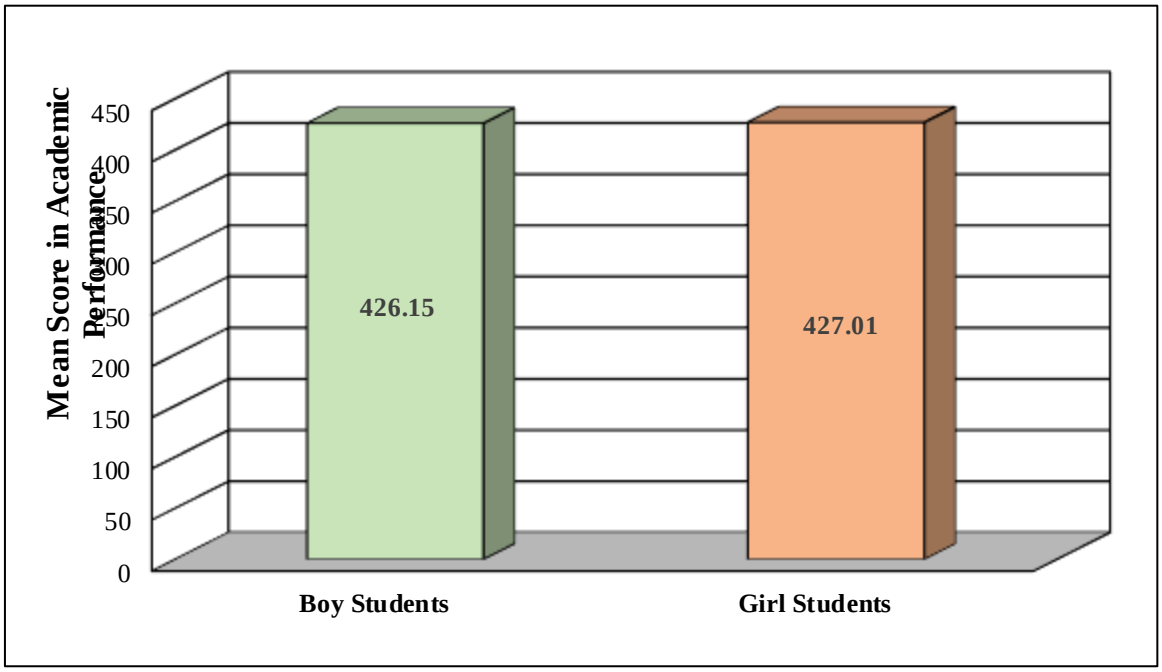

Fig. 2: Graph showing mean score between boys and girls students of higher secondary level schools in academic performance.

H_{03}: There is no significant difference between boys and girl students of higher secondary level schools in study habits.

Table – 3 Mean Difference between Boys and Girls Students of Higher Secondary Level Schools in Study Habits

Boy Students			Girl Students			MD	df	SE_D	t-value	Significance
n_1	Mean	SD	n_2	Mean	SD					
99	61.49	4.42	101	64.47	5.74	2.97	198	0.73	4.09*	Sig. at 0.01 level

*t-criterion value at 0.01 level is 2.60 for df198.

Interpretation: There is significant mean difference between boy and girl students of higher secondary level schools in study habits as the t-value of 4.09 is greater than the t-criterion value of 2.60 at 0.01 level for df198. Hence the null hypothesis $H_0$3 is rejected.

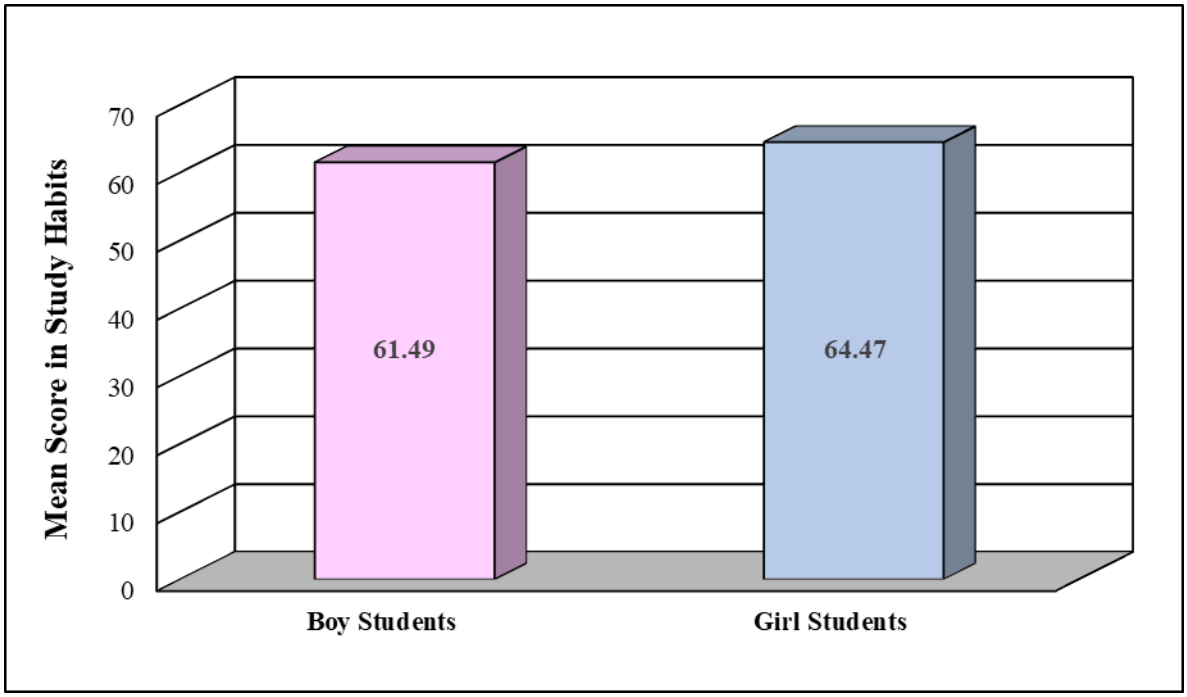

Fig. 3 : Graph showing mean score between boys and girlstudents of higher secondary level schoolsin study habits.

Major Findings

1. A significant positive relationship was found between study habits and academic performance among higher secondary level students.

The correlation coefficient (r = 0.15) indicates that students with better study habits tend to achieve higher academic performance. The obtained p-value (0.04) is less than 0.05, confirming significance at the 0.05 level. Thus, H01 was rejected.

2. No significant difference was observed in academic performance between boys and girls of higher secondary schools.

The mean scores of boys (426.15) and girls (427.01) were almost identical, and the calculated t-value (0.06) was much lower than the critical value (1.97) at the 0.05 level. Therefore, H02 was accepted, indicating that the academic achievement of boys and girls is comparable.

3. Significant difference was found between boys and girls in their study habits.

Girls (Mean = 64.47) scored notably higher than boys (Mean = 61.49), and the t-value (4.09) exceeded the critical value (2.60) at the 0.01 level. This indicates that girls possess significantly better study habits than boys at the higher secondary level. Hence, H03 was rejected.

CONCLUSION

The present study examined the impact of study habits on academic performance among higher secondary school students, with particular emphasis on gender differences. The findings of the study clearly indicate that study habits play a significant role in influencing academic Performance. A positive and significant relationship was found between study habits and academic performance, suggesting that students who adopt organized, disciplined, and effective study practices tend to perform better academically. This highlights the importance of cultivating positive study behaviours at the higher secondary level, a crucial stage in students' academic development. The study further revealed that there is no significant difference in academic performance between boys and girls, indicating that both genders are equally capable of achieving similar academic outcomes when provided with comparable learning opportunities. However, a significant gender difference was observed in study habits, with female students demonstrating better study habits than their male peers. This finding suggests that girls may be more consistent, organized, and disciplined in their approach to studying, which can positively influence their learning process. Overall, the results emphasize the need for educators, parents, and policymakers to focus on developing effective study habits among students, particularly among boys. Implementing structured study skill programmes, guidance services, and gender-sensitive interventions can help enhance students' academic performance. The study contributes valuable insights to the existing literature and underscores the importance of study habits as a key factor in achieving academic success at the higher secondary level.

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