SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 7 | July 2025 - Peer Reviewed Journal

ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR STUDY HABITS: A STUDY OF HIGH SCHOOL STUDENTS IN MIZORAM

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Article DOI: https://doi.org/10.36713/epra22977
DOI No: 10.36713/epra22977

ABSTRACT
This research explores how study habits affect the academic performance of high school students in Mizoram, India. Using a descriptive survey design, the study adopted a stratified random technique and schools were taken as the unit for sample selection. Accordingly, 600 students were included from a random selection of 48 schools. The 'Study Habits Inventory' developed by M.N. Palsane and Anuradha Sharma was used to collect the data, whereas the percentage of marks obtained by the students in their previous class was considered as their academic achievement. The findings of the study revealed that the study habits of children differed significantly with regard to gender and the type of management, favoring the female and private school students, respectively. However, a significant difference was not found in comparison between rural and urban school students in relation to their study habits. The study also concluded that study habits had a significant impact student's academic achievement.
KEY WORDS: *Academic Achievement, Study Habits, High School Students*

INTRODUCTION

Academic achievement is a multifaceted phenomenon influenced by various factors, among which study habits play a pivotal role. Understanding the relationship between effective study practices and academic performance can provide valuable insights for students seeking to enhance their educational outcomes. Numerous studies have demonstrated that students who employ well-organized study routines, engage in active learning, and create conducive study environments tend to achieve higher academic success (Credé & Kuncel, 2008; Dunlosky et al., 2013). By examining the methods and routines that contribute to successful learning, we can identify strategies that not only improve grades but also foster enduring skills essential for personal and professional growth (Brown et al., 2014). This emphasizes the importance of adopting structured and efficient study habits to optimize academic success and overall well-being, highlighting the long-term benefits of developing strong time management and self-discipline skills (Van der Meer et al., 2010).

Effective study habits are crucial for academic achievement among students. Research indicates that students who consistently practice organized study routines, such as setting specific goals, breaking study sessions into manageable intervals, and utilizing active learning techniques, tend to perform better academically (Dunlosky et al., 2013; Zimmerman, 1998). Techniques like summarization, self-testing, and distributed practice enhance retention and comprehension of material (Dunlosky et al., 2013). Moreover, a conducive study environment, free from distractions, and a balanced lifestyle that includes adequate rest, nutrition, and physical activity further support academic success (Taras, 2005). These habits not only improve immediate academic outcomes but also foster long-term skills in time management and self-discipline, essential for lifelong learning (Credé & Kuncel, 2008).

Effective study habits result in strong academic performance, while poor study habits are associated with lower academic achievement, indicating a direct link between study habits and academic success (Darji, 2019). Study habits are a key factor influencing academic performance, as highlighted by several researchers (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) rightly pointed out that even individuals with strong intelligence and personality traits may struggle academically without effective study habits. Therefore, students' study habits are crucial to the learning process and essential for success in school.

Rationale of the Study

Given that high school is a key time for students' lifelong learning habits and academic success, it is crucial to examine how study habits impact students' academic performance. Effective study habits in high school, such as time management, active engagement with

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material, and consistent review, can significantly impact students' grades, understanding of subjects, and preparedness for higher education. Understanding these habits allows educators to design targeted interventions and support systems that cater to diverse learning needs. Likewise, insights gained from this analysis help students build resilience and self-discipline, fostering habits that enhance their performance and academic confidence throughout their educational journey.

Research Questions

1. Is there a significant difference in the study habits between male and female students of high school in Mizoram?
2. Is there a significant difference in the study habits between government and private school students of high school in Mizoram?
3. Is there a significant difference in the study habits between rural and urban students of high school in Mizoram?
4. Is there a significant relationship between study habits and academic achievement among high school students of Mizoram?

Statement of the Problem

The problem has been stated as "Academic Achievement of High School Students in Relation to their Study Habits: A Study of High School Students in Mizoram".

Objectives

The study focused on the following objectives

1. To compare the difference among male and female students with regard to their study habits.
2. To compare the difference among government and private school students with regard to their study habits.
3. To compare the difference among rural and urban school students with regard to their study habits.
4. To study the relationship between study habits and academic achievement among high school students in Mizoram.

Hypotheses

Based on the above objectives, null hypotheses have been framed

1. There is no significant difference between male and female students with regard to their study habits.
2. There is no significant difference between government and private school students with regard to their study habits.
3. There is no significant difference between rural and urban school students with regard to their study habits.
4. There is no significant relationship between study habits and academic achievement among high school students.

Delimitations

Due to time constraint, the study has been delimited to two districts in Mizoram i.e., Aizawl and Lunglei.

LITERATURE REVIEW

Mudasir (2012) conducted a study entitled "Study habits and academic achievement- A case study of higher secondary school students" and the study determined that there was a strong and statistically significant correlation between students' study habits and their academic performance. Additionally, it revealed that female students demonstrated more effective study habits compared to their male counterparts. However, the academic achievement was higher for the boys as compared to the girls.

Siahi and Maiyo (2015) in their study analysed the relationship between study habits and academic achievement of higher secondary school students. The findings of the study revealed that the academic achievement of students was above average while majority of the students had an average level of study habits. Moreover, there was a strong and positive relationship between study habits and students' academic achievement.

Singh and Mahipal (2015) studied the academic achievement of secondary school students in relation to their study habits. The study found a significant relationship between academic achievement and study habits with regard to gender and type of school.

Khan (2016) analysed factors affecting the study habits and highlighted that student (regardless of gender) with high socio-economic status had better study habits as compared to students with low socio-economic status. While the study habit among students differs significantly with respect to gender, no significant relationship existed between socio-economic status and study habits.

Rabia et al. (2017) explored the link between study habits and academic performance of students, where it was found that study habits had a significant impact on students' academic achievement.

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Singh (2019) in his attempt to examine the study habits of secondary school students concluded that students of non-working mothers had better study habits than students of working mothers. While the urban students possessed better study habits than rural students, gender analysis showed that female students also had better study habits as compared to male students.

Tus et al. (2020) also found from their study that the level of study habits among the students was average while highlighting that study habits had no significant relationship with their academic performance.

Unwalla (2020) made a gender-wise comparison where a better study habit was found among girls as compared to boys.

Mehnaaz and Siddiqui (2021) made a comparative analysis where significant difference was not found between classes VIII and IX and between private and government school concerning their study habits. However, a significant difference was found in the study habit between boys and girls.

METHODOLOGY

The study employed a descriptive survey approach, aiming primarily to examine the study habits and academic performance of high school students.

Population

The population of the study included all students of high school in Mizoram affiliated under Mizoram Board of School Education (MBSE).

Sample

For the present study, schools were taken as the unit for sample selection. Stratified random technique was employed where type of school management and locale were considered as the main strata. Accordingly, 600 students were included as a sample from a random selection of 48 schools in Mizoram. There were 298 male and 302 female students.

Tool used for data collection

The 'Study Habits Inventory' developed by M.N. Palsane and Anuradha Sharma was used to collect the data, and the percentage of marks obtained by the students in their previous class was considered as their academic achievement.

ANALYSIS AND INTERPRETATION

The data collected were analysed using appropriate statistical technique and interpreted in accordance with the objectives, which are presented as under:

Objective 1: To compare the difference among male and female students with regard to their study habits

With regard to objective 1, To compare the study habits of high school students in Mizoram based on gender, the participants were grouped into male and female categories. To test the null hypothesis which states that 'there is no significant difference between male and female students with regard to their study habits', the t value was calculated using t test and a comparison was made between male and female students. The following table 1 shows the analysis of data using t test

Table 1

Comparison between Male and Female students

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Male	298	52.734	8.981	.441	598	1.964	2.202	.05
Female	302	54.235	7.660					

The above table shows that the calculated t value, with the degrees of freedom= 598 was found to be 2.202. While the critical value was 1.964, it shows that the difference in the study habits between male and female was significant at 0.05 level. Therefore, the null hypothesis was rejected. It also implies that female students had better study habits than male students.

Objective 2: To compare the difference among government and private school students with regard to their study habits.

The null hypothesis states that 'there is no significant difference between government and private school students with regard to their study habits'. Therefore, in order to test the null hypothesis t test was used to find out if there is a significant difference between government and private school students with regard to their study habits. The result of the analysis is presented in the following table 2.

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Table 2
Comparison between Government and private school students

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Government	266	52.391	8.154	.462	598	2.584	2.888	.01
Private	334	54.365	8.446					

The above table 2 shows the comparison of study habits between the government and private high school students of Mizoram. The calculated t value was found to be 2.888 whereas the critical value stands at 2.584, with the degrees of freedom, 598. Since the calculated t value was greater than the critical value at 0.01 level of significance, we can conclude that there is a significant difference in the study habits between the government and private school students. The null hypothesis is thus rejected and shows that the private school students had more favourable study habits than the government school students.

Objective 3: To compare the difference among rural and urban school students with regard to their study habits.
For comparing the study habits of high school students between rural and urban school students, the null hypothesis was framed stating that 'there is no significant difference between rural and urban school students with regard to their study habits'. The following table 3 reflect the comparison between rural and urban students with regard to their study habits.

Table 3
Comparison between rural and urban school students

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Urban	313	53.744	8.477	.487	598	1.964	.777	NS
Rural	287	53.213	8.256					

NS means not significant at .05 level

The above table 3, shows the comparison of study habits between rural and urban school students. the calculated t value was .777 whereas the critical value stands at 1.964, with the degrees of freedom= 598. Thus, the calculated t value was below the critical value and the null hypothesis got rejected. Therefore, it can be concluded that there was no significant difference in the study habits between the rural and urban school students.

Objective 4: To study the relationship between study habits and academic achievement among high school students in Mizoram.
Hypothesis No 4 states: 'there is no significant relationship between study habits and academic achievement among high school students'. In order to test the null hypothesis, the coefficient of correlation was determined using Pearson's Product Moment method which is presented as under

Table 4
Correlation between Study Habits and Academic Achievement of High School Students in Mizoram

		Study Habits	Academic Achievement
Study Habits	Pearson Correlation	1	.436**
	Sig. (2-tailed)		.000
	N	600	600
Academic Achievement	Pearson Correlation	.436**	1
	Sig. (2-tailed)	.000	
	N	600	600

**. *Correlation is significant at the 0.01 level (2-tailed)*

From the above table 4, it was found that the correlation between study habits and academic achievement of high school students in Mizoram was positive and significant at 0.01 level (r=.436, p< 0.01). Therefore, the null hypothesis which states that 'there is no significant relationship between study habits and academic achievement among high school students' was rejected. The value also indicated that there is a low positive correlation between the study habits and academic achievement of high school students in Mizoram. It also implies that with an increase in the level of study habits, the academic achievement of students also tends to increase.

Major Findings

1. Female students had better study habits than the male students.

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2. Private school students possessed better study habits than the government school students.
3. There was no significant difference in the study habits between rural and urban school students.
4. A positive and significant correlation was found between study habits and academic achievement among high school students of Mizoram.

CONCLUSION

The study on students' study habits across gender, type of school management, and locality offers valuable insights into their influence on academic achievement. Female students demonstrated better study habits compared to their male counterparts, highlighting the need for targeted strategies to support male students in developing effective study practices. When comparing school management types, students from private schools exhibited superior study habits relative to those from government schools. Interestingly, no significant difference was found between rural and urban students in their study habits, indicating that geographical locality might not be a decisive factor in shaping how students approach their studies. Finally, the positive correlation was found between study habits and academic achievement.

This research highlights critical factors influencing study habits, offering insights into how gender, school management, and locality impact students' academic performance. It underscores the importance of addressing disparities in study habits, such as those between male and female students or government and private school learners, to create targeted interventions. Furthermore, the study reinforces the strong link between effective study habits and academic achievement, providing a foundation for students, parents, educators and policymakers to develop strategies that enhance learning outcomes.

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