



Study Habit among School Students in Context of Some Prominent Educational Components

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ABSTRACT

The study under reference intended to examine the influence of academic achievement motivation, educational aspiration, educational interest and academic anxiety on study habit amongst school students. It was hypothesized that there will be significant difference between high and moderate (i) academic achievement motivation, (ii) educational aspiration, (iii) educational interest and (iv) academic anxiety groups of students in terms of their study habit. For the verification of hypotheses, the student respondents (N = 150) were administered academic achievement motivation inventory, educational aspiration scale, educational interest scale, academic anxiety scale and study habit scale along with, PDS and obtained data were treated using t-test. The results supported the hypotheses. It was found that high academic achievement motivation, high educational aspiration, high educational interest and low academic anxiety all are conducive to sound study habit. Thus, study habit is the function of educational components under reference.

KEY WORDS

Student, School, Education, Context.

INTRODUCTION

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Study habits play a significant role in determining the academic success of students across various educational stages. These habits, which encompass the methods, routines, and strategies used to study and learn, contribute to both cognitive and emotional aspects of academic life. Understanding how study

habits affect a range of educational outcomes such as academic achievement, motivation, educational aspirations, educational interest, and academic anxiety can provide valuable insights into how students can optimize their learning experiences.

Academic achievement refers to the extent to which a student has mastered the curriculum and achieved their educational goals. Research indicates that students who engage in effective study habits are more likely to perform better in their academic endeavors. Effective study habits may include regular study routines, proper time management, the use of appropriate study materials, and a disciplined approach to homework and assignments. These practices foster a deeper understanding of content, the development of critical thinking skills, and the ability to retain and apply knowledge in assessments.

For instance, students who consistently schedule study sessions, break down complex tasks, and review material regularly are more likely to perform better in exams and assignments. In contrast, students who lack structured study habits may struggle with academic performance, leading to poor grades and dissatisfaction. Therefore, there is a direct relationship between study habits and academic achievement, which underscores the importance of cultivating healthy, effective study habits early in a student's educational journey.

Academic motivation refers to the internal or external factors that drive a student to pursue academic success. Motivation is the catalyst that propels students to engage with their coursework, participate actively in class, and strive toward achieving their academic goals. The connection between study habits and motivation is reciprocal: good study habits can lead to higher levels of academic motivation, while motivated students are more likely to develop and maintain productive study habits.

Students with high academic motivation are generally more willing to invest time and effort in studying, as they see value and purpose in their education. They tend to develop study routines that align with their goals, and their consistent effort often results in positive academic outcomes. Conversely, students who lack motivation may find it difficult to commit to regular study sessions, leading to procrastination and subpar academic performance. Thus, a student's motivation is both a product and a precursor of effective study habits, highlighting the interdependence between these two factors.

Educational aspiration refers to the level of education that a student hopes to achieve, which often extends beyond their current academic situation and is aligned with their long-term career goals. Aspiration can influence a student's attitude toward learning, their persistence in academic tasks, and their desire to engage in challenging subjects. Strong study habits are closely linked with high educational aspirations, as students who are determined to achieve ambitious educational goals tend to be disciplined in their study routines.

Students with clear aspirations for higher education or professional success are likely to develop the study habits needed to meet the challenges of their academic path. These habits might include goal-setting, planning for long-term projects, and the disciplined review of materials to ensure thorough understanding. On the other hand, students who lack clear educational aspirations may not prioritize their studies or invest time in developing strong study habits, which can hinder their ability to achieve long-term academic goals.

Educational interest refers to a student's engagement and curiosity about learning. Students with high educational interest are naturally inclined to explore topics beyond the curriculum, participate in discussions, and engage in independent study. Effective study habits can significantly enhance a student's interest in academics by making learning more organized, rewarding, and fulfilling. For example, students who employ active learning techniques such as summarizing information, teaching peers, or using visual aids tend to find academic work more engaging and stimulating.

Interest in a subject is crucial for deep learning and intellectual growth. Students who actively cultivate study habits that encourage exploration and creativity are more likely to maintain a strong interest in their

education, which in turn leads to better academic performance and achievement. On the contrary, students who are disengaged or overwhelmed by disorganized study practices may lose interest in subjects, leading to a decline in overall academic performance. Therefore, fostering both educational interest and study habits are mutually reinforcing processes that contribute to long-term academic success.

Academic anxiety is a common emotional response to the pressures and challenges of academic life. Students may experience anxiety related to upcoming exams, assignments, or concerns about their academic future. Research has shown that poor study habits are often a significant source of academic anxiety. When students feel unprepared for assessments or overwhelmed by their workload, they are more likely to experience stress and anxiety. The lack of effective time management, failure to review content regularly, and disorganization in study routines contribute to feelings of anxiety and apprehension.

On the other hand, students who develop effective study habits tend to experience less academic anxiety. Structured study routines, proper time management, and early preparation for exams allow students to feel more confident and in control of their academic tasks. These students are less likely to procrastinate, leaving them with adequate time to review and internalize course material. This sense of preparedness reduces anxiety, increases self-confidence, and ultimately improves academic performance.

The development of good study habits is essential for achieving academic success and fostering positive educational experiences. These habits directly influence several key factors, including academic achievement, motivation, educational aspiration, educational interest, and academic anxiety. By cultivating effective study habits, students can enhance their learning outcomes, stay motivated, and develop a deeper interest in their studies, all while reducing academic anxiety. Educators, parents, and students themselves must recognize the critical role that study habits play in shaping educational trajectories and work together to foster environments that encourage disciplined, organized, and proactive learning strategies. This holistic approach not only promotes academic excellence but also contributes to the overall well-being of students throughout their academic careers.

Review of Literature

Zimmerman¹¹ (2002) examined the relationship between self-regulated learning (a component of study habits) and academic achievement. The study found that students who employed self-regulation strategies, including goal-setting, time management, and self-monitoring, achieved higher academic outcomes. This emphasizes that good study habits directly contribute to better performance in academic assessments. Britton and Tesser³ (1991) investigated the link between time management skills and academic performance. Their findings showed that students who structured their study time effectively were more successful academically. The study concluded that students who allocate sufficient time for studying and adhere to schedules tend to perform better in exams compared to their peers who procrastinate. Pintrich and De Groot⁹ (1990) explored the role of motivation in academic performance. They found that students with higher intrinsic motivation (engagement in learning for personal satisfaction) displayed better study habits and academic outcomes. This suggests that students who are motivated are more likely to adopt productive study practices that enhance learning. Lent, Brown, and Larkin⁶ (1987) examined how educational aspirations influence academic behaviors. Their research indicated that students with high educational aspirations often developed strong study habits, as they understood the importance of sustained effort and effective learning practices in achieving their goals. These students are more likely to engage in proactive studying and set realistic academic goals. Schunk¹⁰ (2001) focused on the impact of educational interest on students' learning behaviors. Schunk found that students who had high interest in their subjects were more inclined to adopt active learning strategies such as self-testing, summarizing, and seeking additional resources outside the curriculum. These behaviors align with effective study habits that enhance both knowledge retention and academic performance. McKeachie⁷ (1986), reported that academic anxiety is often linked to poor study habits. Students who lack organizational strategies and engage in last-minute cramming are more likely to experience anxiety. Conversely, students with structured study routines report lower anxiety levels, as they feel more prepared and confident in their academic abilities.

Jeynes⁵ (2007), the researcher examined how study habits impacted the academic performance of high school students in the United States. Jeynes found that students who regularly engaged in study practices such as reviewing notes, reading ahead, and using mnemonic devices had higher academic achievement compared to those who did not have consistent study routines. Boekaerts and Corno² (2005) discussed the interplay between self-regulation, motivation, and study habits. They argued that self-regulated learners, who actively monitor their learning processes, tend to adopt more effective study strategies, leading to better academic outcomes. Motivation was also seen as a driving force behind the use of self-regulation techniques. Fan and Chen⁴ (2001) explored the relationship between parental involvement and academic achievement, specifically looking at how parents influence their children's study habits. The study revealed that when parents were involved in setting routines, encouraging reading, and helping with homework, students tended to develop better study habits and exhibited higher academic achievement. Bembenutty¹ (2009) stated that college students who actively engaged in strategic study habits, such as setting specific goals and monitoring progress, were more successful academically. The study highlighted the importance of developing independent learning habits and how these habits are linked to motivation and academic success in higher education. Misra and McKean⁸ (2000) explored the relationship between academic stress, study habits, and performance in adolescents. The research found that students who had poor study habits, such as cramming and ineffective time management, experienced higher levels of stress, which negatively affected their academic performance. In contrast, students with consistent study routines were less stressed and performed better academically.

These studies demonstrate that effective study habits are crucial for academic achievement and well-being, influencing factors like motivation, educational aspirations, interest in subjects, and levels of academic anxiety. It is clear from the literature that students who develop organized, self-regulated, and efficient study habits tend to perform better academically, experience less anxiety, and maintain higher levels of motivation and interest in their education.

Objectives

The study intended to compare two split groups of students based on academic achievement motivation, academic aspiration, academic interest and academic anxiety in terms of their study habit.

Hypothesis

- (i) There will be significant difference between high and moderate academic achievement motivation groups of student respondents in terms of their study habit
- (ii) There will be significant difference between high and moderate educational aspiration groups of student respondents in terms of their study habit
- (iii) There will be significant difference between high and moderate educational interest groups of student respondents in terms of their study habit.
- (iv) There will be significant difference between high and moderate academic anxiety groups of student respondents in terms of their study habit.

Method of Study Design

Between comparison group design was used.

Sample Used

The sample comprised of 150 male students selected from among high schools of urban Patna (Class-IXth, Xth), They were selected using incidental-cum-purposive sampling technique. The sample were matched in respect of sex, inhabitation, SES and other conditions of the present research.

Tools Used

The following measures were used:

- (i) A PDS was employed to seek the necessary information about the respondents.
- (ii) Study Habit Inventory by Patel, B. V. to measure study habit.
- (iii) Academic Achievement Motivation Scale by De B. and Singh C.M.P. was used to measure academic achievement motivation.
- (iv) Educational Aspiration Scale by Sharma and Gupta was used to measure educational aspiration.
- (v) Educational Interest Scale by Kulshrestha S.P. to measure educational interest.
- (vi) Academic Anxiety Scale by Singh A.K. and Sen Gupta A.S. to measure academic anxiety.

Results and Interpretations

Table 01: t-table showing significance of difference between high and low academic achievement motivation groups of student respondents on the measure of study habit

Variable	Groups	N	Mean	SD	t-value (df-148)	p
Academic Achievement	High	53	182.63	5.63	15.63	<.01
Motivation	Moderate	97	166.84	6.81		

The results displayed by table-01 revealed that academic achievement motivation is a significant contributor to study habit the high (N = 53) and moderate (N = 97) academic achievement motivation groups of students differed on the measure study habit. It was found that high academic achievement motivation group of student excelled in study habit (Mean 182.63) over moderate academic achievement motivation group of student (Mean= 166.84). The difference between the means was examined using t-ratio which was (t = 15.53; df = 148; p<.01) It was concluded that academic achievement motivation is a significant to habit. High academic achievement motivation group of adolescents are motivated and enthusiastic possessing high need structure dimensions namely high need for achievement, level of aspiration leading to excel in terms of study habit for prosperous future as compared to their counterpart adolescents who are comparatively less interested and have apathy attitude towards their future plan. As we know that person having high academic achievement motivation possess high desire to achieve good grade at school to improve academic performance for getting good job, business or profession. Under such condition they are highly interested and thereby develop good study habit (a well and organized follow-up plan in advance with suitable time table) as compared to their counterparts belonging to low academic achievement motivation group.

Table 02: t-table showing significance of difference between high and moderate educational aspiration groups of student respondents on the measure of study habit

Variable	Groups	N	Mean	SD	t-value (df-148)	p
Educational	High	56	189.26	5.27	12.81	<.01
Aspiration	Moderate	94	176.54	6.84		

The results displayed by result table-02 clearly indicated the fact that educational aspiration is a significant contributor to study habit. It was found that high educational aspiration group (N = 56) of student excelled in study habit (Mean-189.26) over moderate educational aspiration group (N = 94) who were found having comparatively poor study habit (Mean-176.45). The t-value showing significance of difference between means was found significant (t = 12.81; df = 148; p<.01). Educational aspiration was treated as significant contributor to study habit. In other sense it is found that educational aspiration is conducive to study habit. As we know that educational aspiration is characterized by desire, hope, aim, goals relating to educational affairs for strive to success. Thus, adolescents belonging to high educational aspiration group possess comparatively high desire to achieve success in relation to educational affairs. They are found having hope, aim and favourable goals about their career. They develop good study habit and excel over their counterpart in respect of study

habit, academic affairs including academic achievement. It is to be noted here that good study habit is characterized with organized, systematic with suitable time table to be followed in want of good academic performance.

Table 03: t-table showing significance of difference between high and moderate educational interest groups of student respondents on the measure of study habit

Variable	Groups	N	Mean	SD	t-value (df-148)	p
Educational Interest	High	51	180.22	4.92	12.37	<.01
	Moderate	99	168.84	6.17		

The results of table-03 clearly indicated that educational interest is conducive to study habit. In other sense, educational interest is the significant contributor to study habit. It was found that students belonging to high educational interest group excelled (Mean= 180.22) over low educational interest group of students (Mean= 168.84) on the measure The t-value showing the difference between the (N = 51) and moderate (N = 99) educational interest groups of students was found significant (t = 12.37 ; df = 148 p <.01) Educational interest is a prominent contributor to study habit. It is to be noted here that group of adolescents belonging to high educational interest group possess comparatively high level of attention, curiosity, motivation, focus, concern, goal directedness, worthiness, awareness desire etc. as compared to adolescents holding lower level of these factors under reference leading to excel in sound study habit for want of good results, good job, good performance in future.

Table 04: t-table showing significance of difference between high and moderate educational anxiety groups of student respondents on the measure of study habit

Variable	Groups	N	Mean	SD	t-value (df-148)	p
Educational Anxiety	High	92	166.25	6.42	12.33	<.01
	Moderate	58	178.06	5.19		

The results of table-04 clearly revealed that academic anxiety significantly influence study habit amongst students. It is clear in the results that high (N = 92) and low (N = 58) academic anxiety groups of students differ significantly on the measure of study habit. The moderate academic anxiety group of students excelled (Mean 178.06) over students of high academic anxiety (Mean 166.25) group of students on the measure of study habit. The t-value between the means was found significant (t = 12.33 ; df = 148 p < 1) Academic anxiety is found as a prominent and significant contributor to study habit. High academic anxiety group of adolescents possess higher level of vague, unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness in relation to academic affairs as compared to adolescents belonging to low academic anxiety groups. As a result adolescents belonging to low academic anxiety group are more attracted towards their future prospect including their goals in the form of service, business or profession. On the other hand high academic anxiety group are lacking behind due to high level of inhibition, disturbance or disruption. Under such condition. the respondents lack their interest in academic affairs leading to manifest poor study habit.

CONCLUSIONS

- (i) High academic achievement motivation is conducive to sound study habit among students and vice-versa.
- (ii) High educational aspiration is conducive to sound study habit among students and vice-versa.
- (iii) High educational interest is conducive to sound study habit among students and vice-versa.
- (iv) Moderate academic anxiety is likely to be conducive to sound study habit among students and vice-versa.

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