

School-Wise Variation In Study Habits And Their Relationship With Academic Performance Among Senior Secondary Students In The Dukli Block, Tripura

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ABSTRACT

The present study examined school-wise variation in study habits and the relationship between study habits and academic performance among Senior Secondary School students under Dukli Block, West Tripura. A descriptive-correlational survey design was adopted. The sample consisted of 120 students drawn equally from four Higher Secondary Schools: Matinagar, Suryamaninagar, Amtali and PM Shri Sekerkot. Study habits were assessed using a 30-item questionnaire covering five dimensions: Time Management, Study Environment, Note-Taking and Reading, Concentration and Focus, and Examination Preparation. Academic performance was measured through students' recent examination percentage scores. School-wise means and standard deviations were calculated, and Pearson's product-moment correlation was used to examine the relationship between study habits and academic performance. PM Shri Sekerkot H.S. School recorded the highest mean study-habit score (121.30), followed by Matinagar (119.40), Amtali (117.56), and Suryamaninagar (115.70). Academic performance showed a similar school-wise pattern, with PM Shri Sekerkot recording the highest mean (72.40%) and Suryamaninagar the lowest (67.22%). Pearson correlation revealed a statistically significant high positive relationship between study habits and academic performance ($r = 0.68$, $p < 0.001$). The findings indicate that stronger study habits are associated with better academic outcomes, while also suggesting that school context may contribute to differences in students' learning behaviour.

Keywords: Study habits, School variation, Academic performance, Pearson correlation, Senior Secondary students, Dukli Block, Tripura.

1. Introduction

Students studying under the same broad curriculum may nevertheless display differences in academic performance. Such differences may arise from individual learning behaviour as well as from school-level conditions such as academic supervision, learning resources, school climate, teaching practices and student support. The study examined four higher secondary schools under the Dukli Block. The school-wise component allows us to test whether students' study habits differ across institutions, and whether these differences are associated with differences in academic performance. This is especially relevant because it allows for school level comparisons within a common geographical area to identify areas of strength and possible intervention. Rather than assuming that all students experience identical learning conditions, school-wise analysis allows educators to identify patterns that may inform institutional improvement.

2. Statement of the problem

Academic performance among Senior Secondary students may vary across schools, even when students study within the same geographical area and broadly similar educational system. Differences in students' study habits, learning environments and academic practices may contribute to such variation. Effective study habits involving time management, appropriate study environments, reading and note-taking, concentration, and examination preparation may support better academic performance. The study examined students from four higher secondary schools under Dukli Block, West Tripura and found moderate school-wise variations in study habits. PM Shri Sekerkot H.S. School recorded the highest mean scores in both study habits and academic performance. More importantly, the Pearson Product-Moment Correlation analysis established a statistically significant positive relationship between study habits and academic performance. Despite these findings, it is important to examine the school-wise pattern separately and determine the extent to which study habits are associated with students' academic performance. Therefore, the problem addressed in this article is to investigate variation in study habits and academic performance across the selected schools and to examine the relationship between the two variables. Such evidence may help schools identify areas for strengthening students' learning practices and academic support systems.

3. Review of related literature

Credé and Kuncel (2008) synthesized research on study habits, skills and academic performance and concluded that effective study behaviours significantly contribute to academic achievement. Their findings provide a strong basis for examining the relationship between study habits and examination performance. Nonis and Hudson (2010) investigated study habits and academic performance among university students. They reported that students with effective study

habits achieved better academic outcomes than students with ineffective learning behaviours. Time management, regular study schedules and active learning were identified as important behavioural factors. Richardson, Abraham and Bond In Richardson, Abraham and Bond They found that academic achievement was significantly linked to self-regulation, effort management, academic motivation and learning strategies. The findings of the study support the view that students' behavioral learning practices are significant predictors of achievement. Kitsantas, Winsler and Huie (2008) studied study strategies and academic performance. They found that students who planned their studies, monitored their progress and used effective learning strategies had higher academic achievement. Their findings imply that systematic study behavior might be of particular importance in accounting for differences in academic outcomes. Association between study habits and academic achievement of higher secondary students was studied by Mishra and Yadav (2018). The study found out that there is a positive correlation between the two variables that are statistically significant and suggested that improving study habits may lead to better academic performance. Bora and Das (2020) studied the study habits of the students of Northeast India. They found a positive relationship between consistent study schedules, the ability to concentrate and learning environments, and academic performance. A supportive learning environment includes a caring and respectful interaction among the teachers and between the teachers and students. For the students, supportive learning environments foster better academic performance. The geographical relevance of this study is particularly important for research conducted in Tripura because both contexts belong to the North-Eastern region. Baruah (2022) investigated study habits among higher secondary students in Assam and their relationship with academic achievement. The findings showed that students with disciplined study practices achieved better academic results. The study was considered particularly relevant because of its geographical similarity to the North-Eastern educational context.

The reviewed studies consistently indicate a positive association between effective study habits and academic achievement. However, the dissertation points out that school-wise comparison within the same geographical area are relatively limited. Differences between schools may reflect variations in institutional environment, educational practices, learning resources, supervision and academic support. There is also limited empirical evidence concerning senior secondary students in Dukli Block, West Tripura. Most existing research has been conducted in other regions or among broader categories of secondary and university students. Consequently, the present article addresses two important gaps: (a) school-wise variation in study habits and academic performance and (b) the statistical relationship between study habits and academic performance within the same regional educational context.

4. Significance of the study

This study explores the school-to-school difference in study habits of senior secondary students and its relation to academic performance. The study reports its findings from four higher secondary schools under Dukli block and shows variation in study habits of students across different schools. It shows a positive relation between study habits and academic performance and reports Pearson product-moment correlation coefficient as $r = 0.68$ and significance level as $p < 0.001$. This finding is important for teachers and school administrators because it emphasizes the educational value of developing systematic learning practices. The school-wise comparison may help institutions identify areas of strength and areas requiring improvement. The findings can support the planning of study-skills training, time-management activities, concentration strategies, reading and note-taking programmes, and examination-preparation support. The study also provides useful baseline evidence for future researchers undertaking comparative, longitudinal or intervention-based studies in Tripura and other educational settings.

5. Research questions

- a) Is there any variation in the study-habit scores of senior secondary school students across the four selected higher secondary schools under Dukli Block?
- b) How does academic performance vary among students of the four selected higher secondary schools?
- c) Is there a significant relationship between students' study habits and their academic performance?

6. Objectives of the study

This article addresses three objectives:

- a) To compare study habits across the four selected higher secondary schools.
- b) To compare academic performance across the four schools.
- c) To examine the relationship between study habits and academic performance.

7. Methodology of the study

The study adopted a descriptive-correlational survey design to investigate school-wise variation in study habits and academic performance and to determine the relationship between the two variables among Senior Secondary School students under Dukli Block, West Tripura. The sample comprised 120 students selected equally from four higher secondary schools: Matinagar H.S. School, Suryamaninagar H.S. School, Amtali H.S. School, and PM Shri Sekerkot H.S. School. Each school contributed 30 students.

The researcher designed a 30-item study habits questionnaire to assess the following five areas: time management; study environment; note-taking and reading; concentration and focus; and examination review. Each area consisted of three items. Respondents were asked to indicate their agreement with each item using a five-point scale. The possible total study habits score was 30 to 150. Research participants' latest academic performance was assessed based on their semester marks.

Analysis of study habits was conducted based on the mean and standard deviation scores of the questionnaires completed across the four schools. The direction and intensity of the relationship between study habits and academic performance was analyzed using Pearson Product-Moment Correlation Coefficient (r). The analysis was conducted without any interference on the research variables to determine the variances and relationships that existed in the research situation.

8. Results and discussion: Objective-wise analysis

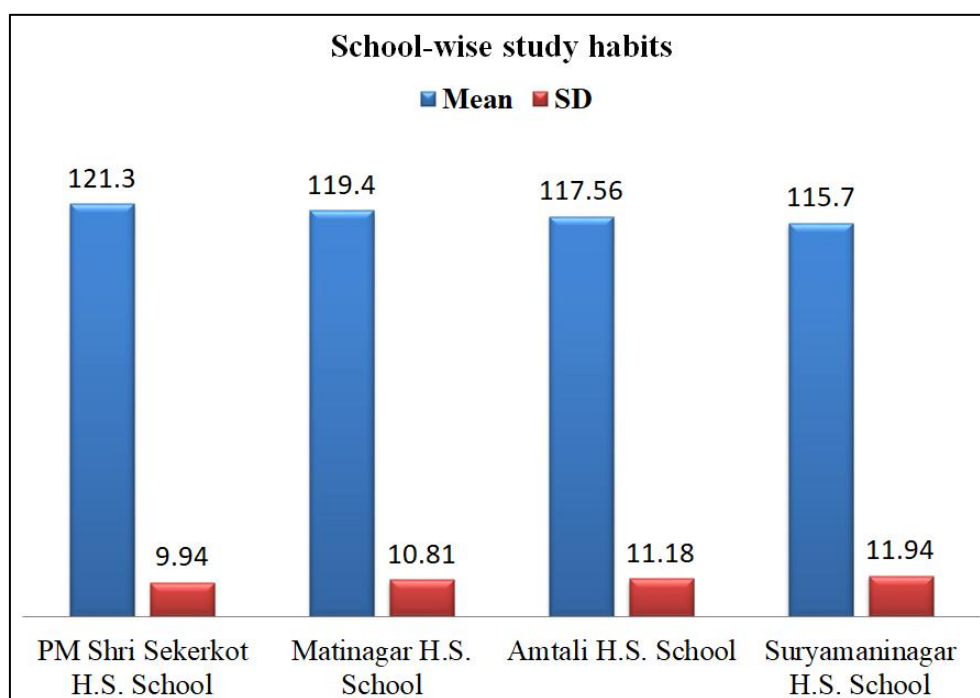
The present study is an analysis on examination behavior and scholastic performance of students of Dukli Block, West Tripura and the study habits of students of the concerned higher secondary schools. 120 students from Matinagar H.S. School, Suryamaninagar H.S. School, Amtali H.S. School and PM Shri Sekerkot H.S. School were studied. From each school, 30 students were selected randomly. To assess study habits, a 30-item questionnaire was designed to measure five constructs: management of time and use of study environment; note taking and reading; concentration and focus; and preparation for an exam.

8.1 Objective-1: To compare the study habits of students across the four selected higher secondary schools

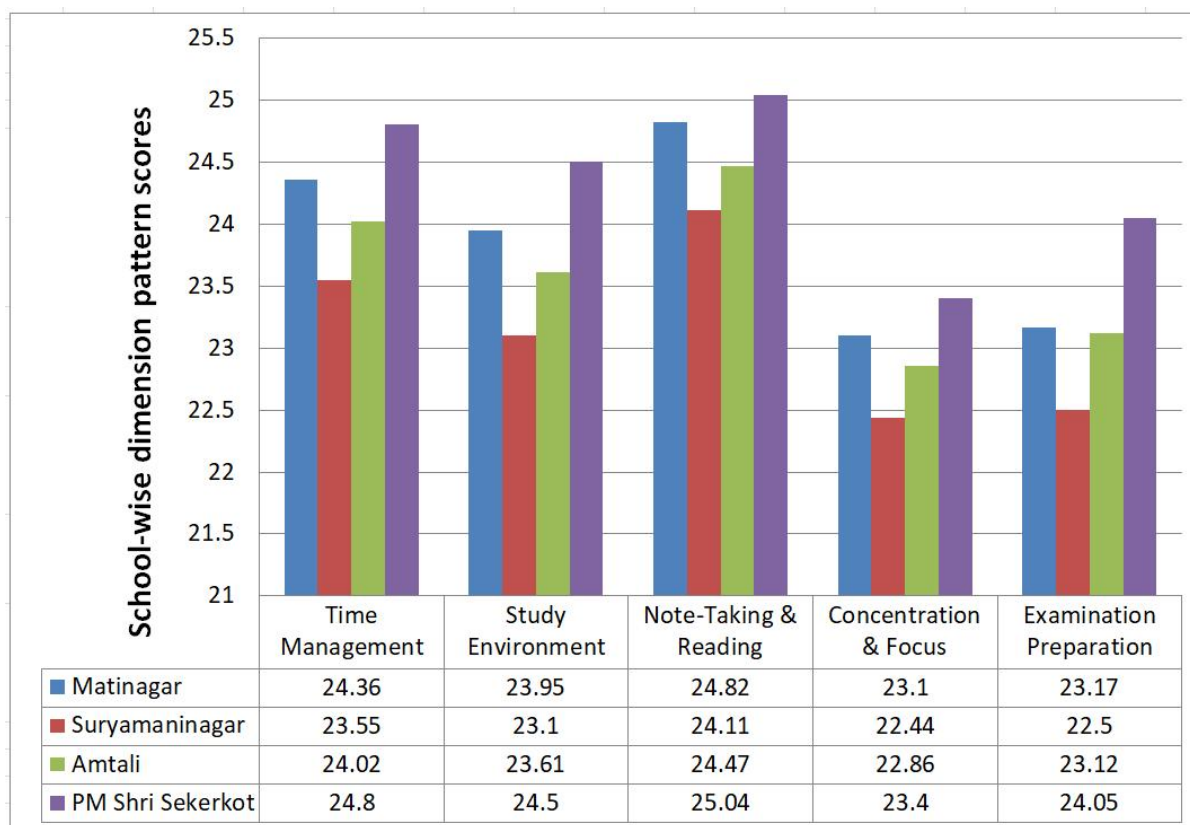
The mean study habit scores for students at all four schools are in the high category, and school-wise analysis has shown variation. The mean score for PM Shri Sekerkot H.S. School is the highest (121.30) and the other schools in the order of decreasing mean scores are, Matinagar H.S. School (119.40), Amtali H.S. School (117.56) and Suryamaninagar H.S. School (115.70). Hence, PM Shri Sekerkot H.S. School is in the first position, and Suryamaninagar H.S. School is in the fourth position.

Table-1: School-wise study habits

School	N	Mean	SD	Rank
PM Shri Sekerkot H.S. School	30	121.30	9.94	I
Matinagar H.S. School	30	119.40	10.81	II
Amtali H.S. School	30	117.56	11.18	III
Suryamaninagar H.S. School	30	115.70	11.94	IV



In the four schools under study, it is evident that the students have positive study habits, but school-wise variation is there. The positive study habits of the students of PM Shri Sekerkot School are the strongest and most systematic of all. Students of Suryamaninagar School have positive study habits, but compared to other schools, they are less positive.



Further analysis based on dimensions is as follows. Students of PM Shri Sekerkot recorded the highest scores in all five dimensions. Note-Taking and Reading was the strongest dimension across all the schools, and Concentration and Focus was the least across the dimensions. This suggests that students may be relatively comfortable with reading and maintaining academic notes but may experience greater difficulty in sustaining attention during study.

The school-wise differences may be associated with variations in students' learning environments, academic supervision, availability of learning resources, teacher support, peer influence and institutional practices. However, the present study did not statistically test these possible explanatory factors. Therefore, they should be regarded as possible interpretations rather than established causal explanations.

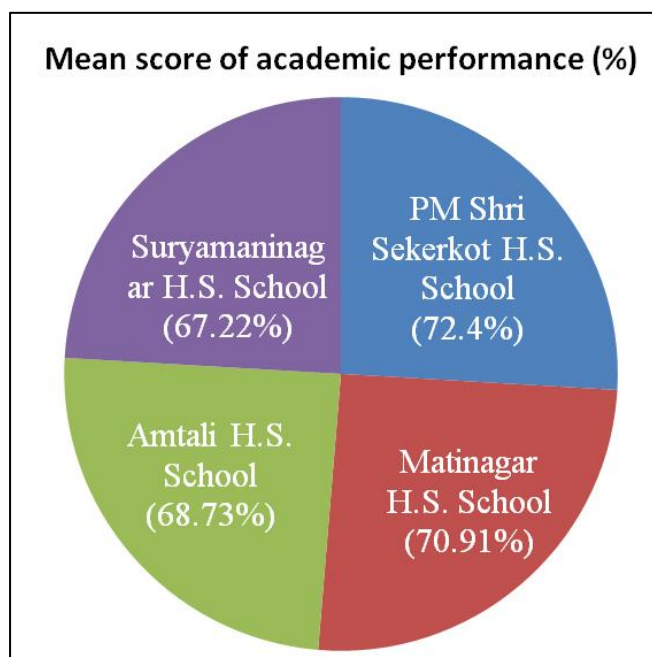
Overall, the findings demonstrate that study habits are not completely uniform across schools even within the same geographical and educational setting. The result supports the need for school-specific academic-support strategies rather than assuming that a single intervention will be equally effective for all students.

8.2 Objective-2: To compare the academic performance of students across the four selected schools

The second objective examined whether academic performance varied across the four schools. The results demonstrated a pattern broadly similar to that observed for study habits. PM Shri Sekerkot H.S. School recorded the highest mean academic performance (72.40%), followed by Matinagar H.S. School (70.91%), Amtali H.S. School (68.73%) and Suryamaninagar H.S. School (67.22%). The overall mean academic performance of the sample was 69.82%, with a standard deviation of 8.91.

Table-2: Academic performance

School	Mean (%)	SD	Rank
PM Shri Sekerkot H.S. School	72.40	7.86	I
Matinagar H.S. School	70.91	8.12	II
Amtali H.S. School	68.73	9.01	III
Suryamaninagar H.S. School	67.22	9.55	IV
Overall	69.82	8.91	

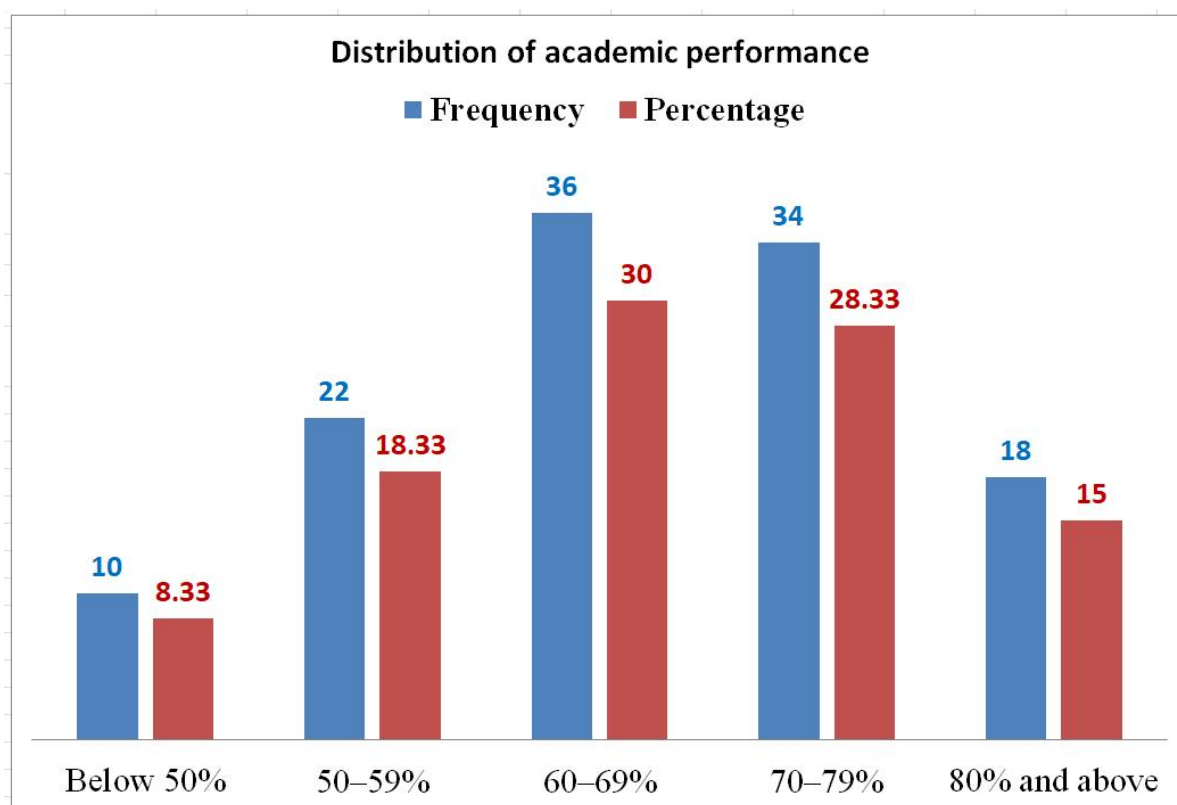


These data further suggest that the largest number of students (30.00%) obtained marks between 60% and 69%. The second largest number of students (28.33%) obtained marks between 70% and 79%. Marks obtained between 80% and 100% were achieved by 15.00% of students. Marks obtained between 50% and 59% were recorded by 18.33% of students. The marks obtained between 0% and 49% were recorded by 8.33% of students.

Table-3: Distribution of academic performance

Performance Level	Frequency	Percentage
Below 50%	10	8.33
50–59%	22	18.33
60–69%	36	30.00
70–79%	34	28.33
80% and above	18	15.00

It is worth noting that the school wise order of study habits is identical with the order of academic performance. Sekerkot, which recorded the best mean for study habits, also recorded the best mean of academic performance. Likewise, Suryamaninagar, which recorded the least mean of study habits, also recorded the least mean of academic performance.



This shows a parallel pattern of evidence relating to the positive influence of study habits on academic achievement. Students able to manage their study time, as well as read and take notes effectively, are also able to prepare adequately to attend to their academic goals and regulate their concentration. As such, they are more likely to accomplish academic goals, especially in the context of end of term examinations.

That said, study habits ought to be seen as contributing to academic performance, as opposed to determining academic performance. Reception of academic knowledge and skills plays a significant role in students' academic achievements. This includes the teaching-learning process and the kind of support the students receive from their families and the kind of learning resources available to them. Lastly, students differ in a number of ways that also influence their academic performance.

8.3 Objective-3: To examine the relationship between study habits and academic performance

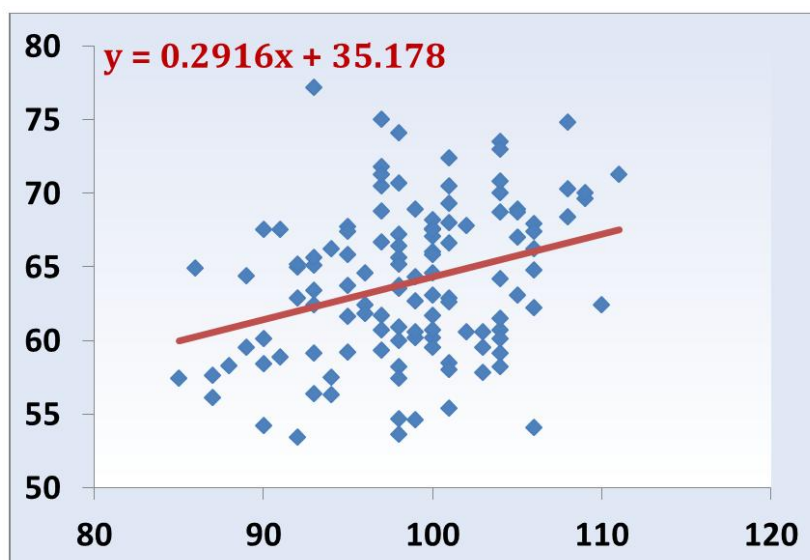
The third goal was to understand study habits and academic performance. We analyzed data from 120 students and found a positive relationship with a correlation coefficient of $r = 0.68$. We found this relationship to be statistically significant with a p-value of less than 0.001. Therefore, we can conclude that there is a moderate to high level of association between study habits and academic performance among our sampled students.

Table-5: Relationship between study habits and academic performance

Variables	N	r	p-value	Interpretation
Study Habits and Academic Performance	120	0.68	< 0.001	High positive correlation

The result indicates that students with stronger study habits generally tended to obtain higher academic-performance scores. Conversely, students with comparatively weaker study habits tended to demonstrate lower academic performance. The magnitude of the correlation ($r = 0.68$) suggests that the relationship is substantial rather than merely weak or negligible.

The scatter-plot analysis reported in the dissertation further represents the relationship through the equation $y = 0.2916x + 35.178$. The original analysis also identified Note-Taking and Reading as the strongest correlate among the five study-habit dimensions, followed by Examination Preparation and Time Management.



The finding is consistent with the broader literature emphasizing study skills and self-regulated learning as important components of academic success. Credé and Kuncel (2008), for example, identified study habits, skills and attitudes as an important component of academic performance, while Zimmerman (2002) emphasized the role of planning, monitoring and regulating learning behaviour. The present finding is also consistent with the theoretical perspective that effective learners actively organize and regulate their learning processes.

Nevertheless, the correlation should be interpreted cautiously. A significant correlation does not establish a cause-and-effect relationship. The present study employed a cross-sectional survey design, and therefore it cannot establish whether stronger study habits directly cause higher academic performance. It is also possible that students who perform well academically subsequently develop stronger study habits, or that both variables are influenced by other factors.

8.4 Overall Discussion

Taken together, the three objectives demonstrate a coherent pattern. First, meaningful school-wise differences were observed in study habits, with PM Shri Sekerkot H.S. School recording the highest mean and Suryamaninagar H.S. School the lowest. Second, the same ranking was observed for academic performance. Third, the Pearson correlation demonstrated a statistically significant positive relationship between study habits and academic performance ($r = 0.68$, $p < 0.001$). These findings strengthen the argument that effective study behaviour is an important component of students' academic success.

The results also highlight an important intervention area: Concentration and Focus was comparatively weaker than other dimensions. Therefore, school-based programmes should not only encourage students to spend more time studying but should teach them how to study effectively. Studying the effects of different learning strategies on students in Dukli Block shows that students who practice effective self-regulated learning strategies attain higher academic results.

From the findings of the study, it is recommended that self-regulated learning strategies (for example time management) be taught to students in secondary schools in Dukli Block. Similar strategies be implemented in other areas to fill the evidence gap identified in the research. More studies should be conducted that examine the impact of teaching study skills strategies to students over a long period of time. Such studies should have a control and experimental group. Teachers should collaborate with students' parents and school managers to devise strategies to help students learn study skills.

9. Major findings of the study

The authors reported the following major findings

- Variations in study habits were reported for the four higher secondary schools. Of the four, PM Shri Sekerkot H.S. School was reported to demonstrate the best study habits.
- The four higher secondary schools studied, demonstrated positive study habits, though variations in the level of effectiveness were reported.
- Of the four schools, PM Shri Sekerkot H.S. School reported the best academic performance, while Suryamaninagar H.S. School reported the lowest academic performance.
- The school, which demonstrated positive study habits, also reported better academic performance.
- It is concluded that study habits positively impact academic performance.

f)Of the five dimensions of study habits (Note Taking, Reading, Concentration and Focus, Self-testing and Revision and Organizing,) Concentration and Focus was the least developed, and hence required more school-based and system-level interventions.

It is positive to see that effective study habits and supportive learning practices positively impacted academic performance at the system-level.

10. Educational Implications

The school-wise findings suggest that educational improvement should involve both student-level and institutional-level strategies.

For teachers, a teacher can:

- integrate note-taking and active-reading techniques into lessons;
- encourage regular revision;
- teach students how to break large tasks into manageable study sessions;
- provide feedback on study routines.

For schools, schools can:

- organize study-skills workshops;
- develop peer-learning and mentoring systems;
- strengthen library and independent-study facilities;
- provide counselling for students experiencing concentration difficulties;
- identify successful institutional practices and share them across schools.

For parents, parents can support regular study routines and provide an environment that minimizes unnecessary distractions. The article specifically recommends collaboration between parents and schools and balanced use of digital devices.

11. Limitations

The findings should be interpreted in light of the following limitations:

- The study involved only four schools.
- The sample size was 120.
- The design was cross-sectional.
- Study habits were measured through self-report.
- School-level differences were examined descriptively rather than through a formal inferential test such as ANOVA.
- The correlation does not establish a causal relationship.

12. Conclusion

The present study provides evidence of variation in study habits and academic performance across four Higher Secondary Schools under Dukli Block, West Tripura. PM Shri Sekerkot H.S. School recorded the highest mean study-habit score and the highest mean academic performance, while Suryamaninagar H.S. School recorded the lowest values for both measures. The most important statistical finding was the significant positive correlation between study habits and academic performance ($r = 0.68$, $p < 0.001$). The result suggests that students with stronger study habits tend to achieve better academic outcomes. At the same time, academic performance is multidimensional and cannot be explained by study habits alone. The findings support the development of school-based programmes focusing on time management, effective reading, note-taking, examination preparation and concentration. Institutional sharing of successful study-support practices may also help strengthen learning outcomes across schools.

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