

A Comparative Study on Study Habits of Low and High Achiever Students

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ABSTRACT:

High achiever students are those who consistently perform above a set benchmark in their academic work, demonstrating strong command over concepts, discipline and effective learning strategies. In this study high achievers refers to the students who scored more than 75% in their final examination. Low achiever students, on the other hand, are those whose academic performance falls below the expected level for their age, grade or peer group. Low achievers in this study refer to students who scored less than 50% in their final examination. While both groups are exposed to similar classroom environments and curricula, the manner in which they approach their studies-through time management, concentration, revision and self-discipline often differs significantly and it is this difference that the present study seeks to explore. The findings revealed marked differences between the high and low achiever students. High achievers demonstrated more consistent daily study routines, punctual homework completion, regular revision, distraction-free study practices and greater confidence before examinations compared to low achievers. The study concludes that effective study habits are a significant, learnable contributor to academic success rather than a byproduct of innate ability alone. It recommends targeted interventions-including guidance from teachers and parents, structured study routines and distraction-management strategies, to help low achieving students cultivate the habits associated with higher academic performance.

Keywords: Study habits, High achievers, Low achievers, Academic performance.

INTRODUCTION:

Academic achievement represents one of the most significant indicators of student success and future career prospects. While numerous factors contribute to educational outcomes, including socioeconomic status, family support, and institutional resources, individual habits and behavioural patterns emerge as critical determinants of student performance. A comparison of high and low-achieving students may elucidate effective and ineffective learning processes as these students represent the extreme ends of academic achievements several quantitative studies have sought to determine the factors that impact academic output by differentiating between high and low achieving students. Such research indicates that low achieving students

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tend to demonstrate lower task value, self-efficacy, and self-discipline, and endure greater degrees of anxiety, frustration, and boredom. Understanding these habit-based differences holds significant implications for educational practice and student development. If academic achievement is partly contingent upon cultivated habits rather than fixed ability alone, then interventions designed to modify student behaviour and establish productive routines could potentially improve outcomes across diverse student populations. This recognition has prompted increased attention to habit formation, study skills, metacognitive awareness, and self-regulation in educational contexts.

The significance of studying the habits of high and low achievers extends beyond individual student success to encompass broader educational and societal concerns. In an increasingly competitive global economy where educational credentials and knowledge-based skills determine career opportunities and economic mobility, the consequences of academic underachievement have become more severe. Students who fail to develop effective learning habits during their formative years may find themselves at a significant disadvantage in higher education and the workforce. Moreover, persistent academic underachievement contributes to elevated dropout rates, diminished self-esteem, and reduced life opportunities. By identifying the specific habits that distinguish high achievers from their lower-performing peers, educators and policymakers can design targeted interventions that address the root causes of academic struggle rather than merely treating its symptoms. The role of self-regulation, the capacity to manage one's behaviour, emotions, and cognitions toward goal achievement emerges as a central mechanism differentiating high and low achievers. High achieving students demonstrate superior self-regulation across multiple dimensions: they regulate their attention to focus on relevant academic tasks, manage their emotions when encountering difficult material, and modulate their behaviour to align with long-term academic goals rather than short-term impulses. These self-regulation capacities are themselves habits that can be strengthened through deliberate practice and environmental design. Understanding how high achievers establish and maintain self-regulatory habits provide valuable insights into specific practices that could be taught to lower-achieving students. The increasing emphasis on standardized testing, the growing diversity of student populations, and the expanding awareness of learning differences and mental health issues have created a complex educational landscape in which understanding habit formation becomes even more critical. Through rigorous examination of the daily practices, routines, and behaviour that characterize different achievement levels, this research contributes to the growing body of knowledge aimed at making academic success accessible to all students, regardless of their starting point or background.

NEED AND SIGNIFICANCE OF THE STUDY

This study aims to fill an important gap in understanding how the study habits and behaviour of high achieving students differ from those of lower achievers. Many existing programs teach general study skills, but they rarely focus on specific, evidence-based habits that actually make a difference. This research identifies which habits such as, how often students review notes, how they test themselves, how they manage study time, and how they reflect on their own learning are most strongly linked to high performance. The study lays the groundwork for

creating targeted interventions that help struggling students adopt the effective strategies used by successful ones. It also helps teachers guide students in developing self-awareness and self-regulation, essential skills for academic and personal growth. The study's significance lies in more than just improving grades. It challenges the belief that success is based on talent alone, showing instead that it can be built through learnable behavior's. This can boost confidence among low achieving students and reduce achievement gaps, particularly for first-generation or underrepresented learners.

STATEMENT OF THE PROBLEM

The study is stated as “A comparative study on study habits of low and high achiever students.”

OPERATIONAL DEFINITION OF THE KEY TERMS USED

Study Habits: Study habits refer to the regular, routines, techniques and behaviour that an individual follows to learn, retain and excellence in their academics.

Low achiever students: Low achiever students are typically defined as those whose academic performance falls below the expected level for their age, grade, or peer group. In this study, low achievers refer to the students who have scored less than 50% in their final examination.

High achiever students: High achiever students are those who consistently perform above preset benchmarks In this study, high achievers refer to the students who have scored more than 75% in their final examination.

RESEARCH QUESTIONS:

- i. What is the study habit of low achiever students?
- ii. What is the study habit of high achiever student?
- iii. Is there any comparison between the study habits of low and high achiever students?

OBJECTIVES OF THE STUDY:

- i. To find out the study habits of low achiever students.
- ii. To find out the study habits of high achiever students.
- iii. To compare the study habits of high and low achiever students.

DELIMITATIONS OF THE STUDY:

Delimitation simply means the area or boundaries of the study that a researcher goes through in his/her study. The present study has been delimited to:

- i. North Garo Hills District of Meghalaya.
- ii. Kharkutta Block.
- iii. Class 10 students.
- iv. Meghalaya Board of School Education (MBOSE).

REVIEW OF THE RELATED LITERATURE:

Nagaraja (2017) conducted a study to examine the relationship between study habits, mental health, intelligence, and academic achievement among 400 high school students in India. The researcher employed standardized tools to assess students' study habits, intelligence, and mental health, while academic achievement was measured using previous examination scores. The findings revealed that students with effective study habits achieved significantly higher academic performance than those with poor study habits. The study concluded that regular study routines, proper planning, and effective learning strategies play a crucial role in improving academic achievement. The researcher recommended that schools should develop Programmes to strengthen students' study habits and promote better academic outcomes.

Satyarthi (2018) investigated the study habits of 164 secondary school students from Agra, Uttar Pradesh, and examined their relationship with academic achievement. The study adopted a descriptive research design and used standardized measures of study habits along with students' academic records. The results indicated a significant positive relationship between study habits and academic achievement. Students with good study habits performed significantly better than those with poor study habits. However, no significant gender difference was observed in study habits. The researcher emphasized that teachers and schools should provide guidance to help students develop effective study habits for better academic performance.

Kumari (2023) examined the impact of study habits on the academic achievement of 120 school students from Darbhanga, Bihar. The study used the Study Habit Questionnaire developed by Joshi and Pandey and analyzed the data using descriptive statistics and the *t*-test. The findings revealed that high-achieving students possessed significantly better study habits than low-achieving students. Female students also demonstrated better study habits than male students. The researcher concluded that effective study habits, such as regular revision, time management, and organized learning, positively influence academic achievement and should be encouraged through school-based interventions.

Tiwari and Mishra (2023) reviewed studies on the relationship between study habits and academic achievement among urban and rural secondary school students in Chhattisgarh. The review found that effective study habits, including time management, self-regulated learning, regular revision, and organized study schedules, consistently contributed to higher academic achievement. The authors also highlighted that students from different educational settings may differ in their study practices because of variations in educational resources and learning environments. The review recommended that schools provide systematic training in study skills to improve students' academic performance.

Devi.D, et.al, (2026) investigated the influence of study habits and learning styles on the academic performance of 200 pre-service teachers enrolled in teacher education institutions affiliated with Manipur University. The study employed the Study Habit Inventory developed by Mukhopadhyay and Sansanwal and the Grasha–Riechmann Learning Styles Scale. The findings showed that students with better study habits demonstrated significantly higher academic performance. The study concluded that effective study habits remain one of the

strongest predictors of academic success and recommended that teacher education institutions incorporate study-skills training into their curriculum to enhance students' learning outcomes.

RESEARCH GAP:

- No studies have been conducted in kharkutta area.
- Limited comparative studies have been conducted on study habits between low and high achiever students.

RESEARCH METHODOLOGY:

Method: The present study employs the descriptive survey method as it is best suited for comparing and analyzing the study habits of low and high achiever students in a systematic and objective manner. The descriptive survey method is a scientific approach used to describe the characteristics, behavior's, and attitudes of a given population without manipulating any variables, making it ideal for educational research of this nature.

Population: The population of the study comprises of 11 schools and a total of 235 students.

Sample of the study: The sample of the present study comprises of 4 schools and the no. of students selected for the study is 64 students out of which 32 students fall under the category of high achievers and 32 low achiever students.

Tool used: The tool that has been used for the present study is self-made Questionnaire. A total of 20 items were included in the questionnaire.

VARIABLES OF THE STUDY:

Research variables are of two types' dependent variable and independent variable.

Independent variables- Independent variables are variables which are manipulated or controlled or changed. In the present study, study habit is the independent variable.

Dependent variable- Dependent variables are the outcome variables and are for which we calculate statistics. The variables which can change on account of independent variable are known as dependent variable. In the present study low achiever and high achiever is the dependent variable.

ANALYSIS AND INTERPRETATION OF DATA:

The analysis and interpretation of the data is one of the most important parts of the research work where the problems of research are vividly analyzed in details to see what data are necessary in its solution and to be assured that the methods used will provide for definite answer.

According to objective 1: To find out the study habits of low achiever students.

Table No.1.1: Table showing the study habits of low achiever students

STATEMENTS	Yes%	No%
1. I follow a daily study timetable.	43.75%	56.25%
2. I complete my homework on time.	62.5%	37.5%
3. I study at the same time every day.	56.25%	43.75%
4. I plan my study before exams.	84.37%	15.62%
5. I study in a quiet place.	65.62%	34.37%
6. I avoid using my phone while studying.	59.37%	40.62%
7. I keep my study table neat and clean.	90.62%	9.37%
8. I make notes while studying.	59.37%	40.62%
9. I revise what I learn every day.	59.37%	40.62%
10. I try to understand topics instead of just memorizing.	81.25%	18.75%
11. I practice writing answers regularly.	56.25%	43.75%
12. I ask questions when I do not understand something.	53.12%	46.87%
13. I can study without getting distracted.	15.62%	84.37%
14. I stay focused during study time.	78.12%	21.87%
15. I take short breaks while studying.	90.62%	9.37%
16. I enjoy studying my subjects.	62.5%	37.5%
17. I set goals for my studies.	71.87%	28.12%
18. I try to improve my weak subjects.	84.37%	15.62%
19. I feel confident before exams.	56.25%	43.75%
20. I study regularly, not only before exams.	59.37%	40.62%

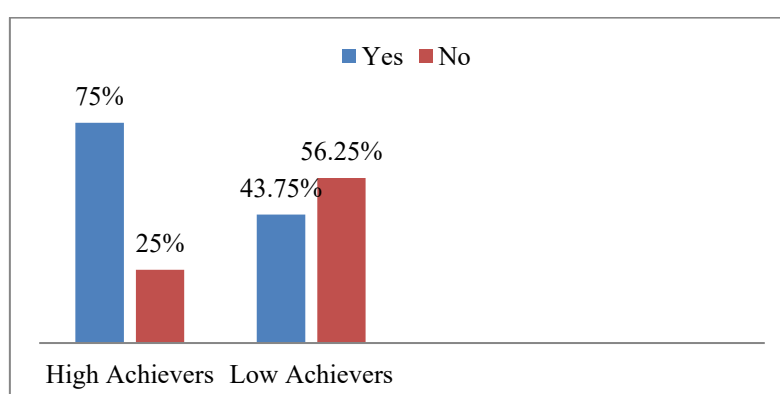
According to objective 2: To find out the study habits of high achiever students.

Table No.2.1 Table showing the study habits of high achiever students

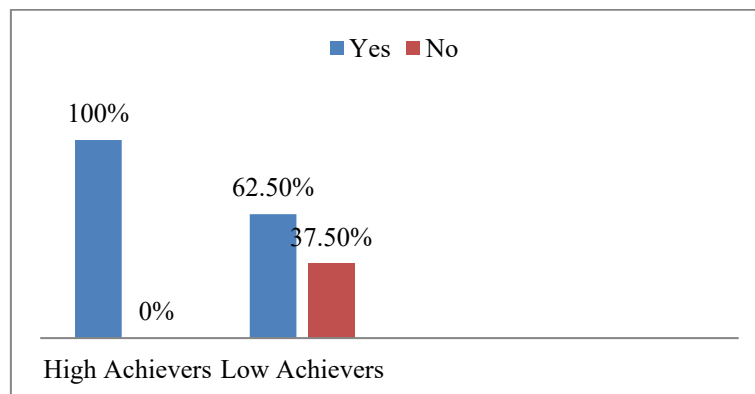
STATEMENT	Yes%	No%
1. I follow a daily study timetable.	75%	25%
2. I complete my homework on time.	100%	0%

3. I study at the same time every day.	56.25%	43.75%
4. I plan my study before exams.	78.12%	21.87%
5. I study in a quiet place.	75%	25%
6. I avoid using my phone while studying.	78.12%	21.87%
7. I keep my study table neat and clean.	90.62%	9.37%
8. I make notes while studying.	71.87%	28.12%
9. I revise what I learn every day.	93.75%	6.25%
10. I try to understand topics instead of just memorizing.	81.25%	18.75%
11. I practice writing answers regularly.	78.12%	21.87%
12. I ask questions when I do not understand something.	78.12%	21.87%
13. I can study without getting distracted.	68.75%	31.25%
14. I stay focused during study time.	87.5%	12.5%
15. I take short breaks while studying.	75%	25%
16. I enjoy studying my subjects.	75%	25%
17. I set goals for my studies.	84.37%	15.62%
18. I try to improve my weak subjects.	90.62%	9.37%
19. I feel confident before exams.	68.75%	31.25%
20. I study regularly, not only before exams.	75%	25%

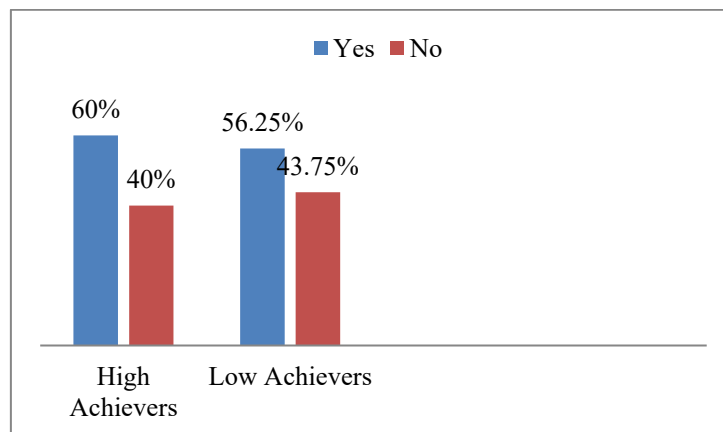
Objective 3: To compare the study habits of high and low achiever students. Figure No.3.1 Figure showing daily study time table.



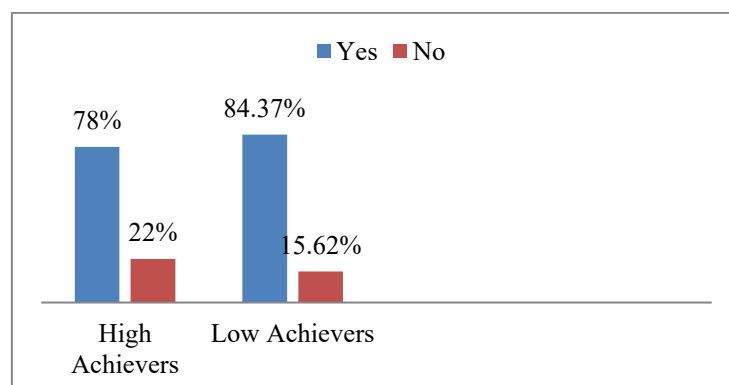
Interpretation: From figure 3.1 it can be seen that 75% of the high achiever's students have daily study time table, while only 43.75% of the low achiever's students follow daily study time table.

Figure No.3.2 Figure showing complete homework on time.

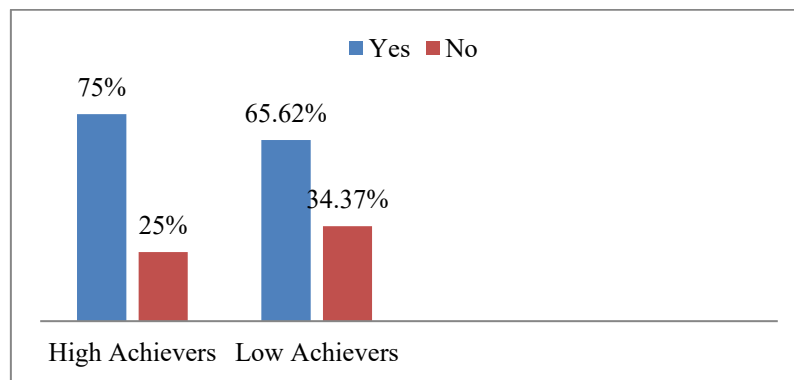
Interpretation: From figure 3.2 it can be seen that 100% of the high achiever's students, complete their homework on time while only 62.5% of the low achiever's student's complete their homework on time.

Figure No.3.3 Figure showing study at the same time every day.

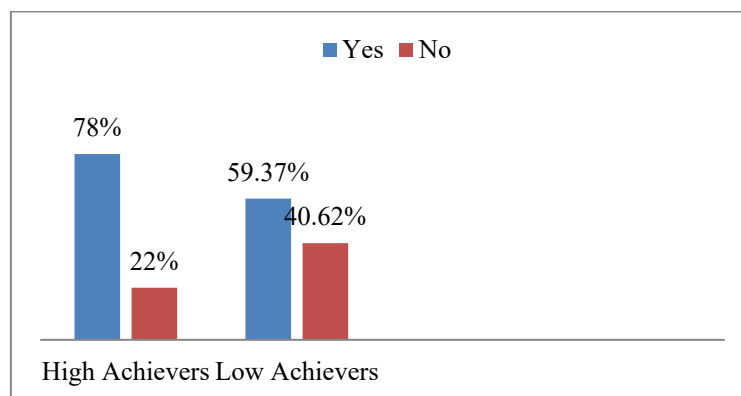
Interpretation: From figure 3.3 it can be seen that 60% of the high achiever's students study at the same time every day, while only 56.25% of the low achiever students' study at the same time every day.

Figure No.3.4 Figure showing students plan their study before exams.

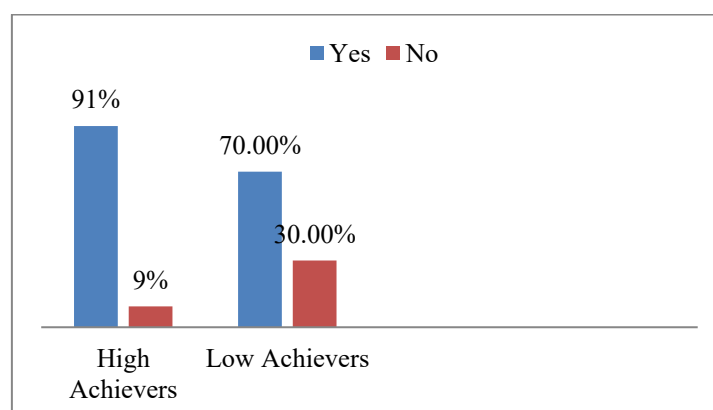
Interpretation: From 3.4 it can be seen that 78% of the high achiever's students plan their study before exams and 84% of the low achiever's students plan their study before exams.

Figure No.3.5 Figure showing students studying in a quiet place.

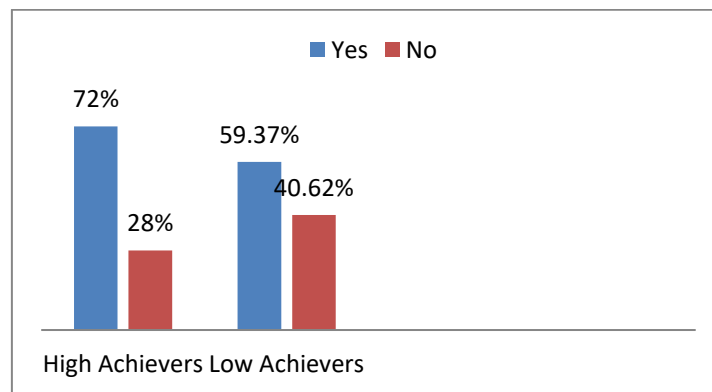
Interpretation: From table 3.5 it can be seen that 75% of the high achiever's students study in a quiet place, while only 65.62% of the low achiever's students' study in a quiet place.

Figure No.3.6 Figure showing students avoid using phone while studying.

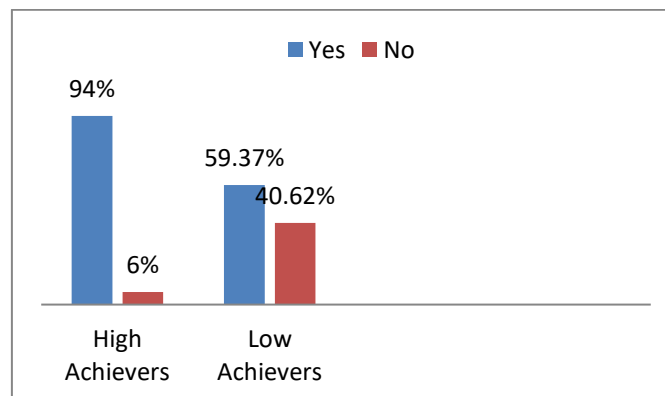
Interpretation: From figure 3.6 it can be seen that 78% of the high achiever's students avoid using phone while studying, while only 59% of the low achiever's students avoid using phone while studying.

Figure No.3.7 Figure showing students keeping the study table neat and clean.

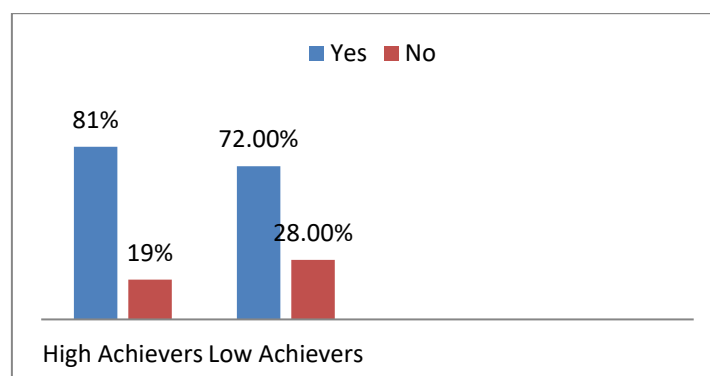
Interpretation: From figure 3.7 it can be seen that 91% of the high achiever's students keep their study table neat and clean, while only 70% of the low achiever's students keep their study table neat and clean.

Figure No.3.8 Figure showing students making notes while studying.

Interpretation: From 3.8 it can be seen that 72% of the high achiever's students make their notes while studying, while only 59.37% of the low achiever's students make their notes while studying.

Figure No.3.9 Figure showing students revise what they learn every day.

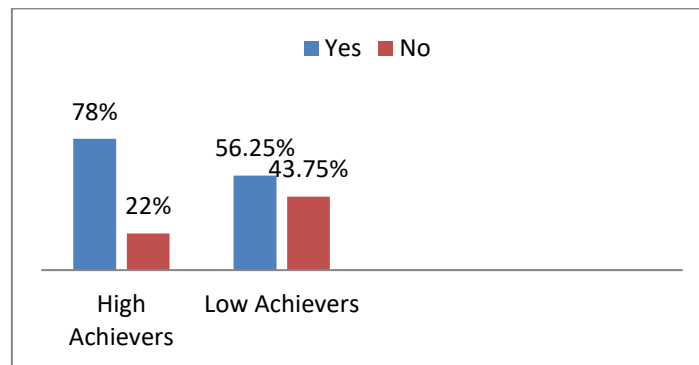
Interpretation: From figure 3.9 it can be seen that 94% of the high achiever's students revise what they learn every day, while only 59% of the low achiever's students revise what they learn every day.

Figure No.3.10 Figure showing students trying to understand topic instead of just memorizing.

Interpretation: From figure 3.10 it can be seen that 81% of the high achiever's students try to understand topic instead of just memorizing, while only 72% of the low achiever's students try

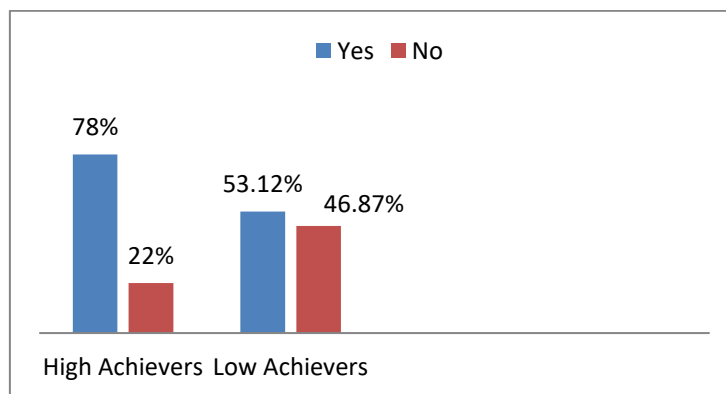
to understand topics instead of just memorizing.

Figure No.3.11 Figure showing students practice writing answers regularly.



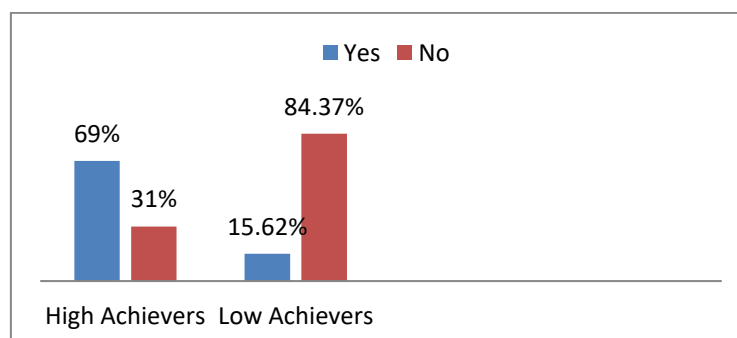
Interpretation: From figure 3.11 it can be seen that 78% of the high achiever's students practice writing answers regularly, while only 56% of the low achiever's students practice writing answer regularly.

Figure No.3.12 Figure showing students asking questions when they do not understand something.



Interpretation: From figure 3.12 it can be seen that 78% of the high achiever's students ask questions when they do not understand something, while only 53.12% of the low achiever's students ask questions when they do not understand something.

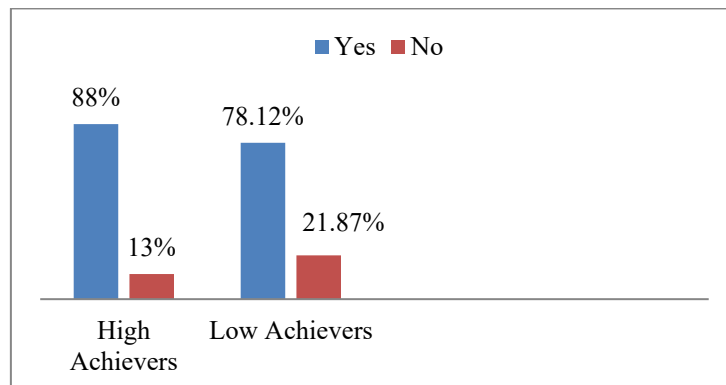
Figure No.3.13 Figure showing students can study without getting distracted.



Interpretation: From figure 3.13 it can be seen that 69% of the high achiever's students can study without getting distracted, while only 15.62% of the low achiever's students can study

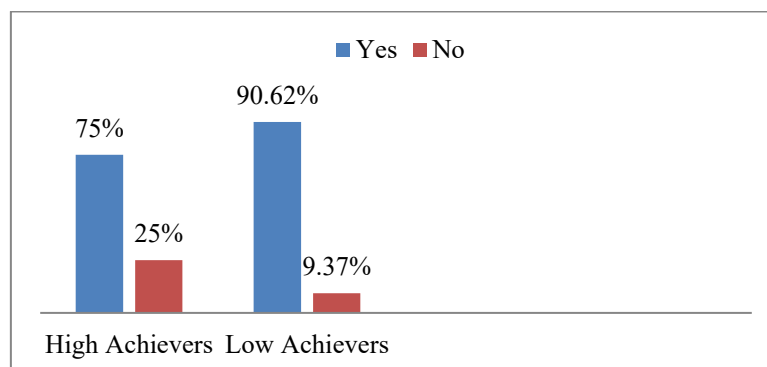
without getting distracted.

Figure No.3.14 Figure showing students stay focused during study time.



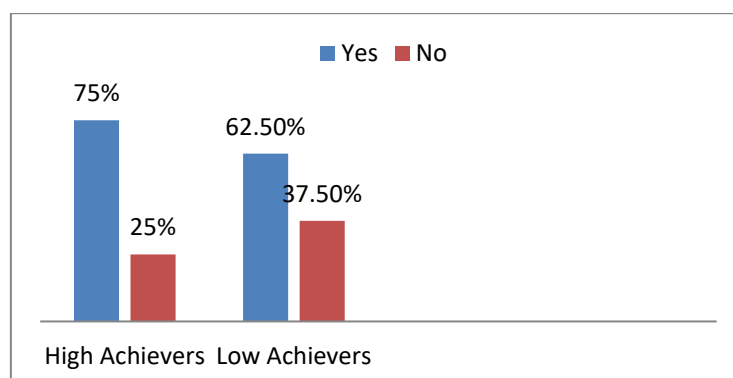
Interpretation: From figure 3.14 it can be seen that 88% of the high achiever's students stay focused during study time, while only 78.12% of the low achiever's students stay focused during study time.

Figure No.3.15 Figure showing students take short breaks while studying.

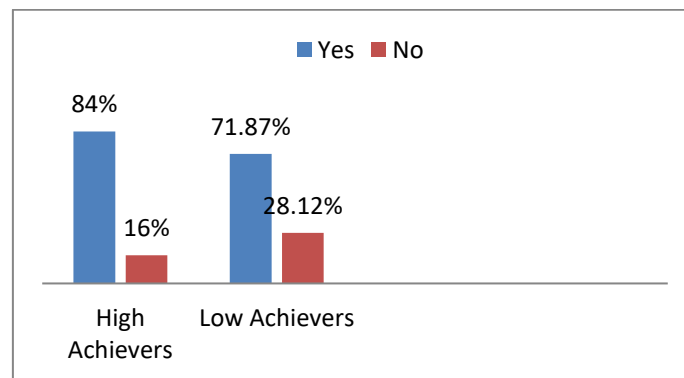


Interpretation: From figure 3.15 it can be seen that 75% of the high achiever's students take short breaks, while 91% of the low achiever's students take short breaks while studying.

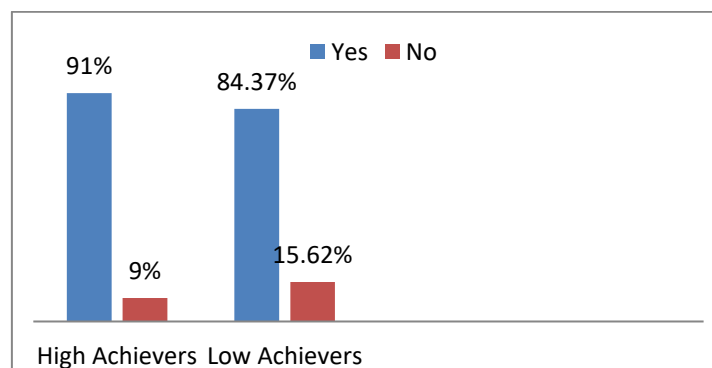
Figure No.3.16 Figure showing students enjoy studying the subjects.



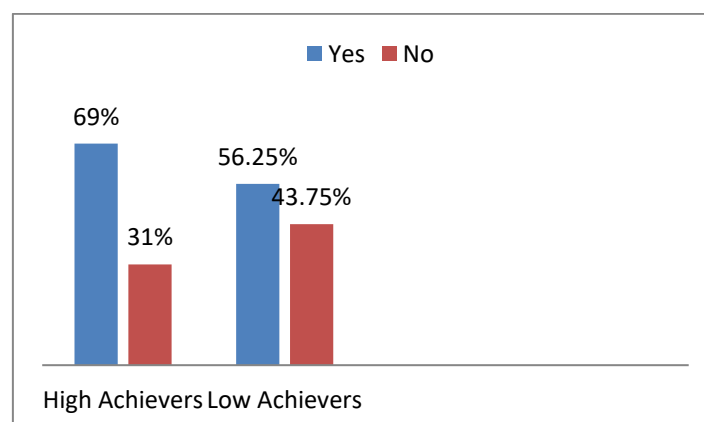
Interpretation: From figure 3.16 it can be seen that 75% of the high achiever's students enjoy studying the subjects, while only 62.50% of the low achiever's students enjoy studying the subjects.

Figure No.3.17 Figure showing students set goals for their studies.

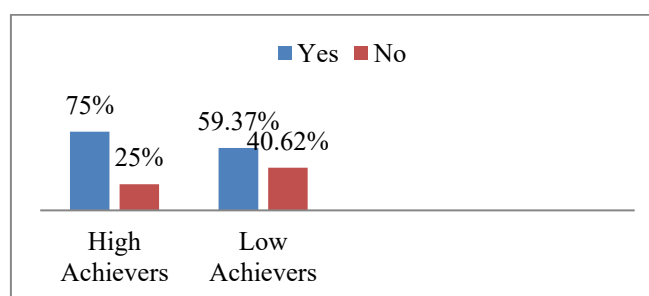
Interpretation: From figure 3.17 it can be seen that 84% of the high achiever's students set goals for their studies, while only 71.87% of the low achiever's students set goals for their studies.

Figure No.3.18 Figure showing students try to improve their weak subjects.

Interpretation: From figure 3.18 it can be seen that 91% of the high achiever's students try to improve their weak subjects, while only 84% of the low achiever's students try to improve their weak subjects.

Figure No.3.19 Figure showing students feel confident before exams.

Interpretation: From figure 3.19 it can be seen that 69% of the high achiever's students feel confident before exams, while only 56.25% of the low achiever's students feel confident before exams.

Figure No.3.20 Figure showing students studying regularly, not only before exams.

Interpretation: From figure 3.20 it can be seen that 75% of the high achiever's students studying regularly, not only before exams, while only 59.37% of the low achiever's students' study regularly, not only before exams.

Findings of the study:

The findings of the study are as follows:

- Daily study Routine:** High achievers are more likely to follow a fixed daily study time table, while low achievers tend to study irregularly, without a fixed routine.
- Homework completion:** Nearly all high achievers complete their homework on time, whereas a noticeable portion of low achievers lack behind in this habit, reflecting less discipline and time management.
- Consistency in study timing:** High achievers show a slightly stronger tendency to study at the same time each day, building a rhythm that supports better retention, while low achievers are less consistent.
- Study environment:** High achievers more often choose a quiet, distraction free place to study, whereas low achievers are somewhat more likely to study in less conducive surrounding.
- Phone and distraction management:** High achievers are noticeably better at avoiding phone use and staying free from distractions while studying, while low achievers struggle significantly more with this.
- Revision habits:** High achievers revise what they learn almost every day, while low achievers revise less regularly, relying more on last-minute preparation.
- Understanding over memorization:** Both high and low achiever students try to understand concepts rather than memorize, but high achievers apply this approach somewhat more consistently, along with more regular practice writing answers and greater willingness to ask questions when confused.
- Focus and concentration:** High achievers stay more focused while studying and are considerably better able to study without getting distracted compare to low achievers.
- Goal-setting and self-improvement:** High achievers are more likely to set clear study goals and work on strengthening their weak subjects, showing a more proactive, structured

approach to learning.

- j. **Confidence and regularity:** High achievers feel more confident before exams and are more likely to study regularly throughout the term rather than studying only before exams-disciplined study habits, not last-minute efforts, distinguish high achievers from low achievers.

Suggestions:

The followings suggestions are given below:

- a. Student, especially low achievers, should be encouraged to follow a regular daily study timetable to improve consistency in learning.
- b. Teacher and parents should ensure that student develop the habits of completing homework on time.
- c. Maintaining a fixed study time every day should be promoted to build discipline among students.
- d. Low achievers need proper guidance to plan their studies effectively and consistently, particularly before examinations.
- e. Students should be motivated to study in a quiet and distraction-free environment for better concentration.
- f. Awareness should be created among students to avoid the use of mobile phone during study time.
- g. Students should be trained to make notes while studying, as it enhances understanding and retention.
- h. Greater emphasis should be given to daily revision, especially for low achievers.
- i. Teaching-learning processes should focus on conceptual understanding rather than rote memorization.
- j. Students should be encouraged to practice writing answers regularly to improve performance in exams.

CONCLUSION:

In conclusion, the study conducted in Kharkutta Block of North Garo Hills Meghalaya District the study clearly shows that there is a clear difference in the study habits of low and high achiever students. High achievers follow more effective and regular study practices such as maintaining a daily timetable, completing homework on time, revising lessons regularly, and avoiding distractions while studying. They also show better understanding of topics, practice writing answers, and remain more focused during study time. On the other hand, low achiever students show weaker study habits, such as lack of regular study routine, less revision, more distractions, and lower confidence before examinations. Although some study practices are common in both groups, high achievers apply them more consistently and effectively.

Therefore, it can be concluded that good study habits play a significant role in improving academic performance. Proper guidance, motivation, and support from teachers and parents can help low achievers develop better study habits and achieve higher academic success.

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