

# A Review on Effect of Study Habits on Academic Achievement of Urban and Rural Secondary School Students of Chhattisgarh

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**Abstract:** This research paper presents a comprehensive review of the literature on the effect of study habits on the academic achievement of urban and rural secondary school students in Chhattisgarh. The study systematically examines existing research on various factors, such as time management, learning strategies, and self-regulation, and their relationship with academic performance. Additionally, the review highlights differences in study habits and academic achievement between urban and rural students. The synthesis of the literature findings provides insights into the importance of developing effective study habits for improved academic outcomes and offers recommendations for educators, parents, and policymakers to support students in their learning process. This review also identifies gaps in the current knowledge, paving the way for future research in the field.

**Keywords:** study habits, academic achievement, urban and rural students, secondary school, Chhattisgarh, time management, learning strategies, self-regulation.

## 1. Introduction

Academic achievement is a critical factor in determining students' future educational and career opportunities. Several factors contribute to academic success, including study habits, which play a vital role in students' learning and overall performance (Crede & Kuncel, 2008; Nonis & Hudson, 2010). Developing effective study habits is essential for students to optimize their academic potential and excel in their studies. The present review focuses on the effect of study habits on the academic achievement of urban and rural secondary school students in Chhattisgarh, India.

Differences in educational resources, socio-economic backgrounds, and learning environments between urban and rural students often result in disparities in academic performance (Singh & Misra, 2016). Research has shown that urban students generally outperform rural students in various aspects of academic achievement (Bhattacharya & Sarkar, 2013). However, limited research has been conducted to explore the role of study habits in the academic achievement of urban and rural students, specifically in the context of Chhattisgarh.

Study habits encompass a wide range of behaviors, attitudes, and strategies that affect how students approach learning tasks,

manage their time, and self-regulate their learning process (Dembo & Seli, 2012). Previous research has demonstrated a strong relationship between study habits and academic achievement (Credé & Kuncel, 2008; Nonis & Hudson, 2010; Kitsantas, Winsler, & Huie, 2008). For instance, time management, goal setting, and active learning strategies have been shown to be positively associated with academic performance (Britton & Tesser, 1991; Zimmerman & Schunk, 2001; Schunk & Zimmerman, 1997).

This review aims to systematically analyze existing literature on the impact of study habits on academic achievement, focusing on urban and rural secondary school students in Chhattisgarh. The review will provide insights into the factors that influence students' study habits and their academic outcomes, as well as the differences in study habits between urban and rural students. By synthesizing the findings from the literature, this review seeks to inform educators, parents, and policymakers on the best practices to support students in developing effective study habits that can lead to improved academic performance. Furthermore, this review will highlight gaps in the current knowledge and suggest directions for future research in this area.

The remainder of this review is organized as follows: first, we present a brief overview of the educational context of Chhattisgarh, focusing on the differences between urban and rural education. Next, we discuss the concept of study habits and their various components, such as time management, learning strategies, and self-regulation. We then present a synthesis of the literature findings on the relationship between study habits and academic achievement, highlighting the differences between urban and rural students. Finally, we conclude the review by summarizing the main findings, discussing their implications for educational practice and policy, and suggesting directions for future research.

## 2. Review of Literature

*Analysis of existing literature on the impact of study habits on academic achievement, focusing on urban and rural secondary school students in Chhattisgarh*

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The existing literature on the impact of study habits on academic achievement among urban and rural secondary school students in Chhattisgarh is limited. However, several studies conducted in other regions of India and other countries can provide valuable insights into the relationship between study habits and academic achievement in the Chhattisgarh context. Some of the relevant studies are:

Aremu, A. O., & Sokan, B. O. (2003). A multi-causal evaluation of academic performance of Nigerian learners: Issues and implications for national development. Department of Guidance and Counselling, University of Ibadan, Nigeria.

This study highlights the significance of study habits in academic performance and emphasizes the need for appropriate learning environments and educational policies.

Yilmaz, R. (2010). The relationship between the study habits and the academic achievement of students in Turkish high schools. *Educational Research and Reviews*, 5(5), 269-274.

This study investigates the relationship between study habits and academic achievement in high school students in Turkey, providing insights that may be applicable to urban and rural students in Chhattisgarh.

Iqbal, H. M., Sohail, S., & Shahzad, S. (2010). Study habits and academic achievement among the students of secondary schools. *Bulletin of Education and Research*, 32(2), 63-74.

This study explores the impact of study habits on academic achievement among secondary school students in Pakistan, with findings that may inform the Chhattisgarh context.

Sujatha, K., & Padmaja, B. (2015). Study habits and academic achievement of rural and urban college students. *Journal of Educational and Developmental Psychology*, 5(2), 170-175.

This study compares study habits and academic achievement among rural and urban college students in India, providing valuable insights into the differences between these two groups.

Singh, K., & Misra, N. (2016). The influence of urban-rural differences on educational achievement in India. *International Journal of Sociology of Education*, 5(2), 164-188.

This study examines the impact of urban-rural differences on educational achievement in India, which can inform the Chhattisgarh context.

While these studies do not specifically focus on Chhattisgarh, their findings on the relationship between study habits and academic achievement, as well as the differences between urban and rural students, can inform future research on this topic in the context of Chhattisgarh. Further research is needed to explore the specific factors affecting study habits and academic achievement among urban and rural secondary school students in Chhattisgarh, and to develop targeted interventions to support their learning and academic success.

*Review insights into the factors that influence students' study habits and their academic outcomes, as well as the differences in study habits between urban and rural students*

Several factors influence students' study habits and their academic outcomes. These factors can be broadly categorized into personal, family, and environmental factors. Additionally, differences in study habits between urban and rural students arise from disparities in resources, socio-economic

backgrounds, and learning environments. Here, we review the insights from the literature on these factors and their impact on students' study habits and academic outcomes.

#### 1) *Personal factors:*

- *Cognitive abilities:* Students' cognitive abilities, such as intelligence, memory, and problem-solving skills, influence their study habits and academic achievement (Ackerman & Heggestad, 1997).
- *Motivation:* Students' intrinsic and extrinsic motivation affect their study habits, persistence in learning, and academic performance (Ryan & Deci, 2000).
- *Self-regulation:* Self-regulated learners set goals, monitor their progress, and adjust their strategies, resulting in better study habits and improved academic outcomes (Zimmerman, 1990).
- *Learning styles:* Students' preferred learning styles, such as visual, auditory, or kinesthetic, can impact their study habits and academic success (Felder & Silverman, 1988).

#### 2) *Family factors*

- *Socio-economic status:* Students from higher socio-economic backgrounds typically have access to better resources and parental support, leading to more effective study habits and higher academic achievement (Sirin, 2005).
- *Parenting styles:* Supportive and involved parenting, characterized by warmth and appropriate expectations, positively influence children's study habits and academic performance (Steinberg, Lamborn, Dornbusch, & Darling, 1992).
- *Parental education:* Higher levels of parental education often result in better study habits and academic outcomes for children due to higher expectations and better support (Davis-Kean, 2005).

#### 3) *Environmental factors:*

- *School environment:* A supportive school environment, characterized by quality teaching, high expectations, and a focus on learning, fosters better study habits and improved academic outcomes (Rumberger & Palardy, 2005).
- *Peer influence:* Positive peer influence and friendships with academically-oriented peers can contribute to better study habits and academic achievement (Wentzel, 2005).

Differences in study habits between urban and rural students:

- *Access to resources:* Urban students often have better access to educational resources, such as libraries, technology, and extracurricular activities, which can support more effective study habits (Bhattacharya & Sarkar, 2013).
- *Teacher quality:* Urban schools tend to attract higher-quality teachers, resulting in better instructional practices that can positively influence students' study habits and academic outcomes (Hanushek, Kain, & Rivkin, 2004).

- *Socio-economic background:* Urban students generally come from higher socio-economic backgrounds, providing them with better support and resources for developing effective study habits (Singh & Misra, 2016).

These insights into the factors influencing students' study habits and academic outcomes can inform the development of targeted interventions to support urban and rural students in improving their study habits and, consequently, their academic achievement.

In addition to the aforementioned factors, other aspects also contribute to the differences in study habits and academic outcomes between urban and rural students. Some of these factors include:

#### 4) *Cultural factors*

- *Cultural values and beliefs:* Cultural values may influence students' attitudes towards education, study habits, and academic achievement (Trumbull, Rothstein-Fisch, & Hernandez, 2003). For instance, some cultures place a higher emphasis on education, leading to stronger study habits and better academic outcomes.

#### 5) *Educational policies and infrastructure*

- *Government policies:* Educational policies and the allocation of resources can impact the quality of education and infrastructure available to students in urban and rural areas (World Bank, 2018). Investment in rural education can help bridge the gap in study habits and academic outcomes between urban and rural students.
- *Infrastructure:* Rural schools may face challenges such as poor infrastructure, inadequate facilities, and limited access to educational resources, affecting students' study habits and academic achievement (Bhattacharya & Sarkar, 2013).

#### 6) *Access to extracurricular activities*

- *Extracurricular activities:* Participation in extracurricular activities can foster skills such as time management, teamwork, and self-discipline, which contribute to better study habits and academic outcomes (Fredricks & Eccles, 2006). Urban students may have more opportunities to participate in such activities than their rural counterparts.

#### 7) *Community and social support*

- *Community involvement:* Community support and involvement in education can influence students' study habits and academic achievement (Epstein, 2001). Urban and rural communities may differ in their levels of involvement and the resources they can provide to support students' education.

Understanding these additional factors can further help policymakers, educators, and parents in developing strategies to support urban and rural students in improving their study habits and academic achievement. By addressing the unique challenges faced by students in both urban and rural areas, tailored interventions can be developed to bridge the gap in study habits and academic outcomes between these two groups.

Future research should continue exploring the complex interplay of factors that influence students' study habits and academic achievement, with particular attention to the specific needs and contexts of urban and rural students.

### 3. Synthesizing the Findings

Synthesizing the findings from the literature, this review seeks to inform educators, parents, and policymakers on the best practices to support students in developing effective study habits that can lead to improved academic performance. The following recommendations are based on the factors influencing study habits and academic outcomes, as well as the differences between urban and rural students:

1. *Personalize learning experiences:* Recognize and address individual differences in cognitive abilities, motivation, self-regulation, and learning styles. Teachers can use differentiated instruction and varied teaching methods to accommodate diverse learning preferences and support students in developing effective study habits.
2. *Foster a supportive school environment:* Create a school climate that promotes high expectations, quality teaching, and a focus on learning. Schools should offer professional development opportunities for teachers to enhance their instructional practices and provide additional resources and support for students who need it.
3. *Encourage parental involvement:* Parents should be involved in their children's education, providing encouragement, setting appropriate expectations, and creating a home environment conducive to learning. Schools can facilitate this by offering parent workshops, conferences, and regular communication about their children's progress.
4. *Promote self-regulation:* Teach students strategies for goal-setting, self-monitoring, and self-assessment. Encourage them to take ownership of their learning process, which can lead to better study habits and academic outcomes.
5. *Address socio-economic disparities:* Implement policies and programs aimed at reducing the impact of socio-economic status on academic achievement. This may include providing access to quality educational resources and support services for students from disadvantaged backgrounds, especially in rural areas.
6. *Invest in educational infrastructure:* Improve the quality of educational infrastructure in both urban and rural areas. This includes providing access to technology, libraries, and extracurricular activities that can support students' development of effective study habits.
7. *Cultivate positive peer influence:* Encourage positive peer interactions and create opportunities for students to collaborate and learn from one another. This can help reinforce good study habits and contribute to overall academic achievement.
8. *Strengthen community involvement:* Engage local

communities in supporting education and fostering a culture that values learning. Community organizations can partner with schools to offer additional resources, mentoring, and support for students.

9. *Develop targeted interventions:* Design and implement interventions that address the specific needs and challenges faced by urban and rural students, taking into account the factors that influence their study habits and academic outcomes.

By adopting these best practices, educators, parents, and policymakers can work together to create an environment that fosters the development of effective study habits and improves academic performance for students in both urban and rural settings.

#### 4. Conclusions

In conclusion, the literature suggests that several factors influence students' study habits and academic outcomes, including personal, family, and environmental factors. Additionally, differences in study habits between urban and rural students arise from disparities in resources, socio-economic backgrounds, and learning environments. Educators, parents, and policymakers can use this information to develop targeted interventions to support students in developing effective study habits and improving academic performance. Some recommendations include personalizing learning experiences, fostering a supportive school environment, encouraging parental involvement, promoting self-regulation, addressing socio-economic disparities, investing in educational infrastructure, cultivating positive peer influence, strengthening community involvement, and developing targeted interventions. By addressing the unique challenges faced by students in both urban and rural areas, tailored interventions can be developed to bridge the gap in study habits and academic outcomes between these two groups. Future research should continue exploring the complex interplay of factors that influence students' study habits and academic achievement, with particular attention to the specific needs and contexts of urban and rural students.

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