

Research Article**A study of Study Habits and Learning Styles of Students Studying in Different Types of Secondary Schools in their Academic Achievement – A Study in Khammam District****Polimetla Seetamahalaxmi****Corresponding Author: Polimetla Seetamahalaxmi**

Abstract

Academic achievement at the secondary level is a critical predictor of future professional success. Study habits and learning styles contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. Therefore it is assumed that study habits are correlates of scholastic or academic achievement. While cognitive ability is a baseline, behavioural variables such as study habits and learning styles often dictate the final outcome. The current study is focused on differences in study habits and learning styles in three types of Schools i.e., Government Schools, Gurukul Schools and Private Schools.

Keywords: Academics, Study, Learning, Habits, Achievement, Government, Private, Behaviour etc.

Introduction:

Education is a lifelong process of transformation, and the secondary school stage is perhaps the most pivotal. During this transitional period, students are not only mastering complex subjects like Algebra and Literature but are also developing the "metacognitive" tools they will use for the rest of their lives.

- **Academic Achievement:** The quantified level of success a student attains, usually measured via standardized tests and grades.
- **Study Habits:** The systematic routines and behaviours a student uses to acquire knowledge (e.g., scheduling, library use, and concentration).
- **Learning Styles:** The specific pedagogical environment and sensory pathways through which an individual best absorbs information.

Study Habits:

Study habits are more than just "reading a book." They are defined as the sum of all habits, determined objectives, and applied practices that an individual uses to learn.

Key Dimensions of Study Habits:**1. Time Management:**

Time management refers to the ability of students to allocate sufficient time for studying while balancing school, home responsibilities, and leisure activities. Students with good time management skills follow a study timetable, avoid procrastination, and utilize time efficiently, which positively affects academic achievement.

2. Study Environment:

A proper study environment includes adequate lighting, ventilation, minimal noise, and availability of learning materials. A calm and organized environment helps students concentrate better and improves learning efficiency.

3. Reading and Note-Taking Habits:

Effective reading habits involve understanding concepts rather than rote memorization. Good note-taking helps students organize information, identify key points, and revise lessons easily. Students who maintain clear and structured notes often perform better in examinations.

4. Concentration and Attention:

Concentration is the ability to focus on learning tasks without distraction. Students with strong concentration skills can understand concepts more quickly and retain information for longer periods.

5. Revision and Practice:

Regular revision reinforces learning and improves memory retention. Practice through solving problems, writing answers, and reviewing past question papers helps students gain mastery over subjects and boosts confidence before examinations.

6. Use of Learning Resources:

Effective study habits include proper utilization of textbooks, reference books, libraries, digital resources, and guidance from teachers. Students who actively use multiple resources tend to have deeper understanding of subjects.

7. Examination Preparation Habits:

Systematic preparation, such as early revision, planned study schedules, and stress management techniques, helps students perform well in examinations.

Factors Affecting Study Habits:

Some of the important factors that influence study habits are:

1. Intelligence: Brilliant students can quickly develop good study habits as boring students.

2. Personality; A student, who can better adapt to the environment, can develop better study habits.

3. Home: parents are the first teachers and the home is the first place for learning for each child. The influence of parents of children and other family members is very important in the learning of the child: the methods and study habits are more learned by the child of his or her elders his parents; just as the level of education and the professions of the parents also show an influence on the habits of study of the children.

4. School: Teachers and school administrators play an important role in shaping good or bad study habits.

5. Demographic factors: locality, maternal education, gender, father's education, number of family members, caste, family income, family status, physical environment , Etc. Influence students' learning habits.

6. Community: good student habits can be inculcated by meeting scholarly community resources such as the library, etc.,

7. Curriculum: The relevance of the program with the child's standard is very important, related to the child's level. It should encourage practical and easy learning that helps motivate towards good study habits. If the curriculum exceeds the levels, students may be frustrated and may develop poor study habits.

Learning Styles:

Learning styles refer to the preferred ways in which individuals receive, process, and understand information. Every student learns differently, and these differences influence how effectively they comprehend lessons, retain information, and apply knowledge in academic situations. Learning styles are shaped by cognitive, emotional, and environmental factors. Some

students learn best through seeing information, others through listening, reading, or actively doing tasks.

One of the widely accepted models of learning styles is the **VARK model**, which classifies learners into four main categories:

1. Visual Learning Style:

Visual learners prefer information presented through charts, diagrams, graphs, maps, pictures, and videos. They understand concepts better when ideas are illustrated visually. In the classroom, visual learners benefit from blackboard work, presentations, flowcharts, and visual summaries.

2. Auditory Learning Style:

Auditory learners learn best by listening. They benefit from lectures, discussions, explanations, debates, and verbal instructions. These learners often remember information by hearing it and may perform well in group discussions and oral presentations.

3. Read/Write Learning Style:

Read/write learners prefer learning through written words. They understand information better by reading textbooks, notes, hand-outs, and by writing summaries, essays, and answers. This learning style is commonly supported in traditional school settings where textbooks and written examinations are emphasized.

4. Kinaesthetic Learning Style:

Kinaesthetic learners learn best through hands-on experiences, movement, and practical activities. They prefer experiments, demonstrations, role-play, fieldwork, and real-life applications. Such learners often find it difficult to remain passive for long periods and benefit from activity-based learning.

Learning Styles in Different Schools in Telangana:

School Type	Primary Study Habit	Dominant Learning Style	Major Achievement Driver
Private	High competitive pressure, extra tutoring.	Visual & Auditory (Textbook-centric).	External resources & parental pressure.
Government	Classroom-focused concentration.	Auditory & Kinaesthetic (Social).	Teacher's facilitation & personal grit.
Gurukul	Disciplined routine & self-regulation.	Holistic (VAK + Experiential).	Mentorship & emotional stability.

Study Habits and Type of School:

School administration often determines the functioning of school and how the students are disciplined. But surprisingly it was found that government and private high schools have similar study habits. (Lalhruaitluangi&Fanai, 2020). Contrarily, other researches show study habit differ among learners of government, government aided, self-financed school students in their study habits. In this case, learners of government schools have better study habits than their other counterparts. The reason of this may be because the former children have freedom in their thinking and doing (Lawrence, 2014)

Study Habits and Effect of Residential Difference:

Residence is a determining factor of study habits as children living with parents are often less focused. Previous researches show hostel students possess better study habits than regular

students. The reason behind this is that hostel students are bound to follow rules which day scholar do not have to face.

Relationship between Academic Achievement and Study Habits:

The association between academic achievement or academic performance and study habits are found to be highly correlated in Secondary school students, Senior Secondary Students, different streams of undergraduate students. The study attitudes and study habits is a strong determining factor of academic score of the learners. Mostly children do not use effective study habits which comprises of factors like proper time utilization, educational decision and focus in academics resulting in bad reading habits, weak assessment strategies and hiding academic problems and problems in identifying academic difficulties and inability in help seeking.

Review of Literature:

1. Bakare (1979) pointed out that the study habits of students cannot be separated from their academic performance because success in school efforts largely depends on reading in the search for knowledge and facts.
2. Chand (2013) conducted a study on study habits of secondary school students in relation to type of school and type of family. The study was conducted on a sample of 200 students drawn from 20 schools studying in 12th class in government and private schools. The collected data were scored as per manual and analysed by applying Mean, S.D.; and t-test. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Government schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Government school students on preparation for exam component of study habit.
3. Vaishnav (2013), studied the relationship between academic achievement and learning styles among secondary school students. The three types of learning styles which are visual, auditory and kinaesthetic were considered in this study. The main objective of the study was to study the relationship of the learning styles on academic achievement and to investigate its effect on the academic achievement. The results revealed that the learning styles. In the same results, the effect of learning styles on 64 academic achievements was found as well as the relationship between academic achievement and learning styles.
4. World Bank, (2024) suggests that while private school students often score higher on standardized tests, the "private school advantage" shrinks significantly when controlled for socioeconomic status. This indicates that the potential for academic excellence is equal; the disparity lies in the habit-forming environment provided by the school and home.

Objectives:

1. To Identify the Impact of Study Habits on students' performance in different schools.
2. To Identify the Impact of leaning styles on students' academic performance in different Schools.
3. To Identify the differences between Government, Private and Gurukul students' academic performance and reasons behind that.

Hypothesis:

1. There is No significance impact of study habits on students' academic performance.
2. There is No significance impact of learning styles on students' academic performance.
3. There is No significance difference between Government, private and Gurkul School Students academic Performance.

Research Methodology:

The current study is mainly focused on three types of Schools Government, Private and Gurukul. 40 samples from each type of School all together 120 Students were interviewed for the Study randomly by using structured interview schedule.

Table 1: Sample Design:

Type of Management	Frequency
Government School	40
Private School	40
Gurukul School	40
TOTAL	120

Data Analysis and Interpretation:

Table 2: Study Hours in School

School	Never	Morning	Evening	Morning and Evening
Government School	35 (87.5%)	-	05 (12.5%)	-
Private School	-	-	27 (67.5%)	13 (32.5%)
Gurukul School	-	12 (30%)	09 (22.5%)	19 (47.5%)

The above table shows the data regarding study hours in schools. In Government Schools out of 40, majority of them 35(87.5%) said their schools never conduct Study hours whereas 05(12.5%) among them said their schools conduct study hours in the evening. Among the Private Schools 27 (67.5%) of them said their schools conduct study hours only in the evening hours whereas 13(32.5%) of them said their schools conduct study hours both the sessions morning and evening. In Gurukul Schools, 19 (47.5%) of them said their schools conduct study hours both the sessions morning and evening, whereas 12(30%) of them said their schools conduct study hours in morning sessions and 09(22.5%) of them said their schools conduct study hours in the evening sessions.

Findings:

1. Study Hours in School is Poor in Government Schools, Good in Private Schools and Excellent in Gurukul Schools.

Table 3: Time Spent on study hours in a day:

School	Less than one Hour	1-2 Hours	2-4 Hours	More than 4 Hours
Government School	33 (82.5%)	05 (12.5%)	02 (05%)	-
Private School	-	-	11 (27.5%)	29 (72.5%)
Gurukul School	-	05 (12.5%)	35 (87.5%)	-

Spending time on study hours is another important aspect in study habits. Among the Government School Students, majority of them 33(82.5%) are spending less than one hour of time in a day on study hours, followed by 05 (12.5%) of them spending 1-2 hours and 02(05%) of them spending 2-4 hours in a day. Among the private school students, majority of them 29(72.5%) are spending more than 4 hours in a day and 11(27.5%) of them spending 2-4 hours in day on study hours. Among the Gurukul Students majority of them 35(87.5%) of them spending 2-4 hours on study hours and 05(12.5%) of them spending 1-2 hours.

Findings:

1. Private School students spending more time on study hours, whereas Gurukul Students moderately and Government School students spending very less.

Table 4: Group Discussion in Studying:

School	Never	Sometimes	Often	Every time
Government School	-	27 (67.5%)	13 (32.5%)	-
Private School	-	03 (7.5%)	29 (72.5%)	08 (20%)
Gurukul School	-	02 (05%)	24 (60%)	14 (35%)

The above table shows group discussion in studying. Among the government school student's majority of them 27(67.5%) sometimes involved in group discussions followed by 13(32.5%) of them often involved in group discussions. Among the private school students, majority of them 29(72.5%) of them often involved in group discussions, 08(20%) every time involved and 03(7.5%) of them sometimes involved in group discussions. Among Gurukul Students 24(60%) of them often involved in group discussions, followed by 14(35%) of them involved every time and 02(05%) of them sometimes involved.

Findings:

1. Group discussion is main study method in Private and Gurukul Schools and in Government School students it is less.

Table-5: Study Environment:

School	Good	Average	Poor
Government School	00 (-)	26 (65%)	14 (35%)
Private School	24 (60%)	12 (30%)	04 (10%)
Gurukul School	04 (10%)	34 (85%)	02 (05%)

The above table shows study environment. Among the Government School Students, majority of their 26(65%) study environment is average followed by 14(35%) of their environment is poor. Among the Private School Students majority 24(60%) of their environment is good, followed by 12(30%) of their environment is average and 04(10%) of their environment is poor. Among the gurukul students, 34 (85%) of their environment is average, followed by 04(10%) of their environment is good and 02(05%) of their environment is poor.

Findings:

1. The Private and Gurukul Students are having better study environment whereas the government schools' students facing environmental challenges.

Table-6: Taking the Notes in Classroom and Revision

School	Never	Sometimes	Often	Every time
Government School	-	24 (60%)	07 (17.5%)	09 (22.5%)
Private School	-	-	-	40 (100%)
Gurukul School	-	-	19 (47.5%)	21 (52.5%)

The above tables show the data about taking the notes and revision. Among government school student's majority of them 24(60%) taking the notes and revise them sometimes only,

followed by 09(22.5%) of them every time and 07 (17.5%) of them often. Among the private school students all of them 40(100%) taking the notes and revising them. Among the gurukul School students majority of them 21(52.5%) take the notes and revise them, followed by 19 (47.5%) of them often took the notes and revising it.

Findings:

1. Private School students had a good habit that taking the notes in classroom and revising them regularly, gurukul students follow this habit but less than private school and government school students follow it few times only.

Table-7: Application of Memorization Techniques

School	Never	Sometimes	Often	Every time
Government School	-	11 (27.5%)	25 (62.5%)	04 (10%)
Private School	-	-	13 (32.5%)	27 (67.5%)
Gurukul School	-	14 (35%)	26 (65%)	-

Memorization is another key study habit, among the Government School Students majority of them 25 (62.5%) often apply this technique, followed by 11 (27.5%) of them apply this sometimes only and 04 (10%) use this every time. Among the private school students 27 (67.5%) of them apply this technique all the time, followed by 17 (32.5%) of them often. Among the gurukul school students 26 (65%) of them often apply this technique whereas 14 (35%) of them sometimes use this.

Findings:

1. In Private Schools memorization is the main technique, in gurukul and government Schools it is moderate technique.

Table-8: Learning Resources:

School	Government School	Private School	Gurukul School
Text Books	40 (100%)	40 (100%)	40 (100%)
Reference Books	17 (42.5%)	34 (85%)	17 (42.5%)
Libraries	04 (10%)	24 (60%)	15 (37.5%)
Digital Resources	14 (35%)	40 (100%)	22 (55%)
Guidance from Teachers	40 (100%)	40 (100%)	40 (100%)

The above table shows the data about leaning resources. Text Books and Guidance from the Teachers is the main resource in all the schools 40 (100%) of them said that. 34(85%) of Private School students, 17 (42.5%) each of government and gurukul school students using reference books. 24(60%) of the private school students avail library facility whereas 15(37.5%) gurukul school students and 04 (10%) government school students avail this facility. 40(100%) of the private students having digital resources whereas 22 (55%) of gurukul and 14(35%) of government school students availing this facility.

Findings:

1. Private School student’s maximum availing all kind of learning resources, whereas gurukul school students availing few of them and government school students availing less of them.

Table-9: Learning Styles Utilized:

School	Government School	Private School	Gurukul School
Visual Learning	07 (17.5%)	40 (100%)	19 (47.5%)
Auditory Learning	40 (100%)	40 (100%)	40 (100%)
Read and Write Learning	25 (62.5%)	40 (100%)	40 (100%)
Kinaesthetic Learning	12 (30%)	40 (100%)	24 (60%)

The above table shows the data regarding learning styles. The private schools using all kind of learning styles 40 (100%) of them accepted that. In Government schools Auditory is the main learning style followed 25 (62.5%) use read and write learning. 40 (100%) each using auditory and read and write learning styles.

Findings:

1. Private Schools are having all kind of learning styles whereas gurukul schools are having auditory and read and write mostly and government schools having auditory learning style as their main.

Table-10: Academic Performance of Students:

School	Excellent	Good	Average	Poor
Government School	04 (10%)	07 (17.5%)	15 (37.5%)	14 (35%)
Private School	32 (80%)	07 (17.5%)	01 (2.5%)	-
Gurukul School	13 (32.5%)	20 (50%)	02 (05%)	05 (12.5%)

The above table shows the academic performance of the students. In Government schools, majority of their 15 (37.5%) performance is average whereas 14(35%) of their performance is poor, 07 (17.5%) of their performance is good and 04(10%) of their performance is excellent. Among private school students 32 (80%) of their academic performance is excellent, followed by 07 (17.5%) of their performance is good and 01 (2.5%) of the performance is average. Among the gurukul schools 20 (50%) of the students' academic performance is good, followed by 13 (32.5%) of the students' performance is excellent, 05 (12.5%) of the students' performance is poor and 02(05%) of the students' performance is average.

Findings:

1. The private school student's performance is excellent whereas gurukul schools students' performance is good and government school student's performance is average.

Conclusion:

Study habits and learning styles will play crucial role in students' academic performance. Having all the good study habits, facilities and learning styles the gurukul students perform better in all the academic assessments. The gurukul schools are gradually improving their study habits and learning facilities and that lies in their students' academic performance. But in Government schools with poor study habits and learning styles their performance is shows average in assessment. The Government School managements must focus on this area to improve the performance of their students.

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