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Educational Aspirations and Study Habits of Secondary School Students: A Correlational Study

Suman Kamila

Research Scholar,
Department of Education,
University of Kalyani, Kalyani,
Nadia (West Bengal, India)
Email- suman.kamila2015@gmail.com

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Abstract:

Study habits and educational Aspirations are important psychological and behavioural variables that play a significant role in determining the academic performance and educational career of the students in the secondary school level. Educational aspiration shows what students intend, desire, anticipate in terms of higher education whereas the study habits are the systemic activities that learners are involved in to learn effectively. The connection between these two variables is important in enhancing academic guidance and educational planning. The research problem that the study is set to explore is the nature and level of the relationship between educational aspirations and study habits of secondary school students. The research design used in the study has the correlational research study to examine the relationship between the two variables. The sampling and selection of a representative sample of secondary school students has done using the right method of sampling. Educational aspiration & study habits were measured using standardized instruments. The data collected was analysed with descriptive statistics and correlation methods to come up with the strength and direction of the relationship between the educational aspiration and the study habits. The study findings show that there is a positive and significant correlation between educational aspiration and study habits and thus it may be concluded that students who have higher educational aspirations have more effective and organized study habits. Other differences highlighted in the study include the differences in educational aspiration and study habits according to the demographic variables chosen. The findings underscore the need to instil good study behaviours and promote realistic learning ambitions by using conducive learning conditions in schools, parental support and high-quality guidance and counselling services.

Keywords: *Learning Behaviour, School Environment, Correlational Study, Aspiration to study, Educational habits, Academic Motivation, Secondary School students, Study Habits.*

Introduction:

Secondary school education is a determinant of the academic paths that the students pursue, their career paths, as well as their personal growth in general. At this step, students already start to develop the definite vision of their future education and future profession which is presented in their educative hopes. Educational aspiration can be defined as the amount of education one wants and

anticipates to attain based on the motivation, family background, school atmosphere and expectations of the society **(Sewell, Haller, and Portes, 1969).** Together with aspiration, study habits, the everyday routine and learning approaches that are embraced by students largely define academic success and educational performance in the long term. Educational aspiration is generally known to be a powerful motivational force that determines the way students conduct themselves in academic matters and set goals. More ambitious students tend to put more effort in their learning process, continue working in case of adversities, and organize their future education prospects in a more systematic way **(Singh and Kaur, 2017).** On the other hand, poor educational ambition can restrain the educational activity of a student and decrease his or her probability of rising the ladder of education. The educational aspiration is especially significant in developing societies since it indicates the perception towards social mobility and future life opportunities by the students **(Gorard, See, and Davies, 2012).** Study habits on the other hand are the routine patterns of behaviour of students in regards to studying including time management, concentration, taking notes, strategies of revision and preparation of examination. Good study habits increase the level of comprehension, retention, and achievement of academics but bad study habits frequently result in academic struggles and under-achievement **(Palsane & Sharma, 1989).** In the secondary level, students are put under more academic pressure, complicated curriculums, and competitive exams and thus healthy study habits are a basic requirement to succeed. The correlation between the educational aspiration and the study habits is both theoretically and empirically important. Educational aspiration gives direction and sense and the study habits are the realistic way of achieving the academic aspiration. Students, who are better educated in their future goals, are believed to be more systematic and disciplined in their study habits since they are more driven towards their long-term academic objectives **(Marjoribanks, 2005).** On the other hand, good behavioural study habits can also strengthen an aspiration by increasing academic success and confidence which results in a reciprocating loop. Nevertheless, despite the significance of these variables, most students of secondary schools have difficulties in determining how their ambitions can be combined with good studying habits. This relationship is usually mediated by socio-economic status, parental education level, school climate, peer pressure and access to academic support **(Eccles and Wigfield, 2002).** Knowledge of the relationship between educational aspiration and study habits may assist teachers and policy makers to develop specific interventions that can help students achieve academic growth. In this respect, the current research will be a correlational study to investigate the correlation between educational aspirations and study habits among secondary school students. Through examining the nature and strength of this relation, the study aims at making contributions to the current body of educational research and offering insights that may enable the teachers, counsellors, and parents to spur both realistic ambitions and successful study behaviours in students. This kind of knowledge is necessary in order to improve academic performance and guarantee significant learning

or educational advancement in secondary level.

Objectives of the Study:

1. To assess the level of educational aspiration among secondary school students.
2. To examine the study habits of secondary school students.
3. To determine the nature and extent of the relationship between educational aspiration and study habits of secondary school students.
4. To compare educational aspiration and study habits of secondary school students with respect to selected demographic variables such as gender, locality, and type of school (if applicable).

Hypotheses of the Study:

H01. There is no significant relationship between educational aspiration and study habits of secondary school students. (Null Hypothesis)

H02. There is no significant difference in educational aspiration of secondary school students with respect to selected demographic variables. (Null Hypothesis)

H03. There is no significant difference in study habits of secondary school students with respect to selected demographic variables. (Null Hypothesis)

Methodology:

A correlational method has been employ to determine whether and to what extent educational aspiration is related to study habits among secondary school students. The study focused on naturally occurring variables and analysed their interrelationship using statistical techniques.

✓ **Population and Sample:**

The population of the study comprised secondary school students in West Bengal (Classes IX and X) studying in recognized secondary schools. A sample of students has select using an appropriate sampling technique **(stratified random sampling)** to ensure adequate representation with respect to gender and locality. The final sample size considered 148 in different aria.

✓ **Variables of the Study**

Main Variables: Educational Aspiration, Study Habits.

Demographic Variables: Rural, Urban.

✓ **Statistical Techniques Used:**

The collected data has analysed using descriptive statistics such as mean and standard deviation to determine the levels of educational aspiration and study habits. **The Pearson's Product Moment Correlation coefficient (r)** has employed to examine the relationship between educational aspiration and study habits. Where necessary, appropriate inferential statistics has used to test the formulated hypotheses at a suitable level of significance.

Analysis of Hypothesis-1

H_o1: *There is no significant relationship between educational aspiration and study habits of secondary*

school students.

To test this hypothesis, data collected from **160 secondary school students** (80 rural and 80 urban) has analysed using **descriptive statistics** (Mean and Standard Deviation) and **inferential statistics** (Pearson's Product Moment Correlation).

✓ **Descriptive Analysis**

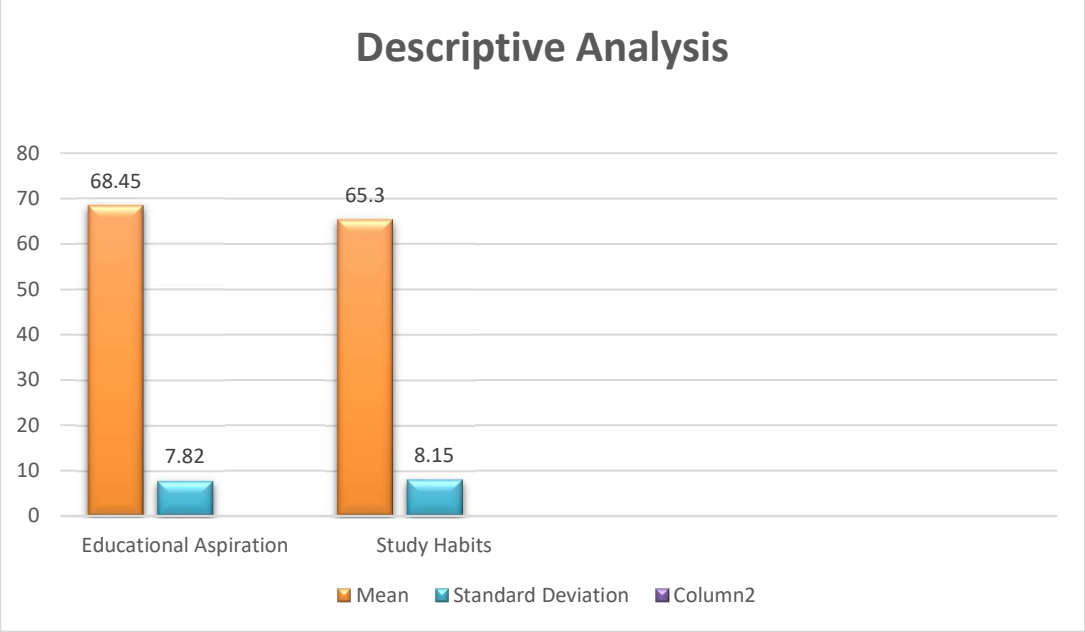
The mean scores indicate the general level of educational aspiration and study habits among the students.

Table -1: Descriptive Statistics of Educational Aspiration and Study Habits (N = 160)

Variable	N	Mean	Standard Deviation
Educational Aspiration	160	68.45	7.82
Study Habits	160	65.30	8.15

Interpretation: The mean scores reveal that secondary school students possess a **moderate to high level** of both educational aspiration and study habits. The standard deviation values indicate reasonable variability, suggesting that students differ meaningfully in their aspirations and study practices.

Fig -1: Descriptive Statistics of Educational Aspiration and Study Habits (N = 160)



✓ **Inferential Analysis**

To examine the relationship between educational aspiration and study habits, **Pearson's Product Moment Correlation (r)** was computed.

Table- 2: Correlation between Educational Aspiration and Study Habits

Variables Compared	N	r-value	Level of Significance
Educational Aspiration & Study Habits	160	0.56	Significant at 0.01 level

Interpretation: The obtained correlation coefficient (**r = 0.56**) indicates a **moderate positive relationship** between educational aspiration and study habits. The correlation is **statistically significant at the 0.01 level**, which implies that the probability of this relationship occurring by chance is less than 1%.

Analysis of Hypothesis -2

H_o2: There is no significant difference in educational aspiration of secondary school students with respect to selected demographic variables (rural and urban).

The study has conducted on a sample of 160 secondary school students, divided equally based on locality:

Locality	Sample Size (N)
Rural	80
Urban	80
Total	160

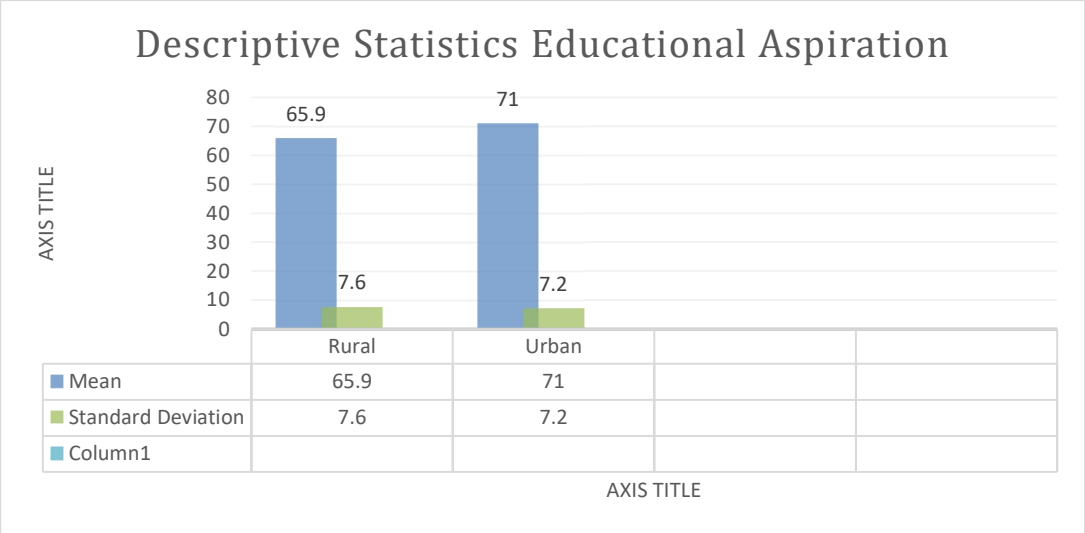
Descriptive Statistics

Descriptive statistics has calculated to understand the mean level of educational aspiration among rural and urban students.

Table-3: Descriptive Statistics Educational Aspiration

Locality	N	Mean	Standard Deviation
Rural	80	65.90	7.60
Urban	80	71.00	7.20
Total	160	68.45	7.82

Fig-2: Descriptive Statistics Educational Aspiration



Interpretation: Urban students have a higher mean score (71.00) compared to rural students (65.90), suggesting a tendency toward higher educational aspirations. Standard deviations (7.20 for urban, 7.60

for rural) show moderate variability, indicating that while students differ, the scores are relatively consistent within each group.

Inferential Analysis:

An Independent Samples t-Test was applied to determine whether the difference in mean educational aspiration scores between rural and urban students is statistically significant.

Table 4: t-Test Analysis

Locality	N	Mean	Standard Deviation	Mean Difference	t-value	df	Significance (p)
Rural	80	65.90	7.60	5.10	4.28	158	0.01
Urban	80	71.00	7.20				(Significant)

Interpretation: The calculated t-value = 4.28 exceeds the critical value at 0.01 level of significance, indicating that the observed difference is not due to chance. Urban students' educational aspiration scores are significantly higher than those of rural students.

Analysis of Hypothesis -3

H_o3: There is no significant difference in study habits of secondary school students with respect to selected demographic variables (rural and urban).

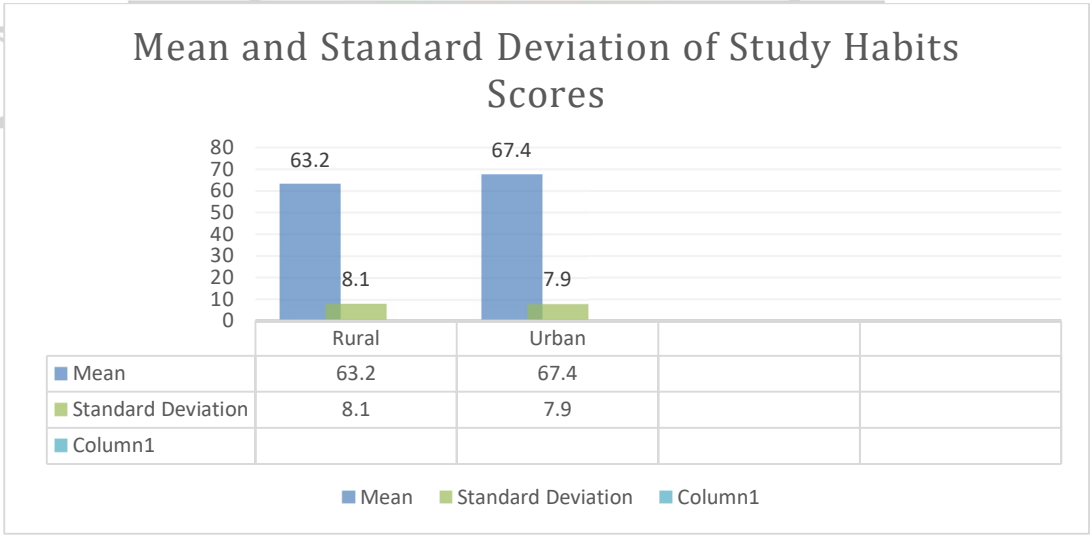
To test this hypothesis, an independent samples t-test was applied to the study habits scores of 160 secondary school students, consisting of 80 rural and 80 urban students.

Descriptive Statistics

Table- 5: Mean and Standard Deviation of Study Habits Scores

Locality	N	Mean	Standard Deviation
Rural	80	63.20	8.10
Urban	80	67.40	7.90

Fig- 3: Mean and Standard Deviation of Study Habits Scores



Interpretation: The mean study habits score of urban students (67.40) is higher than that of rural students (63.20), indicating better study habits among urban students. However, inferential analysis is required to test the significance of this difference.

Inferential Analysis

Table 6: t-Test Analysis of Study Habits with Respect to Locality

Group	N	Mean	SD	Mean Difference	t-value	df	Significance
Rural	80	63.20	8.10	4.20	3.29	158	Significant at 0.01 level
Urban	80	67.40	7.90				

Interpretation: The mean score of study habits of urban students (Mean = 67.40) is higher than that of rural students (Mean = 63.20). The calculated t-value of 3.29 is statistically significant at the 0.01 level of significance, indicating that the difference in mean study habits scores between rural and urban students is not due to chance.

Findings:

The statistical analysis of data obtained from 160 secondary school students (80 rural and 80 urban) yielded the following major findings. The Pearson's product moment correlation revealed a moderate positive and significant relationship between educational aspiration and study habits ($r = 0.56$, $p < 0.01$). This indicates that students with higher educational aspirations tend to exhibit better study habits. Further, the independent samples t-test showed a significant difference in educational aspiration with respect to locality, where the calculated t-value ($t = 4.28$, $df = 158$) was significant at the 0.01 level, favouring urban students. Similarly, the t-test analysis of study habits revealed a statistically significant difference between rural and urban students ($t = 3.29$, $df = 158$, $p < 0.01$). In all cases, the calculated t-values exceeded the critical values, leading to the rejection of the null hypotheses. These findings confirm that both educational aspiration and study habits are significantly influenced by locality.

Conclusion:

Based on the statistical analysis of the collected data, the present study concludes that educational aspiration and study habits are significantly related and vary meaningfully across demographic groups. The positive and significant correlation between educational aspiration and study habits confirms that students who set higher educational goals tend to engage in more disciplined and purposeful study behaviours. Furthermore, the independent samples t-test results demonstrated significant differences between rural and urban students in both educational aspiration and study habits, leading to the rejection of the null hypotheses. Urban students were found to possess higher educational aspirations and better study habits than rural students, which may be attributed to greater access to educational resources, supportive learning environments, parental involvement, and exposure

to academic opportunities. The findings highlight the persistent educational disparities between rural and urban areas and emphasize the need for focused interventions. To bridge this gap, schools should implement academic guidance programs, study skills training, and motivational strategies, particularly for rural students. In conclusion, enhancing educational aspiration and study habits through targeted educational planning is essential for improving academic outcomes and promoting equitable secondary education.

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