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Research Paper

Exploring Influential Factors Impacting Study Habits in Higher Secondary Students: A Demographic Perspective

V. Muthupandi[1]*, Dr. G. Arumugam[2]

ABSTRACT

The present research focuses on exploring the influential factors impacting study habits among higher secondary students. Additionally, it examines the effect of study habits with respect to gender, locality, educational stream, type of management, as well as parents' educational qualifications and occupations. A self- constructed and validated questionnaire on " Study habits of higher secondary students" (2023) was administered to a sample of 986 Higher Secondary students who were selected by using simple random sampling techniques across 19 randomly selected higher secondary schools in Theni district, Tamilnadu. Descriptive and differential statistical analysis were the statistical techniques adopted to analyse the collected data from the sample. The research results indicated that the level of study habits among Higher secondary students was average and further inferred that that exists significant difference in the study habits of Higher Secondary students in terms of gender, locality of the school, group of study, father and mother's educational qualifications and father and mother's occupation.

Keywords: *Study habits, higher secondary students*

In today's highly competitive and technology-driven world, academic success has become a central focus for higher secondary students. The pressure to excel is intense, as students are expected to meet high academic standards to secure opportunities in their chosen careers. This pursuit of excellence is compounded by the constant advancement of technology, which has transformed not only the learning environment but also the study habits of students. Study habits play a critical role in shaping students' academic outcomes.

They encompass a range of behaviors, such as time management, note-taking, goal-setting, and prioritizing tasks, which collectively impact students' ability to process and retain information effectively. In the context of higher secondary education, where the curriculum is more challenging and the stakes are higher, effective study habits can be the determining factor between success and struggle. The integration of digital tools and online resources has both empowered and challenged students. Technology offers vast resources for learning, but it also brings distractions that can hinder focus and productivity. For students to excel, they need to adopt balanced and disciplined study habits, utilizing technology to enhance their learning while managing distractions and maintaining focus.

[1]Research Scholar, Department of Education, Annamalai University
[2]Associate Professor, Department of Education, Annamalai University
*Corresponding Author

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Thus, understanding the study habits of higher secondary students within this competitive and technologically advanced environment is essential. By examining these habits, educators, parents, and students themselves can identify strategies that foster academic achievement, helping students not only to meet academic demands but to thrive in a world where excellence is increasingly the standard.

Need and Significance of the Study

Developing proper study habits is essential for students to excel academically and beyond. Good study habits help students improve focus, increase understanding of materials, and reduce procrastination. When students manage their time effectively, they can achieve a better work-life balance, leaving time for extracurricular activities, social interactions, and self-care—all of which are important for well-rounded development. Research indicates that students who engage in consistent, structured study routines tend to perform better academically than those who study irregularly or with poor techniques.

Students with effective study habits often carry these skills into adulthood, where organization, time management, and self-discipline are highly valued in the workplace and personal life. Developing these habits in higher secondary education can thus be seen as a significant investment in students' future well-being and success. A strong academic performance fueled by effective study habits opens doors to further educational opportunities and career paths, while also fostering a sense of self-efficacy and independence that helps students navigate various life challenges.

Definitions of Study Habits

Ebele and Olofu (2017) defined study habits as "learned behaviors and practices that promote effective and efficient learning," underlining that good study habits involve self-discipline, regularity, and focus on academic tasks, which directly contribute to higher academic outcomes.

Chavez (2016): Viewed study habits as "a set of behaviors and routines developed by students to optimize academic achievement.

These definitions collectively underscore the importance of systematic, disciplined, and individualized approaches to studying for higher secondary students, directly influencing their academic performance.

Operational Definition

- **Study Habit** – refers to the patterns of behavior that higher secondary students consistently employ in an attempt to acquire knowledge and meet academic requirements.
- **Higher secondary students** - refers to 11th-grade students enrolled in schools affiliated with the Tamil Nadu State Board.

Objectives

1. To find out the level of study habits among higher secondary students
2. To find out the level of different dimensions of study habits among higher secondary students

3. To find out whether there is significant difference in the study habits of higher secondary students in terms of a gender, locality of school group of study, Fathers and mother's educational qualification and occupation.

Hypothesis

1. The level of study habits among higher secondary students is high
2. The level of different dimensions of study habits among higher secondary students is high
3. There is no significant difference in the study habits of higher secondary students in terms of a gender, locality of school, group of study, Fathers and mother's educational qualification and their occupation.

METHOD OF STUDY

Normative survey method has been adopted for the present study

Tool for the Study

Study Habit Scale (SHS) – Constructed and validated by the research scholar and the supervisor (2023)

The study habit scale is framed of 58 statements in the form of Likert-type followed by 8 dimensions, as:

- **Time Management**: here refers to planning, scheduling, and organizing study time effectively.
- **Concentration and Focus**: here refers to ability to stay focused during study sessions, minimizing distractions.
- **Reading and Comprehension**: here refers to skills related to understanding and retaining reading material.
- **Note-Taking Skills**: here refers to methods and effectiveness of taking notes for study purposes.
- **Study Environment**: here refers to quality of the physical space where studying occurs, such as noise levels and comfort.
- **Test Preparation**: here refers to the strategies used to prepare for tests and exams, including revision methods.
- **Self-Motivation**: here refers to the level of intrinsic motivation and commitment toward studying.
- **Attitude toward Learning**: here refers to the overall perspective and openness to learning, reflecting positivity or anxiety related to studies.

Sample and Sampling Techniques

In the present study, stratified random sampling technique has been used in the selection of **986** higher secondary (11^{th} standard) students, from a random selection of 19 government, government aided and private higher secondary schools in Theni District, Tamilnadu.

Statistical Techniques

Descriptive analysis & Differential analysis were carried out to analyse the collected data for the present study.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis – 1

The level of study habits among higher secondary students is high.

Table – 1 Showing mean and standard deviation scores of study habits among higher secondary students.

Variable	N	M	SD
Study Habits	**986**	**207.43**	**8.34**

It is evident from the Table – 1, that the calculated mean score of the entire sample is found to be 207.43 and the Standard Deviation value is 8.34. The mean score is the average value of 200 – 215. Therefore hypothesis 1 is rejected and it is concluded that the study habits of higher secondary students is average.

Hypothesis – 2

The level of different dimensions of Study habits among higher secondary students is high.

Table – 2

Dimensions	N	M	SD
Time Management	986	26.1	2.85
Concentration and Focus	986	25.8	2.9
Reading and Comprehension	986	26.2	2.95
Note-Taking Skills	986	25.6	2.87
Study Environment	986	26.00	2.82
Test Preparation	986	26.15	2.88
Self-Motivation	986	25.75	2.91
Attitude toward Learning	986	25.83	2.89

From table - 2 the calculated mean and standard deviation for the dimensions time management, concentration and focus, reading and comprehension, no taking skills, study environment, test preparation, self-motivation and attitude towards learning scores of the entire sample is found to be 26.1 and 2.85, 25.8 and 2.9, 26.2 and 2.95, 25.6 and 2.87, 26.0 and 2.82, 26.15 and 2.88, 25.75 and 2.91, 25.83 and 2.89 respectively. Hence the framed hypothesis 2 is rejected and it is concluded that the all the dimensions of study habits among higher secondary students is average.

Hypothesis 3(a) (b) (c)

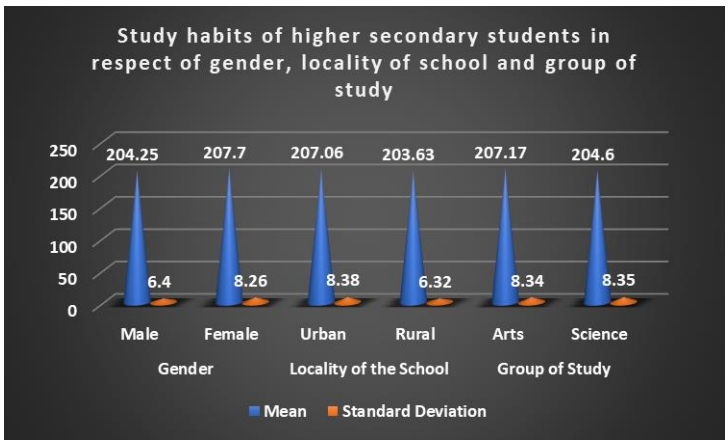
There is no significant difference in the study habits of higher secondary students in respect of gender, locality of school and group of study.

Table - 3

Sl. No.	Variables		Number	Mean	Standard Deviation	CR Value	Level of Significant at 0.05 Level
1	Gender	Male	592	204.25	6.4	7.14	Significant
		Female	394	207.7	8.26		
2	Locality of the School	Urban	345	207.06	8.38	6.99	Significant
		Rural	641	203.63	6.32		

Sl. No.	Variables		Number	Mean	Standard Deviation	CR Value	Level of Significant at 0.05 Level
3	Group of Study	Arts	394	207.17	8.34	4.54	Significant
		Science	592	204.6	8.35		

Table-3 indicates that the calculated CR values are 7.14, 6.99, and 4.54 for gender, locality, and group of study, respectively, all of which are significant at the 0.05 level. Consequently, the null hypotheses 3(a), 3(b), and 3(c) are rejected, and therefore, it is concluded that gender, locality, and group of study significantly influence the study habits of higher secondary students. Additionally, it is inferred that female students, urban students, and science students exhibit better study habits compared to their counterparts.



Hypothesis 3 (d)

There is no significant difference between Study Habits of higher secondary students in respect of their father's educational qualification.

Table 4.0 ANOVA results for Study Habits of higher secondary students in respect of their Father's Educational Qualification

	Sum of Squares	df	Mean Square	'F' value	Level of Significance at 0.05 Level
Between Group	73.303	2	36.652	8.64	Significant
Within Groups	68474.368	983	69.659		
Total	68547.671	985			

From Table 4.0, ANOVA results show, that the difference is significant [F = 8.64 > P at 0.05]. Hence, the framed null hypothesis 3(d) is rejected and it is concluded that there is a difference in the Study Habits of higher secondary students in with respect to their father's educational qualification. It is also inferred that students whose fathers are with College level educational qualification demonstrate higher level of Study Habits than other students. In order to find out the significant difference between sub-groups in their Study Habits the 't' value has been calculated.

Table 4.1 Significance of the Difference between the Pairs of Sub-Samples in respect of Father's Educational Qualification

Pairs of Sub Samples	Father's Educational Qualification	N	Mean	SD	't' value	Level of Significance at 0.05 level
Pair (1,2)	Uneducated	247	202.98	4.35	4.77	Significant
	School	542	205.63	6.54		
Pair (1,3)	Uneducated	247	202.98	4.35	5.59	Significant
	College Level	197	207.44	8.97		
Pair (2,3)	School	542	205.63	6.54	1.48	Not Significant
	College Level	197	207.44	8.97		

The significant, F value 8.64 [Table 4.1] at 0.05 level in the Study Habits of higher secondary students with respect to their Father's Educational Qualification indicates that there must be at least one pair, which must be significantly different from others.

The mean difference in the Study Habits of higher secondary students by the pair (1,2) is 4.77 and pair (1,3) is 5.59, which are significant at 0.05 level. (Uneducated & School Level; Uneducated & College level) with respect to Father's Educational Qualification. It is also inferred that students whose fathers have a college-level education display higher study habits compared to those whose fathers have lower educational qualifications.

Hypothesis 4

There is no significant difference in the Study Habits of higher secondary students in respect of their mother's educational qualification.

Table 5.0 ANOVA results for Study Habits of higher secondary students in respect of their Mother's Educational Qualification

	Sum of Squares	df	Mean Square	'F' value	Level of Significance at 0.05 Level
Between Group	15.849	2	7.924	8.54	Significant
Within Groups	68531.822	983	69.717		
Total	68547.671	985			

From Table 5.0, ANOVA results shows, that the difference is significant [F = 8.64 > P at 0.05]. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is a difference in the Study Habits of higher secondary students in respect of their Mother's Educational Qualification. It is also inferred that students whose mothers have College level educational qualification exhibit higher level of Study Habits than the other school students. In order to find out the significant difference between sub-groups in their Study Habits the 't' value has been calculated.

Table 5.1 Significance of the Difference between the Pairs of Sub-Samples in respect of Mother's Educational Qualification

Pairs of Sub Samples	Mother's Educational Qualification	N	Mean	SD	't' value	Level of Significance at 0.05 level
Pair (1,2)	Uneducated	296	203.24	6.24	3.44	Significant
	School	493	205.51	7.54		
Pair (1,3)	Uneducated	296	203.24	6.24	4.61	Significant

Pairs of Sub Samples	Mother's Educational Qualification	N	Mean	SD	't' value	Level of Significance at 0.05 level
	College Level	197	207.42	8.02		
Pair (2,3)	School	493	205.51	7.54	2.28	Significant
	College Level	197	207.42	8.02		

The significant, F value 8.64 [Table 5.1] at 0.05 level in the Study Habits of higher secondary students with respect to their mother's educational qualification indicates that there must be at least one pair, which must be significantly different from others.

The mean difference in the Study Habits of higher secondary students by the pair (1,2) is 3.44, pair (1,3) is 4.61 and pair (2,3) is 2.28, which are significant at 0.05 level. (Uneducated & School; Uneducated & College level; School & College level) with respect to Mother's Educational Qualification. It is also inferred that students whose mothers have a college-level education display higher level of study habits compared to those whose mothers have lower educational qualifications.

Hypothesis 5

There is no significant difference between Study Habits of higher secondary students in respect of their Father's Occupation.

Table 6.0 ANOVA results for Study Habits of higher secondary students in respect of their Father's Occupation

	Sum of Squares	df	Mean Square	'F' value	Level of Significance at 0.05 Level
Between Group	22.954	3	7.651	7.75	Significant
Within Groups	68524.717	982	69.781		
Total	68547.671	985			

From Table 6.0, ANOVA results shows, that the difference is significant [F = 7.75 > P at 0.05]. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is a difference in the Study Habits of higher secondary students in respect of their Father's Occupation. It is also inferred that students whose fathers have Self-Employment have higher level of Study Habits than the other students. In order to find out the significant difference between sub-groups in their Study Habits the 't' value has been calculated.

Table 6.1 Significance of the Difference between the Pairs of Sub-Samples in respect of Father's Occupation

Pairs of Sub Samples	Father's Occupation	N	Mean	SD	't' value	Level of Significance at 0.05 level
Pair (1,2)	Government	148	203.22	6.98	5.66	Significant
	Self-Employment	296	207.65	8.09		
Pair (1,3)	Government	148	203.22	6.98	4.93	Significant
	Private	345	205.37	5.41		
Pair (1,4)	Government	148	203.22	6.98	3.64	Significant
	Others	197	206.36	7.15		
Pair (2,3)	Self-Employment	296	207.65	8.09	3.22	Significant
	Private	345	205.37	5.41		

Pairs of Sub Samples	Father's Occupation	N	Mean	SD	't' value	Level of Significance at 0.05 level
Pair (2,4)	Self-Employment	296	207.65	8.09	1.06	Not Significant
	Others	197	206.36	7.15		
Pair (3,4)	Private	345	205.37	5.41	0.96	Not Significant
	Others	197	206.36	7.15		

The significant, F value 7.75 [Table 6.1] at 0.05 level in the Study Habits of higher secondary students with respect to their Father's Occupation which indicates that there must be at least one pair, which must be significantly different from others.

The mean difference in the Study Habits of higher secondary students by the pair (1,2) is 5.66, pair (1,3) is 4.93, pair (1,4) is 3.64 and pair (2,3) is 3.22, which are significant at 0.05 level. (Government & Self-Employment; Government & Private; Government & Others; Self-Employment & Private) with respect to Father's Occupation. It is also inferred that students whose fathers are with Self-Employment projects higher level of Study Habits than the other higher secondary students.

Hypothesis 6

There is no significant difference between Study Habits of higher secondary students in respect of their Mother's Occupation.

Table 7.0 ANOVA results for Study Habits of higher secondary students in respect of their Mother's Occupation

	Sum of Squares	df	Mean Square	'F' value	Level of Significance at 0.05 Level
Between Group	281.151	3	93.717	8.88	Significant
Within Groups	68266.521	982	69.518		
Total	68547.671	985			

From Table 7.0, ANOVA results shows, that the difference is significant [F = 8.88 > P at 0.05]. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is a significant difference in the Study Habits of higher secondary students in respect of their Mother's Occupation.

It is also inferred that students whose mothers are with Self-Employment exhibit higher level of Study Habits than the other higher secondary students. In order to find out the significant difference between sub-groups in their Study Habits the 't' value has been calculated.

Table 7.1 Significance of the Difference between the Pairs of Sub-Samples in respect of Mother's Occupation

Pairs of Sub Samples	Mother's Occupation	N	Mean	SD	't' value	Level of Significance at 0.05 level
Pair (1,2)	Government	99	206.12	7.79	3.99	Significant
	Self-Employment	148	208.28	8.81		
Pair (1,3)	Government	99	206.12	7.79	1.22	Not Significant
	Private	197	207.29	7.62		

Pairs of Sub Samples	Mother's Occupation	N	Mean	SD	't' value	Level of Significance at 0.05 level
Pair (1,4)	Government	99	206.12	7.79	4.66	Significant
	Others	542	203.49	6.20		
Pair (2,3)	Self-Employment	148	208.28	8.81	0.93	Not Significant
	Private	197	207.29	7.62		
Pair (2,4)	Self-Employment	148	208.28	8.81	5.09	Significant
	Others	542	203.49	6.20		
Pair (3,4)	Private	197	207.29	7.62	4.18	Significant
	Others	542	203.49	6.20		

The significant, F value 8.88 [Table 7.1] at 0.05 level in the Study Habits of higher secondary students with respect to their Mother's Occupation indicates that there must be at least one pair, which must be significantly different from others.

The mean difference in the Study Habits of higher secondary students by the pair (1,2) is 3.99, pair (1,4) is 4.66, pair (2,4) is 5.09 and pair (3,4) is 4.18, which are significant at 0.05 level. (Government & Self-Employment; Government & Others; Self-Employment & Others; Private & Others) with respect to Mother's Occupation. It is also inferred that students whose mothers are in Private occupation demonstrates higher level of Study Habits than the other higher secondary students.

DISCUSSIONS OF THE FINDINGS

From the present study the investigator has concluded that the level of study habits of the higher secondary students is average. The investigator found that a significant difference exists between higher secondary students in terms of gender. This finding is in concordance with the findings of Arul Lawrence (2023) & Doss (2021) and contradicts with a finding of Kulandai Samy (2017) & Hellen Kevin (2007). There is significant difference in the study habits of High Secondary students with respect to locality of the school. This finding contradicts the findings of Arul Lawrence (2023), Doss (2017), and Helen Kevin (2007) and agreement with the findings of Kulandai Samy (2017).

Educational Implications

Female students may be more likely to adhere to structured study routines, supporting consistent study habits. They often stay focused on their aspirations and family expectations, which encourages them to be more organized, diligent, and disciplined, the qualities that can foster better study habits. Urban students generally have greater access to educational resources such as libraries, tutors, and after-school programs, which can support and encourage better study habits. Additionally, urban schools often provide a more competitive academic environment and offer advanced courses, both of which can motivate students to develop strong study habits. Fathers with college education are likely to provide a supportive, resourceful, and academically enriching environment that fosters and reinforces good study habits in their children. Self-employed mothers might have more flexible schedules, allowing them to spend more time with their children. This could lead to greater involvement in their children's academic lives, supporting their study habits more effectively.

Recommendations

- Institutions and parents should emphasize the importance of a regular study routine, helping students build time management skills and reduce last-minute stress.
- Schools can offer access to libraries, study materials, and online resources, while parents can create a supportive study environment at home to reinforce learning.
- Institutions can conduct workshops on effective study techniques, such as note-taking, time management, and self-assessment, which equip students with essential learning strategies.
- Teachers and parents should guide students in setting achievable academic goals, encouraging a structured approach to their studies and fostering motivation and confidence.

CONCLUSION

Effective study habits greatly influence the academic achievement of Higher Secondary students, serving as a crucial factor in their success. When students cultivate positive study practices—such as time management, goal setting, and consistent review—they not only improve their academic performance but also build skills that support lifelong learning. These habits reduce the "distance" or gap between students' current abilities and their academic potential, allowing them to bridge learning gaps and reach their goals with greater ease. In sum, the establishment of solid study habits equips students with tools to handle academic demands confidently, setting a strong foundation for future academic and personal growth.

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Conflict of Interest

The author(s) declared no conflict of interest.

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