# A Study of Study Habits in Middle School Students Based on their Socio-Economic Status, Place of School and Gender

**Ruma Majumder**

Research Scholar, MATS School of Education, MATS University, Raipur C.G.


**Dr. Suman Verma**

Associate Professor, MATS School of Education, MATS University, Raipur C.G.

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## 1.1 Abstract

The objective of this study was to assess the effect of socio-economic status, place of school and gender on study habits of middle school students. To conduct the study, 200 middle school students belonging to high socioeconomic status, 200 middle school students belonging to middle socioeconomic status and 200 middle school students belonging to low socioeconomic status. The selection of students in three socioeconomic status groups is based on norms given in SES scale. The sample comprise of 300 students from urban schools and 300 students from rural schools. Equal number of male and female students are selected. The stratified purposive sampling was used to select the desired number of students. The socioeconomic status of middle school students was evaluated by SES Scale validated of Upadhyay (2019) while study habits was measured by scale prepated by Dimpal Rani and Jaidka (2015). The analysis revealed a significant main effect of socio-economic status and place of school on study habits of students, but the main effect of gender on study habits of students was non-significant. The two-factor interaction in the form of socio-economic status x place of school and socioeconomic status x gender on study habits of students was statistically significant, while the two-factor interaction between place of school and gender on study habits was statistically not significant. The three-factor interaction effect of socio-economic status x place of school x gender on study habits of students was statistically significant. It was concluded that socio-economic status, place of school and gender need to be considered together while examining study habits of middle school students.

**Keywords:** Socio-economic status, place of school, gender, study habits

## INTRODUCTION

Education, in its truest wisdom, is far more than the mere accrual of years spent within the four walls of a classroom. It is, at its core, the noble and transformative process through which an individual is nurtured into the fullness of their individuality and moulded into a distinct and purposeful personality. Every human being is born with innate potential, talents, curiosities, and capacities which set them apart from all others. No two individuals are identical, and therein lies the profound beauty and promise of education: it recognises and celebrates this diversity. It does not aim to produce uniformity but rather seeks to cultivate what is unique in each learner, guiding them to discover their strengths and to contribute meaningfully to the world around them. True education, therefore, extends far beyond the

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rote memorisation of facts or the passive absorption of prescribed syllabi. It is not merely an exercise in preparing for examinations or collecting certificates to adorn one's résumé. Rather, it is an expansive and lifelong endeavour that transforms one's entire being. It refines behaviour, shapes attitudes, and transmits the rich heritage of culture, ethics, and values from one generation to the next. Hence, education is not simply a matter of books, classrooms, or examinations. It is the art and science of human development at its most profound. It is the deliberate and loving act of turning a person into a personality, of nurturing individuality into its highest expression. In India, middle school serves as a bridge between primary and secondary education, which includes classes XI to XIII. The students of middle school are generally in the age range of 11-14 years. These students are allowed to study more advanced topics with a focus on enhancing their critical thinking, problem-solving solving and analytical mindset. The middle school is a crucial platform because it prepares students for more advanced and specialised curricula during secondary education. Globally and in a developing country like India, there is a large variation in the socioeconomic status of people. In a developing country like India, the variation in SES is even more pronounced. A significant portion of the population lives below the poverty line, while a smaller section enjoys high incomes and access to world-class education and resources. Factors like rural-urban divide, caste, parental education, and occupation play a major role in shaping SES in India.

Socio-economic status (SES) and study habits are closely linked, influencing students' academic performance and overall learning outcomes. SES, determined by factors like family income, parental education, and occupation, shapes the resources and environment available to a student. Children from higher SES backgrounds often have access to better learning materials, quiet study spaces, and parental support, which foster disciplined and effective study habits. In contrast, students from lower SES families may face challenges such as a lack of educational resources, financial stress, and limited parental guidance, which can hinder the development of consistent study routines. Moreover, lower SES is often associated with higher responsibilities at home or part-time work, leaving less time for structured study. However, motivated students from disadvantaged backgrounds can still develop strong study habits through school support and personal resilience. Therefore, while SES plays a significant role, place of school and gender may also have a role in predicting study habits of middle school students.

**OBJECTIVES**

1. To assess the impact of socioeconomic status, place of school and gender on study habits of middle school students.

**HYPOTHESIS**

$H_{01}$ The main and interaction effects of socio-economic status, place of school and gender will not significantly influence study habits of middle school students.

**REVIEW OF LITERATURE:**

A study by **Khan and Jan (2010)**, which compared the study habits of senior secondary school boys and girls, unveiled a clear distinction: girls in senior secondary school exhibit superior study habits compared to their male counterparts. **Rajakumar and Soundararajan (2012)** investigated the study habits of higher secondary students within the Tirunelveli district. The study concluded that there was no significant difference in study habits based on gender (male versus female) or geographical location (rural versus urban) among higher secondary students. **Chand's (2013)** investigation into the habits of secondary school students, considering both school type and family structure, offered compelling insights. They reported no material disparity exists in the study habits, or their constituent components,

between secondary school students emanating from nuclear versus joint family constellations. **Vyas and Choudhary (2016)** conducted a comprehensive study on adolescent study habits in Delhi, considering socio-economic status (SES). A positive, albeit low, correlation was identified between study habits and socio-economic status. **Khan (2016)** investigated the influence of socio-economic status and gender on the study habits of 100 Class VII students in government colleges of Amroha District. The findings indicated a significant effect of gender on study habits, with socio-economic status showing an insignificant effect. **Nayak and Panda (2019)** examined study habits among Class VIII Adarsha Vidyalaya students in Odisha, categorised by socio-economic status (SES). They discovered a low positive relationship between SES and study habits, and no significant mean difference in study habits across high, average, and poor SES categories. **Gurudas and Shahataj (2023)** investigated the integrated effect of socio-economic status, gender, school type, and locality on study habits and aspiration levels of secondary school students in Goa. The socio-economic status and gender had a main effect on student aspiration. **Sharma and Abhishek Kumar (2023)** assessed study habits and school environment among 100 tenth-class students in Delhi. They found a significant difference in study habits between male and female students, but no significant difference in school environment. **Husain et al. (2024)** explored study habits and personality structures of senior secondary NIOS students in Jodhpur. They found that effective time management and regular revision were prevalent study habits, alongside extraversion and conscientiousness as common personality traits. Significant differences in study habits and personality traits were noted between boys and girls in certain areas, and higher neuroticism was linked to potential struggles with anxiety and stress, adversely affecting study practices.

## METHODOLOGY

### Sample

To conduct the study, 200 middle school students belonging to high socioeconomic status, 200 middle school students belonging to middle socioeconomic status and 200 middle school students belonging to low socioeconomic status. The selection of students in three socioeconomic status groups is based on norms given in SES scale. The sample comprise of 300 students from urban schools and 300 students from rural schools. Equal number of male and female students are selected. The stratified purposive sampling was used to select the desired number of students.

### Tools:

### Socio-Economic Status Scale :

The socioeconomic status of chosen students was determined by the SES Scale validated by Upadhyay (2019). 31 items were included in this scale, which comprises 05 sections. These items are included in five sections, namely (a) personal information (02 items), family (04 items), educational information (10 items), income status (04 items) and miscellaneous (11 items). The miscellaneous section includes items related to socio-cultural and household items. This scale is highly reliable and valid. The norms of this scale are based on raw scores and they are as follows: 77 and Above denotes High Socio-Economic Status, 54 to 76 denotes Middle Socio-Economic Status and Below 53 denotes Low Socio-Economic Status

### Study Habits Scale

The study habits scale (2015), constructed by Dimpal Rani and Jaidka, was used to collect data on the study habits of students. It consists of 46 items. The scale is constructed based on seven dimensions, namely concentration (10 items), comprehension (08 items), planning (04 items), use of e-resources (06 items), interaction (05 items), study sets (08 items) and drilling (05 items). 33 items are positive

worded, and 13 items are negative worded. This scale is highly reliable and valid. Scoring is done through five-point alternatives, namely always (04), frequently(03), sometimes(02), rarely (01) and never (00) for positive worded items, while scoring is reversed for negative worded items.

**Procedure:**

200 middle students belonging to high socioeconomic status, 200 middle school students belonging to middle socioeconomic status and 200 middle school students belonging to low socioeconomic status as per scores obtained on the SES scale and utilising the norms given in the scale. The study habits scale was administered to chosen subjects, and the responses on alternatives were numerically scored. The scores on study habits was entered into an Excel sheet.

A 3x2x2 ANOVA was set up with socioeconomic status having three categories (High, middle and Low), Place of School having two categories (Urban and Rural), and Gender having two categories (Male and Female), respectively. In this way, a 12-cell is formed. The effect of these three independent variables on study habits among middle school students is based on three-way ANOVA and its interactions was analysed

**RESULTS**

**Table 1**

**The Effect of Socio-Economic Status (Factor A) x Place of School (Factor B) and Gender (Factor C) on Study Habits of Middle School Students**

| | | | Place of School (B) | | | |
|---|---|---|---|---|---|---|
| | | | Urban ($b_1$) | | Rural ($b_2$) | |
| | | | Male ($c_1$) | Female ($c_2$) | Male ($c_1$) | Female ($c_2$) |
| Socio-Economic Status (A) | High ($a_1$) | | N=62 M=114.51 S.D.=9.37 | N=38 M=114.21 S.D.=9.36 | N=68 M=105.20 S.D.=15.06 | N=32 M=112.15 S.D.=8.12 |
| | Middle ($a_2$) | | N=52 M=115.21 S.D.=11.09 | N=48 M=109.16 S.D.=9.76 | N=40 M=116.82 S.D.=7.79 | N=60 M=118.10 S.D.=7.81 |
| | Low ($a_3$) | | N=36 M=109.63 S.D.=7.95 | N=64 M=110.62 S.D.=13.78 | N=42 M=105.83 S.D.=13.33 | N=58 M=93.31 S.D.=11.78 |

**Table 1 (A)**

**ANOVA Summary**

| Source of Variation | SS | df | MS | F |
|---|---|---|---|---|
| Factor A | 9893.562 | 02 | 4946.781 | 40.40, $p<.05$ |
| Factor B | 1890.421 | 1 | 1890.421 | 15.44, $p<.05$ |
| Factor C | 366.690 | 1 | 366.690 | 2.99, $p>.05$ |
| A x B | 6343.336 | 02 | 3171.668 | 25.90, $p<.05$ |
| A x C | 1948.281 | 02 | 974.141 | 7.95, $p<.05$ |

| | | | | |
|---|---|---|---|---|
| B x C | 4.470 | 1 | 4.470 | 0.03, p>.05 |
| AxBxC | 3408.188 | 02 | 1704.094 | 13.92, p<.05 |
| Within treatment (Error) | 71981.203 | 588 | 122.417 | |
| Corrected Total | 99785.585 | 599 | | |

## 1. Main Effect of Socio-Economic Status on Study Habits

**Table 1(B)**

**The Main Effect of Socio-Economic Status (Factor A) on**
**Study Habits of Middle School Students**

| Socio-Economic Status (Factor A) | Study Habits | |
|---|---|---|
| | N | Mean |
| High | 200 | 111.52 |
| Middle | 200 | 114.82 |
| Low | 200 | 104.85 |

F=40.40, p<.05

The main effect of socioeconomic status on study habits of middle school students is statistically significant as reported in table 1(A) with calculated F=40.40, p<.05). Table 1(B) reveal that students placed in middle socioeconomic status group have the highest mean score on study habits (114.82) followed by students belonging to high socioeconomic status group (111.52) and then the students from low socioeconomic status group (104.85). Hence, study habits improve with an increase in socioeconomic status, though students of the middle socioeconomic status group have slightly better study habits.

## 2. Main Effect of Place of School on Study Habits

**Table 1(C)**

**The Main Effect of Place of School (Factor B) on**
**Study Habits of Middle School Students**

| Place of School (B) | Study Habits | |
|---|---|---|
| | N | Mean |
| Urban | 300 | 112.22 |
| Rural | 300 | 108.57 |

F=15.44, p<.05

The main effect of place of school on study habits of middle school students is statistically significant as reported in Table 1(C) with calculated F=15.44, p<.05). It shows that urban students (Mean = 112.22) have superior study habits than rural students (Mean=108.57). It means that the urban environment is more conducive to the development of study habits.

## 3. Main Effect of Gender on Study Habits

The effect of gender on study habits is not statistically significant, thereby male and female students do have the same magnitude of study habits (F=2.99, p>.05).

## 4. Socioeconomic Status and Place of School Interaction (AxB)

**Table 1(D)**

**Effect of SES (A) and Place of School (B) on**
**Study Habits of Middle School Students**

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| Socio-Economic Status (A) | Place of School | | | |
|---|---|---|---|---|
| | Urban | | Rural | |
| | N | Mean | N | Mean |
| High | 100 | 114.36 | 100 | 108.68 |
| Middle | 100 | 112.18 | 100 | 117.46 |
| Low | 100 | 110.13 | 100 | 99.57 |

F=25.90, p<.05

The interaction of SES and place of school is highly significant as proved by F=25.90, p<.05, thereby denoting that study habits of middle school students depend on their place of school (urban-rural). Table 1(D) shows that middle socioeconomic status - rural students (Mean = 117.46) have the highest mean score on study habits, while low SES rural students have the lowest mean score on study habits (Mean = 99.57). The table also reveals that urban students have better study habits than rural students, with the exception that in the middle socioeconomic status group, students from rural schools performed better.

Hence, the analysis suggests that study habits of middle school students can not be predicted solely based on their socioeconomic status or locale, but rather by their interactions.

## 5. Socioeconomic Status and Gender Interaction (AxC)

### Table 1(E)

### Effect of SES (A) and Gender (C) on Study Habits of Middle School Students

| Socio-Economic Status (A) | Gender (C) | | | |
|---|---|---|---|---|
| | Male students | | Female students | |
| | N | Mean | N | Mean |
| High | 130 | 109.86 | 70 | 113.18 |
| Middle | 92 | 116.01 | 108 | 113.63 |
| Low | 78 | 107.73 | 122 | 101.96 |

F=7.95, p<.05

The socioeconomic status x gender impact on study habits is significant (F=7.95, p<.05). Among students of the high socioeconomic status group, female students' mean score on study habits was higher (Mean = 113.18) compared to male students (M = 109.86). Among students of the middle socioeconomic status group, male students' mean score on study habits was higher (Mean = 116.01) compared to female students (M = 113.63). Among students of low socioeconomic status, male students' mean score on study habits was higher (Mean = 107.73) compared to female students (M = 101.96). It shows that female students of the high SES group have better study habits than male students, while in the middle and low socioeconomic status groups, male students have better study habits than female students.

## 6. Effect of Place of School and Gender (BxC)

The interaction effect of place of school and gender on study habits of middle school students is statistically non-significant (F=0.03, p>.05)

## 7. Socioeconomic Status, Place of School and Gender (AxBxC)

The three-factor interaction effect of socioeconomic status on study habits of middle school students relies simultaneously on place of school and gender, i.e. the interaction effect of socioeconomic status

and place of school on study habits is different for male and female students (F=13.92, p<.05). [Table 4.6A]

Among students of urban schools, study habits of male (M=114.51) and female students (M=114.21) from high socioeconomic status are almost the same, while in middle socioeconomic status, male students (M=115.21) have better study habits than female students (M=109.16). In low socioeconomic status, the study habits of male (M=109.63) and female students (M=110.62) are almost the same.

Among students of rural schools, the study habits of female students (M=112.15) are better than male students (M=105.20) from high socioeconomic status is almost the same, while in middle socioeconomic status, female students (M=118.10) have slightly better study habits than male students (M=116.82). In low socioeconomic status, the study habits of male students (M=105.83) are much better than female students (M=93.31) is almost the same.

The analysis revealed a significant main effect of socio-economic status and place of school on study habits of students, but the main effect of gender on study habits of students was non-significant. The two-factor interaction in the form of socio-economic status x place of school and socioeconomic status x gender on study habits of students was statistically significant, while the two-factor interaction between place of school and gender on study habits was statistically not significant. The three-factor interaction effect of socio-economic status x place of school x gender on study habits of students was statistically significant.

**DISCUSSION:**

The three factor interaction effect of socioeconomic status, place of school and gender had created significant variance upon study habits of students which means that the influence of SES on study habits need to be interpreted in the light on place of school and gender.

**CONCLUSION**

In conclusion, socioeconomic status, place of school and gender created significant variance on study habits of middle school students signifying the importance of place of school and gender while considering the impact of socioeconomic status on study habits of middle school students.

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