



**International Journal of Recent Development in Engineering and Technology**  
Website: [www.ijrdet.com](http://www.ijrdet.com) (ISSN 2347 -6435 (Online)), Volume 15, Issue 5, May 2026)

# Study Habits Among IX Standard Students in Thoothukudi District

Dr. A. Vinothini Sylvia

*Assistant Professor, Annammal College of Education for Women, Thoothukudi*

**Abstract**— The present study entitled “Study Habits among IX Standard Students in Thoothukudi District” aimed to examine the study habits of IX standard students with respect to selected demographic variables such as gender, medium of instruction, type of school, nature of school, and locality of school. The investigator adopted the survey method for the study. A sample of 197 IX standard students was selected using the simple random sampling technique from schools in Thoothukudi District. The Study Habits Scale developed by Santhy (2010) was adapted and used for data collection. The findings revealed significant differences in study habits based on gender, medium of instruction, and locality of school.

**Keywords**— Study habits, IX standard students, learning behaviour, medium of instruction, locality of school.

## I. INTRODUCTION

Education plays a vital role in the overall development of an individual and serves as the foundation for social, economic, and personal progress. In the teaching-learning process, the success of students largely depends not only on intelligence and classroom instruction but also on their study habits. Study habits refer to the regular practices, behaviours, and methods adopted by students during learning. Effective study habits help students to organize their learning systematically, improve concentration, enhance understanding, and achieve educational goals successfully.

Study habits are considered one of the important factors influencing students’ learning outcomes and academic growth. Good study habits include proper time management, regular reading, note-taking, concentration, revision, and studying in a conducive environment. Students who develop positive study habits are generally more confident, disciplined, and motivated in their learning process. On the other hand, poor study habits such as procrastination, lack of planning, irregular study schedules, and distractions from electronic media may adversely affect students’ learning efficiency and educational progress.

Secondary school education is a crucial stage in the educational career of students, as it forms the basis for higher education and future career development.

IX standard students, in particular, experience increasing academic demands and psychological changes during adolescence. Therefore, it becomes essential to understand their study habits and identify the factors that influence them. Variables such as gender, medium of instruction, type of school, nature of school, and locality may play an important role in shaping students’ study behaviours and learning patterns. Several researchers have emphasized the importance of effective study habits in improving students’ educational experiences and learning outcomes. Crede and Kuncel (2008) stated that study habits include study routines such as reviewing materials, self-testing, and studying in a conducive environment. Similarly, Azikiwe (1998) observed that good study habits are valuable assets that help learners attain mastery in learning tasks and achieve educational success.

In the present educational context, students are exposed to various distractions due to technological advancement, social media usage, and changing lifestyles. Hence, there is a growing need to examine the study habits of school students and create awareness about effective learning practices. Understanding students’ study habits will help teachers, parents, and educational administrators implement suitable strategies to improve learning behaviour and educational development. Therefore, the investigator had undertaken the present study entitled “Study Habits among IX Standard Students in Thoothukudi District” to examine the study habits of students with respect to selected demographic variables such as gender, medium of instruction, type of school, nature of school and locality of school.

## II. OPERATIONAL DEFINITIONS

### *Study Habits*

Study habits refer to the regular practices, methods, and behaviours adopted by students during the process of learning. These include activities such as time management, regular reading, note-taking, concentration, revision, and maintaining a proper study schedule. In the present study, study habits refer to the learning practices and study behaviours of IX standard students as measured by the Study Habits Scale adapted by the investigator.

*IX Standard Students*

IX standard students refer to the learners studying in the ninth standard in government and government-aided schools located in Thoothukudi District during the period of the study.

III. POPULATION & SAMPLE

The population for the present study is IX standard students in Thoothukudi District. A sample of 197 IX standard students were taken from the population using simple random sampling.

IV. OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference in the study habits of IX standard students with respect to gender, medium of instruction, type of school, nature of school and locality of school.

V. HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female students in their study habits.
2. There is no significant difference between English medium and Tamil medium students in their study habits.
3. There is no significant difference between government and government-aided school students in their study habits.
4. There is no significant difference between single sex and co-education school students in their study habits.
5. There is no significant difference between rural and urban school students in their study habits.

V. METHOD

The present study was conducted to investigate the study habits of IX standard students in Thoothukudi District. The investigator adopted the survey method for the study, as it is considered appropriate for collecting data related to existing conditions, practices, and behaviours of individuals.

VI. TOOL USED

For collecting data regarding the study habits of students, the investigator adapted the Study Habits Scale developed by Santhy (2010). The scale consisted of 35 statements related to the study practices and learning behaviours of students. The items in the scale covered various dimensions of study habits such as regularity in study, concentration, time management, note-taking, revision practices, and learning environment. The respondents were asked to indicate their responses to each statement using the response categories Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The tool was simple, clear, and suitable for

assessing the study habits of secondary school students. Before administering the tool, proper instructions were given to the students regarding the purpose of the study and the method of responding to the statements. The investigator personally administered the tool and collected the responses from the students.

VI. RESULTS

TABLE NO 1

SIGNIFICANT DIFFERENCE IN THE STUDY HABITS OF IX STANDARD STUDENTS WITH RESPECT TO GENDER, MEDIUM OF INSTRUCTION, TYPE OF SCHOOL, NATURE OF SCHOOL AND LOCALITY OF SCHOOL

Variable	N	Mean	SD	t value	P value	Result
Male	92	19.65	5.33	3.264	0.005	S
Female	105	22.57	4.35			
English	82	19.70	5.58	4.046	0.002	S
Tamil	115	22.46	4.21			
Govt.	61	19.69	5.15	0.831	0.421	NS
Govt. Aided	136	20.35	5.07			
Single Sex	61	19.85	4.62	0.532	0.524	NS
Co-Ed.	136	20.27	5.30			
Rural	16	23.56	4.27	3.161	0.004	S
Urban	181	20.02	5.08			

VII. INTERPRETATIONS

The analysis of data regarding the study habits of IX standard students revealed significant and non-significant differences with respect to selected demographic variables such as gender, medium of instruction, type of school, nature of school, and locality of school.

With regard to gender, the calculated t-value (3.264) was found to be significant at the 0.05 level. The mean score of female students (M = 22.57) was higher than that of male students (M = 19.65). This indicates that female students possess better study habits compared to male students. Female students may be more disciplined, organized, and attentive towards their studies, which contributes to systematic study practices.

In terms of medium of instruction, a significant difference was observed between English medium and Tamil medium students, as the calculated t-value (4.046) was significant at the 0.05 level. Tamil medium students obtained a higher mean score (M = 22.46) than English medium students (M = 19.70). This finding suggests that Tamil medium students exhibit better study habits. This may be because students studying in their mother tongue feel more comfortable in understanding concepts and managing their learning activities effectively.

Regarding the type of school, the calculated t-value (0.831) was not significant at the 0.05 level. Although government-aided school students obtained a slightly higher mean score ( $M = 20.35$ ) than government school students ( $M = 19.69$ ), the difference was not statistically significant. Therefore, it can be inferred that the type of school does not significantly influence the study habits of IX standard students. Similarly, no significant difference was found between students studying in single-sex schools and co-educational schools, as the calculated t-value (0.532) was not significant. Even though co-educational school students had a marginally higher mean score ( $M = 20.27$ ) than single-sex school students ( $M = 19.85$ ), the difference was insignificant. This indicates that the nature of school does not have a considerable impact on the study habits of students.

With respect to locality of school, a significant difference was identified between rural and urban school students, as the calculated t-value (3.161) was significant at the 0.05 level. Rural school students obtained a higher mean score ( $M = 23.56$ ) compared to urban school students ( $M = 20.02$ ). This finding implies that rural students demonstrate better study habits than urban students. One possible reason may be that rural students experience fewer distractions from technology and entertainment media, enabling them to spend more time and concentration on studies.

Overall, the findings indicate that gender, medium of instruction, and locality significantly influence the study habits of IX standard students, whereas type of school and nature of school do not significantly affect their study habits.

#### VIII. RECOMMENDATIONS

Based on the findings of the present study, the following recommendations are made:

- Since female students were found to possess better study habits than male students, teachers and parents should provide additional guidance and motivation to male students to help them develop systematic and disciplined study practices.
- As Tamil medium students demonstrated better study habits than English medium students, special academic support and study skill training programmes may be organized for English medium students to improve their learning practices and confidence in studies.
- Since no significant difference was found between government and government-aided school students in their study habits, equal importance should be given to promoting effective study habits among students in all types of schools.

- As the nature of school did not significantly influence study habits, both single-sex and co-educational schools should continue to encourage positive learning environments and effective study practices among students.
- Rural students were found to have better study habits than urban students. Therefore, urban students should be encouraged to minimize distractions caused by television, mobile phones, social media, and other electronic devices during study time.
- Schools should organize study skills workshops, awareness programmes, and counselling sessions to help students understand the importance of proper study habits and time management.
- Teachers should regularly monitor students' study practices and provide individual guidance to students who demonstrate poor study habits.
- Parents should create a peaceful and supportive home environment that encourages regular study routines and concentration among students.
- Libraries and reading facilities should be strengthened in schools to cultivate regular reading habits and independent learning among students.
- Further studies may be conducted by including additional variables such as parental involvement, socio-economic status, learning style, emotional maturity, and academic achievement to gain deeper understanding of students' study habits..

#### IX. CONCLUSION

The present study examined the study habits of IX standard students in Thoothukudi District with respect to selected demographic variables. The findings revealed significant differences in study habits based on gender, medium of instruction and locality of school, whereas no significant differences were found with respect to type and nature of school. The study highlights the importance of developing effective study habits among students through proper guidance and supportive learning environments for improving their educational development.

#### *References*

- [1] Azikiwe, U. (1998). *Study approaches of university students*. University Press.
- [2] Best, J. W., & Kahn, J. V. (2009). *Research in education* (10th ed.). Prentice Hall of India.



**International Journal of Recent Development in Engineering and Technology**  
Website: [www.ijrdet.com](http://www.ijrdet.com) (ISSN 2347 -6435 (Online)), Volume 15, Issue 5, May 2026)

- [3] Crede, M., & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3(6), 425–453. <https://doi.org/10.1111/j.1745-6924.2008.00089.x>
- [4] Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.