

Assessment of Relationship Between Socio-economic Status and Study Habits in Middle School Students

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.

How to cite this article: Ruma Majumder, Dr. Suman Verma (2023). Assessment of Relationship Between Socio-economic Status and Study Habits in Middle School Students. *Library Progress International*, 42(1), 361-366

Published: Received on Feb-2023 | Revised on March-2023 | Accepted on April-2023 | Published on May-2023

1.1 Abstract:

The objective of this study was to assess the relationship between socio-economic status and 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 prepared and validated by Upadhyay (2019). The study habits scale (2015), constructed by Dimpal Rani and Jaidka, was used to collect data on the study habits of students. Results reveal a significant and positive correlation between socioeconomic status and study habits. The Pearson 'r' = 0.181, which denotes that increase in socioeconomic status also enhances the study habits of students. Hence, overall findings support that socioeconomic status does have a significant role in the development of study behaviour and routine among middle school students. It was concluded that socio-economic status do have a potential to predict study habits of middle school students.

Keywords: Socio-economic status, study habits, middle school students

INTRODUCTION

Economists and sociologists have a method to assess where an individual or family stands in society through their socioeconomic status (SES). It incorporates and combines factors and things such as income, education, occupation and available social and economic resources of an individual as compared to others in the society. In the social ladder, socioeconomic status shows an individual's position and reflects about people spend their income on household items/goods and services. There are so many methods developed in India to assess socioeconomic status, and all have their strength and weaknesses; these methods to assess socioeconomic status change according to the country's changing socio-economic and demographics. A simple definition of socioeconomic status can be proposed as the level of an individual or family in society based on their earnings and involvement in social life. Usually, socioeconomic status is segregated into low, middle and high SES group, but there are exceptions also. Various factors are used to place them into low, middle and

high SES, namely education, income, social status, household belongings, etc. In summary, socio-economic status is a multi-dimensional construct shaped by various interlinked factors. Studies in the past have shown that socio-economic status do have an association with study habits of school-going students but these results lack consistencies because study habits is also a complex variable. Aristotle remarked that habit is what we frequently do, and that repetitive actions form lasting patterns. While motivation sparks action and motivation sustains it, habit makes it automatic. Anything practised time after time becomes part of one's character. In education, study habits are the routines and methods students adopt to support their learning. These habits greatly influence academic success and educational progress. As students differ in abilities and capacities, their study habits will vary accordingly. In real meaning, study habits are the methods, practices, and routines that a learner assumes and employs to move towards their studies in a systematic fashion. These practices, when repeated over time, become embedded and almost become second nature, forming a reliable pattern of behaviour that holds up and sustains academic work. The term study habits denotes a steady manner by which students prepare for school or college. Etymologically, the phrase combines the words study and habit. According to the Oxford Advanced Learner's Dictionary of Current English (2002, p. 1292), study is defined as the activity of acquiring knowledge or learning, whether from books or through careful observation and examination of the world. Hence, study habits reproduce the behaviours and routines a learner adopts in their approach towards studying a concept. These habits outline and disclose a student's learning temperament and play a vital role in academic success. They take steps for learning, serving both as a means and an end in the educational process. 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, individual motivation and supportive school environments can help bridge the gap. Hence the present study was planned to assess the relationship between socio-economic status and study habits of middle school students.

OBJECTIVES

1. To assess the relationship between socio-economic status and study habits of middle school students..

HYPOTHESIS

H_01 Socio-economic status will have no significant impact on study habits of middle school students.

REVIEW OF LITERATURE:

A 2015 study by **Razia**, conducted on 224 Class IX students in Aligarh district, investigated the connection between study habits, socio-economic status, and gender. The analysis highlighted a significant relationship between study habits and the socio-economic status of these secondary school students. **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 and reported 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. **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 according to their SES. Appropriate statistical analysis was carried out to analyse the data.

RESULTS

Table 1
Correlation between Socio-Economic Status and Study Habits
of Middle School Students (N=600)

	Socio-Economic Status	Study Habits
Socio-Economic Status	1	0.181*
Academic Achievement	0.181*	1

* Significant at .05 level

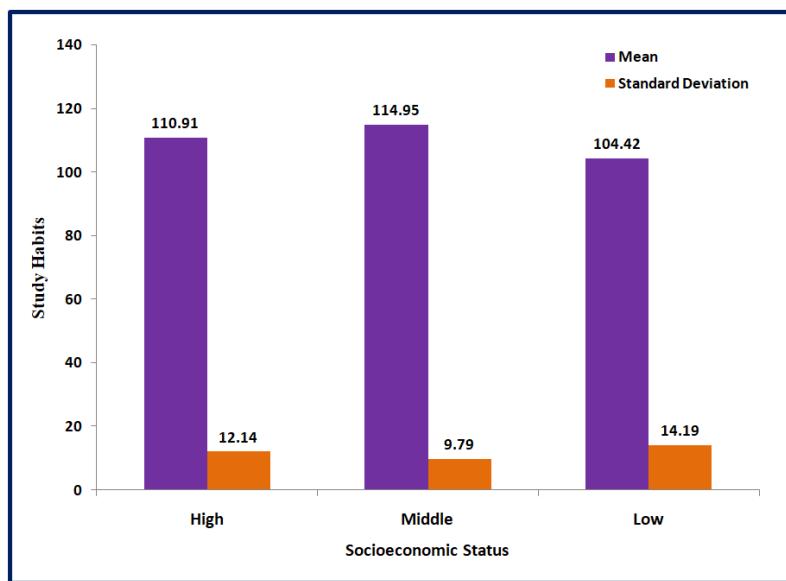
The data given in Table 1 shows a significant and positive correlation between socioeconomic status and study habits. The Pearson 'r' = 0.181, which denotes that increase in socioeconomic status also enhances the study habits of students.

Table 2
Mean and S.D. for Study Habits in Middle School Students
Based on their Socio-Economic Status

SES	Study Habits		
	Number	Mean	Standard Deviation
High	200	110.91	12.14
Middle	200	114.95	9.79
Low	200	104.42	14.19

Figure 1

Study Habits of Middle School Students Based on Their Socio-Economic Status



Since the relationship between socioeconomic status and study habits of middle school students is weak, a detailed analysis of the mean study habits score of students from high, middle and low SES was calculated (Table 2). The highest mean score on study habits (114.95) was observed in the middle socioeconomic status group, followed by students in the high SES group (110.91) and the lowest (104.42) in the low SES group.

DISCUSSION:

The findings indicate a significant and positive effect of socioeconomic status on study habits. Interestingly, students from middle SES demonstrated most effective form of study habits, followed by students from high and low socioeconomic status. It is possible that students from low socioeconomic status families have scarce resources and lack of parental guidance which hinders the development of good study habits in them. Students of middle socioeconomic status were able to balance available resources and motivational forces to work hard to achieve excellence in education. It is possible that drive or discipline towards methodological study plans is lacking just a bit in high SES students than middle SES students may be the over reliance on resources available and lack of personal effect but still their study habits are better than low SES. Another possible reason may be the balanced environment provided by middle SES families in the form of adequate resources and parental support to their children. **Nayak and Panda (2019)** also reported their findings on similar lines.

CONCLUSION

In conclusion, socioeconomic status predicts study habits among middle school students, with middle and high SES students showing better habits than low SES students. Hence, overall findings still support that socioeconomic status does have a significant role in the development of study behaviour and routine among middle school students.

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