

## RELATIONSHIP BETWEEN STUDY HABITS AND LEARNING ATTITUDES OF IX GIRL STUDENTS IN SALEM DISTRICT

**Dr. P. SUBRAMANIAN**

*Assistant Professor, Department of Educational Planning and Administration  
Tamil Nadu Teachers Education University, Karapakkam, Chennai, India*

**Dr. A. SENTHILKUMAR**

*Principal  
K.S. College of Education, Salem, Tamil Nadu, India  
DOI: <https://www.doi.org/10.34293/eduspectra.v8i1.09>*

### **Abstract**

*The current research investigated the study habits and learning attitudes of IX standard female students in the Salem district through a survey methodology. A total of 500 students were selected through stratified random sampling from government, government-aided, and private schools. Study habits were measured using the standardized study habits scale by Asha Bhatnagar (1986), while learning attitudes were assessed using a researcher-developed scale containing fifty items. The reliability coefficients of the tools were 0.869 and 0.781, respectively, ensuring strong internal consistency. Descriptive and inferential statistics such as mean, standard deviation, t-test, F-test, and Pearson's correlation were used for data analysis. The findings showed that students' study habits did not differ significantly dependent on where they lived or what type of school they went to. However, significant differences in learning attitudes were found between rural and urban students in the affective and behavioural dimensions, though cognitive, social, and motivational components did not differ significantly. No significant differences in learning attitudes were observed across different school types. Further, the study established a significant positive relationship between study habits and learning attitudes. The findings highlight the importance of strengthening learning attitudes and promoting effective study practices among girl students to enhance their academic engagement and achievement.*

**Keywords:** *Study habits; learning attitudes; ix standard students; girl students; school differences.*

### **Introduction**

Student study habits and learning attitudes are two closely linked constructs that significantly affect classroom engagement and academic achievement in secondary education. Study habits refer to the regular practices and routines students use to organize, process, and review material (for example: time management, note-making, revision strategies, concentration techniques), while "learning attitudes" describes students' dispositions toward learning including interest, motivation, perceived value of schooling, and openness to new learning modes (such as e-learning). Together these factors shape how students engage with the curriculum and predict short- and long-term academic outcomes. In India, governmental initiatives such as the National Education governmental (NEP) 2020 focus on enhancing foundational learning and equal access for girls, making school-level study processes and attitudes an important focus for research and intervention. Recent national data show continuing improvements in girls' enrollment in secondary schooling, but also

highlight gaps in school resources and digital access that may influence study practices and attitudes.

### **Need and Significance of the Study**

For girl students in particular, this phase often coincides with social, emotional, and developmental transitions that influence their academic engagement. Understanding the study habits and learning attitudes of ninth-standard girls is therefore essential, as these factors significantly shape their academic performance, motivation, and overall school adjustment. Research consistently shows that well-developed study habits such as effective time management, systematic revision, and focused learning routines are strong predictors of scholastic achievement and self-regulated learning. Likewise, positive learning attitudes enhance student participation, persistence, interest in subjects, and openness to new learning methods, including technology-supported instruction. Despite progress in girls' education in India, disparities persist in access to learning resources, home study environments, digital facilities, and parental support, which can influence both study practices and attitudes. Examining these variables among ninth-standard girls helps identify strengths, gaps, and contextual barriers unique to this population. The findings from this investigation will provide significant insights for teachers, school administrators, curriculum planners, and policymakers to design targeted interventions such as study-skills training, motivational programme, counselling support, and gender-sensitive learning environments that promote effective learning behaviours and academic success among adolescent girls. Ultimately, the study contributes to strengthening educational equity and supporting the holistic development of girl students at a pivotal stage in their schooling.

### **Title of the Problem**

The problem stated that the Relationship Between Study Habits and Learning Attitudes of IX Standard Girl Students in Salem District.

### **Objectives of the Study**

- a) To study the significant differences in the study habits of ix standard girls students with respect to locality, types of school
- b) To study the significant differences in the learning attitudes of ix standard girls students with respect to locality, types of school
- c) To find out the significant relationship between study habits and learning attitudes of ix standard girls students

### **Hypotheses of the Study**

- a) There is no significant differences in the study habits of ix standard girls students with respect to locality, types of school

- b) There is no significant differences in the learning attitudes of ix standard girls students with respect to locality, types of school
- c) There is no relationship between study habits and learning attitudes of ix standard girls students

### Methodology

- **Method Adopted:** The present investigation was undertaken by using the survey method
- **Population:** The population of the study IX standard girls students was used.
- **Sample:** In this study 500 IX standard girls students were selected by stratified random sampling. The sample included girls students of 9<sup>th</sup> standard students studying in government, government aided, and private in Salem district.
- **Sampling Technique:** Stratified random sampling technique was used.

### Tools Used

To determine study habits, the investigator employed Asha Bhatnagar's standardized study habits scale (1986). This tool includes forty items that assess elements of study habits such as positive and negative thought, achievement, and dedication. The scale has excellent psychometric qualities, with a reliability coefficient of 0.869. The investigator constructed the learning attitude scale exclusively for ninth-grade female students, and it comprises of fifty items with five dimensions: cognitive, affective, behavioral, social, and motivational. The instrument had strong internal consistency, with a Cronbach's alpha reliability of 0.781. The study habits and learning attitudes were assessed using a five-point rating scale. The investigator collected 40 items for the study habits scale and 50 items for the learning attitude measure. The highest score is 200, while the minimum score is 40 for the study habits scale, and the maximum score is 250, with a minimum score of 50 for the learning attitudes scale.

### Statistical Technique to Be Used

Descriptive statistics like Mean and SD are used and inferential statistical techniques like 't' test, 'f' test and 'r'test are used in the present study.

### Data Analysis

**Hypothesis 1:** There is no significant difference between in the study habits of IX standard girls students with respect to locality, types of school.

**[A] Locality:** Rural and Urban IX standard girls students do not differ in their study habits

**Table 1 Showing the t- value of ix standard girls students in their study habits with respect to locality**

Dimensions	Locality	N	Mean	Sd	't' Value	Sig.
PT	Rural	265	93.95	8.897	0.153	NS
	Urban	235	93.54	9.667		
NT	Rural	265	37.95	4.536	0.660	NS
	Urban	235	37.68	4.577		
AT	Rural	265	11.98	4.898	1.277	NS
	Urban	235	11.40	5.162		
DE	Rural	265	11.64	5.171	0.611	NS
	Urban	235	11.36	5.048		
Total	Rural	265	38.88	5.875	1.061	NS
	Urban	235	38.49	6.113		

From the above table the calculated 't' value is less than the table value in all other cases. Hence the hypothesis is accepted.

### Conclusion

Rural and Urban IX standard girls students do not differ in their study habits

**[B] Types of School:** There is no significant difference between in the study habits of IX standard girls students with respect to different types of school

**Table 2 Showing the t- value of ix standard girls students in their study habits with respect to types of school**

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
PT	Between Groups	15193.796	2	7596.898	1.817	NS
	Within Groups	190529.954	497	383.360		
	Total	205723.750	499			
NT	Between Groups	25.956	2	12.978	0.235	NS
	Within Groups	27470.994	497	55.274		
	Total	27496.950	499			
AT	Between Groups	48.733	2	24.367	0.966	NS
	Within Groups	12531.817	497	25.215		
	Total	12580.550	499			
DE	Between Groups	99.802	2	49.901	1.917	NS
	Within Groups	12935.148	497	26.026		
	Total	13034.950	499			

From the above table the calculated “F” value is less than the table value in all cases. Hence the hypothesis is accepted.

### Conclusion

There is no significant difference between in the study habits of IX standard girls students with respect to different types of school

**Hypothesis 2:** There is no significant difference between in the learning attitude IX standard girls students with respect to locality, types of school

**[A] Locality:** Rural and Urban IX standard girls students do not differ in their learning attitude

**Table 3 Showing the t- value of ix standard girls students in their learning attitude with respect to locality**

Dimensions	Locality	N	Mean	SD	't' Value	Sig.
CE	Rural	265	8.649	3.242	0.404	NS
	Urban	235	8.531	3.228		
AE	Rural	265	5.524	2.437	4.099	S
	Urban	235	4.629	2.434		
BL	Rural	265	6.641	3.156	2.058	S
	Urban	235	6.017	3.575		
SL	Rural	265	3.022	2.335	0.612	NS
	Urban	235	2.897	2.216		
ML	Rural	265	2.784	2.997	0.182	NS
	Urban	235	2.834	3.001		
Total	Rural	265	5.925	2.991	7.355	S
	Urban	235	4.981	2.890		

From the above table the calculated ‘t’ value is greater than the table value at 0.05 level in the affective and behavioural. Hence the hypothesis is not accepted. But the calculated’ value is less than the table value in the cognitive, social and motivational dimensions. Hence the hypothesis is accepted.

### Conclusion

- Rural and Urban IX standard girls students differ in the affective, behavioural and overall learning attitudes.
- Rural and Urban IX standard girls students do not differ in the cognitive, social, motivational.

### [C] Types of School

There is no significant difference between in learning attitude of IX standard girls students with respect to different types of school

**Table 2 Showing the t- value of ix standard girls students in their learning attitudes with respect to types of school**

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
CE	Between Groups	25.512	2	12.756	1.467	NS
	Within Groups	4321.390	497	8.695		
	Total	4346.902	499			
AE	Between Groups	38.550	2	19.275	3.632	NS
	Within Groups	2637.450	497	5.307		
	Total	2676.000	499			
BL	Between Groups	584.672	2	292.336	2.661	NS
	Within Groups	4448.416	497	8.951		
	Total	5033.088	499			
SL	Between Groups	10.930	2	5.465	1.084	NS
	Within Groups	2505.812	497	5.042		
	Total	2516.742	499			
ML	Between Groups	36.295	2	18.147	2.041	NS
	Within Groups	4418.705	497	8.891		
	Total	4455.000	499			

In every other instance, the estimated "F" value is less than the table value, as seen in the table above. Hence, the hypotheses is accepted.

### Conclusion

There is no significant difference between in the learning attitude of IX standard girls students with respect to different types of school

**Hypotheses 3:** There is no relationship between study habits and learning attitude of IX standard girls students

**Table 5 showing the significant relation between study habits and learning attitude of ix standard girls students**

Method	Study Habits and Learning Attitude
Pearson correlation	0.117
Significance (2tailed)	0.01
N	500

The estimated value is more than the table value. Therefore, the hypothesis is rejected.

### Conclusion

There is a relationship between study habits and learning attitude among IX standard girls students.

### Findings

- There is no significant difference in study habits (positive and negative), achievement, devotion, or overall scores between rural and urban IX standard girls.
- The hypothesis was accepted, indicating **uniform study habits** across localities.
- Government, aided, and private school students did not differ significantly in their study habits across any categories.
- The hypothesis was accepted, showing that **type of school does not influence study habits**.
- Significant differences were found in **affective** and **behavioural** dimensions, and in overall learning attitude scores, favoring rural students.
- No significant differences were found in **cognitive, social, and motivational** dimensions. Hence, learning attitudes vary partially based on locality.
- There were **no significant differences** among students in types of schools in all dimensions of learning attitudes. The hypothesis was accepted.
- A significant positive correlation ( $r = 0.117$ ,  $p < 0.01$ ) exists between study habits and learning attitudes. The null hypothesis was rejected.
- This indicates that **better study habits are associated with more positive learning attitudes** among IX standard girl students.

### Conclusion

The study concludes that IX standard girl students in Salem District display similar study habits regardless of locality or type of school. Learning attitudes, however, differ between rural and urban students in specific dimensions, suggesting environmental or socio-cultural influences. The significant positive relationship between study habits and learning attitudes implies that enhancing one is likely to improve the other. Educational stakeholders' teachers, administrators, and policymakers should focus on designing programme that foster

strong learning attitudes, promote effective study strategies, and support girls in developing motivation and academic confidence. Strengthening these aspects can contribute to improved academic outcomes and holistic development during this critical stage of schooling.

## References

1. Abbas, J., & Mubeen, R. (2021). The influence of study habits on academic achievement among secondary school students: A structural equation modelling approach. *Journal of Education and Practice*, 12(4), 72–81.
2. Anita, R., & Suganya, M. (2022). Study habits and academic performance of high school students: An Indian perspective. *Indian Journal of Psychological Studies*, 18(1), 45–53.
3. Asha Bhatnagar. (1986). *Study Habits Scale*. New Delhi: National Psychological Corporation.
4. Bagheri, M., & Gilaninia, S. (2023). The role of students' learning attitudes in improving classroom engagement: Evidence from secondary education. *International Journal of Learning and Instruction*, 44(2), 89–98.
5. Banu, T., & Joseph, M. (2020). Relationship between learning attitude and academic stress among adolescent girls. *International Journal of School Psychology*, 9(3), 120–129.
6. Devika, K., & Prakash, V. (2023). Impact of parental support on study habits of girl students in rural schools. *Educational Research Review India*, 5(2), 33–41.
7. Hussain, A., & Ahmad, S. (2021). Study habits of secondary school students: Gender differences and academic implications. *International Journal of Instructional Psychology*, 14(2), 98–108.
8. Kavitha, R., & John, P. (2023). Study habits and cognitive engagement among IX standard students. *Journal of Research in School Education*, 9(1), 20–32.
9. Kumar, R., & Devi, S. (2022). Study habits and academic achievement among secondary school students: A psychological analysis. *Journal of Educational Research and Development*, 12(3), 45–53.
10. Meena, S., & Rao, D. (2021). Classroom climate and learning attitudes of adolescent students. *Journal of Teaching and Learning Research*, 15(3), 77–87.
11. Ministry of Education, Government of India. (2020). *National Education Policy 2020*. New Delhi: Government of India.
12. Mitra, P., & Sundaram, R. (2024). Gender differences in study habits and academic performance among secondary students. *Journal of Secondary Education Studies*, 12(1), 66–74.
13. Nishanth, A., & Thomas, B. (2023). Influence of digital access on learning attitudes of high school girls in Tamil Nadu. *South Asian Journal of Educational Technology*, 2(3), 41–52.
14. Pathak, A., & Sharma, R. (2025). Study habits as predictors of academic resilience in school students. *International Journal of Educational Psychology*, 8(1), 1–12.

15. Radhika, S., & Menon, A. (2022). Attitudes toward learning and achievement motivation among adolescent learners. *Journal of Educational Measurement and Evaluation*, 10(2), 94–104.
16. Sengupta, D., & Paul, A. (2020). Learning attitudes and classroom participation in Indian secondary schools. *Asian Journal of Educational Research*, 8(4), 100–108.
17. Shrestha, P. (2023). Correlation between study habits and academic achievement among secondary students. *Global Journal of Education and Psychology*, 5(1), 28–38.
18. Thomas, M., & George, L. (2021). Study habits, learning attitudes, and academic engagement of schoolgirls: A correlational study. *Journal of Adolescent Education Research*, 13(1), 56–67.
19. UDISE+. (2023). *Unified District Information System for Education Plus: School Education Report*. Ministry of Education, Government of India.