

IMPACT OF SOCIO-ECONOMIC STATUS AND GENDER ON STUDY HABITS OF SECONDARY STUDENTS IN SAGAR ISLAND, WEST BENGAL

Sandip Das

M.Ed. Student, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah

Swami Vidyamritananda

Principal, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah

ABSTRACT

Study habits play a vital role in deciding the academic outcomes of students. In this study, the investigators aimed to examine the impact of socio-economic status (SES) and gender on study habits of secondary students in Sagar Island, West Bengal. For this study, the investigators have employed a survey method to collect data. The study sample consisted of 177 students studying in class IX who were selected randomly from Sagar Island in South 24 Parganas district of West Bengal. The data was collected using the Study Habit Inventory and socio-economic status scale, and then it was analysed using the Mean (M), Standard Deviation (SD), t-test, and ANOVA. The findings of the study reveal that there is no significant difference in the study habits of girls and boys. The present study also reveals that no significant difference in the study habits of IXth standard students between the lower-middle class and middle class, but a significant difference is noticed in the study habits of IXth standard students between the lower-middle class and upper-middle class, as well as between the middle class and upper-middle class. Further, the significant difference is mostly found in the study habits of girls belonging to the upper-middle class and boys belonging to the upper-middle class compared with those of boys belonging to the lower-middle class.

Keywords : Study Habits, Socio-Economic Status, Gender, Secondary Students

INTRODUCTION

Education is very crucial to a student's overall development. He or she becomes a more holistic learner as he or she acquires new knowledge and facts. One of the goals of education is to teach children how to solve issues, grow independently, and apply what they learn in the classroom to real-life situations. Grades are thought to be the major sign of such learning. When a student receives a high grade, it is considered that they have learned a lot, and when they receive a low

mark, it is assumed that they have learned less. Many studies, however, have revealed that there are various elements that contribute to good or poor grades. It is related to a variety of factors, including socio-economic status (SES), parental educational background, gender, intellect, and study habits. In reality, practically every environmental and human aspect that exists is responsible for educational excellence. Apart from low intelligence, many students perform poorly for other reasons. One such factor is poor study habits, which often lead to poor academic performance even among bright students. Studying hard is not enough; the student should learn how to study efficiently. Students often achieve low grades due to negative attitudes, poor planning, note dependence, and improper revision methods. A well-organized and systematic study habit can bring the student sure and quick success in their studies. According to Crow and Crow (1992), effective study habits include having a plan/place, a set time frame, and taking concise, well-organized notes. Study habits encompass all aspects of the study method, such as taking notes, allocating study time for sessions and homework, and preparing adequately for exams, among others. Every student is unique with different abilities, interests, thinking, and reactions, so these characteristics have a significant impact on study habits. Although several factors influence students' study habits, the investigators chose socio-economic status and gender as independent categorical variables for the current investigation. Gender is the range of physical, biological, mental, and behavioural characteristics that distinguish between feminine and masculine (female and male) populations. In view of the belief that students' gender may influence their study habits, this study focuses on exploring the relationship between them, if any. The term "socio-economic status," or SES, is a combination of social and economic status of an individual or family based on income, occupation, wealth, etc. in a society. Broadly, socio-economic status refers to sociocultural aspects, economics, education, and the possession of goods and services that are available in a household (Islam & Khan, 2017). In higher socio-economic families, education is generally stressed as being more important both within the family and in the local community. For low-income families food, shelter, and safety are priorities and education often takes a back seat and becomes less of a priority. The present study focuses on the study habits of students with regard to their socio-economic status.

EMERGENCE OF THE PROBLEM

The largest estuary island in the Sundarbans, Sagar Island, has been chosen as the study area. Because of its location within a tidal stream and low height, the island is especially sensitive to severe threats such as cyclonic storms and tidal upsurges. Agriculture is the main source of income in this region of West Bengal. Along with agriculture, fishing and forest products are also important to the inhabitants. The majority of the inhabitants work as farmers, labourers, or cultivators (Saha & Ghosh, 2015). Students' study habits are greatly impacted by their parents' or

family members' socio-economic status. Although these interactions are reciprocal, socio-economic status is a substantial factor in determining students' study habits. Sagar has a literacy rate that is significantly higher than the national average. Literacy rates on the island are over 90%. Despite the fact that just 5% of individuals who apply for high school drop-out, barely 40% of those complete their graduation. 70% of women are literate. From the IXth grade onward, family pressurize the girls for getting married. As a result, girls are less likely to pursue further education and enter the workforce (*Project Concept for Enhancing Livelihoods in Sagar Island, Sundarbans*, 2008). According to the social role perspective, girls have less authority and status, and they control fewer resources than men. Given the assumption that gender is one of the important factors that might influence students' study habits.

RELATED LITERATURE REVIEW

According to Razia (2015), study habits and socio-economic status have a positive and strong relationship, although there was no evidence of a gender-specific interaction effect on study habits. While Vyas and Choudhary (2016) opined that there is no significant difference between the study habits of male and female adolescent students and no significant difference is observed in the study habit scores of adolescents having different socio-economic status, Ahmad and Razia (2015) further observed that a significant difference can be found in the study habits of Muslim adolescents in relation to gender and that a significant positive relationship exists between study habits and socio-economic status. According to Singh and Singh (2014), parents' socio-economic status has no significant effect on their children's academic achievement. Additionally, Ghosh and Sarkar (2018) came to the conclusion that there is no statistically significant association between study habits and socio-economic position. Instead, they found that there is a very low and positive relationship between these two factors. Khan (2016) claimed that the individuals' study habits were significantly influenced by their gender. It was discovered that socio-economic status had no impact on study habits. In contrast to the findings of Haider and Verma (2014), there was no significant difference in study habits between boys and girls. Darji (2019) discovered that students' study habits are unaffected by their school's location or socioeconomic status, and that adolescent girls outperform adolescent boys in terms of study habits. Unwalla (2020) also determined that there is a considerable difference in study the habits between males and females and that females appear to have greater study habits than males. Yap (2019) has discovered a substantial disparity in time management between sexes and ages. Charles-Ogan (2015) discovered that female students had superior study habits than their male counterparts, while Wilson (2012) discovered that females are much more willing to study at home and invest in their education. Tahir et al. (2014) discovered that undergraduate students had significant gender differences in study habit skills, whereas Benditz et al. (2018) discovered that gender-specific differences in the use of teaching

materials revealed that female students prefer to highlight text ($p < 0.0001$), with a trend to Internet research ($p = 0.053$) and small-group teaching ($p = 0.057$). According to Nishta and Deepika (2021), students in private higher secondary schools had better study habits than students in government higher secondary schools, especially in the drilling and support aspects as well as overall study habits.

A careful examination of the literature on student study habits reveals that study habits are heavily influenced by factors such as socio-economic status and gender, while Razia (2015), Vyas and Choudhary (2016), and Ghosh and Sarkar (2018) all agreed that there is a significant relationship between study habits and socio-economic status. Wilson (2012), Tahir et al. (2014), Ahmad & Razia (2015), Charles-Ogan (2015), Khan (2016), Benditz et al. (2018), Darji (2019), Yap (2019), and Unwalla (2020) have found that study habits differ considerably by gender.

Although there have been several studies on study habits in relation to socio-economic status and gender in various regions of India and other nations, this crucial issue has been disregarded by researchers, particularly in the area of Sagar Island, West Bengal, India. As a result, the current study sought to investigate the role of socio-economic status and gender on the study habits of secondary students on Sagar Island, West Bengal.

SIGNIFICANCE OF THE STUDY

Study habits are really important. Every individual has either good or bad study habits. However, excellent habits are advantageous to the processor. The findings of this study may reveal some factors that may be responsible for students' poor study habits. The current study will improve learning methodologies and assist in the development of good study habits. This research will undoubtedly aid in reducing dropouts, waste, and stagnation in the learning process. This study may help young children develop better study habits and uncover fresh techniques for improving their academic performance. The identified areas where governments at various levels could intervene to bridge the educational attainment gap in society between students from low and high income earning backgrounds.

OBJECTIVES OF THE STUDY

The following objectives were the focus of the current study:

- O1.** To measure the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal according to their socio-economic status and gender.
- O2.** To compare the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal belonging to various socio-economic status.
- O3.** To compare the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal under gender categorical variable.

- O4.** To compare the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal under the gender and socio-economic status categorical variables taken together.

RESEARCH HYPOTHESES

The null hypotheses were considered as follows:

- H₀1 :** There is no significant difference in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal between the lower-middle class and middle class.
- H₀2 :** There is no significant difference in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal between the lower-middle class and upper-middle class.
- H₀3 :** There is no significant difference in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal between the middle class and upper-middle class.
- H₀4 :** There is no significant difference in the study habits between girls and boys of IXth standard students of higher secondary schools from Sagar Island, West Bengal.
- H₀5 :** There is no significant difference among the groups of students considering the gender and socio-economic status taken together (Girls from lower-middle class, Boys from lower-middle class, Girls from middle class, Boys from middle class, Girls from upper-middle class, Boys from upper-middle class) in their study habits belonging to the IXth standard students of higher secondary schools from Sagar Island, West Bengal.

DELIMITATIONS OF THE STUDY

1. In this study, only students from class IX were selected as the sample.
2. For the current study, 177 students (both male and female) were chosen.
3. The study was restricted to the variables SES and Gender as they relate to study habits, however other correlates exist.

METHODOLOGY

This study is based on a quantitative method. The Descriptive Survey Method was used in this study.

Population and Sample

All the class IX students of Secondary and Higher secondary schools from Sagar Island of South 24 Parganas district of West Bengal constituted the population of the present study. A representative sample of 177 students studying in class IX belonging to four higher secondary schools was selected randomly from the population. The breakdown of the sample has been given in the **table 1**:

Table 1 : Sample Structure

SES Gender	Lower-middle class	Middle class	Upper-middle class	Total
Girls	48	39	15	102
Boys	35	33	07	75
Total	83	72	22	177

Variables of the Study

The investigators considered two types of variables in this investigation. These two types of variables are given below-

- **Major Variable**
 - i. Study Habits as Dependent Variable
- **Categorical Variables**
 - i. Gender (Girls and Boys)
 - ii. Socio-economic status (Lower-middle class, Middle class and Upper-middle class)

Tools Used

In the radiance of the objectives of the study, the investigators used the following tools.

- Study Habits Inventory (SHI), developed by B.V. Patel (1976), was utilized to measure the study habits among the students studying class IX.
- Socio-economic status scale, developed by SC Tiwari & Ambrish Kumar (2012) was utilized to measure the socio-economic status of the students studying class IX.

Statistical Techniques

The following statistical methods were crucial to the researchers for the purpose of the study. They were descriptive statistics like – Mean, Standard Deviation (SD) and inferential statistics like - student ‘t’ test, ANOVA. Analysis of data was done using the SPSS (20.0 version).

ANALYSIS AND INTERPRETATION

- Measurement of the study habits of IXth standard students with respect to socio-economic status (SES)

Table 2 : Distribution of study habits scores with respect to SES

Socio-economic status	N	Mean	Std. Deviation
Lower-middle class	83	163.205	13.8914
Middle class	72	167.139	14.3648
Upper-middle class	22	177.455	15.2775

It is observed from **table 2** that, there exists a minute difference in the mean scores of the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal, belonging to lower-middle class (M = 163.205), middle class (M = 167.139) and upper-middle class (M = 177.455). These mean scores have additionally been presented in Figure 1.1.

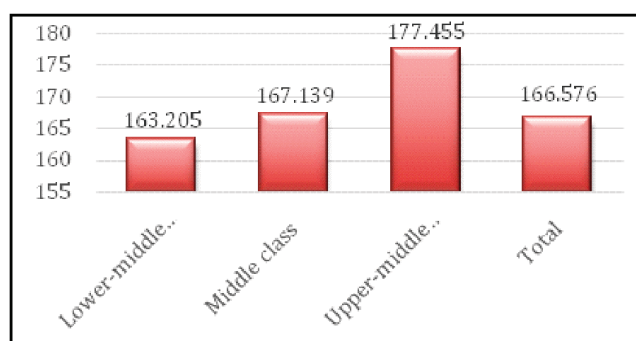


Figure 1.1 : Mean scores of study habits with respect to three categories of SES (lower-middle, middle and upper-middle class)

- Measurement of the study habits of IXth standard students with respect to gender

Table 3: Distribution of study habits score with respect to gender

Gender	N	Mean	Std. Deviation
Girls	102	166.961	13.7883
Boys	75	166.053	16.3194

Table 3. shows that, there exists no such difference in the mean scores of the study habits of IXth standard girls students (M=166.961) and IXth standard boys students (M=166.053) of higher secondary schools from Sagar Island, West Bengal. These mean scores have also been presented in Figure 1.2.

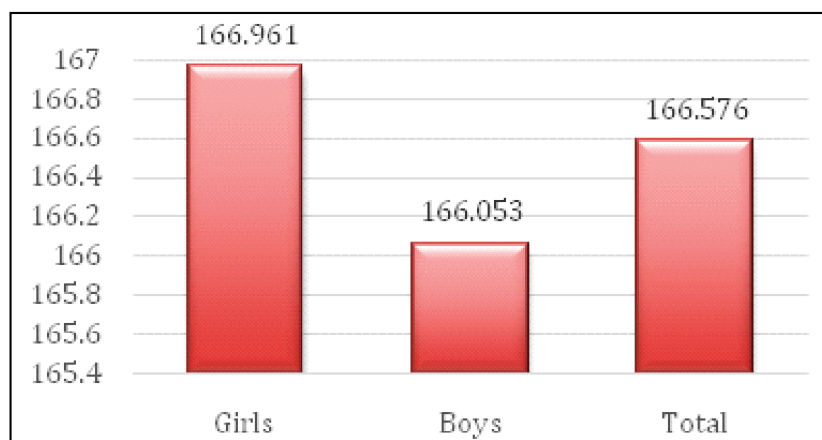


Figure 1.2 : Mean score of Study Habit with respect to gender

Table 4 : Mean Study Habits Score with Respect to Total Sample Students

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Study Habits	177	119	207	166.576	14.8755

While estimating the mean value of study habits of IXth standard sample students (N = 177) of higher secondary schools from Sagar Island, West Bengal according to their socio-economic status and gender, it has been found to be **166.576** and the standard deviation value is **14.8755** (table 4). The study habits scores of total sample students range has been found through 119 to 207. So, it can be said that, IXth standard students from Sagar Island, West Bengal possess average study habits.

- **Determination of the study habits of IXth standard students belonging to various socio-economic status (SES)**
 - **Testing of H₀₁**

Table 4 : Comparison of study habits between lower-middle class and middle class students

Socio-economic status	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Lower-middle class	83	163.205	13.8914	-1.731 [#]	153	0.085
Middle class	72	167.139	14.3648			

([#]not significant at the 0.05 level)

From the analysis in **table 4**, it is seen that the calculated $t_{(153)}$ value is 1.731 and 'p' value is 0.085 ($p \hat{A} 0.05$). Hence, at the 0.05 level, 't' is not significant. So, H_01 is not rejected and it can be safely said that there is no significant difference in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal between the lower-middle class and middle class.

- **Testing of H_02**

Table 5 : Comparison of study habits between lower-middle class and upper-middle class students

Socio-economic status	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Lower-middle class	83	163.205	13.8914	-4.189*	103	0.000
Upper-middle class	22	177.455	15.2775			

(*significant at the 0.05 level)

From the analysis of **table 5**, it is seen that the calculated $t_{(103)}$ value is 4.189 and 'p' value is 0.000 ($p \hat{A} 0.05$). Hence, 't' is significant at 0.05 level. So, H_02 is rejected and it can be said that a significant difference is found in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal between the lower-middle class and upper-middle class.

- **Testing of H_03**

Table 6 : Comparison of Study habits between middle class and upper-middle class students

Socio-economic status	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Middle class	72	167.139	14.3648	2.905*	92	0.005
Upper-middle class	22	177.455	15.2775			

(*significant at the 0.05 level)

From the analysis in **table 6**, it is found that the calculated $t_{(92)}$ value is 2.905 and 'p' value is 0.005 ($p < 0.05$). Hence, 't' is significant at 0.05 level. So, H_03 is rejected and it can be said that a significant difference is found in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal between the middle class and upper-middle class.

- **Determination of the study habits of IXth standard students under gender categorical variable**

- **Testing of H_04**

Table 7 : Comparison of Study habits between Girls and Boys

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Girls	102	166.961	13.7883	0.400 [#]	175	0.690
Boys	75	166.053	16.3194			

([#]not significant at the 0.05 level)

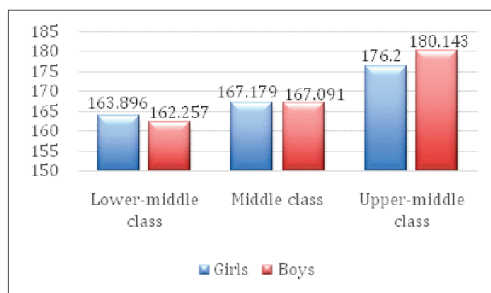
From the analysis in **table 7**, it is seen that the calculated $t_{(175)}$ value is 0.400 and 'p' value is 0.690 ($p \geq 0.05$). Hence, at the 0.05 level, 't' is not significant. So, $H_0 4$ is not rejected and it can be safely said that there is no significant difference in the study habits between girls and boys of IXth standard students of higher secondary schools from Sagar Island, West Bengal.

- **Determination of the study habits of IXth standard students among different groups**
 - **Testing of $H_0 5$**

Table 8 : Distribution of study habits scores with respect to Girls and Boys under various SES

Group	N	Mean	Std. Deviation
Girls from lower-middle class	48	163.896	12.3585
Boys from lower-middle class	35	162.257	15.8955
Girls from middle class	39	167.179	13.3078
Boys from middle class	33	167.091	15.7329
Girls from upper-middle class	15	176.200	15.9472
Boys from upper-middle class	7	180.143	14.5308

According to **table 8**, there are minor differences in the mean scores of study habits for Boys and Girls across six socio-economic status groups: Girls from lower-middle class ($M = 163.896$), Boys from lower-middle class ($M = 162.257$), Girls from middle class ($M = 167.179$), Boys from middle class ($M = 167.091$), Girls from upper-middle class ($M = 176.200$), and Boys from upper-middle class ($M = 180.143$). Figure 1.3 shows these mean scores as well.

**Figure 1.3 : Mean score of study habits in relation to gender under SES**

Whether these differences are statistically significant or not, further ANOVA was done. The result is conferred within the following table;

Table 9 : One-way ANOVA test for study habits with respect to gender and SES

Variable	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Study Habits	Between Groups	3698.327	5	739.665	3.588*	0.004
	Within Groups	35246.893	171	206.122		
	Total	38945.220	176			

(*significant at the 0.05 level)

The results of the one-way ANOVA (table 9) show that the calculated $F_{(176)}$ value is 3.588 and $p = 0.004$ ($p < 0.05$). Hence, 'F' is significant at 0.05 level. So, H_0 is rejected and it can be said that there is significant difference among the groups of students considering the gender and socio-economic status taken together (Girls from lower-middle class, Boys from lower-middle class, Girls from middle class, Boys from middle class, Girls from upper-middle class, Boys from upper-middle class) in their study habits belonging to the IXth standard students of higher secondary schools from Sagar Island, West Bengal.

Difference in study habits among different groups in different areas

The Post-Hoc Test was used to test the significant mean difference in the study habits of IXth Standard students in six areas (Girls from lower-middle class, Boys from lower-middle class, Girls from middle class, Boys from middle class, Girls from upper-middle class, Boys from upper-middle class) using 0.05 significance level.

Table 10 : Multiple Comparisons among groups for study habits with respect to gender and SES

(I) Group	(J) Group	Mean Difference (I-J)	Sig.
Girls from lower-middle class	Boys from lower-middle class	1.6387	1.000
	Girls from middle class	-3.2837	1.000
	Boys from middle class	-3.1951	1.000
	Girls from upper-middle class	-12.3042	0.064
	Boys from upper-middle class	-16.2470	0.086

(I) Group	(J) Group	Mean Difference (I-J)	Sig.
Boys from lower-middle class	Girls from lower-middle class	-1.6387	1.000
	Girls from middle class	-4.9223	1.000
	Boys from middle class	-4.8338	1.000
	Girls from upper-middle class	-13.9429*	0.029
	Boys from upper-middle class	-17.8857*	0.045
Girls from middle class	Girls from lower-middle class	3.2837	1.000
	Boys from lower-middle class	4.9223	1.000
	Boys from middle class	.0886	1.000
	Girls from upper-middle class	-9.0205	0.602
	Boys from upper-middle class	-12.9634	0.438
Boys from middle class	Girls from lower-middle class	3.1951	1.000
	Boys from lower-middle class	4.8338	1.000
	Girls from middle class	-.0886	1.000
	Girls from upper-middle class	-9.1091	0.647
	Boys from upper-middle class	-13.0519	0.454
Girls from upper-middle class	Girls from lower-middle class	12.3042	0.064
	Boys from lower-middle class	13.9429*	0.029
	Girls from middle class	9.0205	0.602
	Boys from middle class	9.1091	0.647
	Boys from upper-middle class	-3.9429	1.000
Boys from upper-middle class	Girls from lower-middle class	16.2470	0.086
	Boys from lower-middle class	17.8857*	0.045
	Girls from middle class	12.9634	0.438
	Boys from middle class	13.0519	0.454
	Girls from upper-middle class	3.9429	1.000

(*significant at the 0.05 level)

From the subsequent Post-Hoc analysis for multiple comparison (**table 10**), it can be observed that there is a significant difference between the study habits of girls from upper-middle class with that of boys from lower-middle class, $p = 0.029$ ($p < 0.05$). There is also a significant difference in the study habits of boys from upper-middle class with that of boys from lower-middle class, $p = 0.045$ ($p < 0.05$).

DISCUSSION

The current survey study looked at the study habits of secondary students in Sagar Island, West Bengal, and how they differed depending on their socio-economic status and gender. It should be mentioned that the findings show that class IX students' study habits are influenced by their socio-economic status. The current study investigates the existence of average study habits among all IXth standard students from higher secondary schools in Sagar Island, West Bengal, according to their socio-economic status and gender. The present study reveals that there is no significant difference in the study habits of IXth standard students of higher secondary schools from Sagar Island, West Bengal, between the lower-middle class and middle class (on testing of H_01), but a significant difference is noticed in the study habits of IXth standard students between the lower-middle class and upper-middle class, as well as between the middle class and upper-middle class (on testing of H_02 and H_03 , respectively). These findings also support the previous studies of (Razia, 2015); (Vyas & Choudhary, 2016); (Ghosh & Sarkar, 2018). The findings of the present study are not in agreement with earlier studies, conducted by (Singh & Singh, 2014); (Khan, 2016); (Darji, 2019).

Current study also explores that there is no significant difference in the study habits between girls and boys of IXth standard students of higher secondary schools from Sagar Island, West Bengal (on testing of H_04). This findings are supported by the previous studies of (Haider & Verma, 2014); (Razia, 2015) but not supported by the previous studies of (Wilson, 2012), (Tahir et al., 2014), (Ahmad & Razia, 2015), (Charles-Ogan, 2015), (Khan, 2016), (Benditz et al., 2018), (Darji, 2019), (Yap, 2019) and (Unwalla, 2020).

Present study reveals that a significant difference is noticed among the groups of students considering the gender and socio-economic status taken together (Girls from lower-middle class, Boys from lower-middle class, Girls from middle class, Boys from middle class, Girls from upper-middle class, Boys from upper-middle class) in their study habits belonging to the IXth standard students of higher secondary schools from Sagar Island, West Bengal (on testing of H_05). The current study's findings are consistent with past research done by Ahmad and Razia (2015).

In a nutshell, the following observations may be made based on the preceding results: To begin, IXth standard students from higher secondary schools in Sagar Island, West Bengal have average

study habits based on their socio-economic status and gender. Second, gender as a categorical variable had no effect on the study habits of IXth standard students from higher secondary schools in Sagar Island, West Bengal. Third, there is a little variation in the study habits of IXth standard students from higher secondary schools from Sagar Island, West Bengal, who belong to the lower-middle class, middle-class, and upper-middle class, notably between the middle and upper-middle classes and lower-middle & upper-middle classes. Fourth, while searching for and comparing the current scenario of study habits that are adapted by IXth standard students of higher secondary schools from Sagar Island, West Bengal, under different categorical variables, it was discovered that the students have a significantly different level of study habits depending on their gender and socio-economic status. The significant difference was mostly seen in the study habits of girls from the upper-middle class and boys from the upper-middle class compared to boys from the lower-middle class. It might be due to a lack of good planning, a lack of direction, illiterate or less literate guardians, a lack of books, home surroundings, the parents' economic well-being, and so on. Proper supervision from parents and teachers, as well as financial assistance, may improve study habits.

EDUCATIONAL IMPLICATIONS

The following are the educational implications of the current study:

- i. According to the study, there is no difference in the study habits of girls and boys. It may be discovered that gender differences in study habits have no effect. Perhaps both girls and boys are aware of their career possibilities.
- ii. Parents from the middle and lower-middle socio-economic classes should be more concerned about their children's education.
- iii. Students must sleep and wake up earlier, as well as plan a regular routine.
- iv. Students should devote some time to textbook reading. Spend the time rewriting the essential concepts into a notebook if they have previously read the chapters.
- v. Students should set aside some time each week to read up on the background of the ideas that surround their topics. Choose news or books that are fascinating and that include concepts from their area of study. Reading relevant background material might help ideas stick by relating them to reality.
- vi. Students shouldn't spend more than 20 to 30 minutes a day on social media. It will waste students' valuable study time.
- vii. Students should routinely arrange their daily lesson notes.

CONCLUSION

As a result, the present study offers a clear picture of how different aspects of socio-economic status, gender, and their interactions affect the study habits of students in the IXth standard of higher secondary schools in Sagar Island, West Bengal. A student must follow a correct study schedule, take notes during lectures, plan their subjects, focus on their studies, get ready for examinations, keep a positive study plan and attitude, and use technology appropriately. The development of effective study habits is crucial for their academic achievement. Presently, it appears encouraging that female students are actively engaged in their education and that their study techniques are just as effective as those of male students. In this scenario, numerous state and central government programmes and collaborations are critical to the advancement of women's education. Students' study habit are often influenced by their socio-economic background; however, this is not always the case. In certain circumstances, students from low-income families outperform their peers through hard work and solid study habits. As a result, it is the responsibility of school administrators, teachers, and parents to make children aware of healthy study habits and urge them to practice these habits regardless of gender or socio-economic background. A teacher must encourage pupils to learn via experiments, observations, and exploration. However, this must be supported by appropriate facts and explanations. Only the teacher can sustain, regulate, and lead the learning process, as well as help students improve their study habits. Developing strong study habits leads students to a better comprehension of knowledge and makes them more productive.

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