WWW.IJRPR.COM

International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Socio-Demographic Aspects Influences on Attitudes towards Study: A Cross-Sectional Study among High School Students

Mr. O.Venkateswara Reddy[1], Dr. T.Chandrasekarayya[2]

[1]Research Scholar, [2]Professor
Dept. of Population Studies & Social Work, S.V.University, Tirupati, A.P-517502,
Email: tcsdps.svu@gmail.com

ABSTRACT

Study attitude plays a pivotal role in shaping students' academic engagement and overall success. This study investigated the association between socio-demographic variables and study attitudes among 368 ninth-grade students in the Kadapa district of Andhra Pradesh. Chi-square analysis revealed that gender, maternal education, and housing type had a statistically significant influence on students' study attitudes. Female students exhibited more positive study attitudes, which may be attributed to greater parental encouragement, emotional maturity, and social expectations. Students whose mothers had higher levels of education demonstrated more favourable academic attitudes, highlighting the critical role of maternal literacy in shaping children's educational behaviour. Additionally, students residing in pucca houses showed better study attitudes, suggesting that improved living conditions contribute to a more conducive learning environment. On the other hand, factors such as religion, caste, and parents' occupations did not show statistically significant associations with study attitudes. However, trends related to family structure and father's education indicated a potential influence, although not statistically confirmed. These findings underscore the need for gender-sensitive educational strategies, investment in maternal education, and efforts to improve home environments. Such interventions are essential for fostering positive academic attitudes, particularly among students from socio-economically disadvantaged backgrounds.

Keywords *Study Attitude, Socio-Demographic Factors, High School Students, Academic Motivation and Educational Achievement*

Introduction

Study attitude is a key psychological component that shapes students' academic engagement and success. According to Mangal (2010), it is a psychological tendency reflecting a student's favorable or unfavorable evaluation of learning practices, academic tasks, and the school environment. Crow and Crow (2004) further describe it as a mental and emotional entity representing consistent attitudes toward academics, subjects, and school life. These attitudes are not innate; rather, they develop through socio-environmental interactions such as family, school type, and socio-economic status. Kumar (2023) found that girls consistently demonstrated more positive study attitudes than boys, which was linked to greater parental support and societal expectations regarding female academic discipline. Chamundeswari et al. (2014) revealed that students in Central Board schools had better self-concept and study habits compared to their counterparts in State or Matriculation schools, owing to more favorable academic environments. Pervaiz et al. (2023) identified distinct urban-rural variations in study habits, where urban students excelled in reading and exam preparation, while rural students showed strength in writing and time management. Oparaji et al. (2021) noted a strong link between parental income and education with enhanced student study attitudes. Khan (2019) also emphasized that socio-economic status and residential setting significantly affect study behaviors, with urban students enjoying more academic resources and exposure.

Beyond gender and residence, school environment and living conditions also impact students' study attitudes. Muhammad et al. (2023) reported that students living in hostels demonstrated greater academic discipline and achievement than day scholars, due to fewer distractions and structured routines. This supports the findings of Mutya et al. (2023), who confirmed a strong positive correlation between favorable study attitudes and academic performance, highlighting how mindset shapes behavior and outcomes. Surya and Gopinath (2023) pointed out that family structure plays a crucial role, with students from nuclear families receiving more individualized academic attention than those in joint families. Economic indicators such as housing type-pucca versus kutcha-also influence access to study spaces and academic resources, thus affecting student attitudes, as highlighted by Akhtar (2012). In addition, Sultana and Rehman (2013) stressed that regional and systemic educational differences, including school management and curriculum delivery, contribute to attitudinal variations among students. Socio-cultural influences often intersect with institutional factors to shape learners' perceptions and motivations. To address disparities, Sarma (2014) advocated for counseling and mentoring interventions, especially for students from disadvantaged backgrounds. Collectively, these studies underscore the multifaceted influence of demographic, economic, familial, and educational contexts on students' study attitudes, suggesting the need for inclusive policies that support diverse learner backgrounds. Savita Mishra (2022) found that gender, socioeconomic status, Parental education, Parental occupation, and parental income does not make any difference in the study habit and

attitude of both boys and girls, but caste plays a role in the study habits and attitude of both boys and girls. Choudhary (2013) examines the link between study habits, learning attitudes, and science achievement among Scheduled Tribe students in Rajasthan, India.

Review

Research consistently shows that socio-demographic factors significantly shape students' study habits. Gender differences are well-documented, with girls often displaying better study practices due to stronger motivation and parental expectations (Kumar, 2023; Chamundeswari et al., 2014). Urban students generally perform better in reading and exam preparation, while rural students excel in writing and time management (Pervaiz et al., 2023; Khan, 2019). Parental education and income positively influence disciplined study routines (Oparaji et al., 2021). Residence type also matters-hostel students show better academic discipline than day scholars (Muhammad et al., 2023). Family structure and housing affect support and access to study spaces (Surya & Gopinath, 2023, as cited; Akhtar, 2012). School-related variables like board type and guidance services further impact habits (Chamundeswari et al., 2014; Ch., 2006). These findings confirm that effective study habits stem from complex social, economic, and institutional interactions, emphasizing the need for counseling, infrastructure, and parental involvement (Abeshi, n.d.; Kaur, 2023; Jain, 2021).

Objectives

1. To examine the selected socio-demographic variables (such as gender, residential background, type of school, parental education, and family income) among high school students.
2. To identify significant differences in study attitudes among high school students across various socio-demographic groups.

Method and Material

A descriptive cross-sectional study was conducted among 368 ninth-grade students from eight randomly selected mandals in Kadapa district, Andhra Pradesh, covering all four revenue divisions. A multistage random sampling technique was adopted-mandals were selected first, followed by two schools per mandal, and then students aged 15–16 years were chosen using systematic random sampling. Sample size was determined using Krejcie and Morgan's (1970) formula. Inclusion criteria included students aged 15 and above, available during data collection, and willing to participate, while those absent, unwell, or from non-selected schools were excluded. Data were collected using a semi-structured questionnaire divided into two sections. Section-I gathered socio-demographic information on variables such as gender, religion caste, family type, parental background and type of house. Section-II assessed study attitude using a standardized 20-item scale (Sathiyagirirajan, 1996) rated on a 3-point Likert scale (Strongly Agree = 2, Agree = 1, Uncertain = 0), with total scores ranging from 0 to 40. SPSS software was used for analysis, employing descriptive statistics, cross-tabulations, and Chi-square tests to explore associations between socio-demographic factors and study attitude.

Results and Discussion

This section presents the key findings derived from the analysis of study attitudes among high school students, with a focus on their association with various socio-demographic factors. The results are discussed in light of existing literature to highlight patterns, disparities, and implications. Using Chi-square tests, the study examined how variables such as gender, religion, caste, type of family, parental education and occupation, and type of housing influenced students' study attitudes.

Table-1: Association between Socio- demographic variables and Study Attitudes among high school students

Variables	**Response**	**Study Attitude**			**Total**	**χ^2 Value**	**d.f**	**P Value**
		Low	**Medium**	**High**				
Gender	Male	4	46	76	126	11.868	2	.003**
		100.0%	41.1%	30.2%	34.2%			
	Female	0	66	176	242			
		0.0%	58.9%	69.8%	65.8%			
Religion	Hindu	2	83	178	263	1.388	4	.846@
		50.0%	74.1%	70.6%	71.5%			
	Muslim	1	15	39	55			
		25.0%	13.4%	15.5%	14.9%			
	Christian	1	14	35	50			

		25.0%	12.5%	13.9%	13.6%			
Caste	Scheduled Tribe	1	13	23	37	3.041	6	.804@
		25.0%	11.6%	9.1%	10.1%			
	Scheduled Caste	1	20	47	68			
		25.0%	17.9%	18.7%	18.5%			
	Backward Caste	1	50	127	178			
		25.0%	44.6%	50.4%	48.4%			
	Forward caste	1	29	55	85			
		25.0%	25.9%	21.8%	23.1%			
Type of Family	Nuclear	3	93	230	326	5.938	2	.051@
		75.0%	83.0%	91.3%	88.6%			
	Joint	1	19	22	42			
		25.0%	17.0%	8.7%	11.4%			
Educational Qualification of Father	Illiterate	0	3	4	7	11.688	6	.069@
		0.0%	2.7%	1.6%	1.9%			
	Primary	2	12	17	31			
		50.0%	10.7%	6.7%	8.4%			
	Secondary	0	21	54	75			
		0.0%	18.8%	21.4%	20.4%			
	College	2	76	177	255			
		50.0%	67.9%	70.2%	69.3%			
Educational Qualification of Mother	Illiterate	0	2	10	12	16.719	6	.010*
		0.0%	1.8%	4.0%	3.3%			
	Primary	2	29	44	75			
		50.0%	25.9%	17.5%	20.4%			
	Secondary	0	21	91	112			
		0.0%	18.8%	36.1%	30.4%			
	College	2	60	107	169			
		50.0%	53.6%	42.5%	45.9%			
Occupation of Father	Labour	1	18	27	46	8.528	6	.202@
		25.0%	16.1%	10.7%	12.5%			
	Farmer	1	31	61	93			
		25.0%	27.7%	24.2%	25.3%			
	Govt Employee	1	3	14	18			
		25.0%	2.7%	5.6%	4.9%			
	Private Employee	1	60	150	211			
		25.0%	53.6%	59.5%	57.3%			

Occupation of Mother	House Wife	1	51	140	192	14.567	8	.068[@]
		25.0%	45.5%	55.6%	52.2%			
	Labour	2	20	23	45			
		50.0%	17.9%	9.1%	12.2%			
	Farmer	0	14	27	41			
		0.0%	12.5%	10.7%	11.1%			
	Govt Employee	0	3	2	5			
		0.0%	2.7%	.8%	1.4%			
	Private Employee	1	24	60	85			
		25.0%	21.4%	23.8%	23.1%			
Type of House	Kutcha	0	0	17	17	10.022	4	.040*
		0.0%	0.0%	6.7%	4.6%			
	Semi Pucca	0	30	68	98			
		0.0%	26.8%	27.0%	26.6%			
	Pucca	4	82	167	253			
		100.0%	73.2%	66.3%	68.8%			
Total		4	112	252	368			
		100.0%	100.0%	100.0%	100.0%			

Significance Level: p<0.00***, p<0.01**, p<0.05*, @-Not Significant

Table No-1 exhibits the major findings of the study and interprets the statistical associations between socio-demographic factors and the study habits and attitudes of high school students.

Gender and Study Attitudes

The results revealed a statistically significant association between gender and study attitudes ($\chi^2 = 11.868$, $p = 0.003$). Female students displayed stronger and more disciplined academic behaviours than their male counterparts. Notably, none of the female respondents fell into the low study attitude category, while all students with low attitudes were male. Additionally, 69.8% of female students had high study attitudes compared to only 30.2% of males. These findings align with prior studies such as Chamundeswari et al. (2014) and Lone (2021), which highlight girls' greater self-discipline, motivation, and academic focus. This underlines the need for targeted, gender-sensitive educational interventions to support boys in developing consistent academic routines.

Religion and Caste

Religion and caste were not found to have statistically significant associations with study attitudes or habits. Religion ($\chi^2 = 1.388$, $p = 0.846$) and caste ($\chi^2 = 3.041$, $p = 0.804$) showed negligible variation in study attitudes among different groups. Although religion may indirectly influence educational values, in this sample it did not emerge as a determining factor. Similar neutrality was found for caste categories, suggesting that caste-based disparities may be diminishing in terms of academic motivation, at least in high school settings. However, contextual studies (e.g., Kishor, 2022) caution that structural inequalities still persists and may influence access and outcomes indirectly.

Family Structure

The type of family showed a near-significant association with study attitudes ($\chi^2 = 5.938$, $p = 0.051$). Students from nuclear families were more likely to exhibit higher study attitudes than those from joint families. The focused supervision and reduced distractions in nuclear households may contribute to a more conducive environment for study. This trend supports findings from Khan (2019), who observed similar benefits of nuclear family settings for academic focus.

Parental Education and Occupation

Mother's education emerged as a statistically significant variable influencing study attitudes ($\chi^2 = 16.719$, $p = 0.010$). Students whose mothers had secondary or college-level education demonstrated more favourable attitudes toward studies. This underscores the critical role maternal education plays in shaping academic behaviour, a finding echoed by Yazdani and Godbole (2014). Conversely, father's education did not show a significant relationship ($\chi^2 = 11.688$, $p = 0.069$), though students with more educated fathers still tended to perform better.

Parental occupation, both maternal and paternal, was not significantly associated with study attitudes. For fathers, the Chi-square value ($\chi^2 = 8.528$, $p = 0.202$) suggested limited influence, while for mothers, the trend ($\chi^2 = 14.567$, $p = 0.068$) hinted at a possible association that was not statistically conclusive. Students whose mothers were housewives or employed in the private sector reported slightly better study attitudes, possibly due to more consistent involvement in their daily routines.

Housing Conditions

Type of housing a proxy for socio-economic status-was significantly associated with students' study attitudes ($\chi^2 = 10.022$, $p = 0.040$). Students living in pucca houses reported higher levels of positive study attitudes compared to those living in kutcha or semi-pucca houses. The structural advantages of pucca housing, such as availability of study space, lighting, and reduced environmental stressors, may contribute to a more supportive academic atmosphere. This is in line with findings by Oparaji et al. (2021) and Sakirudeen and Sanni (2017), who emphasized the role of infrastructure in academic performance.

However, the analysis revealed that gender, mother's education, and type of housing significantly influenced students' study attitudes, whereas variables such as religion, caste, and parental occupation did not exhibit statistically significant associations.

Summary

This study examined how socio-demographic factors affect study attitudes among high school students using chi-square analysis. Gender, mother's education, and type of housing showed significant influence. Female students had significantly better study attitudes than males ($\chi^2 = 11.868$, $p = 0.003$), possibly due to stronger support and expectations. Mother's education had a major impact ($\chi^2 = 16.719$, $p = 0.010$), with more educated mothers linked to better student attitudes. Students from pucca houses also showed more positive study attitudes ($\chi^2 = 10.022$, $p = 0.040$), indicating the importance of stable home environments. Religion, caste, and parents' occupations did not show significant effects, though trends in father's education and family type suggested possible influence. These results highlight the need to focus on maternal education, gender-based strategies, and improved living conditions to support better study attitudes.

Suggestions

The findings of the study suggest several key interventions to enhance students' study attitudes. Promoting gender-sensitive initiatives is essential, particularly by introducing targeted academic support programs aimed at improving study attitudes among male students through mentorship and motivation. Enhancing maternal education should be prioritized, as a mother's educational background plays a significant role in shaping a child's academic mind-set and performance. Additionally, improving home learning conditions by providing infrastructural support to students living in inadequate housing can create more conducive environments for study. Increasing parental awareness through community-based programs is also crucial, especially for parents with lower educational backgrounds, to emphasize their role in supporting their children's academic development. Lastly, encouraging greater family involvement by strengthening school-family partnerships can help ensure consistent academic support across different family structures.

References

1. Abeshi, C. L. (n.d.). *Impact of effective counselling on study habits and attitude towards school of senior secondary school students*. Department of Educational Foundations, Nasarawa State University, Keffi.
2. Ahmed, N., & Nauriyal, D. K. (2023). The Impact of Parents' Educational and Occupational Footprints on Children: Evidence from India. *Journal of South Asian Development, 19*(1), 7-43.
3. Akhtar, Z. (2012). A comparative study of study habits and academic achievement of rural and urban secondary school students. *Indian Streams Research Journal, 2*(6), 1–4.
4. Ch., A. H. (2006). Effect of guidance services on study attitudes, study habits and academic achievement of secondary school students. *Bulletin of Education & Research, 28*(1), 35–45.
5. Chamundeswari, S., Sridevi, V., & Kumari, A. (2014). Self-concept, study habit and academic achievement of students. *International Journal of Humanities Social Sciences and Education, 1*(10), 47–55. https://doi.org/10.20448/journal.522.2019.52.309.315
6. Crow, L. D., & Crow, A. (2004): Educational Psychology. New Delhi: Surjeet Publications.

7. Educational and Psychological Measurement.
8. Educational and Psychological Measurement.
9. Garrett, H. E. (1968): Statistics in Psychology and Education (6th ed.). Bombay: Vakils, Feffer and Simons Ltd.
10. Jain, K. (2021). Role of counselling on study skills among secondary school students. *International Journal of Indian Psychology, 9*(3), 491–495.
11. Kaur, J. (2023). *Effectiveness of eclectic counselling approach to improve study habits and academic performance of school children* [Unpublished doctoral dissertation]. Lovely Professional University.
12. Khan, S. H. (2019). A study of academic achievement among secondary school students in relation to their study habits in Sambhal District of Uttar Pradesh. *International Journal of Current Multidisciplinary Studies, 5*(8), 1060–1063.
13. Kishor, N. (2022). *Study habits and attitude of general category and scheduled caste students in relation to their academic achievement*.
14. Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities.
15. Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities.
16. Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement.
17. Kumar, S. C. R. (2023). A study on study habits and attitudes among secondary school students. *International Journal for Research in Applied Science & Engineering Technology, 11*(5), 3563–3572.
18. Kurniawan, D. A., Asrial, A., Aprizal, L., Maison, M., & Zurweni, Z. (2022). *The role of religion and culture on student attitudes in science learning*. *Cypriot Journal of Educational Science, 17*(6), 1983–2000. https://doi.org/10.18844/cjes.v17i6.7491 Madurai
19. Muhammad, I., Jaffar, R., Rahim, P., & Muhammad, S. A. (2023). The role of study habits in academic achievement: A comparative study between hostel-living and day scholars. *Academic Journal of Psychology and Counseling, 4*(1), 27–46.
20. Mutya, R. C., Alcantara, G. A., Sala, A. M. V., Carascal, I. C., Terana, C. C., & Presbitero, M. S. C. (2023). Student's attitudes, study habits, and academic performance in science using self-learning modules. *Jurnal Pendidikan IPA Indonesia, 12*(3),460–469.
21. Oparaji, I. C., Eke, U. J., & Umeano, E. C. (2021). Study habit as predictor of academic performance of students in public secondary schools in Imo State. *Global Scientific Journal, 9*(2), 457–472.
22. Oparaji, I. C., Igbokwe, I. C., Eziuzo, G. O., & Itoya, J. (2021). Study habit as predictor of academic performance of students in public secondary schools in Imo State. *Global Scientific Journal, 9*(2), 457–472.
23. Pervaiz, M., Ahmad, R., Javid, S. N., Sarwar, M., & Ahmed, M. (2023). Comparative analysis of study habits among secondary school students in Southern Punjab, Pakistan. *Journal of Positive School Psychology, 7*(6), 1123–1135.
24. Sarma, K. (2014). Effect of guidance services on study habits of secondary school students in Assam. *Journal of Humanities and Social Science, 19*(6), 45–49.
25. Sathiyagirirajan. S (1996). Tools of Research for Studies in Education, Former Director, UGC - Academic Staff College, (Human Resources Development Centre), Madurai Kamaraj University,
26. Savita Mishra (2022): Study Habits and Attitudes of Secondary School Students in India, International Journal of Social Learning, December 2022, Vol. 3 (1), 20-30.
27. Sultana, N., & Rehman, G. (2013). A comparative study of study habits and academic performance of students from formal and non-formal systems of education in Pakistan. *Asian Journal of Social Sciences & Humanities, 2*(3), 67–76.
28. Surya, D. R., & Gopinath, G. (2023). Study habits of high school students in relation to family type and academic performance. *International Journal of Education and Research, 11*(2), 97–105.
29. Choudhary, N. K. (2013). A correlation of study habits and attitude towards study with achievement in science among Scheduled Tribe students of Rajasthan. Edulight: Multi-disciplinary, Peer-Reviewed Journal, 2(4), 22–29.