



## Life Satisfaction and Study Habits: Insights from Women's Hostel Residents

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### Abstract

Hostel Life is an important phase in the lives of many women students, as it shapes both the personal growth and academic development. Living in the hostel provides opportunities for independence, friendships and shared learning experiences. At the same time, students may also face challenges such as homesickness, stress, homesickness, lack of privacy and distractions, which can influence their overall life satisfaction and study habits. Understanding this experience is important to support sudden students in maintaining both emotional well-being and academic success. The present study focuses in examining the level of life satisfaction and study habits among women students residing in hostels. Data were collected from 100 respondents using a structures questionnaire. Various statistical tools such as frequency analysis, t-test, one-way Anova, and correlation analysis were used to analyse the data. The findings indicate that most students show moderate levels of life satisfaction, Study generally positive study habits. Some significant differences were found in study habits and learning environment among certain groups, while other factors did not show significant difference.

Overall, the study highlights that improving hostel facilities, creating a supportive learning environment and strengthening emotional support systems can help experience both life satisfaction and effective study habits among women hostel students.

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### Introduction

Life Satisfaction and Study Habits play a vital role in shaping the academic and personal growth of students. Life satisfaction refers to how happy and content students feel about the overall life, including their environment, relationships, and daily experiences. When students feel satisfied emotionally stable, they are more likely to stay focused on their study scheduled, time management, and concentration help students achieve their education goals. A supportive hostel environment can help students develop disciplined study routines, participate in group learning, and maintain a balance between academic and social life. This experience can influence both life satisfaction and study habits of students. A positive hostel environment can encourage students to develop social development and create a meaningful happiness in their life and a purpose to build their future career growth and personal satisfaction. On the other hand, difficulties such as lack of privacy, noise, or emotional stress may affect their concentration and academic performance. Therefore, understanding students living in the hostels, is important, to identify the factors that support or hinder their academic success and overall well-being. This study focuses on women hostel students and aims to explore how their hostel life experience influence their satisfaction with life and their approach to studying.

## Review of Literature

Several studies have examined the relationship between students' life satisfaction, well-being and the study habits in the academic environment. Butler and Kern (2016) highlighted that well-being among students is influenced by multiple factors such as positive relationship, accomplishment and personal growth. Dyrbe (2017) explained that psychological resilience plays a crucial role in students to handle academic and challenging during university life. Martinez and Vizoso (2018, 2019) noted self-efficacy and coping skills contribute to student engagement and mental well-being. Mohammad Bytamar (2020) explained that poor emotional regulation can lead to procrastination and lower academic performance. Utkarsh (2020) Financial stability is another important factor affecting students well-being and helps students to manage the academic expenses and reduces stress. Asareh and Pirani (2022) also revealed that emotional regulation and self-compassion can positively influence academic motivation among female students.

Sumpatan and Tuico (2023) found that students with strong study habits and clear academic motivation perform better academically. Zimmerman (2021) and Larcombe (2023) found that university life, especially new environments, can promote personal growth, confidence, and resilience despite the challenges students face. It develops personality traits and networks that support their future career success.

## Methodology

**Aim:** To study the life satisfaction and study habits of female students

### Objectives

1. To examine the study habits of women hostel students in terms of life satisfaction and study habits.
2. To compare the life satisfaction and study habits of undergraduate and postgraduate students staying in the hostel.
3. To analyze the difference in life satisfaction and study habits on the hours of study.
4. To examine the life satisfaction and study habits based on the duration of stay in the hostel.
5. To examine the life satisfaction and study habits based on the percentage of marks obtained.

### Hypothesis

1. There is no significant difference in life satisfaction and study habits between undergraduate and postgraduate students.

2. There is no significant difference between hours of study and life satisfaction and study habits of students.
3. There is a significant difference between Academic study habits in terms of life satisfaction, academic study habits.
4. There is no significant difference between life satisfaction and study habits who have different percentage of marks.

## Research Design

The Descriptive research design was used for conducting the study on the Life satisfaction and study habits of students at women hostel. Descriptive research helps in gathering information about the life satisfaction, academic study habits, motivation and attitude, emotional and social well-being, concentration and learning environment and hostel facilities and services. This experience may influence both their sense of satisfaction with life and the way to organize study habits.

## Universe and sampling

The universe of the study refers to the total group of individuals at Amalagam Women's Hostel, Tirupattur District from which the data was collected. For conducting the study, the researcher used non-probability sampling techniques for the purpose of study. A total of 100 hostel women students as respondents were selected for collecting the primary data.

## Tools for Collecting Data

The primary data was collected through questionnaire method. The questionnaire consisted of close-ended questions that measures the various dimensions of the factors that influence the Life satisfaction and study habits of women students.

- Life satisfaction
- Academic Study habits
- Learning environment
- Motivation and attitude
- Emotional and social well-being
- Hostel facilities and services

## Analysis and Interpretations

Various statistical analysis were computed using SPSS V.21, to understand the factors influencing the life satisfaction and study habits of women students, this includes quartile deviations, 't'-Test, One-way analysis of variance and Karl Pearson's correlation. The findings are presented below:

**Table 1:** Distribution based of the Respondent on Life satisfaction and Study habits

Dimensions	Life Satisfaction and Study Habits					
	Low		Moderate		High	
	Freq.	(%)	Freq.	(%)	Freq.	(%)
Life Satisfaction	32	32.0	22	22.0	40	40.0
Academic Study Habits	32	32.0	20	20.0	48	48.0
Concentration and Learning environment	31	31.0	23	23.0	46	46.0
Motivation and Attitude	31	31.0	26	26.0	33	33.0
Emotional and social well-being	35	35.0	21	21.0	44	44.0
Avoid of Distraction	31	31.0	28	28.0	41	41.0
Hostel Facilities and services	41	41.0	24	24.0	35	35.0

The findings of the study show that 40% of the respondents reported a high level of satisfaction, indicating that many students living in the women's hostel feel happy and satisfied with their overall life and daily experience in the hostel. Nearly 48% of the respondents maintain that large number of students maintain good study routines and show strong commitment towards their academic work. 36% of the respondents fall under the moderate level, while 31% are in low level and 33% in the high level. respondents of 44% are

highly emotional and social well-being, where the hostel life helps students build friendship, social connection and emotional support. Similarly, 41% of the respondents show a high-level d distraction, which helps them stay focused and maintain better study habits. However, when it comes to hostel and services facilities, 41% of the respondents fall under the low level. Indicating that a considerable number of students feel that the hostel facilities and services need

**Table 2:** 't'-test based on Course of study of the Respondent and with the Overall Life satisfaction and study habits of women at hostel

Variable	Mean	Std. Deviation	Std. Error Mean	Df	Statistical Inference
<b>Life Satisfaction</b>					
Undergraduate	20.67	3.397	.566	98	't'=0.130 P>0.05 Not Significant
Postgraduate	19.61	3.288	.411	70.699	
<b>Study Habits</b>					
Undergraduate	22.47	3.629	.605	98	't'=0.006 P<0.05 Significant
Postgraduate	20.48	3.276	.409	66.652	
<b>Learning environment</b>					
Undergraduate	18.83	2.844	.474	98	't'=.029 P<0.05 Significant
Postgraduate	17.50	2.922	.365	74.359	
<b>Motivation and Attitude</b>					
Undergraduate	22.72	2.325	.388	98	't'=0.892 P>0.05 Not Significant
Postgraduate	22.80	2.801	.350	84.273	
<b>Emotional and Social well-being</b>					
Undergraduate	20.53	3.194	.532	98	't'=.094 P>0.05 Not Significant
Postgraduate	19.42	3.106	.388	70.980	
<b>Avoidance of Distraction</b>					
Undergraduate	17.69	2.447	.408	98	't'=.822 P>0.05 Not Significant
Postgraduate	17.83	3.042	.380	86.135	
<b>Hostel Facilities &amp; Services</b>					
Undergraduate	13.31	1.969	.328	98	't'=.135 P>0.05 Not Significant
Postgraduate	12.70	1.891	.236	70.258	

The t-test analysis to determine whether life satisfaction and study habit differences exist between Undergraduate and Postgraduate students who stay at women hostels. The results show that life satisfaction has a mean score of 20.67 for Undergraduate students and 19.61 for Postgraduate students, with a p-value greater than 0.05 (5%), which shows that both groups share the same level of life satisfaction. Undergraduate and Postgraduate students demonstrate different study habits because their study habits (0.006) and learning environment (0.029) show p-values that fall below the 0.05 (5%) threshold. The p-values for motivation and attitude emotional and social well-being avoidance of distraction and hostel facilities exceed 0.05 which demonstrates that no significant difference exists. Result: The study results show that p-values for study habits and learning environment reach below 0.05 which leads to null hypothesis rejection for those variables while the other hypotheses remain accepted.

From the table it is evident that life satisfaction of p value is less than 0.05. Thus, there is an understanding that study Habits (0.006) and Learning Environment (0.029) are less than 0.05, which indicates significant differences between Undergraduate and Postgraduate students.

**H<sub>0</sub> (Null Hypothesis):** There is no significant difference in life satisfaction and study habits between undergraduate and postgraduate students.

**H<sub>1</sub> (Alternative Hypothesis):** There is significant difference in life satisfaction and study habits between undergraduate and postgraduate students.

**Result:** The p-values less than 0.05, indicating a significant difference between Undergraduate and Postgraduate students. Therefore, the null hypothesis is rejected and research hypotheses is accepted.

**Table 3:** ‘t’-test based of Respondent based on Hours of study overall Life satisfaction and Study habits of women

Variable	Mean	Std. Deviation	Std. Error Mean	Df	Statistical Inference
<b>Life Satisfaction</b>					
2 - 4 Hours	19.84	3.460	.489	98	‘t’=0.657 P>0.05 Not Significant
4 - 6 Hours & above	20.14	3.264	.462	97.667	
<b>Study Habits</b>					
2 - 4 Hours	20.68	3.425	.484	98	‘t’=0.141 P>0.05 Not Significant
4 - 6 Hours & above	21.72	3.575	.506	97.822	
<b>Learning Environment</b>					
2 - 4 Hours	17.62	2.948	.417	98	‘t’=0.224 P>0.05 Not Significant
4 - 6 Hours & above	18.34	2.939	.416	97.999	
<b>Motivation and Attitude</b>					
2 - 4 Hours	22.26	2.820	.399	98	‘t’=0.052 P>0.05 Not Significant
4 - 6 Hours & above	23.28	2.339	.331	94.764	
<b>Emotional and Social Well-Being</b>					
2 - 4 Hours	19.78	3.228	.457	98	‘t’=0.900 P>0.05 Not Significant
4 - 6 Hours & above	19.86	3.136	.444	97.919	
<b>Avoidance of Distraction</b>					
2 - 4 Hours	17.58	3.038	.430	98	‘t’=0.483 P>0.05 Not Significant
4 - 6 Hours & above	17.98	2.622	.371	95.955	
<b>Hostel Facilities &amp; Services</b>					
2 - 4 Hours	12.60	1.773	.251	98	‘t’=0.098 P>0.05 Not Significant
4 - 6 Hours & above	13.24	2.046	.289	96.054	

The researchers used t-test analysis to determine if life satisfaction differs between students who study 2 to 4 hours and students who study 4 to 6 hours and more and different study habits. The results show that the p-values for all the variables are greater than 0.05 (5%), which shows that the two student groups show no difference between them for life satisfaction and study habits and learning environment and motivation and attitude and emotional and social well-being and avoidance of distraction and hostel facilities. Result: Since all the p-values are above 0.05, students who study 2 to 4 hours show no distinct differences from students who study 4 to 6 hours and more. Therefore, the null hypothesis is accepted.

From this table it is evident that for the study hours of P values are greater than 0.05.

**H0:** There is no significant difference between hour of study with respect to life satisfaction and study habits

**H1:** There is a significant difference between hour of study with respect to life satisfaction and study habits.

**Result:** All the p-values are above 0.05. There is no significant difference between hour of study with respect to life satisfaction and study habits. Therefore, the null hypothesis is accepted.

**Table 4:** ‘One-way’ Anova based on the Duration of stay in hostel of the Respondents and various dimensions pertaining to Life satisfaction and Study habits

Variable	Sum of Squares	Df	Mean Square	F	Sig.
Life satisfaction	Between Groups	65.291	2	32.645	3.028 Sig=0.053 P>0.05 Not significant
	Within Groups	1045.699	97	10.780	
Academic study habits	Between Groups	100.013	2	50.006	4.300 Sig=0.016 P<0.05 Significant
	Within Groups	1127.987	97	11.629	
Concentration and learning environment	Between Groups	38.406	2	19.203	2.262 Sig=0.110 P>0.05 Not significant
	Within Groups	823.554	97	8.490	
Motivation and attitude towards studies	Between Groups	1.239	2	.620	.088 Sig=0.916 P>0.05 Not significant
	Within Groups	682.471	97	7.036	
Emotional and social wellbeing	Between Groups	17.356	2	8.678	.863 Sig=0.425 P>0.05 Not significant
	Within Groups	975.404	97	10.056	
Avoidance of distraction	Between Groups	28.605	2	14.302	1.815 Sig=0.168 P>0.05 Not significant
	Within Groups	764.555	97	7.882	
Hostel facilities	Between Groups	18.139	2	9.070	2.505 Sig=0.087 P>0.05 Not significant
	Within Groups	351.221	97	3.621	

The Anova testing to determine whether life satisfaction and different study habit elements show significant variation according to students' hostel residency lengths. The results show that academic study habits have a p-value of 0.016 (1.6%) which is less than 0.05 (5%) and this value shows that the groups exhibit significant differences. The null hypothesis for this variable must be rejected. The p-values for life satisfaction (0.053) concentration and learning environment (0.110) motivation and attitude towards studies (0.916) emotional and social well-being (0.425) avoidance of distraction (0.168) and hostel facilities (0.087) show that these variables do not demonstrate any significant differences between the groups. The study found that only academic study habits showed a significant difference based on the duration of hostel stay while all other variables showed no significant difference. The researchers rejected the null hypothesis for academic study habits but accepted it for all

other dimensions.

The result shows that P value of duration of stay in the hostel, which is less than 0.05.

Therefore, the null hypothesis is rejected for the variables

**H0:** There is no significant difference between Academic study habits in terms of life satisfaction, academic study habits.

**H1:** There is a significant difference between Academic study habits in terms of life satisfaction, academic study habits.

**Result:** The results indicate that duration of stay in the hostel have a p-value of less than 0.05. Hence, the null hypothesis is rejected research hypotheses is accepted.

**Table 5:** 'One-way' Anova based on the Percentage of marks of the Respondents and various dimensions pertaining to Life satisfaction and Study habits

Variable		Sum of Squares	Df	Mean Square	F	Sig
Life Satisfaction	Between Groups	15.235	2	7.618	.674	Sig=0.512 P>0.05
	Within Groups	1095.755	97	11.296		Not significant
Academic Study habits	Between Groups	34.296	2	17.148	1.393	Sig=0.253 P>0.05
	Within Groups	1193.704	97	12.306		Not significant
Concentration and Learning environment	Between Groups	53.278	2	26.639	3.195	Sig=0.045 P<0.05 Significant
Motivation and Attitude towards studies	Between Groups	29.973	2	14.987	2.224	Sig=0.114 P>0.05
	Within Groups	653.737	97	6.740		Not significant
Emotional and Social wellbeing	Between Groups	.084	2	.042	.004	Sig=0.996 P>0.05
	Within Groups	992.676	97	10.234		Not significant
Avoidance of Distraction	Between Groups	34.014	2	17.007	2.173	Sig=0.119 P>0.05
	Within Groups	759.146	97	7.826		Not significant
Hostel facilities	Between Groups	.217	2	.108	.028	Sig=0.972 P>0.05
	Within Groups	369.143	97	3.806		Not significant

From the above study that was conducted to examine whether there is a significant difference among the groups in terms of life satisfaction and various dimensions of study habits. The research findings demonstrate that concentration and learning environment has a p-value of 0.045 (4.5%) which is less than 0.05 (5%) The research findings demonstrate that concentration and learning environment has a p-value of 0.045 (4.5%) which is less than 0.05 (5%). The null hypothesis gets rejected because of the results from concentration and learning environment tests. The other variables which include life satisfaction (0.512) academic study habits (0.253) motivation and attitude towards studies (0.114) emotional and social well-being (0.996) avoidance of distraction (0.119) and hostel facilities (0.972) show p-values which exceed 0.05. The research findings demonstrate that concentration and learning environment shows a significant difference while all other variables remain unchanged. The research findings demonstrate that concentration and learning environment shows a significant difference while all other

variables remain unchanged.

The F-test results indicate that Concentration and Learning Environment has a p-value less than 0.05, showing a significant difference among the groups. Therefore, the null hypothesis is rejected only for concentration and learning environment and accepted for the remaining dimensions.

**H0:** There is no significant difference among the groups in terms of life satisfaction, academic study habits, concentration and learning environment, motivation and attitude towards studies, emotional and social well-being, avoidance of distraction, and hostel facilities.

**H1:** There is a significant difference among the groups in terms of life satisfaction, academic study habits, and the above dimensions.

**Result:** The F-test results show that Concentration and Learning Environment has a p-value less than 0.05,

indicating a statistically significant difference among the groups. Therefore, the null hypothesis is rejected for this dimension.

### Major Findings

The majority findings reported moderate to high life satisfaction, with about 67% agreeing or strongly agreeing that they feel satisfied with their lives in the hostel. The responses related to relationship and belongingness in the hostel were mixed, indicating that while some students feel connected with their peers, others experience uncertainty or limited belongingness. The 't'-test analysis based on course of study shows that there is a significant difference between undergraduate and postgraduate students in academic study habits ( $P=0.006$ ) and learning environment ( $P=0.029$ ). The t-test analysis comparing undergraduate and postgraduate students indicates that there are significant difference in academic study habits and learning environment between two groups. The level of study and academic responsibilities may influence how students manage their studies and use the learning in the hostel.

However, at the same time, there were no major differences in terms of overall satisfaction, motivation toward studies, emotional and social well-being, avoidance of distractions, and satisfaction with hostel facilities that is means that students across both academics' levels share similar experience in many aspects of hostel life. The correlation analysis between age and the study reveals very low, indicating no significant relationship between age and life satisfaction or study habits.

Overall, the study finds that most hostel maintain a positive outlook towards their life and studies, but there are areas such academic study habits, learning environment, and social connection within the hostel that could be improved to further support student's well-being and academic success.

### Suggestions

Based on the findings, the improve can be made in both the life satisfaction and study habits of women students living in the hostel. It is important to create better learning environment in the hostel. Providing quiet study areas, proper lighting areas, and comfortable study space can help students concentrate more effectively on their academic work. Study skill and time management programs can be organized for students. These programs can guide students on how to plan their study schedules, manage academic pressure, and develop effective study habits. The students should be encouraged to participate in group discussions and group study sessions, it can improve understanding of subjects and also help students build stronger relationships with their peers. Organizing cultural, recreational, and social activities in the hostel can help students relax and interact each other. Such activities can reduce feelings of loneliness and create a friendlier and more supportive hostile environment. It is important to provide emotional support and psychological support to students. The quality of hostel facilities and service should be regularly improved. Students should be encouraged to maintain a healthy balance between academic responsibilities and personal wellbeing. Overall, these measures can help and create a positive hostile environment that support both academic success and personal well-being among women students.

### Conclusion

The present study examined the relationship between life satisfaction and study habits of women students living in hostel. The findings show that most respondents reported moderate to high level of life satisfaction, indicating that many students feel generally satisfied with their lives and experience in the hostel. According to the findings the course of study influence how students organize their study practices and how they perceive their learning environment in the hostel. However, other variables such as life satisfaction, motivation and attitude towards studies, emotional and social well-being, avoidance of distraction, and hostel facilities did not show any significant. The Anova results based on years of study also indicated a significant difference in academic study habits and concentration and learning environment, while others showed no significant differences among groups. This suggest that the stage of study may influence certain academic behaviours and environment perceptions.

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