

STUDY HABITS AMONG HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SCHOOL ENVIRONMENT

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Abstract

This research is an examination of the study habits among higher secondary students in relation to their school environment. In the present investigation a representative sample of 80 higher secondary students were selected. In the present study the Study Habit Inventory (SHI) by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal, School Environment Inventory (SEI) developed by Dr. K.S. Mishra was used. Results revealed that there is no significant difference in the mean scores of study habits of boys and girls students. Results also revealed that there is no significant difference in the mean scores of school environment of boys and girls students. It is concluded that there exists no significant relationship between study habits and school environment of higher secondary school students. The variables study habits and school environment of higher secondary school students are not correlated with each other. Hence it can be interpreted that study habits has no dependence on school environment.

Keywords: Study habits, School Environment, Higher Secondary Students, Relationship, Boys, Girls.

INTRODUCTION

Education is the most important invention of mankind, it has a very wide meaning and it is not possible to give it a precise meaning. Education begins from womb and ends with the death of an individual. Education is the single-most key to success in many people's lives. Education gives the world a brighter future and it gives people knowledge about their surroundings. The key element to a student's success in education is a good study habit. [4]

Study habit among adolescents is considered to be a major problem these days. Nowadays study habits among students are depleting because there are so many distractions for them like internet, television, their surroundings and the attitude of parents. The most important requisite for effective study habit is a good system of study. Study habits are generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals, and by cumulative and interactive effects in the society. [7] Education is

interlinked with school environment. School is the basic unit of society. A perfect climate or environment of the school helps to develop the personality of the students. School environment moulds the behaviour, study habits and personality of students. The motivation or support given in the school environment helps them to achieve their goals and make their future bright. If the school environment is good, the students develop good study habits.

Our educational institutions should take into account basic human differences in their studying, thinking etc. to seek better means of individualized instruction for more effective studying. Here the investigator thought that students study habits and their excellence in studies depends on their school environment, which impacts in their learning process. Hence, there is a need to explore the relationship between study habits and school environment of the students.

OBJECTIVES OF THE STUDY:

The present study has been designed with the following objectives:

1. To study and compare study habits among higher secondary boys and girls students.
2. To study and compare school environment among higher secondary boys and girls students.
3. To study the relationship between study habits and school environment of higher secondary students.

HYPOTHESES:

The present study will be on the following hypotheses:

1. There exists no significant difference in study habits between higher secondary boys and girls students.
2. There exists no significant difference in school environment between higher secondary boys and girls students.
3. There exists no significant relationship between study habits and school environment of higher secondary school students.

REVIEW OF RELATED LITERATURE

In order to review the studies related to the present investigation, conducted in India and abroad are broadly surveyed:

Chaudhari, A. (2013) studied on study habits of higher secondary school students in relation to their academic achievement. The objective of the study was to study the relationship between study habits and academic achievement of higher secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise. [2]

Chand, S. (2013) studied on habits of secondary school students in relation to type of school and type of family. The study was conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. The finding

revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit. [3]

Korir, D. And Kipkemboi, F. (2014) conducted a study on the Impact of School Environment and Peer Influences on Student's Academic Performance in Vihiga County, Kenya. The study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. The study established that school environment and peer influence made significant contribution to the student academic performance. It is hoped that the findings of this study would be useful to teachers, principals and parents to gain more insight into the psychosocial factors that affect student's academic performance and therefore help improve their academic performance. [5]

Rajakumar, M and Soundararajan, M. (2012) conducted a study on a higher secondary students study habits in Tirunelveli district. The aim of this study was to find out the study habit of higher secondary students in Tirunelveli District. The mean value of Study habit scores 142.12 (63.16%) indicates that the higher secondary students are having good study habit. There is no significant difference between male and female, rural and urban higher secondary students with respect to their Study habit. [10]

Rani, R. (2013) conducted a study on relationship between home environment and study habit of senior secondary school students. The main objective of the study was to find out the relationship between Home Environment and study habit among boys and girls students studying in science stream of senior secondary school. The results of the study revealed that a significantly positive relationship of home environment components of rejection with study

habits of boys is revealed, there by meaning that it can be affected the study habit of boys. [9]

Singh, B. and Mahipal.(2015) conducted a study on academic achievement of secondary school students in relation to their study habits. The investigator studied to determine the relationship between academic achievement and study habits of secondary level students. The results indicate that there is a significant relationship between government and private, male and female secondary school students academic achievement and study habits. [11]

Sutha, M. And Shirlin, P. (2015) conducted a study on classroom climate and achievement motivation of higher secondary school students in Kanyakumari district. The study was conducted to know the Classroom climate and Achievement motivation of higher secondary school students in Kanyakumari District. The obtained results showed that there exists a significant substantial correlation between Classroom climate and Achievement motivation of higher secondary school students. Achievement motivation based on the medium of instruction of higher secondary school students found to be significantly higher than English medium students. [13]

Sharma, K. (2017) conducted a study on home environment & study habit of secondary school students. The main objective of the study was to find out the difference in home environment & study habit of secondary school students as well as to study the relationship between home environment & study habit of students in State board school of Maharashtra. The finding revealed that there exist significant difference between Home environment & Study habit of boys & girls. The results of the study revealed that a significant positive relationship of Home environment components with Study habit. [12]

Upadhayay, S.K. (2017) studied on the academic achievement among senior secondary students in relation to study habits. Academic achievement was treated as dependent variable whereas study habits were treated as independent variable. Descriptive survey method was used for the present study. Stratified

random sampling technique was used to select the sample for the present study. The findings of the study revealed that no significant difference was found in the academic achievement of male and female senior secondary school students. Further, No significant difference was found in the study habits of male and female senior secondary school students. It was also found that there exists significant relationship between academic achievement and study habits of senior secondary school students. [14]

METHODOLOGY

RESEARCH METHOD ADOPTED:

The present study comes under the domain of 'Descriptive Survey Research'.

POPULATION

The population for the present study are the students of class XI of Dibrugarh district studying under AHSEC board.

SAMPLING

For the selection of the sample, stratified random sampling method was adopted. A representative sample of 80 students studying in class 10+1 was selected.

RESEARCH TOOL USED

For the collection of the data for the present study, the following tools will be used for collecting data for the study:-

- i. Study Habit Inventory (SHI) by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal
- ii. School Environment Inventory (SEI) developed by Dr. K.S. Mishra.

Analysis and Interpretation of data:

Objective 1

COMPARISON OF STUDY HABITS AMONG HIGHER SECONDARY BOYS AND GIRLS STUDENTS:

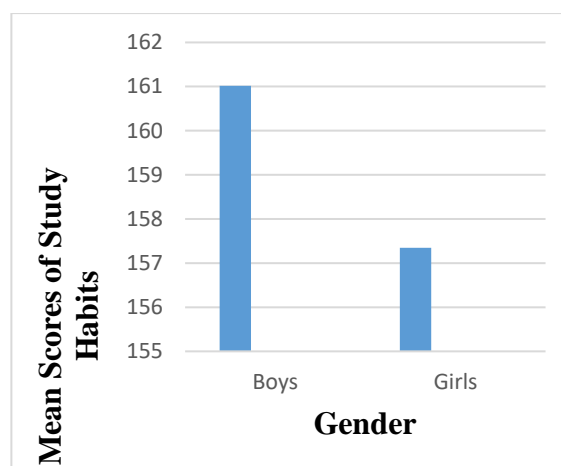
Table1.1 *Comparison of study habits scores between boys and girls of higher secondary school students:*

Variable	Gender	N	Mean	S.D.	SE	Df	t-value
Study Habits	Boys	40	161.02	18.24	4.28	78	0.85
	Girls	40	157.35	20.04			

*Not Significant at 0.05 level of significance.

Therefore, it may be interpreted that there is no significant difference in the mean scores of study habits of boys and girls students. It may be said that apparent difference in the mean scores of two groups (boys and girls) may be attributed due to chance factor or sampling fluctuation. From the findings it was found that both boys and girls from the area did not have good study habits irrespective of their gender, their results are found to be below average level of study habits.

Graphical representation of Study habits Mean scores between boys and girls



Objective 2:

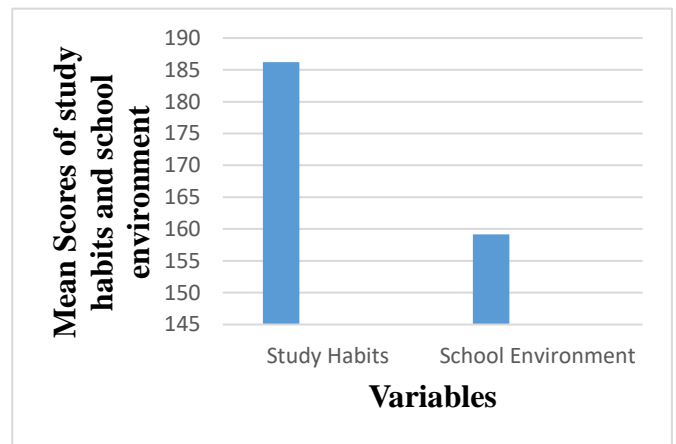
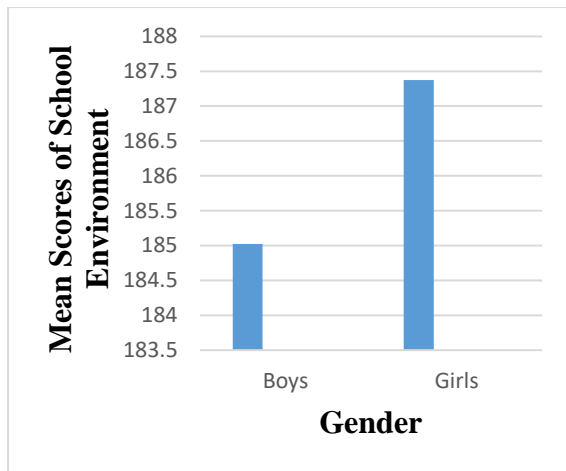
COMPARISON OF SCHOOL ENVIRONMENT AMONG HIGHER SECONDARY BOYS AND GIRLS STUDENTS

Table 2.1 *Comparison of school environment scores between boys and girls of higher secondary school students:*

Variable	Gender	N	Mean	S.D.	SE	Df	t-value
School Environment	Boys	40	185.025	3.38	4.97	78	0.47
	Girls	40	187.375	3.64			

Therefore, it may be interpreted that there is no significant difference in the mean scores of school environment of boys and girls students. It may be said that apparent difference in the mean scores of two groups (boys and girls) may be attributed due to chance factor or sampling fluctuation. So the findings of the study indicate that school environment of boys of higher secondary students exhibited a low level of study habits than the girls of higher secondary students.

Graphical representation of School Environment Mean scores between boys and girls



Objective 3:

Table 3.1 *CORRELATION BETWEEN STUDY HABITS AND SCHOOL ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS*

Variable	Mean	S.D.	Coefficient Correlation	Level of significance
Study Habits	186.2	2.47	0.03	0.01
School Environment	159.18	2.13		

*Not significant at 0.01 level

The table reveals that the co-efficient of correlation between study habits and school environment of higher secondary school students is 0.03, which is not significant at 0.01 level of significance. Thus the hypothesis no.3 that, "There exists no significant relationship between study habits and school environment of higher secondary school students." was accepted. The variables i.e. study habits and school environment of higher secondary school students are not correlated with each other. Hence it can be interpreted that study habits has no dependence on school environment.

Such data for its better understanding have been presented in the form of bar diagram as presented in figure:

Graphical representation of mean scores between study habits and school environment of higher secondary school students:

FINDINGS

□ From the study it was found that higher secondary school students of the selected area having below average, poor, and very poor study habits suffered significantly from each other with respect to their school environment and possess high and average level of satisfaction towards their school environment. It means that school environment was not significantly correlated with study habits. It can be concluded that school environment was not only one factor that affected study habit. But there were other factors like intelligence, aptitude, motivation, guidance by parents and teachers whose influence can bring change in study habits.

□ Boys and girls of higher secondary school do not differ significantly from each other with respect to their study habits. Their responses are quite proximate to each other and maximum of their scores fell under below average level of study habits. It can be concluded that there is no significant difference in mean score of study habits of boys and girls of higher secondary school students.

□ Boys and girls of higher secondary school do not differ significantly from each other with respect to their school environment. Their responses are quite proximate to each other and maximum number of student's scores categorized between high and average level of school environment. It can be concluded that there is no significant difference in mean score of school environment of boys and girls of higher secondary school students.

□ There is no significant relationship between study habits and school environment of higher secondary school students. The scores of

school environment did not correlate with regard to the influence on study habits of the students. The coefficient of correlation between study habits and school environment of higher secondary students was 0.03 which was negligible and was not significant. Thus it can be concluded that this relationship did not play significant role in developing good study habits.

CONCLUSION

From the present study it can be concluded that a school environment is the educational setting and how it looks and feels can be positive or negative. Teachers impact positively upon the learning environment in many ways, including the physical, psychological and instructional setting. The trained and educated teacher can inculcate proper values among the students which are proved fruitful for the students for the development of good study habits. Knowledge and skills of the administration is very necessary for making school environment conducive for the better educational growth of students. School environment has great impact on the study habit and academic achievement of the students. Different programmes should be organized by the administrators to provide guidance and counselling to the students to improve their study habits and interest towards learning. Such guidance services can help the students to overcome their weakness and proceed ahead in their interest areas.

SUGGESTIONS FOR FURTHER RESEARCH

It is not possible completely to generalize the findings of the present study to whole of the state because topographically and culturally, there are wide variations in the state. Thus the study generates the following suggestions for further investigation which are as follows:-

- A similar kind of study may be conducted to study the study habit needs in relation to school environment among all the three streams of higher secondary education.
- A study may be conducted on home environment needs of secondary students in developing study habits considering certain demographic variables.

- A study may be conducted to study the status of study habits among college going and university level students.
- A study may be undertaken to study and compare the study habit need in relation to school environment on the basis of institution type and locality.
- A study can be conducted to understand the need of study habits of underprivileged students.
- A study may be undertaken to know the study habit in relation to school environment needs of students with special needs.
- A study may be conducted to explore the need of study habits of distant and adult learners.
- Study habit need of students can be studied in relation to their adjustment problems.

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