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## Study Habits of 12th Grade Students in Relation to School Environment

### Abstract

The present study was undertaken to find out the study habits of 12<sup>th</sup> grade students in relation to school environment, Descriptive survey was used to conduct the study. The study was conducted on 200 students taken from various schools of Ludhiana district of Punjab. Equal representations was given to male and female students. The major findings of the study revealed significant relation between study habits and school environment and also study habits among girls showed better performance than boys.

**Keywords :** Study Habits, School Environment, Urban Area, Rural Area.

#### **Introduction**

Environment is the sum of all those circumstances which influence the child since conception to death. The environment moulds the personality behavior, aptitude and level of aspiration of the child. So the environment of the person consists of all those stimulations which he receives since conception to death.

Environment refers to the sum total conditions which surrounds man at a given point in space and time. Environment consists of physical, social, moral intellectual, political, economic and cultural force. The child's harmonious development depends upon his ability to adjust himself to his environment to exit their influence in molding the personality and behavior of the child. Environment force have a desirable impact upon the physical, social moral, intellectual and aesthetic development of an individual. Their influence is a continues one which begins with the emergence of life and goes till death.

#### **According to Good (1995)**

"Environment as a term designed all the objects and the conditions that affect the individuals through such stimuli as he is able to receive"

#### **School Environment**

School environment may be defined as the qualities of a school that effects the attitudes behavior and achievement of the individual. School environment is the sum total of all physical, social, emotional and mental factors that contribute to the total teaching learning situations. School environment has a very important role to impart right type of education. Parents can send their children to better schools where there is good school environment, which will enable them to acquire all round development through education. School environment is pivotal factor in the development of the child. It is also greatly affects the mental health of the child.

**Dewey (1921)** stated that "School is a special environment where certain type of activities is provided with the object of securing child's development along desirable lines."

**Vineeta (2004)** "School environment can be defined as the organizational "personality" of a school and is the result of interaction between the group and the leader and within the group itself"

The atmosphere of the school and of the class room is a matter for careful thought. The primary purpose of the education is not bookish learning but the development of the child physically, socially as well as intellectually. If we are to deal adequately with the development of the child we must know something of his environment.

The good school environment produces good students. If the environment is not according to the child's needs he does not adjust with the school environment. If in the school the child does not get proper guidanceteacher's help and library facilities then education due to these



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reasons will not provide all round development of the child.

## Study Habits

The study habits can be best defined as the sum total of all the habits determined purpose and enforced practices that individuals use in order to learn.

Goods Dictionary of Education (1973) defined study habit is the tendency of a pupil or students to study when opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient etc.

Thus study habits are sum total of all habits, determines purposes enforced practices that individual has, in order to learn. There are true indicators of individuality of a person. In fact, every learner has a peculiar method or style or pursuing of knowledge is referred to as study habits.

## Review of Related Literature

### Studies Related to Study Habits

**Matt (1991)** did not find any significance relationship between study habits and achievement of first degree students.

**Mayer (1995)** when a learner's goal is solely good retention performance, then study strategies that promote the relating process are important. When the learners goal is good transfer performance, then the study strategies should be used and integrating process.

**Carker (1999)** reported that there was statistically significant positive relationship between study habit and academic achievement.

**Dayal (2001)** studied the "Impact of family environment on study habits" and conclude that study habits are positively and significantly related with various dimensions of family environment and to total family environment.

**Balwinder (2009)** studied the study habit of male and female students and found that female students have better study habits.

### Studies Related To School Environment

**Kumar (1975)** predicted that the social climate in school influences the student's personal adjustments, value orientation attitude towards education objective and scholastic attainments.

**Devi and Mayuri (2003)** in their study "The effects of family and school environment on the academic achievement of residential school children" reported that socio-economic status of the family exhibited positive and significant influence on the school environment of high school students among both English and Kannada medium schools.

**Lisi (2003)** in his research "Personalation of the school environment. The relationship of students access to support from an adult with student adjustment outcomes and experiences of school climate" concluded that the economically disadvantages students reported tower levels of support for academic problems. Moreover the students who perceived that they had high levels of support from an adult in the school had more.

**Earthman, G.I. (2004)** - study related to "Students Academic Achievement and Building

Conditions concluded that the quality of school environment significantly affects students achievement. There is significant research to state without equivocation that the building in which students spends a good deal of their time leaning does infact influence how well we learn.

**Indu Bala (2004)** - in her study "Impact of school and home environment on the academic achievement of senior secondary students" **found** that school and home environment has significant effect on the academic achievement of senior secondary school students.

**Avinashilingam (2005)** reflects that the classroom environment **factors** play a major role in affecting the student's academic performance.

**Sharma (2005)** found that good school environment has **positive** influence on the academic achievement of the student.

**Thakur and Kang (2005)** predicted that good socio emotional climate of the school played a vital role in the development of positive moral values and judgment.

**Palival, Dubey and Mathur, (2006)** - in their study "A study of school environment, school adjustment and self confidence of high school adolescents of both the sexes" found that the majority of boys and girls scored in 'average' category on school adjustment and self confidence. Girls scored significantly higher on cognitive encouragement as compared to boys on school environment higher on cognitive encouragement as compared to school environment inventory. School environment indicated no correlation with self confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self confidence.

**Carol and Peter (2006)** reported that by creating a space for fun interaction and trust, teacher and school together build a learning environment.

**Kumar (2008)** predicted significant and positive correlation between adjustment and dimensions of school environment, permissiveness, acceptance and control but there exist a positive and non-significant relationship between adjustment and dimension (rejection) of school environment.

**LoRoeque, Michalle (2008)** - in his study he resulted that the perceptions of the general school environment were significantly related to math and reading achievement. Gender had no statistically significant association with the student's perceptions of the school environment, whereas the grade level had a statistically significant relationship with the perception.

### Need and Justification pf the Study

From the overview related literature, Investigator found that various researches have been done to find the relationship between study habits and school environment. Very little work has been done to find the relationship between study habits and school environment of 12th grade students.

Study habits have long reaching effects on the achievement of students, these help a child not only to achieve better but also to user his leisure time

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fruitfully , school environment plays an important role in development proper study habits among the children, that is love and affection from the teacher, relation with class mates, number of classroom available in the school, proper library and well equipped laboratories, these all play an important role in developing positive study habits among pupils.

### Objectives of the Study

1. To study the study habits of 12th grade students.
2. To study the school environment of 12th grade students.
3. To study the study habits of 12th grade students of rural and urban area wis
4. To study the School environment of 12th grade students of rural and urban area wise .
5. To study the relationship between study habits of 12th grade students and school environment.

### Hypothesis of the Study

1. There is no significant difference in the study habits of boys and girls of 12th grade.
2. There is no significant difference in the school environment of boys and girls of 12th grade.
3. There is no significant difference in the study habits of students of 12<sup>th</sup> grade belonging to rural and urban area.
4. There is no significant difference in the school environment of students of 12<sup>th</sup> grade belonging to rural and urban area.
5. There is no significant relationship between study habits and school environment of 12th grade students.

### Delimitations of the Study

1. The study was delimited to class 12<sup>th</sup> students.
2. The study was confined to district Ludhiana only.
3. The study was delimited to 200 students only.
4. Equal representations was given to male and female students.

### Design

Descriptive survey method of investigation was employed in the Present study and standardized tests were used.

### Tools

The following tools were used

1. Study habit inventory by Sri Mukopadhyaya M (2002)
2. School environment inventory by Karun Shanker Mishra (1989)

### Statistical Techniques Used

The following Statistical techniques were used to analyze the data.

1. Mean, Medium, Mode and standard deviation of scores of study habits and school environment of students of 12th grade was calculated.
2. t-test was used to check the mean difference significant or not.
3. Co-efficient of correlation was also calculated by using Pearson's product moment method.

### Results

#### Hypothesis-1

There is no significant difference in the study habits of boys and girls of 12th grade.

To test this hypothesis the scores obtained on study habits of boys and girls and critical ratio was worked out and entered in table A.

**Table A**  
**Showing Mean Standard Deviationa Critical Ratio For Study Habits Scores Of Boys and Girls of 12th Grade.**

Sex	N	Mean	S.D	C.R.
Boys	100	136.14	25.65	2.25*
Girls	100	145.12	18.90	

**Significance at 0.05 level**

### Results

Table A represents mean, standard deviation and critical ratio for study habits of boys and girls of 12th grade. The number of boys and girls were 100 each. The mean scores of boys and girls were 136.14 and 145.12 respectively and the value of standard deviation was 25.65 and 18.90 respectively. The critical ratio for study habits among boys and girls was recorded 2.25, which is significant at 0.05 level of significance.

### Discussion of the Result

Significant t-value between boys and girls for study habits suggest that there was significant difference in the study habits of boys and girls of 12th grade. Hence our hypothesis-1 which states that there is no significant difference in the study habits of boys and girls of 12th grade is rejected.

On the basis of discussion of the results, it can be conclude that a study habit among girls is higher as compared to boys.

### Hypothesis-2

There is no significant difference in the school environment of boys and girls of 12th grade.

To test this hypothesis the scores obtained on school environment of boys and girls of 12th grade and critical ratio was worked out and entered in table B.

**Table B**  
**Showing Mean S.D. and Critical Ratio for School Environment of Boys and Girls oOf 12th Grade Students**

Sex	N	Mean	S.D.	C.R.
Boys	100	176.10	21.95	1.18 NS
Girls	100	178.25	20.80	

**NS stands for non- significant**

### Results

Table B represents mean, standard deviation and critical ratio in the school environment of boys and girls of 12th grade. Equal representation was given to boys and girls (100 each). The mean scores and standard deviations among boys and girls was 176.10, 21.95 and 178.25, 20.80 respectively. The value of critical ratio was 1.18, which is not significant.

### Discussion of Results

Insignificant t-value between boys and girls for school environment suggest that there was no significant difference in the school environment among boys and girls of 12th grade. Hence our hypothesis 2 which states that, there is no significant difference in the school environment of boys and girls of 12th grade is accepted.

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On the basis of discussion of the results. It can be concluded that there is equal impact of school environment on boys and girls. Healthy wealthy environment will be helpful for better future of students.

### Hypothesis-3

There is no significant difference in the study habits of students of 12th grade belonging to rural and urban areas. To test this hypothesis the scores obtained in the study habits of students of 12th grade belonging to rural and urban area and critical ratio was worked out and entered in the table C.

**Table- C**

**Showing Mean, Standard Deviation and Critical Ratio for Study Habits of Students of 12th Grade Belonging Rural and Urban Area.**

Area	N	Mean	S.D	C.R
Rural	100	127.10	26.81	**
Urban	100	154.20	19.20	7.90

\*\* Significant at .01 level--

### Results

Table C represents mean, standard deviation and critical ratio for study habits of students of 12th grade belonging to rural and urban area, the number of students from rural and urban area were 100 each. The mean scores of study habits of rural area schools was 127.10 and the scores urban area was 154.20. the value of standard deviation was 26.81 and 19.20 respectively. The value of critical ratio is 7.90 which is significant at .01 level of significance.

### Discussion of Results

Significant t-value for study habits of students belonging to rural and urban area suggest that there were significant differences in the study habits of students belonging to rural and urban area. Hence our hypothesis which states that, there is no significant difference in study habits of students of 12 th grade belonging to rural and urban area is rejected.

On the basis of discussion of the results, it can be concluded that there is significant differences in the mean scores in study habits of student of 12<sup>th</sup> grade belonging to rural and urban area. Students of urban area get more facilities like books, material, good library, internet facilities, electricity and tutors. On the other hand such facilities are not available for rural area students.

### Hypothesis-4

There is no significance difference in the school environment students of 12<sup>th</sup> grade belonging to rural and urban area.

To test this hypothesis critical ratio was worked out and entered in table D.

**Table D**

**Showing Mean, Standard Devotion and Critical Ratio for School Environment of Students of 12th Grade Belonging To Rural and Urban Area.**

Area	N	Mean	S.D	C.R.
Rural	100	179.20	20.90	
Urban	100	176.10	22.70	1.52 NS

NS stands non-significant

### Results

Table D represents mean, standard deviation and critical ratio for school environment of students of 12th grade belonging to rural and urban area was 179.20 and 176.10 respectively. Their standard deviation was 20.90 and 22.70 respectively. The value of critical ratio was 1.52, Which is not significant.

### Discussion of Results

Insignificant t-value of school environment of students belonging to rural and urban area suggest that there was no significance difference of school environment of students belonging to rural and urban area. Hence our hypothesis which states that there is no significant difference in the school environment of students of 12th grade belonging to rural and urban area is accepted.

On the basis of discussion of results, it can be concluded that there is no significant differences in the mean scores in the school environment of students of 12th grade belonging to rural and urban area.

### Hypothesis-5

There is no significant relationship between study habits and school environment of 12th grade students.

The value of coefficient of correlation was worked out and entered in the table E

**Table E**

**Coefficient of Correlation between Study Habits and School Environment of 12th Grade Students.**

Variable	N	Coefficient of Correlation
Study habits	200	**
School environment	200	0.73

\*Significant at .05 level = 0.197

Table E shows that the value of correlation between study habits and school environment of 12th grade students. The value of coefficient of correlation is 0.73 which is positive and significant at 0.01 level.

Hence the hypothesis which states that there is no significant relationship between study habits and school environment of 12<sup>th</sup> grade students is rejected, which shows that study habits and school environment play a significant role for developing future status of 12th grade student. Proper development of school campus plays a significant role. If there better facilities in the school campus like beautification, neatness, greenery lawns, good library, good laboratories and team work among staff member due to this, good study habits must be developed among students.

### Findings & Discussion

1. Significant t-value between boys and girls score for study habit suggests that there was significant difference in the study habits of boy and girls of 12th grade. Hence over hypothesis-I which states that there is no significant difference in the study habits of boys and girls of 12th' grade is rejected. On the basis of discussion of results, it can be concluded that study habits among girls of 12th grade is higher as compared to boys.
2. Insignificant t-value between boys and girls for school environment suggest that there was no

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significant difference in the school environment among boys and girls of 12th grade. Hence our hypothesis-2 which states that there is no significant difference in the school environment of boys and girls of 12<sup>th</sup> grade is accepted. Hence it can be concluded that there is equal impact of school environment of boys and girls. A conducive environment must be developed in the school campus for the better future of the students.

3. Significant t-value for study habits of students belonging to rural and urban area, suggest that there was significant differences in the study habits of students belonging to rural and urban area. Hence hypothesis which states that there is no significant difference in study habits of students of 12th grade belonging to rural and urban area is rejected. On the basis of discussion of result, it can be concluded that there is significant differences in the mean scores in study habits of students of 12th grade belonging to rural and urban area. Students of urban area get more facilities like books material, good internet, electricity, water arrangements and tutors. On the other hand such type facilities are not available particularly proper library facility electricity, tutors and internet for rural area students.
4. Insignificant t-value of school environment of students belonging rural and urban area suggest that there was no significance difference of school environment of students belonging to rural and urban area. Hence our hypothesis which states that there is no significant difference in the school environment of students of 12th grade belonging to rural and urban area is accepted. On the basis of discussion of results, it can be concluded that there is no significant differences in the mean scores in the school environment of students of 12th grade belonging to rural and urban area.
5. A significant relationship was found out between study habits and school environment of 12th grade students. It can be concluded study habits will be developed properly if there is a good environment.

## Educational Implications

The youth of today are the leaders of tomorrow. If they are maladjusted, they will never be able to work properly in different areas of life. Their success in life depends much upon dignity of labor. Study suggests that study habits among girls are much better than boys. So, the school teachers, school authorities and concerned staff should make an effort to provide good atmosphere in schools for students. Due to this, study habits must be enhanced among students. Urban area students achievement scores are much better than rural area schools. Urban area students much get extra coaching, good facilities at home and other facilities like electricity and internet facilities, but rural area students are unable to get these types of facilities in the schools or at the home. More facilities like good library, well equipped laboratories and good computer cum internet facilities should be provided in schools. Study habits must be

developed if we will provide good school environment whether the schools are in the rural areas or in the urban areas. In the budget, State government will enhance more grants towards education.

## Conclusion

1. Study habits among girls are much better than boys at 12th grade of schooling. Due to this girl students show better performance in academic score as compared to boys.
2. School environment is equal for both types of students, which shows that no separate school environment is provided to both types of students whether they are male or female.
3. Students who are studying in urban area schools have good study habits than rural area schools.
4. School environment is same, whether students are studying in rural area or in urban area.
6. There is positive and significant relationship between study habits & school environments.

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