

Understanding Relationship between Study Habits and School Environment of Students

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ABSTRACT

The present study is to assess study habits of secondary school students in relation to school environment in Delhi. A sample of 100 school students of tenth class (50 students from government and 50 students from private schools) taken randomly as the subjects of the present investigation and by administrated Study Habit Inventory by Dr. M. Mukhopadhyay & Dr. D.N. Sansanwal and School Environment Inventory (SEI) developed by Dr. K.S. Mishra were analyzed using t-test and Pearson's correlation. Result revealed that there is significant difference in study habits of male and female students. Nevertheless, there is no significant difference in school environment of male and female students. In case of type of school, there is no significant difference in study habit and school environment of secondary students of private and government school. On the other hand, there is significantly and moderate positively relationship between study habits and school environment of students.

Keywords: Study habits, environment, investigation, School Environment Inventory

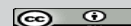
The study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counsellors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming.

Mark and Howard (2009) are of the opinion that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habit. They further maintain that if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit. Husain (2000) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels.

Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behaviour over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive attitude towards study, and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation is usually positive, and if the learning experience is not pleasant, he tends to avoid it. Negative attitude towards study sometimes finds

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expression in comment such as “I study but cannot remember what I study” or “the lessons are too long”. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to students’ success in school. What may be a good study habit to a particular student may be a bad one indeed to another student. As such, it is often difficult to practically pinpoint that this is good and that is bad. In the opinion of Katelyn (2013), there is no doubt that different people study in different ways and it is a near certainty that what works for one person may not work for another.

There are several key study habits that are crucial to all students’ success. One of such is study in a good environment, a little bit of background music, such as classical with no lyrics are fine and a good studying location. Good study habits according to Katelyn (2013) are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results. They are the study habits, which make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most effective for you as a student. When studying, stay away from distractions, such as the computer. Instead of procrastinating, work on a long term assignment daily, instead of studying the night before, study a little each night. By learning the ways that you learn the best, you will be successful in your studies.

STUDY HABITS

According to Aristotle, habit is what we repeatedly do. Habits generate other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habit is what makes us automatic. Anything we practice long enough becomes ingrained into our system and becomes a habit (Chamundeswari, Sridevi & Archana, 2014).

Study habit includes students’ habit of concentration, notes taking, time budgeting and study methods. Taking notes is essential for learning and remembering thing properly. Notes should be prepared form books because every time it is not possible to go through the books we have read. Lack

of good study habits among the students may be a possible and pertinent reason for their failure. The ambitious and intelligent student is more likely to develop effectively study method. According to dictionary of education (2007), “study habit indicate settled tendency of practice and thought to acquire knowledge and information from the book.” Study habit is auto nominally, learned behaviour pattern that enable the student to acquire how to study.

Developing of Study Habits

Most of the students are able to develop efficient study habits without receiving any special formal training; however, these satisfactory habits may results from the use of several method of study before satisfactory study procedures are discovered. Some students fail to achieve economical and successful study techniques unless they receive help in the form of guiding principle which they can apply to their study activity.

Many times, academic difficulties have less to do with subject matter and more to do with the ability of the student to study and absorb information effectively. Learning anything requires discipline, concentration and time. Without any of these ingredients mastery of any kind is unlikely. The most successful students are those who are able to relax, concentrate and focus their minds.

The Role of Teacher’s and Parent’s in Developing Study Habits

The teacher’s prominence will change the method of a student’s study habit. Effective teaching with its four components, knowledge, understanding, application and skill fulfilled, can definitely elevate one’s study habits. Some teachers encourage the students to memorize and some others emphasize the need for learning by understanding, avoiding memorization. Hence, in developing a study habit, it’s not only a student who performs, but also a teacher. Teachers are unique in their teaching approach.

Accordingly a student adopts a particular approach in a particular class. As is the teacher, so is the student. According to Ron Fry (2000), “The parent’s involvement is absolutely essential to a child’s eventual success. A parent not even for a minute, underestimate the importance of his commitment to his child’s success”. Nancy L. Weishew (2003) points

out, “parents can help improve their children’s behaviour in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions”. It is clear that parents have a specific role in developing one’s study habits.

Role of Study Habits in Academic Achievement

Student habits are a combination of two words “study” and “Habits”. When taking it separately Study means, „application of the mind to the acquirement of knowledge. According to Encyclopaedia of Education (1971). Study habit is methods of study. According to Good’s Dictionary of Education, “Study habits are the tendency of a pupil of Student’s way of studying whether systematic or unsystematic, efficient or inefficient etc”.

The term “study” implies investigation for the mastery of facts, ideas or procedure that are unknown or only partially known to the individual. Study requires a purpose, and what one learns as a result of study depends largely upon the degree to which one attempts in achieving that aim or purpose Study habits have been identified in various ways by different investigators.

There is a general observation that study habits make students good thinkers and they learn to face different types of problems and solve them with their efforts and initiative. On the other hand, poor study habits can bring decline in the academic performance of a student with moderate intelligence, so much so that his achievement does not match with his capabilities and in the process to becomes a misfit. Good study habits along with attitudes play miracles so far as academic achievement is concerned. By learning good study habits students tend to perform better than struggling students.

SCHOOL ENVIRONMENT

“School has that environment, where some quality of life and certain activities and occupations are provided for securing child’s development along desirable lines” (John Dewey). It creates a learning place for learners, nurtures leaners and parents’ dreams and aspirations as well as stimulates

educators and elevates the staff, learners and community (Freiberg and Stein 1999).

Schools are the important part of a country which consolidates its spiritual strength and maintain the historic achievements for the next generation. Through its schools a nation should become conscious of the abiding sources from which the best movements in its life have always drawn their inspiration should come to share the dream of its nobler sons, should constantly submit itself to self-criticism, should purge its ideals, should re- inform and redirect its impulses (Nunn).

School environment encompasses both the socio-psychological and physical dimensions, and both exercise a reciprocal effect on each other (Ames, 1992). School environment has psychological, aesthetic, physical and cultural surroundings (State of Maine 2002). The school climate is multidimensional and influences many individuals, including students, parents, school personnel and the community. The environment of a progressive school is simplified, purified and balanced. Under such an atmosphere the child afforded ample opportunities to experiment for him-self and acquire many social ideas. Thus, each child is provided such congenial and conducive environment, in which he develops his personality according to his innate tendencies, capabilities and speed (John Dewey). It helps in constructing and reconstructing cognitive abilities of the child. In this congenial school environment students feel more comfortable and more concentrated on their scholastic activities. It is a pre- requisite to the student’s success, teacher’s improvement and a measure of effectiveness of the principal.

Students develop high confidence in their academic abilities when they feel that they are cared and behaved friendly and respectfully by their class- mates and teachers. Teachers with autonomy supportive behaviour generate maximum opportunities for their students for work, choice, asking more questions about the task. They also offer clues when students stuck in their tasks (Assor, Kaplan, and Roth 2002; Reeve, 2006; Reeve, Bolt and Cai 1999). In such environmental conditions students show more positive outcomes. Academic achievement of girls and teacher acceptance was not related to each other. In case of boys both are correlated (Erkman *et al.* 2010, Khan *et al.* 2010).

REVIEW OF LITERATURE

Review of Literature is the review of the past researches which have been conducted in same field. The review is done in order to have an idea about the extent of research work done in particular field and to have a glance about the results of the previous researches. This helps in selecting the tentative objectives for further study.

Singh & Gohain (2022) examined 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.

Ghosh (2017) examined the study habits of school students of working and non-working mothers. The sample of the study composed of 200 school students (100 school students of working mothers & 100 school students of non-working mothers) studying in class 10th of Ranchi town. The collected data were then analysed statistically by applying mean, SD, and t-test. The research indicated that there were significant differences between the adolescent students of working and non-working mothers. It was inferred that school students of working mothers had significantly better study habits in comparison to school students of non-working mothers. Further, it was also concluded that female students had significantly better study habits than their counterparts.

Chris (2017) examined the effect of social media on study habits of undergraduate students in one of the Kenya universities. Descriptive survey method

was used in this study and also employed both quantitative and qualitative approach for data collection involving oral interview and questionnaire administration. The findings determined that many students use social media especially face book, what sap and Twitter resulting that even during lecture hours, they spend increasing amount of quality time on these networks. Findings of the present study suggested that social media could negatively affect the study habits of students.

Khan & Unnisa (2017) investigated the learning style, school environment and home environment in relation to academic achievement. The research was carried out in Raipur city on a sample of 50 IX standard students. The research finding revealed that there was very low, negative & negligible relationship between academic achievement & home environment. Study also revealed that school environment and academic achievement have positive but very low relationship. It was also found that there was significant difference between the academic achievement of students learned by right & left hemisphere but there was no significant difference between the academic achievement of boys & girls students learned either by right hemisphere or left hemisphere.

Arjun and Juna (2015) determined the effect of social networking sites on the study habits of higher secondary school students. They investigated that the extend usage of media, usage pattern of Social Net Working Sites (SNS) and study habits had been dealt significantly in the present research paper.

Judilla and Gemora (2015) studied the effect of social networking on the study habits of tertiary students of the West Visayas State University (WVSU) System. Findings determined a high extent of influence of social networking on the respondents regardless of age, sex, socioeconomic status and educational attainment of their parents. The status of the students' study habits was also high. There was significant relationship existed between the extent of influence of social networking and the status of the study habits of the respondents.

Devi and Mayuri (2003) studied the effect of school and family environment on the academic achievement of residential school students of IX and X class. The results showed that non-tribal urban male students perceived classroom environment

better than tribal rural female students. The school environment dimensions i.e. teacher-student interaction, teachers' qualification, classroom organization, physical set up, method of teaching, curriculum and subject matter, affect the academic achievement of the school students.

RATIONALE OF THE STUDY

Learning can be immensely gratifying, learning how to study or develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the needs of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his study habits. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits.

In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that, from the student's side, there must be some important steps, which form the basis for their academic achievement. Student's needs, requirements, abilities, capabilities, patterns of studying, etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain for the students. Our educational institutions should take into account fundamental human differences in their studying, thinking, etc., to seek better means of individualized

Objectives of the study

- ❑ To study the correlation between study habits and the school environment of students;
- ❑ To find the significant difference in study habits of male and female students;
- ❑ To study the significant difference in school environment of male and female students;

Null Hypotheses of the study

- ❑ H_{01} : There is no significant relationship between study habits and school environment of students.
- ❑ H_{02} : There is no significant difference in study habits of male and female students.
- ❑ H_{03} : There is no significant difference in school environment of male and female students.

Methods of data analysis

In this proposed study, various statistical tool and techniques were used according to the requirement of the study. Coefficient of correlation and t-test were used for the analysis of the data. Pearson's Coefficient of correlation was computed to analyze the relationships. Mean, Standard Deviation and t-test were used to find the significance of difference between the means.

Data Analysis and Interpretations

PART I

CORRELATIONAL ANALYSIS

1. Relationship between Study Habits and School Environment of Secondary Students

Table 1: Showing relationship (Correlation Coefficient Values) between study habits and school environment of secondary students (N=100)

		Correlations	
		Study Habit	School Environment
Study Habit	Pearson Correlation	1	.168
	Sig. (2-tailed)		.095
	N	100	100
School Environment	Pearson Correlation	.168	1
	Sig. (2-tailed)	.095	
	N	100	100

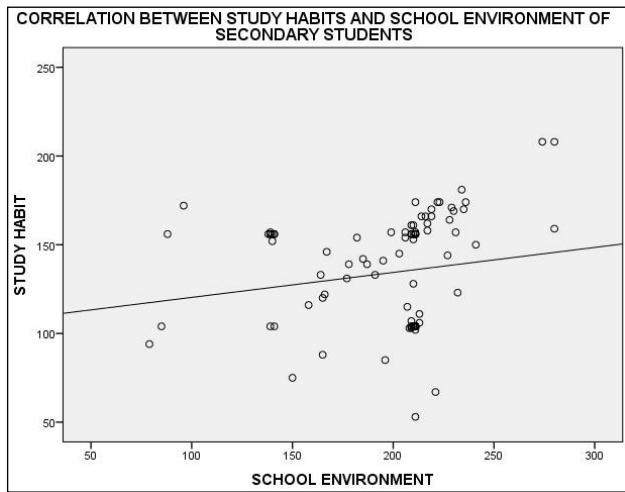
The table 1 reveals that the co-efficient of correlation between study habits and school environment of secondary students is .168, which is moderate positively significant at 0.01 level of significance and the calculated p-value (0.095) is higher than significant level ($\alpha = 0.01$). Thus, hypothesis which was formulated earlier i.e. "There is no significant

relationship between study habits and school environment of students” is rejected.

PART II

DIFFERENTIAL ANALYSIS

2. Comparison of Study Habits and School Environment of Students with Respect to Gender and Type of School



Graph 1: Relationship between study habits and school environment of secondary students

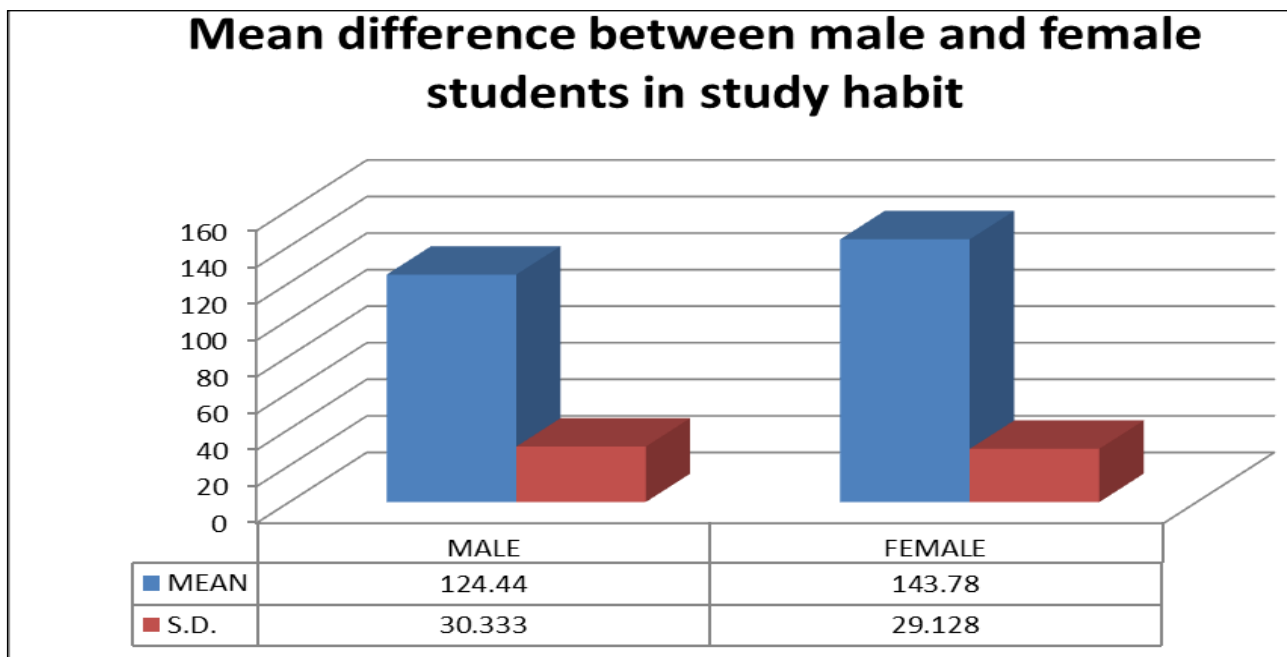
The table 2 shows that the calculated p-value (.002) is less than significant level ($\alpha = 0.05$) and “t” value -3.252 with df (98) is significant at 0.05 level. The mean values of female students (143.78) higher than male students (124.44) with regard to study habits and differ significantly. Hence, the null hypothesis is rejected and alternative hypothesis accepted. Above, show that there is significant difference in study habit of male and female students.

Therefore, the variables i.e. study habits and school environment are significantly and moderate positively correlated with each other.

The table 3 shows that the calculated p-value (.812) is higher than significant level ($\alpha = 0.05$) and “t” value -.239 with df (98) is not significant at 0.05 level. The mean values of female students (198.70) higher than male students (193.92) with regard to school

Table 2: Mean, S.D. and “t” ratio between male and female students computed on the basis of their scores of study habits (N =100)

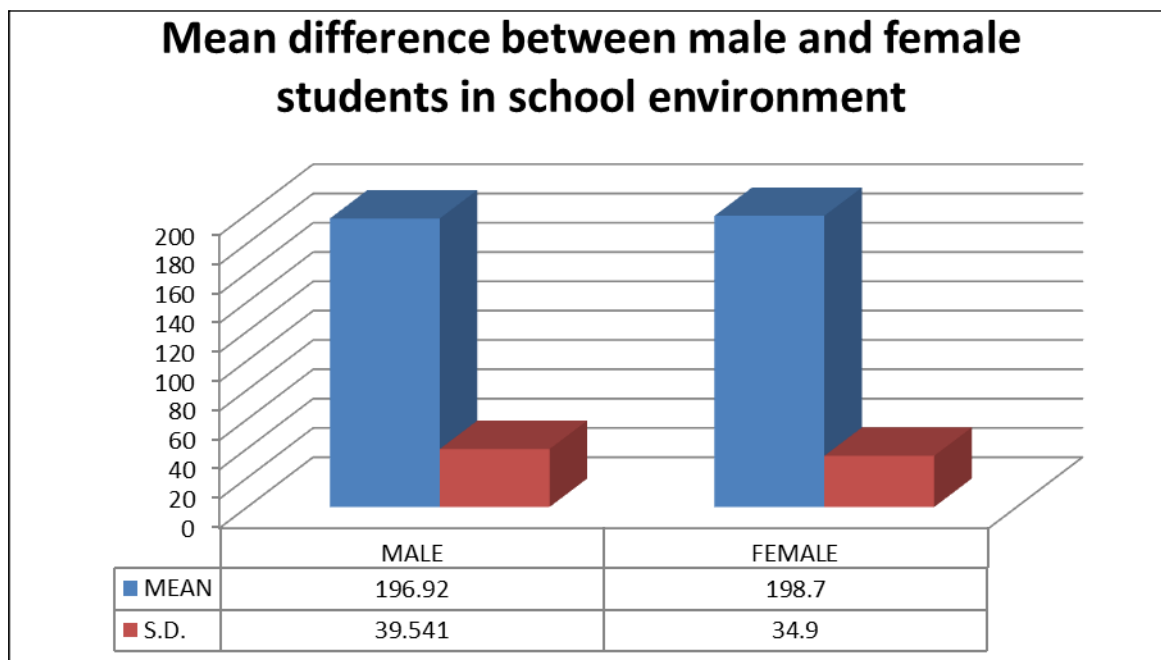
		Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Study	Male	50	124.44	30.333	4.290	-3.252	.002
	Female	50	143.78	29.128	4.119		



Graph 2: Mean difference between male and female students in study habit

Table 3: Mean, S.D. and t ratio between male and female students computed on the basis of their scores of school environment (N =100)

Group Statistics							
	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
School Environment	Male	50	196.92	39.541	5.592	-.239	.812
	Female	50	198.70	34.900	4.936		



Graph 3: Mean difference between male and female students in school environment

environment but not differ significantly. Hence, the null hypothesis is accepted and alternative hypothesis rejected. Above, show that there is no significant difference in school environment of male and female students.

CONCLUSION

The purpose of the present investigation was to study the study habits as related to achievement with reference to some selected variables and the study indicated significance relationship among the variables. It is concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness are 136 correlated significantly with academic achievement but this relationship is negative. Higher dominance of these factors by parents in home environment, lower the academic achievement of students. Rest of the dimensions (Punishment, conformity reward and nurturance) have no significant relationship

with academic achievements. It is concluded that school environment does not affect academic achievement of students. But rejection dimension shows significant negative correlation with academic achievement. More the rejection, lesser is the academic achievement. It is concluded that study habits and academic achievement of boys are not significantly related. It means interpreted that change in one variable affects the other variable significantly. There is no correlation between study habits and academic achievement of girls. Further study habit does not play significant role in academic achievement. It is concluded that home environment dimensions viz. control, protectiveness, social isolation, reward, deprivation of privileges and rejection are correlated significantly with academic achievement. Amongst them only reward dimension is positively related with academic achievement. Rest of the dimensions viz. control protectiveness, social isolation, deprivation of privileges and rejection are negatively related with

academic achievement. It means that higher these dimensions, lower will be academic achievement. Remaining dimensions viz. punishment, conformity nurturance and permissiveness are not significantly related with academic achievement. It is concluded that various dimensions of home environment of girls viz. control, protectiveness, conformity, social isolation, deprivation of privilege, rejection and permissiveness are significantly correlated with academic achievement. But this relationship is negative except reward dimension. It means that higher the dominance of negative significant dimensions, lower is the academic achievement. Further punishment and nurturance are not significantly related with academic achievement. It means that they do not influence academic achievement. It is concluded that creative stimulation dimension of school environment has positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control, and permissiveness are not related significantly with academic achievement. It can be interpreted that higher the creative stimulation, higher the academic achievement. It is concluded that various dimensions of school environment are not significantly related with academic achievement of girls. It is concluded that there is no significant difference in mean score of study habits of low and high academic achievements of students. It is concluded that there is a significant difference in various home environment dimensions of low and high academic achievement of students. It means that there is a significant difference in control, protectiveness, social isolation, deprivation of privileges and rejection dimensions of low and high achievers. It means that students who were having more control, protectiveness, social isolation, deprivation of privileges and rejection behavior at home they had low academic achievement. In case of school environment dimensions, there was significant difference in mean of creative stimulation dimension of low and high achievers. In case of rest of dimensions there was no significant difference in mean of cognitive encouragement, acceptance, rejection, control, and permissiveness dimensions of low and high achievers. There is a significant difference in mean score of study habits of boys and girls. It is interpreted that girls have significant higher study habits than boys. It is concluded that no significant difference

exists in control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, and permission of environment of boys and girls. It is concluded that there is no significant difference is found in mean of creative stimulation, cognitive encouragement, acceptance, rejection, control, and permissiveness dimensions of school environment among boys and girls.

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