



STUDY OF SCHOOL ENVIRONMENT AS STUDY HABIT'S DIMENSION IN RELATION TO ACADEMIC ACHIEVEMENT OF HINDU AND MUSLIM SENIOR SECONDARY STUDENTS

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ABSTRACT This study attempts to assess the school environment as the dimension of study habits in relation to academic achievement of Hindu and Muslim senior secondary students of Kumaun region of Uttarakhand. A sample of 200 Hindu and Muslim senior secondary students of Kumaun region was randomly taken from different Government senior secondary schools. Study Habits Inventory developed by B. V. Patel was used to study the school environment as study habit's dimension. Mean, S.D., t-test and Pearson product moment correlation coefficient were used to analyze the data. Results show that Hindu students were found to have better school environment as their study habits in comparison of Muslim students. It was also found that the academic achievement of Hindu students was not significantly related with study habit's dimension school environment but the academic achievement of Muslim students was positively and significantly related with study habit's dimension school environment.

KEYWORDS : academic achievement, school environment, Hindu and Muslim students

Introduction

The all round development of children is seen to be an outcome of their socialization which begins from the home. The home passes to them family culture, values, way of thinking, way of living, traditions, beliefs, and life practices. Even the cultural aspect of the development is transmitted to them through their family. No single factor of home environment, however, can be held responsible for their development. It is the total environment of the home that influences their development. The Senior Secondary education is a central link between elementary and higher education. It acts as the means for determining and shaping an individual's approach towards future higher education. One of the most imperative outputs of any educational system is the accomplishment of the objectives by the students up to the extreme. How the students take their school activities and make the studies, significantly determines their level of academic achievements. The students who develop and practice better and effective study habits are expected to achieve good in their studies in comparison of the students who have bad study habits. Thus, study habit is very influential to the academic achievement of every student at all levels.

Active participation in the religious community brings people into contact with others of similar age who have common interests, and with whom social relationships may form. Interpersonal support can result in formation of new healthy social networks, which can facilitate positive personality changes. The religion practiced at home determines the qualities, attitudes and behavior patterns of the parents of the children. These, in turn, must influence the development of the child as he identifies with them and tries to replicate their ways of living. Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students' plays important role in learning and fundamental to school success. Kelli (2009) emphasized that for students to succeed in their studies, they must be able to properly incorporate the lessons and content material, absorb it, reproduce and reflect on it and be able to expressive the information in written and/or spoken form. What is fundamental is the ability of a student to acquire effective study habits. Study habits play an important role in human performance in academic field (Patnaik and Basavaiyya 1991; Verma, 1996; Patel 1996; Verma & Kumari, 1999; Satapathy & Singhal, 2000; Riaz, A., Kiran, A. and Malik, N. H. 2002; Vyas, 2002; Anwar, 2013). The students studying in private schools have better study habits than the students studying in government schools (Naggappa & Venkataiah, 1995; Sanjeev, 2003). The nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran et al.; 2009). Currently, there is no research evidence of any kind available in this regard. So it was felt that there was a need to work on this issue. Hence, this researcher conducted an empirical research to obtain evidence as to how the religion and school environment are linked with the study habits of senior secondary students of Kumaun Region.

Method

Methods of any research study are decided on the basis of the theory and principle of the statement of the research problem under investigation, objectives formulated for the present research problem, the appropriateness of the available resources of researcher, ability and capacity of the researcher, etc. These essential considerations have directed the researcher to use the Normative Survey method under the descriptive nature of research for the present study. In the present study all the necessary steps have been followed which have suggested being essential for the Normative Survey Method of research by most of the educationists.

Population

A group of individuals or units which includes all the possible members to that particular category is called population. A population may be called as a group of people that have one or more common characteristics that are of the requirement of the researcher. The population is all the units of a particular category, or a more restricted part of that group." For the present study, population is defined as the students of Hindu and Muslim Religion of class XI studying in government senior secondary schools of Kumaun region.

Sample

For the present study, 200 students (both Hindu and Muslim) of class XI studying in Government Senior Secondary Schools of Kumaun region were taken as sample. For this purpose, random sampling technique was used at each stage.

Tool Used

The study habits of the students were measured by Study Habits Inventory developed by Dr. B.V. Patel. It was considered suitable for the purpose on the basis of its characteristics given in the manual. For the study habit's dimension "Social Environment" 06 items are included in this inventory. The student was asked to give his/her opinion on a 5 points scale viz. Always, Often, Sometimes, Hardly and Never.

Results

To study the differences between Hindu and Muslim senior secondary student's on study habit's dimension school environment, t-test was used. All statistical values were calculated with the help of Microsoft Excel. Summary of t-test for difference between Hindu and Muslim students on habit's dimension school environment is presented in Table-1.

Table-1 Summary of t-test for difference between Hindu and Muslim sr. secondary students on study habit factor school environment

Religion	N	Sum	Sum of Squares	Mean	S.D.	t- Value
Hindu	102	2322	54492	22.765	4.020	2.244*
Muslim	98	2112	46750	21.551	3.567	

*p<0.05 (Significant at 0.05 level)

It is depicted from table -1, that t-value between the means of Hindu and Muslim students on study habit's dimension school environment was found to be 2.244 which was greater than table value 1.973 at 0.05 level of significance but less than table value at 0.01 level of significance at degree of freedom (df) - 198. This indicates the fact that there was significant difference between Hindu and Muslim students on study habit's dimension school environment at 0.05 levels. Since mean difference was in favor of Hindu students which indicate the fact that Hindu students were found to have better school environment as their study habits in comparison of Muslim students.

To study the relationship between study habit's dimension school environment and academic achievement of Hindu and Muslim senior secondary student's, Pearson product moment correlation coefficient was calculated. Summary of product moment correlation between study habit's dimension school environment and academic achievement of Hindu and Muslim students is presented in Table - 2.

Table – 2 Summary of product moment correlation between study habit's dimension school environment and academic achievement and of Hindu and Muslim senior secondary students

Religion Variable	Hindu		Muslim	
	Academic Achievement	School Environment	Academic Achievement	School Environment
N	102	102	98	98
Sum	28757	2322	22744	2112
Sum of Squares	8377311	54492	5573394	46750
Mean	281.931	22.765	232.082	21.551
S.D.	51.686	4.02	55.141	3.567
Product	658440		494521	
Correlation	0.181		0.229*	
*P<0.05 (Significant at 0.05 level) ap>0.05 (Not significant at 0.05 level)				

It is evident from Table - 2 that Pearson product moment correlation coefficient between academic achievement and study habit's dimension school environment for Hindu students was found to be 0.181 which was less than table value 0.195 at 0.05 level of significance and at degree of freedom (df) - 100. This indicates the fact that academic achievement and study habit's dimension school environment for Hindu students were not found to be significantly correlated. Correlation coefficient between academic achievement and study habit's dimension school environment for Muslim students was found to be 0.229 which was greater than table value 0.199 at 0.05 level of significance and at degree of freedom (df) - 96. This indicates the fact that there was significant correlation between academic achievement and study habit's dimension school environment for Muslim students. Results of this section depicts that the academic achievement of Muslim students is positively and significantly related with study habit's dimension school environment but the academic achievement of Hindu students is not significantly related with study habit's dimension school environment.

Conclusion

The results show that there was significant difference between Hindu and Muslim students on study habit's dimension school environment. It was also found that Hindu students were found to have better school environment as their study habits in comparison of Muslim students. It is also concluded that the academic achievement of Muslim students is positively and significantly related with study habit's dimension school environment. The findings of the study are similar to the findings of Tope (2011) as he also found that school environment influence the reading habits of the students in secondary schools. These findings have also been supported by the findings of Patnaik and Basavaiyya 1991; Verma, 1996; Patel 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Riaz, A., Kiran, A. and Malik, N. H. 2002; Vyas, 2002; Anwar, 2013 in which it is indicated that academic achievement of the students are significantly related with study habits. But the academic achievement of Hindu students is not significantly related with study habit's dimension school environment.

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