Research Paper Education

Relationship Between Learning Environment and Study Habits Among Low, Average nd High Achievers in English of High School Students

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ABSTRACT

In this study, an attempt has been made to study the relationship between learning environment and study habits among low, average and high achievers in English of high school students. This Learning Environment Scale [LES]-Constructed and Validated by the investigator and Study Habits Inventory (SHI) standardised and validated by Dr.B.V.Patel were used to collect the data from a sample of 467 high school students in Pudhucherry Region, India. The survey method had been followed and random sampling technique was used in administration of the research tool. Findings reveal that the level of leaning environment among low, average and high achiever in English of high school students is average and the level of study habits among low, average and high achiever in English of high school students is average. It was also found that there is significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

KEYWORDS Learning environment, Study habits, Low, average and high achievers in English, High school students

INTRODUCTION

Learning Environment

Learning environment was defined by Anderson (1973) as "The interpersonal relationship among pupils, relation between pupils and their teachers, relationships between pupils and both the subject studied and the method of learning and finally, pupils' perception of the structural characteristics of the class. In order to measure these components of the learning environment, they developed the Learning Environment Inventory (LEI), which includes the statements covering the various variables of learning environment like Cohesiveness, Diversity, Formality Speed, Environment, Friction, Goal direction, Favouritism, Cliqueness, Satisfaction, Difficulty, Apathy, Democracy and Competitiveness.

Study Habits

Study implies investigation for the mastery of facts, ideas, or procedures, that as yet are unknown or only partially known to the individual. Any application of energy directed towards the learning of new material, the solution of a problem, the discovery of new relationships, or similar purpose full activity can be considered to be study. There are numerous reasons for a person's desiring to study.

Academic Achievement

According to the Dictionary of Education (1973) academic achievement refers to the achievement of Pupils in one or other academic subjects, such as reading, arithmetic and history. According to Chaplin (1965) "Academic achievement is satisfied level of attainment or proficiency in academic work as evaluated by teachers or by standardized test or by a combination of both".

OBJECTIVES OF THE STUDY

- To find out the level of learning environment among low, average and high achievers in English of high school students.
- To find out the level of study habits among low, average and high achievers in English of high school students.
- To find out whether there is any significant difference in the learning environment scores between male and female among low, average and high achievers in English of high school students.
- To find out whether there is any significant difference in the study habits scores between male and female among low, average and high achievers in English of high school students.
- To find out whether there is any significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

HYPOTHESES OF THE STUDY

- The level of learning environment among low, average and high achievers in English of high school students is low.
- The level of study habits among low, average and high achievers in English of high school students is low.
- There is no significant difference in the learning environment scores between male and female among low, average and high achievers in English of high school students.
- There is no significant difference in the study habits scores between male and female among low, average and high achievers in English of high school students.
- There is no significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

METHOD AND SAMPLE OF THE STUDY

The normative survey method has been adopted in this study. The random sampling technique has been used in the selection was used to collect the data from a sample of 467 high school students in Pudhucherry Region, India.

SCORING PROCEDURE

The learning environment scale consists of 54 items. The statements are given scores as 4, 3, 2 and 1 respectively for Strongly Agree, Agree, Disagree and Strong Disagree. The maximum score of the tool is 214 and the minimum score of the tool is 54. The low range is 154 and below,

average range is 155-187 and high range is 186 and above. The study habits inventory consists of 45 items. The positive statements are given scores as 5, 4, 3, 2 and 1 respectively for Always, Often, Sometimes, Seldom and Never. For the negative statements the scores are reversed. The maximum score is 225 and the minimum score is 45. The low range is 131 and below, average range is 132-163 and high range is 164 and above.

ANALYSIS AND INTERPRETATION DATA

The following statistical techniques have been used in the present study

Descriptive Analysis
Correlation Analysis

The analysis and interpretation are given the following tables.

Hypothesis 1

The level of learning environment among low, average and high achievers in English of high school students is low.

Table-1

Mean and Standard Deviation for the Learning Environment Scores Among Low, Average and High Achievers in English of High School Students

Level of Achievers	N	Mean	Standard Deviation
Low Achievers	131	161.56	13.54
Average Achievers	291	168.27	15.13
High Achievers	45	180.98	18.54
Total	467	170.27	15.74

From table 1, the calculated mean and standard deviation for learning environment among low, average and high achievers scores of the entire sample is found to be 161.56, 168.27, 180.98 and 13.54, 15.13 and 18.54 respectively. The average score is 159-267. Hence, the framed hypothesis 1 is rejected and it is concluded that the level of learning environment among low, average and high achievers in English of high school students is average.

Hypothesis 2

The level of study habits among low, average and high achievers in English of high school students is low.

Table-2

Mean and Standard Deviation for the Study Habits Scores Among Low, Average and High Achievers in English of High School Students

Level of Achievers	N	Mean	Standard Deviation
Low Achievers	131	136.46	14.82
Average Achievers	291	151.82	17.01
High Achievers	45	154.97	17.92
Total	467	147.75	16.58

From table 2, the calculated mean and standard deviation for study habits among low, average and high achievers scores of the entire sample is found to be 136.46, 151.82, 154.97 and 14.82, 17.01 and 17.92 respectively. The average score is 132-163. Hence, the framed hypothesis 2 is rejected and it is concluded that the level of study habits among low, average and high achievers in English of high school students is average.

Hypothesis 3

There is no significant difference in the learning environment scores between male and female among low, average and high achievers in English of high school students.

Table-3

Comparison of Learning Environment Scores among Low, Average and High Achievers in English of High School Students with Regard Gender

Level of Achievers	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Low Achievers	Male	63	161.62	14.52	0.31	Not Significant
	Female	68	160.90	12.33		
Average Achievers	Male	182	165.23	16.67	4.33	Significant
	Female	109	172.71	12.56		
High Achievers	Male	27	178.96	21.80	0.86	Not Significant
	Female	18	183.61	14.52		

Table 3, shows the computed 't' values for the learning environment scores between male and female among low, average and high achievers in English of high school students [0.31 < 1.96, 4.33 > 1.96 and 0.86 <1.96] which indicates that average achievers is significant where as low and high achievers are not significant. Hence, the framed null hypothesis 3 is rejected in the case of average achievers and accepted for others. And so it is concluded that there is a significant difference in learning environment between the male and female average achievers in English of high school students. But, no such a difference is observed in the case of high and low achievers in English of high school students with regard to gender.

Hypothesis 4

There is no significant difference in the study habits scores between male and female among low, average and high achievers in English of high school students.

Table-4

Comparison of Study habits Scores among Low, Average and High Achievers in English of High School Students with Regard Gender

Level of Achievers	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Low Achievers	Male	63	138.48	13.53	1.47	Not Significant
	Female	68	134.78	15.21		
Average Achievers	Male	182	148.28	17.73	5.62	Significant
	Female	109	159.95	16.75		
High Achievers	Male	27	156.15	13.92	0.14	Not Significant
	Female	18	155.28	22.63		

Table 4, shows the computed 't' values for the study habits scores between male and female among low, average and high achievers in English of high school students [1.47 < 1.96, 5.62 > 1.96 and 0.14 <1.96] which indicates that average achievers is significant where as low and high achievers are not significant. Hence, the framed null hypothesis 4 is rejected in the case of average achievers and accepted for others. And so it is concluded that there is a significant difference in study habits between the male and female average achievers in English of high school students. But, no such a difference is observed in the case of high and low achievers in English of high school students with regard to gender.

Hypothesis 5

There is no significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

Table-5
Co-Efficient of Correlation between Learning Environment and Study Habits

Level of Achievers	N	'r' value	Level of Significance at 0.01 level
Low Achievers	131	0.339**	Significant
Average Achievers	291	0.313**	Significant
High Achievers	45	0.417**	Significant

From table 3, it is inferred that, the co-efficient of correlation between learning environment and study habits among low, average and high achievers in English of high school students if found to be [r=0.339, 0.313 and 0.417 at 0.01 level] which indicates that there is a significant correlation between learning environment and study habits scores. Hence, the framed null hypothesis 3 is rejected and it is conclude that there is a significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

FINDINGS

- The level of learning environment among low, average and high achievers in English of high school students is average.
- The level of study habits among low, average and high achievers in English of high school students is average.
- There is a significant difference in learning environment between the male and female average achievers in English of high school students. But, no such a difference is observed in the case of high and low achievers in English of high school students with regard to gender.
- There is a significant difference in study habits between the male and female average achievers in English of high school students. But, no such a difference is observed in the case of high and low achievers in English of high school students with regard to gender.
- There is a significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

DISCUSSION

In the present study, it was found that the level of learning environment among low, average and high achievers in English of high school students is average and the level of study habits among low, average and high achievers in English of high school students is also average. There is significant difference between male and female in their learning environment and study habits for average achievers. This finding was similar to the findings of Amutha Sree. N(2011). Sucharita Parida . M(2003) found that the level of learning environment with regard to gender is high which is contradictory to the findings of this study. Moula J.M. (2010) found that there is significant relationship between learning environment and achievement , in this study it was found that there exist positive and significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

CONCLUSION

The low, average and high achiever in English of high school students have average learning environment and study habits. There is a significant relationship between learning environment and study habits among low, average and high achievers in English of high school students.

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