

A Correlative Study on Relationship of Study Habits and School Environment with Academic Achievement of Secondary School Students

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ABSTRACT

Habits are the small decisions an individual makes and performs every day. Habits play a potent role in determining the quality of one's life. The habits of the individuals form their personality and character, which in turn shape their fate. Education refers to an activity or process, which modifies the behavior of a person from instinctive to human behavior. This reveals the innate fact that education aims at discovering aptitudes and progressively preparing an individual for social activity and to become successful. Out of many factors contributing to a successful life, academic achievement is considered to play a crucial role. In today's highly competitive world, excelling in academic achievement has become a major propel among students to ensure their successful professional future. Study habits seem to play a crucial role in achieving the desired level of academic performance. Study habits are mostly extrinsic factors that ease the study process such as a sound study regime that includes how often a student engages in studying sessions, reviews the material, self-evaluate, rehearses explaining the material, etc. Two environments home and school share an influential space in a child's life. Next to family, is the school which is the most important experience in the process of child development. When the child enters school, he or she is presented with new opportunities in terms of socialization and cognitive development. Academic achievement is generally referred to as the learning outcomes of the students in various subjects of the curriculum in the given educational settings. It is the amount of learning in a subject or a group of subjects as implied by examination marks or grades. Study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students. The study was conducted on a sample of 50 secondary students of G.G.I.C. School, Rajpur Road, Dehradun. The participants were selected on the basis of randomization. The present study is a correlational study conducted over a period duration of 3 months from October 2021 to December 2021 was done to study the relationship of study habits and school environment with academic achievement of secondary students. Questionnaires were provided to the students in their free classes during school hours. Incomplete questionnaire responses were eliminated from the study. This study uses a personal information form that includes the demographic variables and two data collection tools. For assessing the Academic performance of the students CGPA of the last

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conducted exam will be used. The study shows that “There is no significant relationship of study habits and school environment with academic achievement of secondary students”. Some dimensions of the study habits and school environment like note-taking, time management, punishment, acceptance by the teachers influence the overall academic achievement of the students. Parents can utilize the findings of this study to provide necessary guidance regarding the time management, study habits of their wards. The study can also be helpful for the students as well as the working professionals to be more aware of their surroundings to help them be aware of it and keep control of their behavior and ask for any guidance and assistance from the professionals.

Keywords: *Study Habits, School Environment, Academic Achievement.*

Habits are the small decisions an individual makes and performs every day. Habits play a potent role in determining the quality of one's life. The habits of the individuals form their personality and character, which in turn shape their fate. Patterns of repetitive behaviors that are performed by an individual automatically, which do not require a conscious effort refer to the concept of habits. Practicing good habits have been emphasized by all cultures and societies of the world so that individuals lead happy and successful life. Habits are surely decisive factors in paving the path in one's life. Education refers to an activity or process, which modifies the behavior of a person from instinctive to human behavior. This reveals the innate fact that education aims at discovering aptitudes and progressively preparing an individual for social activity and to become successful. Out of many factors contributing to a successful life, academic achievement is considered to play a crucial role. In today's highly competitive world, excelling in academic achievement has become a major propel among students to ensure their successful professional future. Study habits seem to play a crucial role in achieving the desired level of academic performance.

STUDY HABITS: In simple terms, study habit is, acquiring a dedicated scheduled and uninterrupted time to implement one's self for the charge of learning. These learning tendencies enable students to work rigorously. So, it is a well-planned and conscious pattern of study which has accomplished a form of consistency on the part of the students towards the apprehension in academic subjects and passing the examinations (Chowdhury and Ghose, 2014). Study habits are mostly extrinsic factors that ease the study process such as a sound study regime that includes how often a student engages in studying sessions, reviews the material, self-evaluate, rehearses explaining the material, etc.

SCHOOL ENVIRONMENT: Human beings are always engrossed in a social environment that not only changes the very structure of the individual but also provides a readymade system of signs. Two environments home and school share an influential space in a child's life and there exists a unique juxtaposition between the two (Tucker & Bernstein, 1979). As Sagar and Kaplan (1972) stated, by its very nature, the family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behavior. Next to family, is the school which is the most important experience in the process of child development. When the child enters school, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behavior of students.

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ACADEMIC ACHIEVEMENT: Academic achievement is generally referred to as the learning outcomes of the students in various subjects of the curriculum in the given educational settings. It is the amount of learning in a subject or a group of subjects as implied by examination marks or grades. Academic achievement is given top priority when one is going for admission into institutions of higher learning or applying for some job. It has also been noticed that those who have better academic achievement are placed high in society. In the educational arena, academic achievement is highly appraised. Academic achievement is an umbrella term that refers to what a student has to attain in individual subjects of studies during the course of academic years. It encompasses many aspects of student's accomplishments in school including progress in core academic subjects like- maths, science, language, arts, and social studies as well as in subjects that are emphasized less frequently in the contemporary curriculum such as athletics, music, arts, and commerce (Kaurand Sharma, 2016). Academic achievement is a versatile and multifaceted phenomenon. There are innumerable factors that affect academic achievement viz. intelligence, personality, motivation, school environment, heredity, home environment, learning, the experience of school, interests, aptitudes, family background, socio-economic status of the parents, and many more. Notable differences in achievement of boys and girls have been reported in certain studies wherein boys have been found to notch up girls (Garikai and Bonga, 2010 and Umunadi, 2009) and girls out-shining boys (Asthana, 2012; Kumari and Chamudeshwari, 2015 and Singh, 2011). Studies have also revealed that boys and girls did not vary substantially in relation to academic achievement.

Need and Significance of the Study

Study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students. Academic achievement is a convoluted process that is influenced by several factors, such as study habits. Achievement is the end-product of all academic endeavors. The most concern of all academic efforts is to see that the learner achieves. The distressing phenomena: scholastic disappointment and failure have caused serious concern to educationists, guidance counselors, and academic planners for several decades as this amounts to colossal wastage of resources available for education. This necessitates serious inquest into the causes that underlie the factors resulting in underachievement and failure, in order that suggests that may be constructed to grapple with this huge problem (Mishra and Danga 2005). The failure rate in numerous examinations may depend on various factors however poor or ineffective study habits have been found as one of the main reasons. These days students do not devote sufficient time to their studies and seldom have proper study habits. It is felt that students with smart study habits are better than others. It is necessary to have a clear understanding of what benefits or hinders one's academic achievement. This is the premise on which this study is verified.

REVIEW OF LITERATURE

There is very little literature available, on the relationship of study habits and school environment with academic achievement and its related fields. Some of the research studies that were reviewed concerning the agenda of the current research are given below.

Mukhopadhyay, Dalip Kumar (1988) conducted a study entitled “identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics on students of secondary school”. The main objectives were (i) to identify the determinants of school climate and (ii) to examine the effect of school climate on the scholastic achievement of students. Methodology: All the secondary aided schools of

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districts Birbhum and Burdwan constitute the population. The sample consisted of 51 schools which are 10% of the population. Stratified random sampling was made with subdivision-wise distribution, sex, and location as the bases for stratification. School climate Description Questionnaire constructed by the investigator was used as a tool. The major findings were: Six distinct organizational climate types were identified on the basis of nine determinants. Out of the nine determinants of school climate headmaster-staff relationship, the administrative capacity of the headmaster, teachers 'job satisfaction, and 'physical facility of the school' were found to contribute significantly. The other determinants, viz. close supervision by the headmaster, teacher-student relationship, teacher-teacher relationship, dutifulness, and punctuality of teachers and student-student relationship were not found to be statistically significant.

Saraswati, Anil (1988) conducted a study entitled "Achievement-motivation, occupational aspiration and academic achievement of adolescents in different types of school climate in Aligarh District". The problem was to find the effect of school climate on certain personality characteristics of the child. The main objectives were: (i) to find out the occupational aspirations of adolescents, (ii) to find out the relationship between Achievement-motivation, occupational aspiration, and academic achievement of different groups and (iii) to find out the significance of difference among Achievement-motivation, occupational aspiration and academic achievement of adolescents in different types of school climates. Methodology: The sample comprised 1000 male and female students of Class X studying science and arts in the schools of rural and urban areas of Aligarh District using a random sampling procedure. Some major findings of the study were: Boys-girls, rural-urban students, science-art students significantly differed in their academic achievement, occupational aspiration, and achievement motivation. All the correlations obtained on the basis of school climate were significant.

Palsane and Sharma (1989) developed a study habits inventory comprising 45 statements, which measures the study habits of students in the following areas, namely, reading habits, learning techniques, memory, time schedule, physical conditions, examination, evaluation, etc.

Misra, K.S (2000) developed the school environment inventory designed to measure the psycho-social climate of schools as perceived by the pupils. It contains 70 items related to six dimensions of the school environment—I. creative stimulation, II. cognitive encouragement, III. permissiveness, IV. acceptance, V. rejection, and VI. control.

Mudasir, H. (2012) conducted a case study on higher secondary school students of Srinagar district. The research investigated the Study Habits and Academic Achievements of Higher Secondary Science and Arts students both boys and girls. Keeping the objectives of the study in view, 80 Higher Secondary students were selected randomly among them 40 students belonged to the Science stream and 40 belonged to the Arts stream. The results revealed females have better Study Habits than male, though, the Academic Achievements of males is better than the females. However, there is no significant difference between male and female Arts stream Higher Secondary students on Academic Achievements.

Jafari, H. et al (2019) conducted a study to investigate the status of study habits and their relationship with academic achievement in medical sciences students in Kermanshah-Iran. A cross-sectional study was carried out on 380 medical sciences students at Kermanshah

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University of Medical Sciences. The samples were randomly assigned. Results showed the status of study habits in 81.3% of the students was at a moderate level. Results reveal a direct and significant correlation between study habits and academic achievement.

Riaz, A. et al. (2002) conducted a survey to check the influence of study habits on the learning outcomes of the students. The results depict a strong impact of study habits on the educational achievement of learners. Study implies investigation for the proficiency of facts, ideas, or procedures that are yet unknown or only partially known to the individuals. A number of factors are related to this specific cause, the effectiveness of study habits occupies a crucial place among these.

Lawrence, A. S. Arul (2014) conducted a study to find the significant association between study habits and academic achievement of higher secondary school students with reference to the background variables. A survey method was employed. Study Habits Inventory by Anantha (2004) and the Quarterly Test Achievement Questions were used to collect data from 300 students in 13 higher secondary schools. The finding reveals that there was no remarkable difference between study habits and academic performance of higher secondary school students.

Arora, R. (2016) conducted a study where a representative sample of 100 students studying in the 9th class was selected on the basis of randomization from senior secondary schools of Ludhiana district of Punjab (India). Marks obtained by the adolescents in the previous annual examinations were taken as an index of Academic Achievement. The study further reveals that there is a strong positive correlation between study habits and the academic performance of adolescents.

METHODOLOGY

Statement of the Problem:

Relationship of study habits and school environment with academic performance.

The objective of the study:

To examine the relationship of study habits and school environment with academic achievement of secondary students.

The following sub-problems were formulated to achieve this aim:

1. What are the study habits of the targeted sample?
2. How school environment influence the students?
3. To find the correlation between study habits and academic performance in relation to academic performance.

Independent Variable:

The independent variable is those that are deliberately manipulated to invoke a change in the dependent variable. It is that factor that is measured and manipulated or selected by the experimenter to determine its relationship to an observed event.

In brief, The study's Independent variables are academic performance and age.

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Dependent variables:

The dependent variables are those which are observed to change in response to the independent variables. The dependent variables on the other hand usually can be directly controlled.

The study's Dependent variables are Study habits and school environment.

Hypothesis

Hypothesis refers to a testable and tentative statement about the solution to a problem.

Hypothesis: There is no significant relationship between study habits and school environment with the academic achievement of secondary students.

Sample and Sampling

In the generic sense of the term, the sample is any number of persons selected to represent the population according to some rule or plan. The selection of samples is one of the significant first and foremost work in any scientific study. The selection of samples is done from the population. Thus, a sample is a small representation of the population.

Sample selected for this study: The study was conducted on a sample of 50 secondary students of G.G.I.C. School, Rajpur Road, Dehradun.

Sampling

Sampling is the process of selecting samples from the population.

Study Method:

The present study is a correlational study conducted over a period duration of 3 months from October 2021 to December 2021 was done to study the relationship of study habits and school environment with academic achievement of secondary students. Questionnaires were provided to the students in their free classes during school hours. Incomplete questionnaire responses were eliminated from the study.

DATA COLLECTION AND ANALYSIS

Data Collection

The objectives and purpose of the research study was clearly communicated to all the participants who consented to be a part of the study. The questionnaires were distributed to the participants in the school with no time restriction to complete it. They were instructed not to omit any question. The data collected was kept confidential and was executed for further analysis.

Data Collection Tools:

This study uses a personal information form which includes the demographic variables and two data collection tools.

- **Palsane and Sharma (1989)** developed a study habits inventory comprising 45 statements with a 3 point likert scale which measures the study habits of students in the following areas, namely, budgeting time, reading ability, note taking, learning techniques, memory, time schedule, physical conditions, examination, health, etc.
- **Misra, K.S (2000)** developed the school environment inventory designed to measure the psycho-social climate of schools as perceived by the pupils. It contains 70 items with a 5 point likert scale related to six dimensions of the school environment—I.

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creative stimulation, II. cognitive encouragement, III. permissiveness, IV. acceptance, V. rejection, and VI. control.

For assessing Academic performance of the students CGPA of the last conducted exam will be used.

RESULT AND ANALYSIS

The study shows that coefficient of correlation between academic achievement and study habits of secondary students is 0.11 which is not significant even at 0.05 level of significance so the null hypothesis “There is no significant relationship of study habits and school environment with academic achievement of secondary students” is retained. Thus, it can be interpreted from the Table 1 that there is no significant relationship between academic achievement and study habits of secondary school students. Further the coefficient correlation between academic achievement and school environment with its various dimensions was calculated of secondary students is -0.14 which is negatively significant at 0.01 level of significance. So, the null hypothesis viz. “There is no significant relationship of study habits and school environment with academic achievement of secondary students” is detained. It means that school environment is negatively related to academic achievement of secondary students. But this relation is not significant.

Table 1: Relationship between academic achievement and study habits of secondary students.

Variable	Coefficient of correlation	Level of significance
Study Habits	0.11	NS

N=50

Coefficient of correlation of academic achievement with school environment.

Table 2: Relationship between academic achievement and school environment.

Variable	Coefficient of correlation	Level of significance
School Environment	-0.14	0.01

Table 3 – Showing the result of mean, correlation between the variables

	ACADEMIC PERFORMANCE	STUDY HABITS	SCHOOL ENVIRONMENT
Mean	60.86	Mean	65.22222222
Standard Error	1.017002398	Standard Error	1.098912631
Median	60.5	Median	64.44444444
Mode	60	Mode	64.44444444
Standard Deviation	7.191292921	Standard Deviation	7.77048573
Sample Variance	51.71469388	Sample Variance	60.38044848
Kurtosis	-0.225674039	Kurtosis	0.514761991
Skewness	0.104688995	Skewness	0.010516253
Range	32	Range	37.77777778
Minimum	45	Minimum	45.55555556
Maximum	77	Maximum	83.33333333
Sum	3043	Sum	3261.111111
Count	50	Count	50

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DISCUSSION

Out of many factors contributing to a successful life, academic achievement is considered to play a crucial role. In today's highly competitive world, excelling in academic achievement has become a major propel among students to ensure their successful professional future. Study habits seem to play a crucial role in achieving the desired level of academic performance. Study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students. Academic achievement is a convoluted process that is influenced by several factors, such as study habits.

The study was conducted on a sample of 50 secondary students of G.G.I.C. School, Rajpur Road, Dehradun. The participants were selected on the basis of randomization. The present study is a correlational study conducted over a period duration of 3 months from October 2021 to December 2021 was done to study the relationship of study habits and school environment with academic achievement of secondary students. Questionnaires were provided to the students in their free classes during school hours. Incomplete questionnaire responses were eliminated from the study. This study uses a personal information form that includes the demographic variables and two data collection tools. For assessing the Academic performance of the students CGPA of the last conducted exam will be used.

The study shows that “There is no significant relationship of study habits and school environment with academic achievement of secondary students”. Some dimensions of the study habits and school environment like note-taking, time management, punishment, acceptance by the teachers influence the overall academic achievement of the students.

Limitations of the Study

This study on the relationship of study habits and school environment with academic achievement of secondary school students is a relatively less explored area. Certain limitations of this study were identified as presented.

1. The respondents of this study were not true representative samples because obtaining a representative sample was limited by time availability. Larger sample size could be a better representation of the total population; this restricts the generalization of the findings to a larger scale.
2. The tool used in the study was lengthy and fatigue can influence the data due to time constraints.
3. The sample in this study was mainly restricted comprising of the secondary students.
4. The questionnaires adopted were the only tools used for the collection of data. Results obtained could be affirmed by other instruments and observation techniques also.

Suggestions for Further Studies

Keeping in mind the scope of the present study various suggestions could be incorporated on the related aspects of the relationship of study habits and school environment with academic achievement of secondary students in particular and in the general population at large:-

1. In the future the new researcher can increase the size of the sample to get significant results.
2. The new researcher can use a less lengthy questionnaire.
3. Study can be conducted in different age groups and classes.
4. Study can be conducted on the impact or effects of the home environment on the academic performance of the students.

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5. Studies can be conducted on the effects of the school environment and the psychological well-being of the students.

Implications of the Study

The findings of the present study provide a landmark source of information for educationists, administrators, and education policymakers. The information can be utilized as a source database for the parents, teachers as well as counselors to monitor study habits and students' behavior. This will enable them to provide timely intervention and counseling to prevent and control further repercussions of students' environment and other maladaptive behavior. Parents can utilize the findings of this study to provide necessary guidance regarding the time management, study habits of their wards. The study can also be helpful for the students as well as the working professionals to be more aware of their surroundings to help them be aware of it and keep control of their behavior and ask for any guidance and assistance from the professionals. To further help students on their academic performance and psychological wellbeing a “realistic approach” is recommended to focus on their behaviors and keep them engaged in meditation and outdoor activities.

CONCLUSION

After going through the findings and discussion, the following conclusions are drawn. These conclusions may be seen in accordance with the sample and tools used by the investigator.

- No significant relationship is found between study habits and academic achievement of secondary school students.
- It is concluded that the school environment does not affect the academic achievement of students. But rejection dimension shows a significant negative correlation with academic achievement. More the rejection, lesser is the academic achievement.
- There is no correlation between study habits and the academic achievement of girls. Further study habit does not play a significant role in academic achievement.

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Conflict of Interest

The author(s) declared no conflict of interest.

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