Comparative Study

Comparative Study on Study Habits and Classroom Climate of Secondary School Students

Dr. M. Soundararajan[1], Mr. K. Balasubramanian[2]*, Dr. R. Saraswathy[3]

ABSTRACT

Habits are the little choices a singular makes and plays out each day. Habits assume a powerful part in deciding the nature of one's life. The propensities for the people structure their character and character, which thus shape their destiny (Ruchi Setia, Dr. Rajiv Ranjan). The current study aims to find out the comparative analysis on Study Habits and Classroom Climate of Secondary school students. Normative survey method has been adapted. Simple random sampling technique was advocated. Totally 520 school students of 7 schools has taken up as a sample. To find out the significant relationship between Study Habits and Classroom Climate of secondary students, Study Habits Inventory and Classroom Climate scale were developed and validated by the investigator (2022) was utilized. The Major finding encompassed that there is a significant High Positive Correlation between Study Habits and Classroom Climate(r-0.713). Capitalizing on positive factors, educators and stakeholders can work together to create a conducive and enriching learning environment for all secondary students.

Keywords: *Study Habits, Classroom Climate, Secondary School Students*

Study habits are generic rather than specific in terms of their importance. It has very long-reaching effects deep into the life of individuals. While one can and usually does presume a delta point in the life of an individual whereby the study habits get fixed by a certain age, possibly such patterns get fixed only in over behaviours like study sets, drilling, etc. The covert behaviours, like concentration, comprehension, and task orientation change with each important change in the life stages.

The type of atmosphere in the classroom; established for kids by the school, teachers, and peers is referred to as classroom climate, and it covers all socio-psychological components of classroom life. Sharing a shared interest and working, through coordinated efforts toward a common goal, organized, and lessons that are well-planned are examples of this. The furniture in the classroom is arranged in a specific way, the availability of useful resource

[1]Dean of Faculty, Prof & Head, Department of Value Education, Tamil Nadu Teachers Education University, Chennai
[2]Assistant Professor of Biological Science, Thiagarajar College of Preceptors (Aided), Madurai
[3]Assistant Professor of Mathematics, Sri Sarada College of Education (Autonomous), Salem
*Corresponding Author

materials, the duration of each class hour, as well as the teaching style and tempo all had an impact on the classroom environment (Chapin and Eastman 1996).

Need for the Study

Study habit is the pattern of behavior of students adopt during their studies which is means of learning. Study habit also shows the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedules like frequency of studying sessions, reviews of material, etc. by taking place in an environment that is helpful to studying. Study attitude is the positive attitude of the students towards the particular act of study and the acceptance and approval of the students to the whole goals of a college education. Study attitude is different from the study habits but both the study habits and attitudes of students are measured by their time management and attitudes toward teachers, work methods, and acceptance of education. Study Habit is the system of behaviour followed by students in the activity of their studies which helps as the mean of learning. Study habit is the degree to which the student involves in regular acts of studies and the acts of studies are characterized by regular studying schedules like frequency of studying sessions, reviews of material, etc. by taking place in an environment that is helpful to studying.

LITERATURE REVIEW

Yap (2019) investigated the factors affecting the student's study habits in a sample entailing 50 college students. Through statistical techniques, it can be clearly seen that there was a key difference in sex and age in relation to time management and age only in terms of teaching policies, and found that study habits and academic performance differed significantly.

Geetha.D. and Tharanie.K. (2017) evaluated the impact of classroom climate on high school student's academic performance. A survey was used to evaluate the classroom environment and academic performance of upper-secondary students. Using a simple random sample technique, the researcher recruited 300 children from five Government and private schools in and around Coimbatore, Tamil Nadu, for this study. To find out the relation between classroom setting and academic achievement among a sample of high school students, according to the research.

METHOD

The normative survey method was adopted in the study. The present study is focused to find out the Study habits of IXth Standard Students in relation to their Classroom Climate.

Population

The population of the study habits of IXth standard students in relation to their home environment and classroom climate in Dindigul district in the year 2022 – 2023.

Sample

A stratified random sampling technique was adopted in this present study. In the study, 520 IXth standard students from 7 select schools during the year 2022 -2023 formed the sample.

Research Variables Used in this Study

The present study has been undertaken with reference to the following variables.

1. Dependent Variable
- Study habits

2. Independent Variables
- Classroom Climate

Tools Used in the Study
To study the present problem researcher employed the following tools are prepared
and validated by the investigator.
1. Study Habit Inventory
2. Classroom climate Scale

Objectives
1. To find out the level of Study Habits of IXth standard students.
2. To find out the level of Classroom Climate of IXth standard students.
3. To find out whether there is any significant difference in the study Habits and Classroom Climate of IXth standard students based on the demographic variables.
   - ❖ Gender
   - ❖ Locality
   - ❖ Medium of Instruction
     To find out whether there is any significant relationship between the study habits and Classroom climate of IXth standard students.

Hypothesis
1. The level of study habits of IXth standard students is moderate.
2. The level of classroom climate of IXth standard students is moderate.
3. There is no significant difference in the study habits and classroom climate of IXth standard students based on Gender.
4. There is no significant difference in the study habits and classroom climate of IXth standard students based on the Locality.
5. There is no significant difference in the study habits and classroom climate of IXth standard students based on the Medium of Instruction.
6. There is no significant relationship between the study habits and classroom climate of IXth standard students.

Hypothesis Testing
Percentage Analysis of Study Habits and Classroom Climate:

VARIABLE	LOW		MODERATE		HIGH	
	N	**%**	**N**	**%**	**N**	**%**
Study habits	93	20.39	233	51.09	194	37.30
Classroom Climate	103	22.58	197	43.20	220	34.21

From the table, it is noticed that among the sample, 233 (51.09%) IXth standard Students are a moderate level in study habits, 194 (37.30 %) IXth standard students have a high level in study habits while 93 (20.39%) IXth standard students have the low level in study habits. Hence the null hypothesis "The level of study habits of IXth standard students is moderate" is accepted. It is noticed that among the sample, 197 (43.20%) IXth standard students are at a moderate level in the classroom climate, 156 (43.20%) IXth standard students have a high level in classroom climate while 103 (22.58%) IXth standard students have the low level in classroom climate. Hence the null hypothesis "The level of classroom climate of IXth standard students is moderate" is accepted. Hence, it can be concluded that the IXth standard students fall under Moderate level of Study Habit and Classroom Climate. It is because of

opportunity not gained by the students and teacher lacks to reinforce the students in the classroom environment.

H3: There is no significant difference in the study habits of IXth standard students based on Gender.

VARIABLE	GENDER	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Study habits	Boys	216	65.09	13.008	5.302	Significant
	Girls	304	71.34	13.564		

From the above table, it is inferred that t- value (5.302) is greater than the table value (1.96) at the 0.05 level. The girl's mean score is (71.34) which is better than the boy's mean score (65.09). Hence there is a significant difference between the high school boys and girls IXth students on their study habits mean scores. Therefore, the above null hypothesis is rejected.

H4: There is no significant difference in the study habits of IXth standard students based on the Locality.

VARIABLE	LOCALITY	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Study habits	Rural	298	60.78	13.890	3.167	Significant
	Urban	222	56.90	13.765		

From the above table, it is inferred that t- value (3.167) is greater than the table value (1.96) at the 0.05 level. The rural area's mean score is (60.78) which is better than the urban area's mean score (56.90). Hence there is a significant difference between the rural and urban on their study habits mean scores. Therefore, the above null hypothesis is rejected.

H5: There is no significant difference in the study habits of IXth standard students based on the Medium of Instruction.

VARIABLE	MEDIUM OF INSTRUCTION	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Study habits	Tamil	302	60.45	13.456	0.456	Not Significant
	English	218	59.90	13.763		

From the above table, it is inferred that t- value (0.456) is less than the table value (1.96) at the 0.05 level. The Tamil Medium of Instruction Groups mean score is (60.45) which is better than the English Medium of Instruction mean score is 59.90. Hence there is a significant difference between the Tamil and English IXth students in their study habits mean scores. Therefore, the above null hypothesis is accepted.

H3A: There is no significant difference in the classroom climate of IXth standard students based on Gender.

VARIABLE	GENDER	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Classroom climate	Boys	216	52.34	14.667	3.967	Significant
	Girls	304	57.56	14.989		

From the above table, it is inferred that t- value (3.967) is greater than the table value (1.96) at 0.05 level. The girls mean score is (57.56) is better than boys mean score (52.34). Hence there is significant difference between the boys and girls IXth students on their classroom climate mean scores. Therefore, the above null hypothesis is rejected.

H4A: There is no significant difference in the classroom climate of IXth standard students based on the Locality.

VARIABLE	LOCALITY	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Classroom climate	Rural	298	51.89	14.678		
	Urban	222	50.56	14.087	1.045	Not Significant

From the above table, it is inferred that t- value (1.045) is lesser than the table value (1.96) at 0.05 level. The rural area mean score is (51.89) is better than urban area mean score (50.56). Hence there is no significant difference between the rural and urban on their classroom climate mean scores. Therefore, the above null hypothesis is accepted.

H5A: There is no significant difference in the classroom climate of IXth standard students based on the Medium of Instruction.

VARIABLE	MEDIUM OF INSTRUCTION	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Classroom climate	Tamil	302	54.90	14.678		
	English	218	50.98	14.890	2.979	Significant

From the above table, it is inferred that t- value (2.979) is greater than the table value (1.96) at 0.05 level. The Tamil medium mean score is (54.90) is better than English medium mean score (50.98). Hence there is significant difference between the Tamil and English IXth students on their classroom climate mean scores. Therefore, the above null hypothesis is rejected.

H6: There is no significant relationship between the study habits and classroom climate of IXth standard students.

VARIABLES	STUDY HABITS	CLASSROOM CLIMATE
STUDY HABITS	1	
CLASSROOM CLIMATE	0.713**	1

** Table value of r for df 520 at 0.01 level is 0.121.

From the above table, it is understood that study habits have positive correlation with classroom climate.0.713 is indicates that the High Positive Correlation of Study Habits and Classroom Climate of IXth Standard students.

Findings
- The level of Study Habits and the classroom climate of IXth standard students are moderate.'
- The girl's mean score is (71.34) which is better than the boy's mean score (65.09).
- The rural area's mean score is (60.78) which is better than the urban area's mean score (56.90).
- The Tamil Medium of Instruction Group mean score is 60.45, which is better than the English Medium of Instruction Group mean score is 59.90.

- The girl's mean score of Classroom Climate is (57.56) is better than boys mean score (52.34).
- The rural area mean score is (51.89) is better than urban area mean score (50.56) of Classroom Climate of IXth Standard students.
- The Tamil medium mean score is (54.90) is better than English medium mean score (50.98) in their Classroom Climate.
- Correlational value of 0.713 is indicates that the High Positive Correlation of Study Habits and Classroom Climate of IXth Standard students.

DISCUSSION

The present study aimed to conduct a comparative investigation into the study habits and classroom climate of secondary students. The study explored how these two factors might differ between students in a secondary education setting. The findings provide valuable insights into the learning behaviors and classroom dynamics that could influence students' academic performance and overall learning experience.

The analysis of study habits revealed interesting patterns among secondary students. It was found that a significant portion of the students exhibited regular and consistent study habits, emphasizing the importance of disciplined learning routines. These students likely benefited from a structured approach to their studies, leading to better time management and increased productivity. A notable percentage of students were observed to have irregular study habits or lack a systematic approach to their studies. This group may struggle with time management and might not fully realize their academic potential due to inadequate study strategies. Understanding the factors contributing to these suboptimal study habits can guide educators in designing targeted interventions to improve academic outcomes. Educators and parents can collaborate to create the favourable learning environment that encourages and reinforces effective study habits.

Fostering a positive classroom climate is essential for creating an optimal learning environment. Schools and educational institutions should invest in professional development programs to empower teachers with effective classroom management techniques and communication skills. This can lead to more supportive and engaging classroom climates that nurture students' academic growth and emotional well-being.

REFERENCES

Acheaw, M. O., & Larson, A. G. (2014). Reading habits among students and its effects on academic performance: A study of students of koforidua Polytechnic. Library Philosophy and Practicee-journal, 13(2),1-22.

Bhan, K. S., & Gupta, R. (2010). Study habits and academic achievement among the students belonging to SC and None SC Groups. Journal of Applied Research in Education, 15(1), 1-9.

Ergene, T. (2011). The relationships among test anxiety, study habits, achievement, motivation, and academic performance among Turkish High School Students. Education and Science, 36 (160), 320-330.

Mashayekhi, F., et.al (2014). The relationship between the study habits and the academic achievement of students in the islamic azad university of Jiroft branch. International Journal of Current Research and Academic Review, 2(6), 182-187.

Ruchi, S. & Rajiv, R. (2023). A Correlative Study on Relationship of Study Habits and School Environment with Academic Achievement of Secondary School Students. *International Journal of Indian Psychology*, *11(2), 673-682.*

Conflict of Interest
The author(s) declared no conflict of interest.