**International Journal of Social Science and Humanities**
**www.humanitiesjournals.com**
**Online ISSN: 2664-8628 Print ISSN: 2664-861X**
**Received: 01-02-2023, Accepted: 03-03-2023, Published: 18-03-2023**
**Volume 5, Issue 1, 2023, Page No. 110-111**

# The relationship between study planning and study environment of undergraduate students

**Dr. Sulagna Chatterjee**
Assistant Professor, Department of Education, Chandraketugarh Sahidullah Smriti Mahavidyalaya, West Bengal, India

**Abstract**
A Study plan is a summary of the subject requirements of your course and indicates when planned subjects should be studied. It indicates the subjects you have completed, are currently enrolled in are planned for the future and those for which you have been granted advanced standing/credit for previous studies/ experience.
The complex set of physical, geographic, biological, social, cultural and political conditions that surround and individual or organism and that ultimately determines the form and nature of its learning.

**Keywords:** Study planning, study environment, achievement, study habit

## Introduction

21st century learning can be defined as student-centered learning. We refer to it this way because 21st century innovations make student-centered learning possible on an unprecedented scale. One must concentrate on study skills. Study skills are the skills one need to enable him / her to study and learn efficiently. Study skills, *academic skill*, or *study strategies* are approaches applied to learning. Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments.
Looking at the history of mankind, we find that each century has witnessed different transformations. Accordingly, there has been new emphasis and shift in educational processes (Mangal, 2001, p.1) [1]. Education is an activity or process, which modifies the behavior of a person from insinctive to human behavior (Taneja, 2003, p.9) [2]. Achievement is the end-product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. The distressing phenomena: scholastic underachievement and failure have caused serious concern to educationists, guidance counselors and educational planners for several decades as this amount to colossal wastage of resources available for education. That is why we have to consider the different dimensions of study habit.

## Methods

### Objective of the Study

1. To examine and compare the extent of Study Planning and Study environment in undergraduate students of Science and Arts stream.
2. To examine and compare the extent of Study Planning and Study environment in undergraduate male and female students.

### Hypotheses

**HO:** 1.0 No significant difference exists between the mean scores in Study Planning of undergraduate students of Science and Arts stream.

**HO:** 1.1 No significant difference exists between the mean scores in Study Planning of undergraduate male and female students.

**HO:** 2.0 No significant difference exists between the mean scores in study environment of undergraduate students of Science and Arts stream.

**HO:** 2.1 No significant difference exists between the mean scores in study environment of undergraduate male and female students.

### Design of the Study

The study was intended to measure the mean difference through T test. Major variables are Study planning and study environment. Categorical variable of the study is gender which has been divided into male and female category. The present study targeted 100 students of second, fourth and sixth semester at undergraduate level, in the academic year 2021. The tool for data collection by the researcher is the standardized scale of study habit (Sen Barat, K., 1988). Out of five dimension of the scale the researcher have taken two dimensions, namely Study planning and Study Environment.

## Results

**Table 1:** T-test between the mean scores of Humanities and Science students

| **T-Test: Two-Sample Assuming Unequal Variances Variable-1 (study planning)** | | |
|---|---|---|
| **Measures** | **Science** | **Humanities** |
| Mean | 30.52 | 28.12 |
| Variance | 7.926667 | 19.61 |
| Observations | 25 | 25 |
| df | 41 | |
| T Stat | 2.286786 | |
| P(T<=t) one-tail | 0.013721 | |
| t Critical one-tail | 1.682878 | |
| P(T<=t) two-tail | 0.027443 | |
| t Critical two-tail | 2.019541 | |
| Calculated value (2.286) is greater than table value (2.019), p value or Alpha value is less than 0.05 so the null hypothesis (HO 1.0) is rejected. It can be said that there is significant difference between the mean scores of study planning of undergraduate students of Science and Humanities stream. | | |

| T-Test: Two-Sample Assuming Unequal Variances Variable-2 (study environment) | | |
|---|---|---|
| **Measures** | **Science** | **Humanities** |
| Mean | 24.96 | 23.04 |
| Variance | 6.206666667 | 6.706666667 |
| Observations | 25 | 25 |
| df | 48 | |
| T Stat | 2.671480769 | |
| P(T<=t) one-tail | 0.005140781 | |
| t Critical one-tail | 1.677224196 | |
| P(T<=t) two-tail | 0.010281562 | |
| t Critical two-tail | 2.010634758 | |
| Calculated value (2.671) is greater than table value (2.010), P value or Alpha value is less than 0.05 so the null hypothesis (HO 2.0) is rejected. It can be said that there is significant difference between the mean scores of study environment of undergraduate students of Science and Humanities stream. | | |

**Table 2:** T-test between the mean scores of boy and girl students

| T-Test: Two-Sample Assuming Unequal Variances Variable-1 (study planning) | | |
|---|---|---|
| **Measures** | **Female** | **Male** |
| Mean | 27.76 | 30.56 |
| Variance | 12.77333 | 15.25666667 |
| Observations | 25 | 25 |
| df | 48 | |
| T Stat | -2.64434 | |
| P(T<=t) one-tail | 0.005514 | |
| t Critical one-tail | 1.677224 | |
| P(T<=t) two-tail | 0.011027 | |
| t Critical two-tail | 2.010635 | |
| Calculated value (2.644) is greater than table value (2.010), P value or Alpha value is less than 0.05 so the null hypothesis (HO 1.1) is rejected. It can be said that there is significant difference between the mean scores of study planning of undergraduate students of Female and Male students. | | |

| T-Test: Two-Sample Assuming Unequal Variances Variable-2 (study environment) | | |
|---|---|---|
| **Measures** | **Female** | **Male** |
| Mean | 22.96 | 24.48 |
| Variance | 7.706666667 | 4.01 |
| Observations | 25 | 25 |
| df | 44 | |
| T Stat | -2.220299468 | |
| P(T<=t) one-tail | 0.01579803 | |
| t Critical one-tail | 1.680229977 | |
| P(T<=t) two-tail | 0.03159606 | |
| t Critical two-tail | 2.015367574 | |
| Calculated value (2.220) is greater than table value (2.015), P value or Alpha value is less than 0.05 so the null hypothesis (HO 2.1) is rejected. It can be said that there is significant difference between the mean scores of study environment of undergraduate students of Female and Male students. | | |

## Discussion

- The work of Curriculum framing will be an interesting job in order to include different dimensions of study habit as to enhance the students' adaption.
- It is now a known fact that study skills have a great impact on students' performance level.
- The students can be taught the proper study skills as to enhance their performance.
- The study has a great impact on classroom teaching.
- The relationship between study habit and preparation level in positively correlated.

## Conclusion

The present study has focused on study planning and study environment of undergraduate students. The data was collated from students of second, fourth & six semesters respectively. The study reveals that a proper study related behavior of the students will have a positive impact on their performance. Based on the major findings of the study, it can be concluded that a good study habit certainly has an impact on the performance of the students. Most of the students are unaware of the positive impact of study habit. If the study environment is conducive then it will be of great benefit for the students learning. Therefore more emphasis needs to be laid on imparting study skill related training for the students.

## References


1. Mangal SK. Teachers Education Trends and Strategies. New Delhi: Radha publications, 2001.
2. Taneja VR. A Socio-philosophical Approach to Education. New Delhi: Atlantic publishers and distributors, 2003.
3. Dr. Sarkar S, Koner S. A study on environmental attitude and environmental achievement among secondary school students of Paschim. International Journal of Research, 2018, 7.
4. Musingafi MCC, Zebron S. The Classroom Situation: Improving Study Habits of Secondary School Students in Zimbabwe. Journal of Education and Literature, 2014, 1(4).
5. Nadeem PNA, Puja J. A Study habits and academic achievement of kashmiri & ladakhi adolescent girls: A Comparative Study. Turkish Online Journal of Distance Education, 2014, 15(2).
6. Sherafat R, Murthy CGV. A Study of Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City. The International Journal of Indian Psychology, 2016, 3(2).
7. Tus J, Rayo F. The learners' study habits and its relation on their academic performance. International Journal of All Research Writings, 2020, 2(6).