



The relationship between study execution & study environment of undergraduate students

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Abstract

Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learners achieve. The distressing phenomena of scholastic underachievement and failure have been caused serious concern to the educationists, guidance counselors and educational planners for several decades as this amount of colossal wastage resources available for education. This is why focus is to be given on the patterns of study habit of the students. The present study investigates the relationship between study execution & study environment of the undergraduate students.

Keywords: Study execution, study environment, achievement, study habit

Introduction

The pattern of 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.

Objective of the Study

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

Hypotheses

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

HO: 1.1 No significant difference exists between the mean scores in Study execution 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.

Methodology 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 dimensions of the scale the researcher has taken two dimensions, namely Study execution 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 execution)		
Measures	Science	Humanities
Mean	25.48	23.44
Variance	8.676667	4.006667
Observations	25	25
df	42	
T Stat	2.864069	
P(T<=t) one-tail	.003251	
t Critical one-tail	1.681952	
P(T<=t) two-tail	.006502	
t Critical two-tail	2.018082	

Calculated value (2.864) is greater than table value (2.018), 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 execution of undergraduate students of Science and Humanities stream.

t-Test: Two-Sample Assuming Unequal Variances Variable-2 (study environment)		
Measures	SCIENCE	HUMANITIES
Mean	18.04	20.12
Variance	7.54	7.526667
Observations	25	25
df	48	
T Stat	- 2.67932	
P(T<=t) one-tail	.005037	
t Critical one-tail	1.677224	
P(T<=t) two-tail	.010075	
t Critical two-tail	2.010635	

Calculated value (-2.679) 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 accepted. 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 execution)		
Measures	Female	Male
Mean	23.8	25.72
Variance	6.083333	6.793333
Observations	25	25
df	48	
T Stat	- 2.67528	
P(T<=t) one-tail	.00509	
t Critical one-tail	1.677224	
P(T<=t) two-tail	.010181	
t Critical two-tail	2.010635	
Calculated value (-2.675) 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 accepted. It can be said that there is significant difference between the mean scores of study execution of undergraduate students of Female and Male students.		
t-Test: Two-Sample Assuming Unequal Variances Variable-2 (study environment)		
Measures	Female	Male
Mean	20.24	18
Variance	7.69	7.916667
Observations	25	25
df	48	
T Stat	2.835065	
P(T<=t) one-tail	.003343	
t Critical one-tail	1.677224	
P(T<=t) two-tail	.006686	
t Critical two-tail	2.010635	
Calculated value (2.835) is greater than table value (2.010), 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.		

Recommendations

- 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.

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