



**To Measure the Correlation between Various Indicators of Social Environment and Different Components of Study Habits of Students of Jawahar Navodaya Vidyalayas in Haryana**

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**ABSTRACT**

The study was planned to meet the desired objectives and Null Hypotheses (Ho). A sample of 5 schools selected out of 20 secondary schools of Jawahar Navodaya Vidyalayas of Haryana state. To further carry on the research a sample of 400 students spread over 5 selected Jawahar Navodaya Vidyalayas constituted the basis of the study. A non-significant difference was observed in all the five characters viz; (Comprehension, Concentration, Task Orientation, Interaction and Recording) indicators and the attribute total study habit score of boys and girls. The analysis suggested that the study habit of boys and girls sample students studying in the Navodaya Vidyalaya of Haryana was of similar nature.

It was concluded that there is a highly significant ( $P < .05$ ) correlation between the various factors of Interaction and Recording component of study habit and not tolerating bullying and harassment component of various component of social environment of sample secondary school students of Jawahar Navodaya Vidyalaya in Haryana state. Increasing the Interaction effect and Recording component of study habit can show growth in the not tolerating bullying and harassment component of social environment. Analysis of data also inferred that there is highly significant ( $P < .05$ ) relationship among the various component of study habit for the sample of secondary school students of Jawahar Navodaya Vidyalaya of Haryana state.

(i) It was further concluded that there is a highly significant ( $P < .05$ ) correlation between the concentration indicator of study habit and Forbidding physical punishment and violence component of social environment of secondary school male students of Jawahar Navodaya Vidyalaya in Haryana state Improving /Increasing component of study habit can able to improve/ enhance the Forbidding physical punishment and violence component of social environment.

(ii) Results of analysis indicate that a highly significant ( $P < .05$ ) correlation between the Comprehension and Recording component of study habit and not tolerating bullying and harassment component of social environment of

sample of secondary school female students of Jawahar Navodaya Vidyalaya in Haryana state was found. Increasing Comprehension and Recording component of study habit can be able to enhance the tolerating bullying and harassment capacity of social environment.

Similarly a highly significant ( $P < .05$ ) correlation between the Comprehension, Interaction and Recording component of study habit and Promoting equal opportunities and participation component of social environment of a sample of secondary school female students of Jawahar Navodaya Vidyalaya in Haryana state was found. Increasing Comprehension, Interaction and Recording component of study habit can be able to enhance the Promoting equal opportunities and participation capacity of social environment of sample of female students of Navodaya Vidyalaya of Haryana. The overall comprehension and interaction component of study habit of sample of female student are significantly and positively correlated with total score of social environment.

(iii) Results of analysis revealed that there is a non-significant correlation between the various components of study habit and various components of social environment of a sample of secondary school 9<sup>th</sup> class students of Jawahar Navodaya Vidyalaya in Haryana state was found.



(iv) The researcher has observed that there exists a positive and significant ( $P < .05$ ) correlation in these components of study habit and social environment of a sample of 10<sup>th</sup> class students.

In addition to above the study revealed that there is a highly significant ( $P < .05$ ) correlation in these components of study habit and social environment of 10<sup>th</sup> class students under study. Results further concluded that with the increase in the level of comprehension, and interaction can decrease the level of Connection to school and home or domestic life. It was also concluded that with the increase in the level of task orientation may decrease the Connection to school and home life of a sample of 10<sup>th</sup> class students. There is a positive and significant ( $P < .05$ ) relationship in these components of study habit and social environment of 10<sup>th</sup> class students. In other words increasing the level of interaction and recording may promote equal opportunities and participation. On the whole better social environment can promote comprehension, interaction and recording of 10<sup>th</sup> class students.

(v) The study elaborated that recording component of study habit encourages the tolerating bullying and harassment in students of Age less than 15 Year. It was also concluded that overall study habit assign full weightage value the development of creative activities in students of Age less than 15 Year.



(vi) *It the end it can be ascertained that level of interaction of study habit encourages the tolerating bullying and harassment in students of Age 15 Year & Above. It was also concluded that overall study habit assign full weightage to Value the development of creative activities in students of Age 15 Year & Above in the study area.*

### **Introduction**

Education is a well-defined line of action for learning of skills, gaining knowledge and universal development of an individual that can transfer from one generation to another. Education in the general does not contain self-culture spirit and the general complexities of one's surroundings, but only those special indicators that are transferred to the beneficiary as the youngster by the knowledgeable persons of the community whether through the domestic culture, the religion institution or the state (Thomas Raymont, 1906). According to Bhatruhari "Education shapes a person. It is secretly absorbed of knowledge wealth. It bestows prestige, happiness and enjoyment. It teaches everything like an academician. It helps abroad like a class family member. Education is "Paramatma" and it brings honour and valuable recognition. No amount of wealth can equal education in this modern world. A person without education has place in society." Alminent scholars and education experts have



seriously accepted the importance of education in economic, social technological and political of a developing nation.

The social environment refers to the immediate physical and social modes in which people feel an input of togetherness. It contains the culture that the individual was educated or belongs to, and the people and institutions with whom they very often interact. The interaction effect may be personal or through communication skills, even unknown, and may not imply equality of social status. Therefore, the social environment is a broader concept than that of social class or social circle. A healthy psycho-social environment simultaneously provides support to teachers, students and their families. A positive school environment can promote healthy social and emotional development during the early years of life.

The study habits are the behaviors used when preparing for tests or learning academic material. Study is the aggregate of all the habits, determined success and enforced practices that the individual possess in order to learn. Thus, study refers (1) application of the mind synchronization to a problem or subject related matters, (2) a particular branch of learning and (3) an orientation of particular subject.

Various reports on work and home environments have shown that there exists a strong relationship between social settings and short and long-term emotional considerations.



Considering quantum of time spent by most children at school, psycho-social dimensions of schools have generated the interest of a growing number of social scientist concerned with school effectiveness and the emotional well-being of adolescents. Below are some salient findings extracted from this research.

**Vanita (2011)** “The study revealed that a good student having potential to achieve better may not succeed to achieve as per expectations in absence of proper study habits. The study was conducted at secondary and higher secondary school of Amrawathi district of Maharashtra State. A random sample of 160 boys and girls students was the basis of study. Inventory developed by Palsane and Sharma was accepted as a tool for data generation. It was concluded that students from Secondary School have better study habits than Higher Secondary school. There was a positive correlation between study habits and academic achievement both the school’s students under study.”

**Antony Raj M.(2011):** “cognitive style, social interaction, college environment and academic achievement of outgoing undergraduate history students”. The salient findings of the study were-1- among male outgoing undergraduate history students 20.3% had low, 59.9% average and 19.8% high level of social interaction. Regarding female students 16.6% had low, 66.8% average and 16.6% high level of social interaction.



2- among rural outgoing undergraduate history students 18.2% had low, 65.2% average and 16.6% high level of social interaction. Regarding urban students 15.2% had low, 68.7% average and 16.1% high level of social interaction. 3- among outgoing undergraduate history students from nuclear families type 15.8% had low, 68.2% average and 16.0% high level of social interaction. Regarding students from joint families' type 20.4% had low, 60.6% average and 19.0% high level of social interaction. 4- among outgoing undergraduate history students from Tamil medixom 16.7% had low, 66.2% average and 17.1% high level of Social interaction. Regarding students from English medium 18.6% had low, 63.8% average and 17.6% high level of social interaction. 5- among outgoing undergraduate history students from government colleges 12.5% had low, 69.4% average and 18.1% high level of Social interaction. Regarding students from aided colleges 18.0% had low, 64.7% average and 17.3% high level of social interaction. 6- among outgoing undergraduate history students from autonomous colleges 17.2% had low, 68.3% average and 14.5% high level of social interaction. Regarding students from non-autonomous colleges 17.2% had low, 64.6% average and 18.2% high level of social interaction.”

**Objective of the study:**



1. To find out relationship between the social environment and study habit of secondary school students of Jawahar Navodaya Vidyalaya in Haryana state.

### **Hypothesis of the study:**

1. There will be no significant relationship in social environment and study habit of secondary school students of Jawahar Navodaya Vidyalaya in Haryana state

### **MATERIALS AND METHODS**

Haryana state was purposively selected for the study's as the Navodaya Vidyalayas in the state are functioning well and there was no problems in collecting the necessary data for research as researcher is well versed with the location and language of the area.

The sample of the study comprised of 400 students and 50 teachers of Navodaya schools of Haryana. For selecting the sample stratified multistage sampling technique was used. There are a total of 20 Navodaya Vidyalayas in Haryana State, all are located in the Rural areas.

**Stage 1:** selection of study area: Haryana state- purposive

**Stage 2:** selection of Navodaya Vidyalaya: 5 NavodayaVidyalaya from the list of 20- randomly

**Stage 3:** selection of students: 80 students randomly from each selected schools. Thus a sample of 400 students from 5

selected schools constituted the basis of the study. There were 240 boys and 160 girls students in the sample.

**State 4:** selection of Teachers: 10 teachers from each 5 selected schools. A total of 50 teachers were selected for the study.

**Note:-** Out of a total sample of 400 students, only 389 responded for further study. Hence there was a Non-Response of order of 11 students (2.75%). (229 boys and 160 girls responded in the research).

### **Tools used**

1. Study Habit Inventory (SHI) by Mukhopadhyay and Sansanwal.
2. Social environment of the school.
3. Records of IX<sup>th</sup> class annual examination score cord.

### **Statistical Analysis**

In order to meet the desired objectives and verify underlying Hypotheses necessary statistical tools were applied to draw scientific and logical inferences and conclusions. The main test was based on Karl Pearson Coefficient of Correlation 'r'.

The following statistical devices were used for analyses of tabulated data. All the methods were used in accordance with the nature and probability distribution of data. The generated data on the basis of three tools administered were

subjected to analysis using Mean, SD, t-test and Karl Pearson coefficient of correlation. The results so obtained on the basis of the analysis of data were tabulated to draw necessary conclusions in Chapter-IV. The tabulated data was also subjected to graphical/ diagrammatical presentation as per requirement of objective.

The data generated tools adopted for the study was subjected to statistical analysis for different correlation between various combination for social environment and study habit indicators. The same have been presented in the following tables:

**Table 1 Correlation matrix for the social environment and study habit of secondary school male students of JawaharNavodayaVidyalayaof Haryana state (N=229)**

		Compr e- hensio n	Conce n- tratio n	Task Orient ation	Inte racti on	Rec ordi ng	Total Study Habit Inventory
Providing a friendly, rewarding and supportive atmosphere	Pearson Correlat ion	-0.002	0.009	0.002	0.04 1	0.12 8	0.039
	Sig. (2- tailed)	0.972	0.895	0.972	0.54 1	0.05 4	0.559
Supporting cooperation and active learning	Pearson Correlat ion	-0.05	0.046	0.124	- 0.06 2	0.07 7	0.058
	Sig. (2- tailed)	0.448	0.493	0.061	0.34 7	0.24 9	0.381
Forbidding physical punishment and violence	Pearson Correlat ion	-0.017	<b>.167*</b>	-0.057	0.03	0.03 1	0.074
	Sig. (2- tailed)	0.802	0.012	0.39	0.64 9	0.64	0.263

Not tolerating bullying and harassment	Pearson Correlation	-0.004	0.11	-0.088	0.097	0.052	0.054
	Sig. (2-tailed)	0.947	0.095	0.183	0.142	0.436	0.42
Valuing the development of creative activities	Pearson Correlation	-0.02	0.054	0.032	0.017	-0.015	0.038
	Sig. (2-tailed)	0.761	0.419	0.629	0.799	0.818	0.567
Connecting school and home life	Pearson Correlation	-0.047	0.026	-0.088	0.014	0.057	-0.041
	Sig. (2-tailed)	0.475	0.699	0.184	0.836	0.394	0.533
Promoting equal opportunities and participation	Pearson Correlation	-0.077	-0.014	-0.035	0.021	0.014	-0.06
	Sig. (2-tailed)	0.248	0.834	0.599	0.751	0.832	0.362
Total Social Environment	Pearson Correlation	-0.038	0.082	-0.039	0.041	0.067	0.03
	Sig. (2-tailed)	0.567	0.219	0.552	0.534	0.309	0.649

\*\* Significant at the 0.01 level (2-tailed).

\* Significant at the 0.05 level (2-tailed).

A sample 229 male students from the study area was subjected to analyses for relationship between 8 components of social environment and 6 components of study habit.

The results in table 1 indicated that data was analysed to find out the coefficient of correlation between the 6 components of study habits and 8 components of social environment of a sample of 229 male students of JawaharNavodayaVidyalaya in Haryana.

Results of analysis indicate that significant ( $P < .05$ ) relationship between the concentration component of study

habit and Forbidding physical punishment and violence component of social environment of sample of 229 secondary school male students of JawaharNavodayaVidyalaya in Haryana state was found. *It can be concluded that there is significant relationship between the concentration component of study habit and Forbidding physical punishment and violence component of social environment of sample secondary school male students of JawaharNavodayaVidyalaya in Haryana state Improving /Increasing component of study habit can be able to improve/ enhanced the Forbidding physical punishment and violence component of social environment. In the study area out of a total of 48 inter-correlations in the study, there was only one significant as discussed above. Hence it is suggested that there correlations should be used carefully in generating the results for future use.*

**Table 2 Correlation matrix for the social environment and study habit of secondary school female students of JawaharNavodayaVidyalaya of Haryana state (N=160)**

		Comp re- hensi on	Conc ent- ratio n	Task Orien tation	Inte ract ion	Re cor din g	Total Study Habit Inventory
Providing a friendly, rewarding and supportive atmosphere	Pearson Correl ation	0.083	0.019	-0.077	0.072	-0.011	0.041

	Sig. (2-tailed)	0.296	0.813	0.335	0.365	0.888	0.608
Supporting cooperation and active learning	Pearson Correlation	0.008	-0.063	-0.005	0.075	-0.06	-0.022
	Sig. (2-tailed)	0.922	0.432	0.95	0.344	0.45	0.784
Forbidding physical punishment and violence	Pearson Correlation	.197*	-0.056	-0.058	0.142	0.097	0.111
	Sig. (2-tailed)	0.012	0.483	0.463	0.074	0.221	0.163
Not tolerating bullying and harassment	Pearson Correlation	<b>.167*</b>	0.008	-0.08	0.128	<b>.184*</b>	0.132
	Sig. (2-tailed)	0.034	0.922	0.314	0.106	0.02	0.096
Valuing the development of creative activities	Pearson Correlation	.200*	0.006	-0.017	0.09	.167*	.164*
	Sig. (2-tailed)	0.011	0.936	0.828	0.257	0.035	0.038
Connecting school and home life	Pearson Correlation	.276**	-0.016	-0.084	0.12	0.081	.156*
	Sig. (2-tailed)	0	0.842	0.294	0.13	0.307	0.048
Promoting equal opportunities and	Pearson Correlation	<b>.209*</b>	-0.09	0.013	<b>.172*</b>	<b>.161*</b>	0.151

participation	ation						
	Sig. (2-tailed)	0.008	0.259	0.875	0.03	0.042	0.056
Total Social Environment	Pearson Correlation	<b>.225*</b>	-0.032	-0.067	<b>.155*</b>	0.126	0.145
	Sig. (2-tailed)	0.004	0.687	0.397	0.05	0.113	0.067

\*\* . Significant at the 0.01 level (2-tailed).

\* . Significant at the 0.05 level (2-tailed).

As for the male students, the female students data was also subjected to statistical analysis for estimation of correlation between 6 components of study habit and 8 components of environment. The results are tabulated in the form of correlation matrix and shown in table 2

Observation of the table 2 indicates that data was analysed to find out the coefficient of correlation between the 6 Comprehension, Concentration and Task Orientation component of study habit etc. and (Providing a friendly, rewarding and supportive atmosphere, Supporting cooperation and active learning, Forbidding physical punishment and violence, Valuing the development of creative activities, Connecting school and home life, Promoting equal opportunities and participation) 8 components of social environment of a sample of 160

secondary school female students of JawaharNavodayaVidyalaya in Haryana.

*Results of analysis indicated that significant ( $P<.05$ ) relationship between the Comprehension and Recording components of study habit and not tolerating bullying and harassment component of social environment of secondary school female students of JawaharNavodayaVidyalaya in Haryana state has found. Increasing Comprehension and Recording component of study habit can be able to grow the tolerating bullying and harassment components of social environment.*

*Similarly, significant ( $P<.05$ ) relationship between the Comprehension, Interaction and Recording component of study habit and Promoting equal opportunities and participation component of social environment of a sample of 160 secondary school female students of Jawahar Navodaya Vidyalaya in Haryana state was found. Increasing Comprehension, Interaction and Recording component of study habit can be able to enhance the Promoting equal opportunities and participation component of social environment of female students of Navodaya Vidyalaya of Haryana overall comprehension and interaction component of study habit of female student are significantly ( $P<.05$ ) and positively correlated with total score of social environment of female student in the study area.*



**Table 3 correlation matrix for the social environment and study habit of secondary school students of JawaharNavodayaVidyalayaof Haryana state(N=389)**

Component of social environment and study habit		Comprehension	Concentration	Task Orientation	Interaction	Recording	Study Habit
<b>Providing a friendly, rewarding and supportive atmosphere</b>	Correlation	0.036	0.013	-0.032	0.056	0.065	0.039
	Sig.	0.483	0.794	0.525	0.27	0.203	0.44
<b>Supporting cooperation and active learning</b>	Correlation	-0.025	-0.002	0.068	0.004	0.015	0.022
	Sig.	0.62	0.976	0.183	0.932	0.761	0.669
<b>Forbidding physical punishment and violence</b>	Correlation	0.077	0.07	-0.059	0.085	0.06	0.089
	Sig.	0.131	0.171	0.245	0.096	0.239	0.08
<b>Not tolerating bullying and harassment</b>	Correlation	0.07	0.065	-0.088	<b>.115*</b>	<b>.110*</b>	0.086
	Sig.	0.168	0.203	0.082	0.024	0.03	0.091
<b>Valuing the development of creative activities</b>	Correlation	0.068	0.035	0.01	0.051	0.059	0.087
	Sig.	0.181	0.496	0.847	0.317	0.248	0.085
<b>Connecting school and home life</b>	Correlation	0.091	0.008	-0.089	0.066	0.066	0.042
	Sig.	0.073	0.875	0.078	0.193	0.194	0.404
<b>Promoting equal opportunities and</b>	Correlation	0.041	-0.046	-0.021	0.095	0.075	0.026

<b>participation</b>	Sig.	0.417	0.368	0.674	0.061	0.139	0.607
<b>Total Social Environment</b>	Correlation	0.075	0.032	-0.055	0.098	0.092	0.078
	Sig.	0.138	0.527	0.279	0.053	0.071	0.125

\*\* Significant at the 0.01 level (2-tailed)

\* Significant at the 0.05 level (2-tailed)

A set of 48 possible inter-correlation between various components of social environment and study habit are presented in the form of 8 x 6 correlation matrix and depicted in table 3.

A perusal objectives of the study data was analysed to estimate the coefficient of correlation between the 6 components of study habit and 8 components of social environment of a sample 389 secondary school students of Jawahar NavodayaVidyalaya in Haryana as shown in table 3. A perusal of the correlation matrix indicate that only 2 significant ( $P < .05$ ) and positive correlations between the components of Interaction andRecording component of study habit and not tolerating bullying and harassment component of social environment of secondary school students of Jawahar NavodayaVidyalaya in Haryana state were found. *The investigation concluded that there is significant relationship between the Interaction and Recording component of study habit and not tolerating bullying and harassment component of social environment of a sample of 389 secondary*

*school students of Jawahar Navodaya Vidyalaya in Haryana state. Increasing Interaction and Recording component of study habit can increase the not tolerating bullying and harassment component of social environment. It is interesting to note that only two correlations as discussed above proved to be significant and of a total of 48 combinations.*

Observation also indicates that there was no significant relationship among the various other components of study habit for the secondary school students of Jawahar Navodaya Vidyalaya of Haryana state.

The data was further analysed in context of gender, class and age of secondary students of Navodaya Vidyalaya of Haryana state and results of analyses are described in the following tables 1 to 3.

## **References**

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