

Learning Environment of Hostel & Mess at PG level - A Comparison

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Abstract: Students must feel safe, connected engaged & supported in their class room, home & other resident for learning better. These conditions for learning are the elements of good learning environment. The term ‘Learning Environment’ suggests environment suitable for learning in different place/ space like school, class room, library, home, hostel, mess. In present scenario it is obvious for many students to stay away from home for educational purpose. That’s why the learning environment of hostel or mess has a great impact on improving the quality of learning. It is very much essential to keep the environment of hostel or mess very much pleasant for study as well as home. In this connection researcher have taken the present paper aimed at to study and compare the learning environment of hostel & mess. The study considered 120 students from hostel and mess (Hostel – 60 & Mess-60) at PG level for sample. Survey method was used in the study. One principal variable, ‘learning environment’ was considered in the paper. Five null hypotheses were framed for the study. One questionnaire which consists of 48 items of eight different dimension of learning indicator was framed for measuring awareness of learning environment between hostel and mess students at PG level. Mean and SD as descriptive statistics and ‘t` test as inferential statistics were employed to find out the significant difference between the gender towards learning environment. Out of five null hypotheses it was found that two are significant and three are not significant.

Keywords: Hostel, Learning environment, Mess, Post Graduate students.

I. INTRODUCTION

Personality of human being is nurtured through the experiences of life. Family is the protective layer of a new born baby. By the time passes the interaction between child and society are increased and environment around the child plays a vital role to the nourishment of developing the personality of human being.

Education is a part of human life and it continues till the death. It is a process where an individual learn new skills and knowledge. The ultimate goal of education is to acquire knowledge, tasks, facts and traits which are not previously obtained. Learning is affected by the environment surrounded by. The total environment is depended upon a number of different factors like external factors and internal factors. External factor refers to the factors which are objective in nature like noise, high or low temperature, nature of sunlight etc. There are also many internal factors of learning like physiological factors, psychological factors, genetic or heredity factors. These factors are also compatible for learning environment of hostel and mess.

Students of higher education level are living in a hostel or mess, staying away from their home for educational purpose. Living far from home for a specific period of time they use to face many difficulties. They learn to live independently and also learn how to adjust with friends, seniors, roommates and others. So here the learning environment plays a very vital role to fulfil the main educational purpose. Since the researcher had taken the problem and considered the title of the present study as – “Learning Environment of Hostel and Mess at PG level – A Comparison”.

II. REVIEW OF RELATED LITERATURE

According to the relevance and importance of the study, the following literature review had been done. Iftikhar, A & Ajmal, A (2015) conducted a study on "A Qualitative Study Investigating The Impact of Hostel Life". The main objective of the study was to explore the impacts of hostel life on the behavior and personality of the student. This was an in depth study of 10 hostel students (5 boys, 5 girls) and age range was 20-25. Researcher selected questionnaire as a tool. They found that hostel has a great importance in the educational journey of Pakistani students.

Waldman, C (2016) had studied on "Four elements for creating a positive learning environment". Here researcher had wanted to show how a positive condition for learning could be established. For that he mentioned four elements of learning like safety, engagement, connectedness and support.

Jason, J.Barr (2016) had studied on "Developing a positive classroom climate". The objective of this study was to explore the elements of a positive classroom climate. It demonstrated that inter personal skills influence the classroom climate, which has a profound impact on students' academic outcomes. Here the researcher tried to create a model for how students should behave in class with their peers, which increases student connectedness and leads to greater students learning and motivation.

Hanrahan, M(2014) conducted a study on "The effect of learning environment factors on student's motivation and learning". The objective of this study was to show the effect of learning environment factors on student's motivation and learning. This was a qualitative study of learning environment of biology classes. For this research, researcher had used observation, interview and a written response survey. Finally researcher found that the level of cognitive engagement was affected by two inter related factors, e.g. the control of teacher over almost all activities and students beliefs about learning.

III. OBJECTIVES

The objectives of this study are as follows –

- To compare the learning environment between hostel and mess students at PG level.
- To compare the learning environment between boys' hostel and girls' hostel at PG level.
- To compare the learning environment between boys' mess and girls' mess students at PG level.
- To compare the learning environment between boys' hostel and boys' mess at PG level.
- To compare the learning environment between girls' hostel and girls' mess students at PG level.

IV. NULL HYPOTHESIS

On the basis of research objectives, researcher framed the following null hypothesis –

Ho₁ There is no significant mean difference in learning environment between hostel and mess at PG level.

Ho₂ There is no significant mean difference in learning environment between boys' hostel and girls' hostel at PG level.

Ho₃ There is no significant mean difference in learning environment between boys' mess and girls' mess at PG Level.

Ho₄ There is no significant mean difference in learning environment between boys' hostel and boys' mess at PG level.

Ho₅ There is no significant mean difference in learning environment between girls' hostel and girls mess at PG level.

V. METHODOLOGY

The researcher has employed the descriptive research method and the approach is quantitative in nature.

- i. Variables:** Researcher considered only one variable e.g. learning environment.
- ii. Sample:** Total 120 sample has taken for the present study where 60 students were hostel (30 boys & 30 girls) and 60 students were mess (30 boys & 30 girls).
- iii. Tools:** One questionnaire has been prepared for measuring learning environment of hostel and mess. This questionnaire consisted of 48 items from 8 different dimensions.

iv. **Statistical procedure:** For this present study Mean, SD (Descriptive statistics) and t test (inferential statistics) were used to analyse the data. Researcher considered 0.05 level of significant to test the hypothesis. Data was taken from two different strata, like hostel students, mess students.

VI. ANALYSIS OF DATA

The mean and SD of the score of students is shown in table- A

Table –A: Scores of the student in the awareness towards learning environment

Group	Category	Sample number	Mean	S.D
Hostel	Boys	30	106.366	5.075
	Girls	30	101.7	4.268
Mess	Boys	30	104.833	8.200
	Girls	30	103.733	6.832

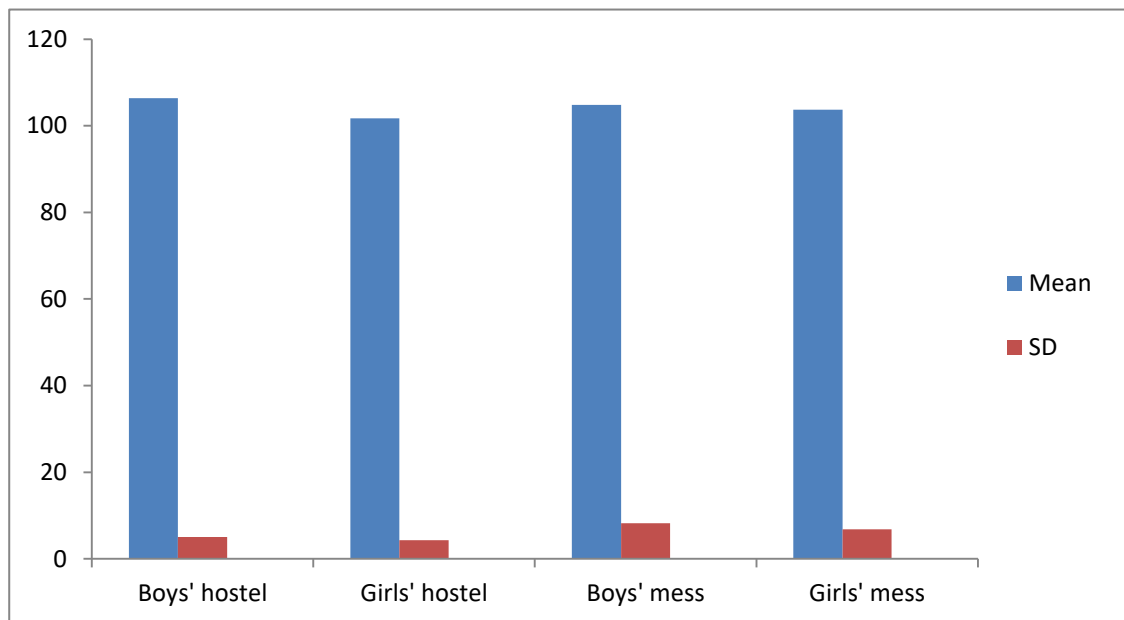


Fig 1: Graphical representation of statistical data.

For this study researcher used different descriptive and inferential statistics after collecting data. After that the collected data was analyzed by applying t test.

Table 1: Learning environment between the hostel and mess

Group	N	Mean	S.D.	Total df	t-value
Hostel (Boys +Girls)	60	104.033	5.210	118	0.271
Mess (Boys +Girls)	60	104.283	7.503		

In case of the 1st null hypothesis, the value of 't' is 0.271. This value is not significant here. The null hypothesis is accepted. Hence, there is no significant difference in learning environment between hostel and mess at PG level.

Table 2: Learning environment between the Boys' hostel and Girls' hostel

Group	N	Mean	S.D.	Total df	t-value
Boys' hostel	30	106.366	5.075	58	2.738*
Girls' hostel	30	101.7	4.268		

Significant at .05 level

In case of 2nd null hypothesis, the value of 't' is 2.738. The table value is 2.00 at the level of 0.05. Therefore the test is significant and the null hypothesis is rejected. Therefore the conclusion is that there is significant difference in learning environment between boys' hostel and girls' hostel at PG level.

Table 3: Learning environment between the Boys' mess and Girls' mess

Group	N	Mean	S.D.	Total df	t-value
Boys' mess	30	104.833	8.200	58	1.1
Girls' mess	30	103.733	6.832		

In case of 3rd null hypothesis, value of 't' is 1.1. This value is not significant here. Therefore the 3rd null hypothesis is acceptable. The conclusion is : There is no significant difference in learning environment between boys' mess and girls' mess at PG level.

Table 4: Learning environment between the boys' hostel and boys mess

Group	N	Mean	S.D.	Total df	t-value
Boys hostel	30	106.366	5.075	58	1.630
Boys mess	30	104.833	8.200		

In case of 4th null hypothesis, value of 't' is 1.630. This value is not significant here. So the 4th null hypothesis is acceptable. The conclusion is there is no significant difference in learning environment between boys' hostel and boys' mess at PG level.

Table 5: Learning environment between the girls' hostel and girls mess.

Group	N	Mean	S.D.	Total df	t-value
Girls hostel	30	101.7	4.268	58	2.366
Girls mess	30	103.753	6.832		

In case of 5th null hypothesis, value of 't' is 2.366. The table value is 2.00 at the level of 0.05. Therefore the test is significant and the null hypothesis is rejected. Therefore the conclusion is : There is significant difference in learning environment between girls' hostel and girls' mess at PG level.

VII. INTERPRETATION OF RESULT

Following interpretation was drawn from the analysis and interpretation of data:

- No significant difference was found in the mean score of learning environment of hostel and mess at PG level. However it was found that the mean score of learning environment of hostel were inferior than mess.
- Significant difference was found in the mean score of learning environment of boys' hostel and girls' hostel at PG level. The learning environment of boys' hostel was significantly better than girls' hostel.
- No significant difference was found in the mean score of learning environment of boys' mess and girls' mess at PG level. However it was found that the mean score of learning environment of boys' mess were significantly better than girls' mess.
- No significant difference was found in the mean score of learning environment of boys' hostel and boys' mess at PG level. The learning environment of boys' hostel was significantly better than boys' mess.
- Significant difference was found in the mean score of learning environment of girls' hostel and girls' mess at PG level. However it was found that the mean score of learning environment of girls' mess were significantly better than girls' hostel.

VIII. CONCLUSION

Present study provides to know the learning environment of hostel and mess at PG level. After completing the statistical analysis researcher has reached some findings. The final result indicated that there is significant difference in learning environment among some dimensions. Here the researcher found significant difference from two null hypothesis out of five null hypothesis. Significant difference was found in the mean score of learning environment of boys' hostel and girls' hostel. Another significant difference was found in the mean score of learning environment of girls' hostel and girls' mess. No significant difference was found in the mean score of learning environment of hostel and mess but the learning environment of mess are slightly better than hostel.

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