



A STUDY ON THE RELATIONSHIP BETWEEN MESS ENVIRONMENT AND ACADEMIC ACHIEVEMENT AMONG MESS LIVING POST GRADUATE STUDENTS

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ABSTRACT

The aim of this study is to examine the relations between mess environment and students' academic performance. The main objective of the study is to analyze the relationship of mess environment with academic performance of post graduate students'. Mess environment meant to the Mess's internal physical and social environment and the academic achievement means is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goal. Descriptive Survey Research design was used in which the data was collected from 200 respondents. Purposive sampling technique was used to select the relevant sample or respondents. To measure academic achievement the researchers have considered the score percentage of the last semester examination of post graduate students. On the other hand, to measure the influences of mess environment on academic achievement the researchers prepared a questionnaire with eight mess environmental dimensions those are, -internal facility, learning facility, communication with roommates, communication with others resident (boarder), discrimination, addiction. recreation and violence. The questionnaire consists of 40 questions of statements of various environmental, psychological and sociological aspects. The data was analyzed using Karl Pearson's Product Moment 'r' and scatter diagram to find the relationship among the selected variables. The findings of the study indicate that learning facility in mess environment is highly related to academic achievement and Some mess environmental characteristics are not significantly related to the academic achievement. The students in messes not only learn the academic subjects, it is also help them to enhance the essential social, personal abilities.



KEY WORD: Mess Environment, Academic Achievement.

INTRODUCTION

Housing is one of the essential demands of human beings. Commercial habitats have been set up in many places of the society based on these demands due to population explosion and inadequate habitats. Education ground is also not out of this field, Students are the most important resource of schools, colleges and universities. There is no existence of schools, colleges, universities without students because this is the very essential requirement of any educational Institution. At present, the impression of the students in higher education is remarkable. Many students get admission in every university for higher education due to the lack of universities, the students come from remote areas. Students have to live in commercial housings for insufficient hostels. Many students live in a place is called private hostel or off campus housing. These private hostels are called Mess in West Bengal.

Environmental influence before now have not been considered as one of the significant factors that affect academic performance of students. But over the past decade remarkable studies have indicated a

correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a students, teachers, employer or employee. The success of the students influenced over intelligence, other personal abilities, peers and institutional environment even over loving environment. The ambience or environment of habitats, such as house, hostels etc., have an impact on academic achievement of the students. Here environment means the physical and social part.

Adams, T.A. (n.d.), showed in his research that poor housing condition influenced over academic achievement. In a study conducted by **De Araujo and Murray**, they concluded that the advantages of staying on campus tend to improve student performance. The result reveals that being on campus could have a positive impact on academic performance of students during their time of academic period. **Thompson et al.** in their study also revealed that residing on campus for a new student tend to make them more progressive in academics with educational higher performance.

Irfan, M. and Khan, S.(2012), showed their research report that learning facility, communication proper guidance and interaction influenced as condition of living environment on academic achievement.

Iftikar, A. and Ajmal, A., found in his research that drug usage has a negative impact on the male students. **Zahir Khan's** (2012) finding says that the discrimination in a Hostel environment negatively influenced the Academic achievement.

Mersha y, Bishaw A, Telegue F (2013) was conducted a study on factors affecting female students academic achievement at bahir dar University. The main objectives of the study was to investigate the on campus and off campus factors responsible for female students low academic achievement and consequently high attrition. They founded that there exists a significant correlation among the support from teachers, friends, roommates, and their examination.

Swanepcel, A. (2014), showed, the physical environment the students find themselves are campus residences or other forms of accommodation such as their parents' home or student houses. These environments have positive or negative influences on their academic success.

Students studying from home identified it as a positive influence. The home environment is more often than not more conducive to studying. On the other hand. students staying in campus residence noted that this environment is not always contributing to academic success. The noise in residence as well as roommates has a negative influence on the students and also influences their motivation negatively. Given this points the campus residence environment is not always conducive to studying.

EMERGENCE OF THE PROBLEM:

At present the euphoria of mess system and the eagerness of the students to live in a mess is enough to look after. On the other hand, in the previous researches many works on the academic achievement and hostel environment has been done. Among the work done on the mess environment, the correlation has been looked after most of the time. As this type of work is not seen in west Bengal, the researchers expressed their interest on this.

STATEMENT OF THE PROBLEM:

The research is actually conducted with a view to find out whether mess environment influences the academic achievement of the mess living PG students. Hence. the investigators selected the following problem for the present study, and entitled as, **"A Study on the relationship between Mess Environment and Academic Achievement among Mess Living Post Graduate Students."**

NEED AND SIGNIFICANCE OF THE STUDY

The study helps the teachers and parents of students to understand the environment of mess life, and academic performance, moreover the study helps students to overcome problems they face during stay in mess. Results of the study will help to improve mess or private hostel Services in West Bengal. The study would inspire future researchers to prepare and standardize similar type of test using more dimensions.

OBJECTIVES OF THE STUDY

The study was undertaken with the following objectives:

- To study the nature of mess environment.
- To identify the components of the mess environment.
- To find out the relation between academic achievements variable related to mess environment.

HYPOTHESIS:

On the basis of some assumption regarding the academic achievement in connection with mess environment, researcher framed some hypothetical aspects of the current study. Those are as follows:

^oH₁: There is no relation between internal facility and academic achievement.

^oH₂: There is no relation between learning facility and academic achievement.

^oH₃: There is no relation between interaction with roommates and academic achievement.

^oH₄: There is no relation between interaction with other residents and academic achievement.

^oH₅: There is no relation between discrimination and academic achievement.

^oH₆: There is no relation between addiction and academic achievement.

^oH₇: There is no relation between recreation and academic achievement.

^oH₈: There is no relation between violence and academic achievement.

OPERATIONAL DEFINITIONS

Mess: Students housing divided into two types and these are on campus housing and off campus housing. Students have to live in commercial housings for insufficient hostels. Many students live in a place is called private hostel or off campus housing. These private hostels are called Mess in West Bengal.

Mess Environment: Here Mess environment meant to be Mess's internal physical and social environment.

Academic achievement: It is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. According to Atkinson achievement is specified level of attainment or accomplishment or proficiency on learning 'task. When we consider this achievement in respect of academic aspect then it is called academic achievement. Good (1959) refers to academic achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". The researchers considered the academic achievement as their performance on semester examination.

Boarder: Boarder means those students who live in off campus hostel or private hostel or Mess.

Internal facility: internal facility means physical environment like air, light, temperature, humidity etc. and water, food, and all facilities which provide by owner of house or private hostel or mess.

Learning facility: Learning facility means that type of facility which is related to learning provided in mess environment.

Communication: Edger Dale (1961), defined the term in words: "communication is defined as the sharing of ideas and feeling in a mood of mutuality". (cited by Mangal and Mangal 2016). '

Discrimination: The concept which in common usage means simply "Heating unfairly"

Addiction: The fact or condition of being addicted to a particular substance or activity.

Recreation: Activity done for enjoyment when one is not working.

violence: Violence is defined by the world health organization as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation".

DELIMITATION OF THE STUDY:

The investigation might have been conducted on different way. But due to short span of time and other unavoidable circumstance, the research in the following way delimited this study:

1. The present study was delimited to the state of West Bengal.

2. The study was delimited to only the students of University of Kalyani.
3. The study was restricted to 200 PG students as sample.
4. The study is confined to academic achievement and mess environment only.

METHODOLOGY OF THE STUDY

Method: Quantitative research technique has been used in this study. Survey was conducted to collect primary data and to prove the hypotheses.

Population: The population of the study included the mess living post graduate students of University of Kalyani who live in different Messes near university campus.

Sample: In this study purposive sampling technique has been used for the selection of sample. From the total population the researchers selected only two hundred (200) mess living post graduate students as sample for the study.

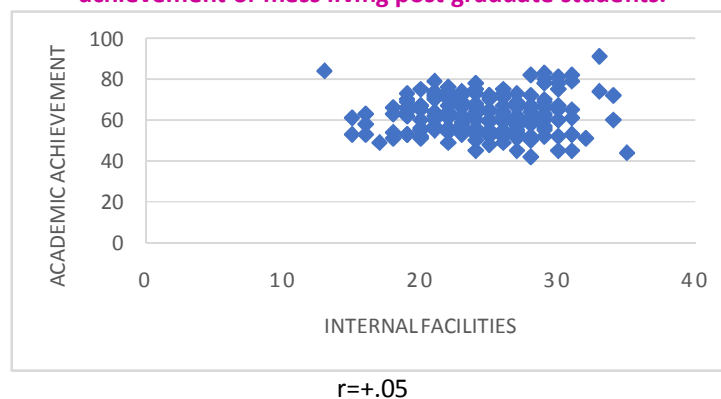
Tools and techniques: To measure academic achievement the researchers have considered the score percentage of the last semester examination of post graduate students. On the other hand, to measure the influences of mess environment on academic achievement the researchers prepared a questionnaire. The questionnaire consists of 40 questions of statements of various environmental, psychological and sociological aspects. Researchers identified eight major dimensions for measuring the influences of mess environment. Those eight dimensions are internal facility, learning facility, communication with roommates, communication with others resident (boarder), discrimination, addiction, recreation and violence. An expert validated the construct of the questionnaire.

The response for each item or statement were expressed in terms of five alternative categories such as Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

ANALYSIS AND INTERPRETATION OF DATA:

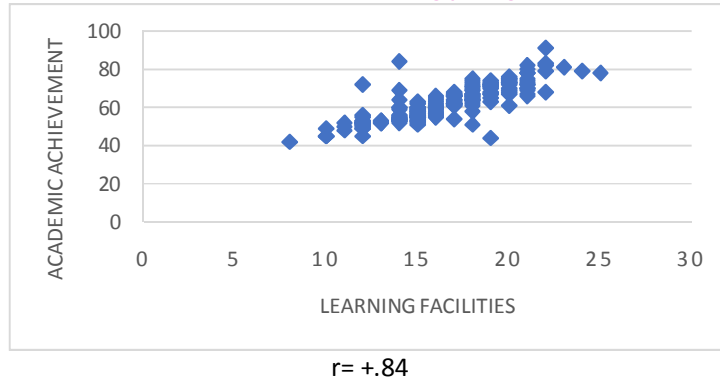
Dimension wise Correlation: The investigators took the help of Karl Pearson's Product Moment 'r' and scatter diagram to found the relationship of each dimension with academic achievement of mess living post graduate students.

Fig.1 Scatter diagram showing correlation between the internal facilities (First dimension) and academic achievement of mess living post graduate students.



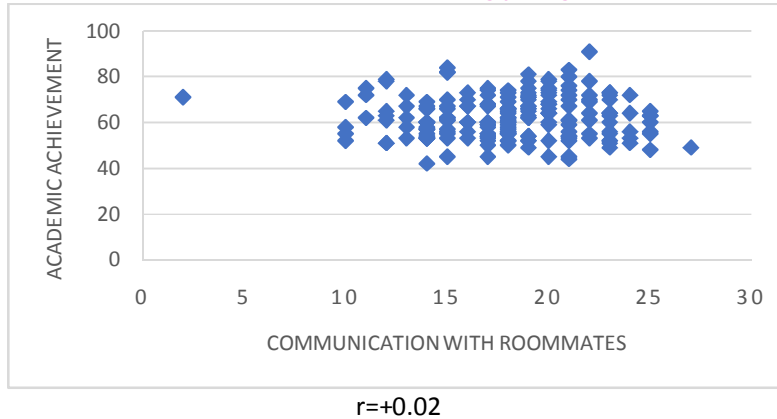
Interpretation: From H_1 it is found though Parson's 'r' that the co-efficient of correlation between the internal facility of mess environment and academic achievement of the post graduate students is 0.05, which is almost negligible relationship and the value is not significant, hence, the hypothesis is accepted. So, there is no significance relationship of internal facilities of mess environments and academic achievement of post graduate students.

Fig.2 Scatter diagram showing correlation between the learning facilities (second dimension) and academic achievement of mess living post graduate students.



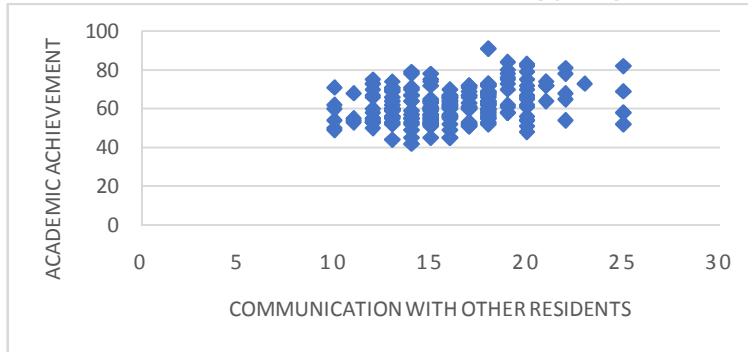
Interpretation: H_2 it is found through Pearson’s ‘r’ that the co-efficient of correlation between the learning facility of mess environment and academic achievement of the post graduate students is .84, which is high correlation and significant at 0.01 level, hence, the hypothesis is rejected. So, there is significant relationship of learning facility of mess environment and academic achievement of post graduate students.

Fig.3 Scatter diagram showing correlation between the Communication with roommates (third dimension) and academic achievement of mess living post graduate students.



Interpretation: H_3 it is found through Pearson’s ‘r’ that the co-efficient of correlation between the communication with roommates of mess environment and academic achievement of the post graduate students is .02, Which is almost negligible relationship and the value is not significant, hence, the hypothesis is accepted. So, there is no significant relationship of communication with roommates of mess environment and academic achievement of post graduate students.

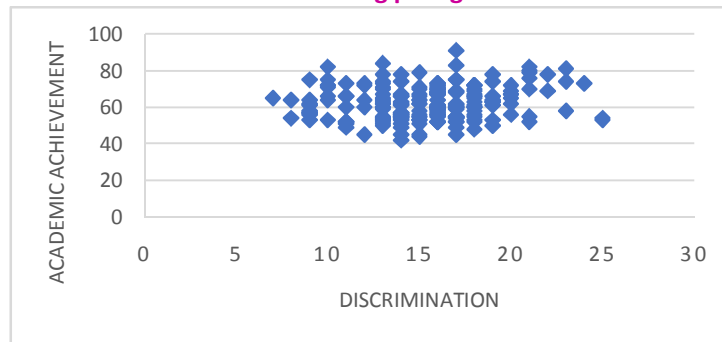
Fig.4 Scatter diagram showing correlation between the Communication with other residents (fourth dimension) and academic achievement of mess living post graduate students.



$r=+0.31$

Interpretation: H_4 it is found though Parson’s ‘r’ that the co-efficient of correlation between the communication with other residents of mess environment and academic achievement of the post graduate students is .31, which is low correlation and significant at 0.01 level, hence, the hypothesis is rejected. So, there is significant relationship of communication with other residents of mess environment and academic achievement of post graduate students.

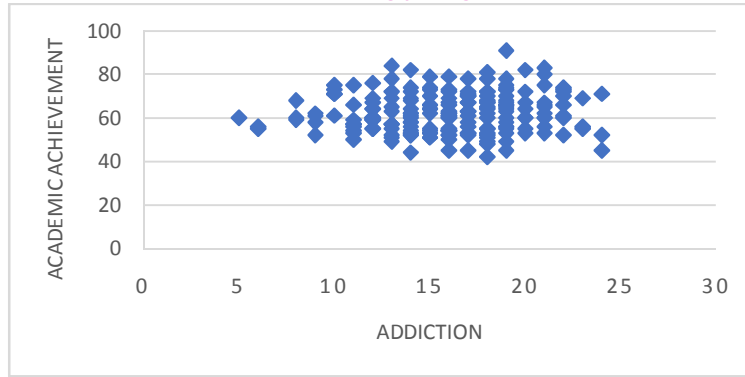
Fig.5 Scatter diagram showing correlation between the discrimination (fifth dimension) and academic achievement of mess living post graduate students.



$r=+0.13$

Interpretation: H_5 It is found though Pearson’s ‘r’ that the co-efficient of correlation between the discrimination of mess environment and academic achievement of the post graduate students is .13, which is almost negligible relationship and significant at 0.05 level, hence, the hypothesis is rejected. So, there is significant relationship of discrimination of mess environment and academic achievement of post graduate students.

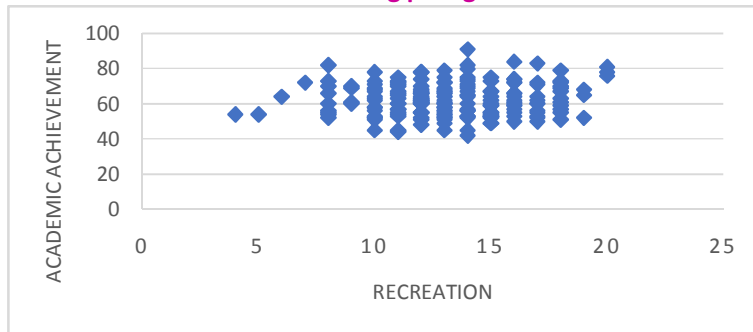
Fig.6 Scatter diagram showing correlation between the addiction (sixth dimension) and academic achievement of mess living post graduate students.



$r=+0.10$

Interpretation: H_6 It is found though Pearson’s ‘r’ that the co-efficient of correlation between the addiction of mess environment and academic achievement of the post graduate students is .10, which is almost negligible relationship and the value is not significant, hence, the hypothesis is accepted. So, there is no significant relationship of addiction of mess environment and academic achievement of post graduate students.

Fig.7 Scatter diagram showing correlation between the recreation (seventh dimension) and academic achievement of mess living post graduate students.



$r=+0.09$

Interpretation: H_7 It is found though Pearson’s ‘r’ that the coefficient of correlation between the recreation of mess environment and academic achievement of the post graduate students is .09, which is almost negligible relationship and the value is not significant. hence, the hypothesis is accepted. So, there is no significant relationship of recreation of mess environment and academic achievement of post graduate students.

Fig.8 Scatter diagram showing correlation between the violence (eighth dimension) and academic achievement of mess living post graduate students.



Interpretation: H_0 It is found through Pearson's 'r' that the co-efficient of correlation between the violence of mess environment and academic achievement of the post graduate students is -.02, which is almost negligible relationship and the value is not significant, hence, the hypothesis is accepted. So, there is no significant relationship of violence of mess environment and academic achievement of post graduate students.

MAJOR FINDINGS:

As per the analysis and interpretations, the following findings were drawn:

1. From the data analysis, it was founded that there exists no significant relationship between internal facilities of mess environments and academic achievement of postgraduate students.
2. It was seen that there exist high positive and significant correlation between learning facilities of messes and academic achievement of postgraduate students.
3. There was no significant relationship founded between the dimension communication with roommates of mess environment with academic achievement of postgraduate students.
4. From the data analysis, low positive but significant correlation ship was seen between communication with other residents of mess environment and academic achievement of postgraduate students.
5. In the case of the relationship between Discrimination of mess environment and academic achievement of postgraduate students, the low positive but significant relationship was founded.
6. It was founded that there was no significant relationship between addiction of mess environment and academic achievement of post graduate students.
7. It was also founded that there exists no significant relationship between the recreation of mess environment and academic achievement of post graduate students.
8. There was found very low negative and also not significant relationship between the violence of mess environment and academic achievement of post graduate students.

CONCLUSION

The present study aimed at identifying and exploring the relationship between the mess environment and academic achievement of post graduate students. mess is a common word in student life, this term is very popular among the students zone particularly in West Bengal. It is food and accommodation system and living in a room by sharing some other students. According the findings of the study it was seen that Different dimension like communication with other residents, Discrimination, of mess living environment are significantly influence on academic achievement among messing boarder students. The mess environment dimension learning facility is making highly positive influence on academic achievement. It was also founded from the study that some mess dimensions are negatively related to academic

achievement. Everyone can be realized that the student life is most important part of human life for development of the personality and behavior, where hostel and mess play an important role in the educational journey of student life, where students share their personal ideology, feelings with other students, and learn many new ideas, knowledge, experience, responsibilities and manners from their roommate. Students in messes not only learn the theoretical material they also learn how to enhance their personal abilities and learn to live independently.

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