



INFLUENCE OF PEER RELATION ON LEARNING HABIT OF HIGHER SECONDARY STUDENTS

Dr. C. Maria Ugin Joseph

Principal cum Professor, A.K.T. Memorial College of Education
Neelamangalam, Kallakurichi – 606202

Email: uginjoseph@gmail.com

Abstract: Generally the term 'peer relation' refers to the relationship among the same age group of people. In the ancient days the peer relation was found to be very strong and sensitive. In today's world, due to the massive utility of media and electric and electronic gadgets, the peer relation tend to be more technological than personal. Another variable used in the study is 'learning habit'. Gone are the days when knowledge or information was inaccessible due to various reasons. Today knowledge or information is ubiquitous. Although students are taught formally in the school, they need to keep abreast to win the competitive world. Access to information is getting easier today due to technological development. The study was conducted in Kallakurichi, one of the educational districts of Tamil Nadu and survey method was deployed. Covering the entire population is not possible for the present study. The current academic year higher secondary students (2024-25) was selected and 200 samples were considered for the present study. The study reveals that there is no relationship between peer relation and learning habit of higher secondary students. This means that the peer relation may be distanced due to the frequent use of mobiles and other social media. Another important finding of the study is that rural students significantly differ from urban students in their learning habit. This indicates that perhaps the rural students may not enjoy the urban amenities and technology and this causes the students to focus more on their learning. These two important findings of the study will give clear guidelines to the educators and other educational stakeholder. The findings of present study may be useful for the researchers, academicians and stakeholders.

Key Words: Peer Relation, Learning Habit, Higher Secondary Students.

1. INTRODUCTION :

Generally the term 'peer relation' refers to the relationship among the same age group of people. In the ancient days the peer relation was found to be very strong and sensitive. In today's world, due to the massive utility of media and electric and electronic gadgets, the peer relation tend to be more technological than personal. Peer relation is very much maintained irrespective of distance and via social media and other friendly apps. Instead of being person-oriented peer relations, now it has become a techno-oriented peer relation. In this context the researcher aims to focus 'peer relation' as one of the variables of present study. During the process of growth and development, a person's peer relation is also getting different and this study throws some light on the students of higher secondary level.

Another variable used in the study is 'learning habit'. Gone are the days when knowledge or information was inaccessible due to various reasons. Today knowledge or information is ubiquitous. Although students are taught formally in the school, they need to keep abreast to win the competitive world. Access to information is getting easier today due to technological development. Mere bookish knowledge will not suffice for students if they aspire to crack NEET, JEE, GRE and any other similar type of competitive examinations. The reason for failure of many students may be due to inappropriate learning habit and study skills. Therefore in this study the author selected 'learning habit' as another variable.

2. REVIEW OF LITERATURE:

Shao, Y., Kang, S., Lu, Q. et al. (2024) investigated how peer relationships affect junior high school students' academic achievement through the chain mediating roles of learning motivation and learning engagement, employing the self-system model of motivational development as the theoretical framework. In January 2024, 717 participants were selected from two middle schools in eastern China (mean age = 13.49 years, SD = 0.5). The data analysis in this study



was performed using the structural equation model (SEM) in AMOS 24.0 and SPSS 24.0. The results showed that peer relationships were directly and significantly related to junior high school students' academic achievement, and that peer relationships were indirectly and positively related to junior high school students' academic achievement via learning motivation and learning engagement respectively. The results also revealed a significant indirect and positive relationship between peer relationships and junior high school students' academic achievement, mediated by the sequential mediating roles of learning motivation and learning engagement.

Liu, Jiahe. (2023) stated that due to the singleness of high school students' contact with social groups and the onerous nature of learning tasks, peer relationships have become one of the most important interpersonal relationships among high school students. Moreover, peer relationships have been proven to have a certain impact on their academic performance. Based on this fact, this study mainly explains three indicators of peer relationship: the number of friends, friends' academic performance, and the quality of friendship. The interrelationship and internal impact mechanisms of peer relationships on the academic performance of high school students were also discussed. A cluster sampling method was used to collect a sample of 165 high school students. The Friendship Quality Scale was used to measure the quality of friendship among high school students. Furthermore, the present study explored the interaction between peer relationships and academic performance among high school students. According to the research results, we find that Peer relationships among high school students have a significant impact on academic performance. The better peer relationships are, the better the students' academic performance is. The author suggests that good peer relationships should be used in students daily study life, which does well to their physical and mental fitness.

3. NEED AND SIGNIFICANCE OF THE STUDY:

It is believed that the adolescent stage correspondingly the higher secondary students have got significant role in their life. It is a period of hormonal changes and individuality depends on family, socio-economic status, learning habit, social environment and emotional development and the like. Proper learning habit of students will lead them to success whereas peer problems etc will mislead them to failure in life. This focal point gave a thrust to the author to select these two variables as study of present effort. Thus the study of peer relation and learning habit may be considered to be of great importance.

4. OBJECTIVES OF THE STUDY:

The study was undertaken having the following objectives in mind.

- To find out if there is any significant relation between peer relation and learning habit.
- To find out if there is any significant difference between boys and girls in their peer relation.
- To find out if there is any significant difference between rural and urban students in their peer relation.
- To find out if there is any significant difference between boys and girls in their learning habit.
- To find out if there is any significant difference between rural and urban students in their learning habit.

5. HYPOTHESES OF THE STUDY:

- There is no significant relation between peer relation and learning habit.
- Boys and Girls do not differ significantly in their peer relation.
- Urban and rural students do not differ significantly in peer relation.
- Boys and Girls do not differ significantly in their learning habit.
- Urban and rural students do not differ significantly in their learning habit.

6. METHOD OF STUDY:

The study was conducted in Kallakurichi, one of the educational districts of Tamil Nadu and survey method was deployed. The sample was divided into different categories on the basis of gender and locality.

SAMPLE OF THE STUDY

Covering the entire population is not possible for the present study. The current academic year higher secondary students (2024-25) was selected and 200 samples were considered for the present study.

TOOL USED IN THE PRESENT STUDY

Peer Relation: Peer Relations Scale constructed by Walter W. Hudson (2003) was used.

Learning Habit: Learning Habit Scale constructed by P.V. Patel (2012) was used.



RELIABILITY AND VALIDITY OF THE TOOLS

The reliability of the peer relation scale was established by split-half method and it was found to be 0.85 which is reliable. The reliability of learning habit scale was established by split-half method and it was found to be 0.63. The content validity of the tools was established by getting opinion from the experts in educational research.

STATISTICAL TECHNIQUES USED IN THE STUDY

For analyzing data, mean, standard deviation 't' test and correlation analysis were used in the present study..

7. ANALYSES OF DATA:

Table 1: Relation between Peer Relation and Learning Habit

Variable	Number	df	'r' value	Significant Level (0.05)
Peer Relation	200	198	0.109	Not Significant
Learning Habit				

The calculated 'r' value is -0.109 which is not significant at 0.05 level. It is inferred from the above analysis that there is no significant relationship between peer relation and learning habit of higher secondary students.

Table 2: Mean, SD, t-value based on gender for peer relation

Gender	Number	Mean	SD	t-value	Significant Level
Boys	87	39.14	6.62	1.01	Not Significant
Girls	113	38.32	5.67		

From the analysis of scores of Table-2, it is found that mean score of boys and girls are somewhat similar. The calculated t-value 1.01 is not significant at 0.05 level. Hence, boys and girls do not differ significantly in their peer relation.

Table 3: Mean, SD, t-value based on locality for peer relation

Locality	Number	Mean	SD	t-value	Significant Level
Rural	117	38.32	5.4	0.82	Not Significant
Urban	83	38.91	6.7		

From the analysis of scores of Table-3, it is found that mean score of rural students is somewhat similar to that of urban students. The calculated t-value 0.82 is not significant at 0.05 level. Hence, rural and urban students do not differ significantly in their peer relation.

Table 4: Mean, SD, t-value based on gender for learning habit

Gender	Number	Mean	SD	t-value	Significant Level
Boys	87	117	24.18	0.63	Not Significant
Girls	113	119	25.27		

From the analysis of scores of Table-4, it is found that mean score of boys and girls are somewhat similar. The calculated t-value 0.63 is not significant at 0.05 level. Hence, boys and girls do not differ significantly in their learning habit.

Table 5: Mean, SD, t-value based on locality for peer relation

Locality	Number	Mean	SD	t-value	Significant Level
Rural	117	121.5	25.89	2.71	Significant
Urban	83	113.9	22.83		

From the analysis of scores of Table-5, it is found that mean score of rural students is greater than urban students. The calculated t-value 2.71 is significant at 0.05 level. Hence, rural and urban students differ significantly in learning habit.

8. FINDINGS OF THE STUDY:

- There is no significant relationship between peer relation and learning habit of higher secondary students.
- Boys and Girls do not differ significantly in their peer relation.



- Rural and urban students do not differ significantly in their peer relation.
- Boys and girls do not differ significantly in their learning habit.
- Rural and urban students differ significantly in learning habit.

9. EDUCATIONAL IMPLICATIONS OF THE STUDY:

The study reveals that there is no relationship between peer relation and learning habit of higher secondary students. This means that the peer relation may be distanced due to the frequent use of mobiles and other social media. The parents, teachers and elders in the family should advise their wards to reduce the excessive use of electronic and communicative devices. Another important finding of the study is that rural students significantly differ from urban students in their learning habit. This indicates that perhaps the rural students may not enjoy the urban amenities and technology and this causes the students to focus more on their learning. These two important findings of the study will give clear guidelines to the educators and other educational stakeholder.

10. CONCLUSION :

Quantitative analysis with large number of samples will always bring out a better result and easy to generalize the findings. However, this study is short research with limited number of sample of two hundred students. The investigator was curious to undertake this study with higher secondary students of 2024-2025 academic year as sample. The findings of present study may be useful for the researchers, academicians and stakeholders.

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