

A STUDY ON LEARNING HABITS AND ACADEMIC ADJUSTMENT OF SECONDARY STUDENTS OF GOVERNMENT AND PRIVATE SCHOOLS IN FARIDABAD

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Abstract

The present study investigates the relationship between learning habits and academic adjustment among secondary school students in Faridabad, with a particular emphasis on comparing learners from government and private institutions. Secondary education, especially at the Class 10 level, represents a transitional stage where students face heightened academic pressures and developmental challenges that demand both effective study practices and adaptive coping strategies. Recognizing this, the study was designed to examine how institutional context influences students' ability to cultivate regular study routines and adjust to academic demands. A purposive sample of 100 students was selected, comprising 50 students from government schools and 50 students from private schools. Data were collected through the administration of a standardized Study Habits Inventory and an Adjustment Inventory for School Students, complemented by self-developed items to capture context-specific details. Statistical analyses, including mean, standard deviation, and t-tests, were employed to compare the two groups. The findings revealed significant differences in both dimensions. Private school students displayed more systematic study habits, characterized by regular planning, effective time management, and consistent revision practices. In contrast, government school students demonstrated stronger academic adjustment, particularly in adapting to classroom environments, managing peer influences, and coping with examination stress. These results suggest that while institutional resources and parental involvement may support the development of disciplined study habits in private schools, the diverse challenges faced by government school students foster resilience and adaptability. The study concludes that both school types nurture distinct strengths, which, if integrated, can produce more holistic student development. It shows the need for targeted interventions such as study skills workshops in government schools and counseling or peer-support programs in private schools to balance study habits with adjustment abilities. The research not only contributes to the comparative literature on secondary education but also offers practical insights for teachers, parents, and policymakers seeking to enhance learning outcomes and student well-being in diverse schooling contexts.

Keywords: Study Habits, Academic Adjustment, Secondary Students, Government Schools, Private Schools, Faridabad

1. Introduction

Education is not confined to the transfer of knowledge; it also nurtures essential skills such as effective study habits and academic adjustment, which enable students to handle learning pressures and social responsibilities. At the secondary stage, especially in Class 10, these skills become highly significant as students prepare for board examinations and make decisions that shape their future academic and career paths. In India, the role of government and private schools differs in important ways. Government schools focus on inclusivity and providing education to diverse socio-economic groups, whereas private schools are often characterized by structured routines, enhanced parental involvement, and stronger academic infrastructure. These differences give rise to the perception that private school students develop more disciplined study habits, while government school students demonstrate greater resilience and adaptability in adjusting to academic challenges. With this background, the present study investigates the study habits and academic adjustment

of Class 10 students in Faridabad, comparing those enrolled in government and private schools. The purpose is to analyze how the type of institution influences learning behaviors and adjustment levels, thereby offering insights that may guide teachers, parents, and policymakers in improving secondary education outcomes

1. Review Literature

The importance of study habits in determining academic success has been widely documented. Mishra (2020) found that students with consistent and well-organized study habits significantly outperformed their peers with irregular or passive learning styles. His study on secondary students revealed that practices such as note-making, time management, and revision strategies directly contributed to improved academic achievement. Similarly, Patel (2021) reported that adolescents who developed systematic study routines showed greater concentration and reduced levels of exam-related anxiety. These findings highlight that study habits are not just a matter of time invested in learning but of strategy and regulation.

Academic adjustment has also been a major focus in psychological and educational research. Singh (2017) examined the academic adjustment of secondary school students in India and concluded that students with higher levels of adjustment displayed better attendance, more active classroom participation, and lower stress levels during examinations. His research also emphasized that adjustment is influenced by both individual resilience and school support systems. Agarwal (2019) further observed that government school students often develop greater adaptability compared to private school students, a pattern linked to their exposure to diverse challenges and limited resources. This adaptability, in turn, helps them cope better with peer influence, teacher expectations, and academic workload.

Comparative studies between government and private schools reveal distinct patterns in learning behaviors. According to Mangal (2021), private school students usually exhibit more disciplined and regular study habits because of structured environments and higher parental involvement. In contrast, government school students demonstrate stronger adjustment abilities, often managing academic pressures with resilience despite resource constraints. This contrast indicates that institutional culture and socio-economic context significantly shape student outcomes.

2. Methodology

The study follows a comparative descriptive survey design. The sample consists of 100 students: 50 government school students and 50 private school students, all from Class 10, selected using purposive random sampling. The Study Habits Inventory and Adjustment Inventory for School Students Scale were used to collect data. The data were analyzed using mean, standard deviation, and t-test to determine significant differences between the groups.

3.1 Data Collection and Analysis

Data were collected from 100 students, with 50 each from government and private schools in Faridabad. Standardized tools Study Habits Inventory and Adjustment Inventory Scale were administered to all participants. Responses were scored and analyzed using descriptive statistics mean, SD and inferential analysis t-tests. The results indicated measurable differences between the two groups in study habits and academic adjustment.

3.2 Research Questions

1. What are the differences in learning habits between government and private school students?
2. How do government and private school students differ in their academic adjustment?
3. What institutional or socio-economic factors may explain these differences?

3. Results and Discussion

Figure 1 shows the mean scores of study habits among government and private school students.

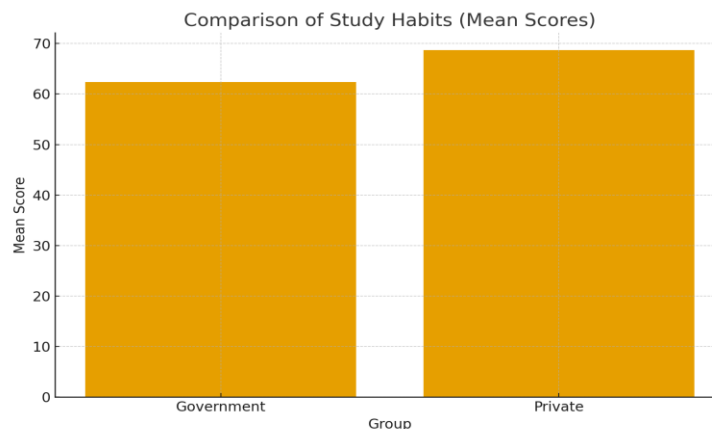
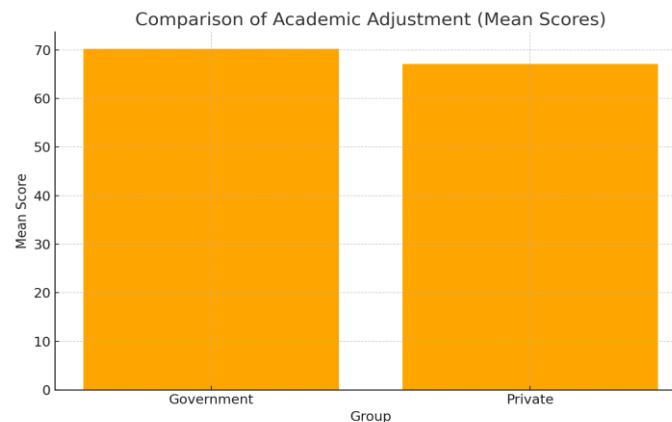


Figure 2 shows the mean scores of academic adjustment among government and private school students.



Findings and Discussions

The results of the present study are consistent with trends reported in earlier research, showing that institutional context plays a vital role in shaping student behavior. Students from private schools exhibited more organized and consistent study habits. This outcome may be linked to structured academic routines, closer monitoring by teachers, and strong parental expectations, which together reinforce disciplined learning practices.

On the other hand, students from government schools demonstrated higher levels of academic adjustment. Their ability to cope effectively with peer influence, classroom

challenges, and academic pressures appears to stem from exposure to diverse social and economic backgrounds and from experiencing less rigid learning environments. Such conditions may nurture flexibility, resilience, and problem-solving abilities, allowing them to adapt more readily to changing academic demands.

Overall, the comparison highlights that each group of students shows particular strengths: private school students excel in systematic learning behaviors, while government school students perform better in adapting to their academic environment. These findings underline the significance of institutional culture and socio-economic factors in shaping study habits and adjustment patterns. Rather than viewing one system as superior to the other, the study suggests that both can learn from each other to create more balanced and supportive learning environments.

Conclusion

This study shows that private schools generally promote disciplined and structured study habits through organized routines, teacher supervision, and parental involvement, while government schools tend to foster resilience and adaptability as students learn to cope with diverse challenges and flexible learning conditions. These differences highlight that each system nurtures distinct strengths valuable for student development. Rather than viewing one type of school as superior, it is more useful to recognize their complementary contributions. A balanced approach combining systematic study practices from private schools with the adaptability skills common among government school students can enhance both academic performance and social adjustment. The findings suggest that targeted interventions, such as study-skills training in government schools and counseling or peer-support programs in private schools, could help create more holistic learning environments. By integrating the best practices of both systems, secondary education can better prepare students to meet academic demands while also supporting their overall personal growth.

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