EFFECT OF HOME ENVIRONMENT ON STUDY HABITS OF SECONDARY SCHOOL STUDENTS

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ABSTRACT The present study was undertaken to study the effect of home environment on study habits of secondary school students. Study habits was treated as dependent variable whereas home environment was treated as an independent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample for the present study. The sample comprised of 220 secondary school students of private schools affiliated to Central Board of School Education (CBSE). Study Habits Inventory by Mukhopadhyay and Sansanwal (2011) and Home environment inventory by Mishra (2012) were used to study the effect of home environment on study habits of secondary school students. Mean, SD, 't' test and Co-efficient of correlation (r) were used to analyse the data. The findings of the study revealed that significant difference was found in the study habits of male and female secondary school students. No significant difference was found in the study habits of urban and rural secondary school students. It was also found that the home environment of male and female secondary school students did not differ significantly. Significant difference was found in the home environment of rural and urban secondary school students. It was further revealed that there exists significant relationship between home environment and study habits of secondary school students.

INTRODUCTION

Habit refers to an individual's tendency to act or automatic ways, especially when these are acquired by practice or experience. A habit can be developed through reinforcement and repetition. Habits are useful means for conserving higher mental processes for demanding tasks, but they promote behavioural inflexibility. Habits are indicators of individuality in a person. Study habits are the behaviour of an individual related to the studies. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. Crow and Crow (2008) defined that study habits can be interpreted as a planned programme of subject matter mastery. It is one of the major factors effecting academic achievement of the students. It has very long reaching effects deep into the life of individuals.

Home environment directly as well as indirectly influences child's development in a variety of ways including guiding the development of socially skilled behaviour patterns of the child within the context of family life, developing healthy habits and attitudes, arranging peer experience and fostering friendships, developing his personality and character including physical and moral development. Plamentz (1993) stated that home environment refers to all sorts of moral and ethical values, emotional, social and intellectual climate set by the family members to contribute to their wholesome development. A healthy and congenial climate at home makes the adolescent relaxed, cooperative, happy, motivated to study and disciplined in behaviour. On the other hand, an unhealthy climate at home makes the adolescent tense, nervous, imitable, disinterested in studies, mentally upset which can cause involvement in anti-social activities. Hooda and Chaudhary (2015) stated home environment is the potential factor in affecting the social maturity of adolescents students.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Study habits: Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient (Good's dictionary of education).

Home Environment: Home environment refers to the quality and quantity of the cognitive, emotional and social-support that has been available to the child within the home.

VARIABLES USED

Independent Variable: Home Environment
Dependent Variable: Study Habits

OBJECTIVES OF THE STUDY

1. To study and compare the study habits of male and female secondary school students.
2. To study and compare the study habits of urban and rural secondary school students.
3. To study and compare the home environment of male and female secondary school students.
4. To study and compare the home environment of urban and rural secondary school students.
5. To find out the relationship between home environment and study habits of secondary school students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference between study habits of male and female secondary school students.
2. There exists no significant difference between study habits of urban and rural secondary school students.
3. There exists no significant difference between home environment of male and female secondary school students.
4. There exists no significant difference between home environment of urban and rural secondary school students.
5. There exists no significant relationship between home environment and study habits of secondary school students.

METHOD

Descriptive survey method was used in the present study.

SAMPLE

The sample for this study consisted of 220 secondary school students affiliated to C.B.S.E. selected on the basis of random sampling method.

TOOLS USED

1. Home Environment Inventory by Mishra (2012).
2. Study Habits Inventory by Mukhopadhyay and Sansanwal (2011).

STATISTICAL TECHNIQUES USED

Mean, S.D. 't' test and coefficient of correlation (r) were used to analyse the data.

DATA ANALYSIS

1. To study and compare the study habits of male and female secondary school students.

For this purpose following null hypothesis was formulated:

H01 There exists no significant difference between the study habits of male and female secondary school students.

To test the null hypothesis, Mean, SD and t-value were calculated from the scores obtained by administering the study habits inventory. The results are presented in Table 1.

Table 1 Descriptive statistics related to the Study Habits of male and female secondary school students

Group (Study Habits)	N	Mean	SD	't'	Level of Significance
Male	104	212.68	24.68	4.28*	Significant
Female	116	199.43	20.61		

** Significant at .01 level   * Significant at .05 level   NS-Not significant

Fig. 1: Gender wise mean study habits scores and SDs of secondary school students
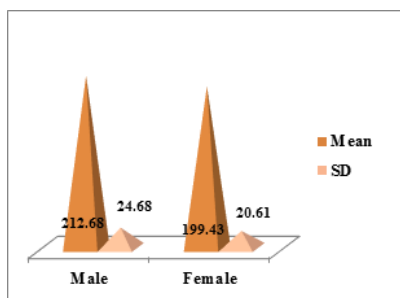
From the Table 1 and Fig.1, it can be observed that the t-value of 4.28 was found significant at 0.01 level, which indicates that the study habits of male and female secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the study habits of male and female secondary school students, is **rejected**. In terms of Mean, it can be seen that mean study habits score of male secondary school students i.e.**212.68** has been found higher than that of female secondary school students i.e. **199.43**. The present results are in contrast with the results of Kumar and Sohi (2013) who concluded that the sex of students was not likely to have any major effect on study habits of school students. This difference in the results can be due to the reason that study habits of secondary school students are strongly affected by various other factors than gender.

2. To study and compare the study habits of urban and rural secondary school students.

For this purpose following null hypothesis was formulated.

H02 There exists no significant difference between the study habits of rural and urban secondary school students.

To test the null hypothesis, Mean, SD and t-value were calculated from the scores obtained by administering the study habits inventory. The results are presented in Table 2.

Table 2 Descriptive statistics related to the study habits of Rural and Urban secondary school students

Group (Study Habits)	N	Mean	SD	't'	Level of Significance
Rural	122	209.93	16.01	2.63**	Significant
Urban	98	212.18	21.68		

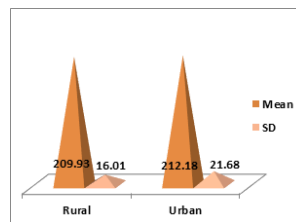** Significant at .01 level   * Significant at .05 level   NS-Not significant

Fig. 2: Locality wise mean study habits scores and SDs of Secondary School students

From the Table 2 and Fig.2, it can be observed that the t-value of 2.63 was found significant at 0.01 level, which indicates that there exists significant difference in the study habits of urban and rural secondary school students. So, the null hypothesis i.e. there exists no significant difference in the study habits of urban and rural secondary school students, is **rejected**. In terms of Mean, it can be seen that mean study habits score of urban secondary school students i.e.**212.18** has been found higher than that of rural secondary school students i.e. **209.93.** Thus, we can say that study habits of secondary school students are affected by the locality. The finding of this study is in consonance with the finding of Radha and Muthukumar (2015) who also found that the urban pupils differ from the rural pupils in their study habits.

3. To study and compare the home environment of male and female secondary school students.

For this purpose the following null hypothesis was formulated:

H03 There exists no significant difference between the home environment of male and female secondary school students.

To test the null hypothesis, Mean, SD and t-value were calculated from the scores obtained by administering the home environment inventory. The results are presented in Table 3.

Table 3 Descriptive statistics related to the Home environment of male and female secondary school students

Group (Home environment)	N	Mean	SD	't' value	Level of Significance
Male	104	224.1	17.0	0.79 (NS)	Not Significant
Female	116	226.2	21.4		

** Significant at .01 level   * Significant at .05 level   NS-Not significant
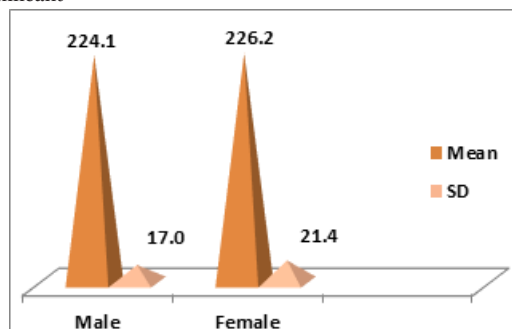

Fig. 3: Gender wise Mean Home Environment scores and SDs of secondary school students

From the Table 3 and Fig.3, it can be observed that the t-value of 0.79 was not found significant at 0.05 levels, which indicates that the home environment of male and female secondary school students did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in the home environment of male and female secondary school students, is **accepted.** The present finding is in consonance with the finding of Rani (2013) who also found that there

exists no significant difference between home environment of boys and girls studying in science stream of senior secondary school.

4. To compare the home environment of urban and rural secondary school students.

For this purpose the following null hypothesis was formulated.

H04 There exists no significant difference between the home environment of urban and rural secondary school students.

To test the null hypothesis, Mean, SD and t-value were calculated from the scores obtained by administering the home environment inventory. The results are presented in Table 4.

Table 4 Descriptive statistics related to the Home Environment of Urban and Rural secondary school students

Group (Home environment)	N	Mean	SD	't' value	Level of Significance
Rural	122	221.7	20.3	**4.9****	Significant
Urban	98	234.7	18.6		

** Significant at .01 level   * Significant at .05 level   NS-Not significant
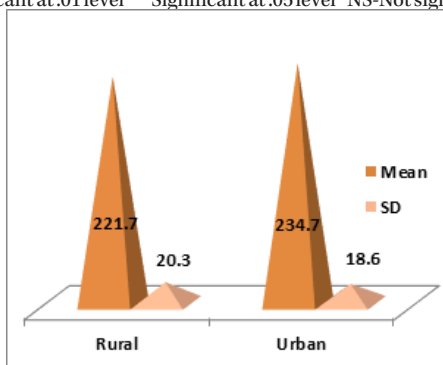

Fig.4: Locality wise mean Home Environment scores and SDs of secondary school students

From the Table 4 and Fig.4, it can be observed that the t-value of 4.9 was found significant at 0.01, which indicates that there exists significant difference in the home environment of rural and urban secondary school students. So, the null hypothesis i.e. there exists no significant difference in the home environment of urban and rural secondary school students, is **rejected.** In terms of Mean, it can be seen that mean home environment score of urban secondary school students i.e. **234.65** has been found higher than that of rural secondary school students i.e. **221.67.** This can be due to the reason that parents living in urban areas are familiar with the fact that in the present age of competition there is a lot of stress on their child and they try to provide more congenial environment to their child.

5. To find out the relationship between home environment and study habits of secondary school students.

For this purpose following null hypothesis was formulated.
H05 There exists no significant relationship between home environment and study habits of secondary school students.

Table 5 Coefficients of Correlation between home environment and study habits of secondary school students

Sr. No.	Variables	N	Coefficients of Correlation
1.	Home environment	220	0.24**
2.	Study Habits	220	

** Significant at .01 level   * Significant at .05 level   NS-Not significant

The Table 5 reveals that coefficient of correlation between home environment and study habits of secondary school students is 0.24 which is positive and significant at 0.01 level of significance. So the null hypothesis "There exists no significant relationship between home environment and study habits of secondary school students" is **rejected.** The magnitude of 'r' indicates that there is low correlation between home environment and study habits of secondary school students. In other words, study habits of secondary school students are associated with increase or decrease in home environment. The finding of this study is in consonance with the finding of Geogiady, Nicholas and Louis (1994) who also found that study habits of secondary school students is associated with their home environment.

FINDINGS OF THE STUDY

- Significant difference was found in the study habits of male and female secondary school students.

- No significant difference was found in the study habits of urban and rural secondary school students.

- It was found that the home environment of male and female secondary school students did not differ significantly.

- Significant difference was found in the home environment of rural and urban secondary school students.

- It was found that there exists significant and positive relationship between home environment and study habits of secondary school students.

CONCLUSION

The home environment is one of the determinants of study habits. Many parents may not be aware of the influence of various home environmental factors on the study habits of their children. It is recommended that teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on study habits which can improve the children's performance. Parents need to provide congenial home environment to their children and at the same time be realistic in their approach to their child's study. The students require guidance and counselling with regard to study habits so that they may identify their strengths and weakness in the learning strategies. In this way they may become more conscious about better study habits. So, counseling programs should be organized for the students to develop good study habits in them.

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