

Home Environment, School Environment & Study Habits in Relation to their Academic Achievement

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Abstract: The present study was conducted on 300 secondary school students to find out the relationship between home environment, School environment, Study habits and their academic achievement. Home environment inventory developed by Dr. K. S. Mishra, School environment inventory developed by Dr. K. S. Mishra and Study habits inventory developed by D. M. Mukhopadhyay and Dr. D. N. Sansanwal were used to collect the relevant data. Coefficient of correlation was used to analyze the data. The findings revealed that there exists significant relationship between home environment and Academic achievement, Study habits and Academic achievement and Home environment, School environment, Study habits and Academic achievement of secondary school students. But, there was no significant relationship between School environment and Academic achievement of secondary school students.

Keywords: Home environment, School environment, Study habits and Secondary school students.

INTRODUCTION

Secondary school students are at the stage of adolescence & it is considered as transitional stage from childhood to adulthood. However, many physical & psychological changes occur in the individual. This stage can bring up so many issues like, self-identity, independence, selection of peer group etc. Student's life is the most important stage of human life. Nowadays, there are many problems faced by secondary school students in their academic achievement. Each parent and teacher must know about different changes which occur at this important psychological phase of life. Because they require personal guidance related with personal issues as well as educational guidance related with selection of stream and subjects. The country's success depends on the proper guidance of students.

Home Environment-

Home & school environment has an influential role in child's development. Home environment exerts the greatest influence on the development of the child's

behaviour. Family is the central & small unit of the society. Child's need is fulfilled by family members. Education of family members have also the impact on child like his behaviour, knowledge, interest, moral values etc. are also going to play a pivotal role in the future of child's life. In present era, maximum parents are well educated. That is why their expectations have increased. Various psychologists have identified the different characteristics of home environment – restriction, behaviour, punishment, commands, demands, respect, adjustment, nurturance, desire, rejection etc. Both home & school environment is accountable for the growth & development of child.

School Environment-

After the family, school is also one of the important components which has the important role in growth & development of the child. The educational system plays a crucial role in development of any society. In this context, schools assume crucial / utmost significance, as it is the school where a child spends a major time of his/ her childhood. In fact, it can be said that a child's personality & development is shaped to a great extent, by the schooling s/he had. Today schools are seen as vital social organizations that must respond to the needs & demands of the society. Different curricular & co-curricular activities are organized in school which are responsible for social & cognitive development of the child. Because these activities have directly or indirectly had an impact on the social & cognitive behaviours. Performance of the child in the school constitutes other aspects of cognitive growth. The co-curricular activities in school imparted to attempt the development of non-cognitive areas of learning with emphasis on key qualities for personal & social growth of child.

Study Habits-

Good study habits help to achieve their maximum potential abilities not even at secondary stage but also at higher education. So, it is very important

characteristic of all human beings. Study habits increases the knowledge, confidence, effectiveness, productivity, efficacy, responsiveness etc. Study habits are affected by many factors like teaching methods, interest, attitudes, motivation etc. Study habits as a habit is generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals & by cumulative & interactive effects in the society. Good study habits include class participation, study time, use of textbook & recitation.

Academic Achievement-

The most important goal of education is academic achievement for the student. So, it is the responsibility of all educational institutions for the holistic development of the student. Academic achievement is influenced by personal and environmental factors as both leads / make individual's life to success.

Need of the Study- In the context of modern society, role of education is not only to provide knowledge to the students, but to develop useful skills, habits, interest and attitudes among students. To obtain these objectives, we have to provide appropriate learning experiences to the students. The study habit, school environment and home environment depends upon the active participation of the teachers as well as parents. So, the knowledge of teachers and parents will be help to bring the quality in education of students and to become a fruitful citizen of the country.

Statement of the Problem- Home Environment, School Environment & Study Habits in relation to their Academic Achievement

Objectives-

1. To study the relationship between home environment and academic achievement of secondary school students.
2. To study the relationship between school environment and academic achievement of secondary school students.
3. To study the relationship between study habits and academic achievement of secondary school students.
4. To study the relationship between home environment, school environment, study habits and academic achievement of secondary school students.

Hypotheses-

1. There is no significant relationship between home environment and academic achievement of secondary school students.
2. There is no significant relationship between school environment and academic achievement of secondary school students.
3. There is no significant relationship between study habits and academic achievement of secondary school students.
4. There is no significant relationship between home environment, school environment, study habits and academic achievement of secondary school students.

Operational Definition of the Terms Used

Home Environment- It refers to the psycho-social climate of home as perceived by the students in home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness.

School Environment- It refers to the psycho-social climate of the school as perceived by the students in school. It includes six dimensions- creative stimulations, cognitive encouragement, permissiveness, acceptance, rejection and control.

Study Habits- Study habits are generic rather than specific in terms of its importance. Study habits have been constituted of nine different kind of study behaviour. These are- compression, concentration, task orientation, study sets, interaction, drilling, supports, recording and language.

Academic Achievement- Academic achievement here means total marks obtained by student in examination as score for present investigation. Secondary School Student- It refers to students of age group 14-16.

Limitations-

- 1.The study has been delimited to secondary school students of Navi Mumbai.
- 2.It has been further delimited to three schools of Kharghar.
- 3.A sample of 300 students has been selected from secondary schools. It included the students of both sexes studying in secondary classes.

Method of Study- Depending upon the objectives of the study, the descriptive survey method of research was used in the present study.

The Sample- The researcher has selected purposive sampling technique. In the present study secondary school students of class IX and X were taken. The sample comprised of 300 secondary school students of Kharghar, Navi Mumbai, Maharashtra.

Tools Used- The following tools were used for collecting data for the study.

1. Study Habits Inventory by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal.
2. Home Environment Inventory developed by Dr. K.S. Mishra.
3. School Environment Inventory developed by Dr. K.S. Mishra.
4. Annual scores of secondary school students were taken as academic achievement.

Statistical Technique Used-

Keeping in view the objectives of the study, coefficient of correlation was used for the analysis of the data. Pearson’s coefficient of correlation were computed to analysed the relationships.

Analysis and interpretation of Data-

Objective 1 -To study the relationship between home environment and academic achievement of secondary school students.

Hypothesis 1 -There is no significant relationship between home environment and academic achievement of secondary school students.

4.1 Relationship between Home Environment and Academic Achievement

Table 4.1-Coefficient of correlation between Home Environment and Academic Achievement

S. No.	Variables	N	r
1.	Home Environment	300	0.22
2.	Academic Achievement	300	

Interpretation-

It is evident from the Table 4.1 that the coefficient of correlation between Home Environment and Academic Achievement is 0.22 which is positive and significant at 0.01 level of significance. Therefore, there exists a relationship between Home Environment and Academic Achievement of the Secondary school students. Hence, the hypothesis that there is no significant relationship between Home Environment and Academic Achievement of secondary school students is rejected.

Objective 2 -To study the relationship between school environment and academic achievement of secondary school students.

Hypothesis 2 -There is no significant relationship between school environment and academic achievement of secondary school students.

4.2 Relationship between School Environment and Academic Achievement

Table 4.2 Coefficient of correlation between School Environment and Academic Achievement

S. No.	Variables	N	r
1.	School Environment	300	-0.12
2.	Academic Achievement	300	

Interpretation-

It is found from the Table 4.2 that the coefficient of correlation between School Environment and Academic achievement of secondary school students is -0.12 and this relationship was not found to be significant at .01 level of significance. So, there exists no relationship between School Environment and Academic Achievement of secondary school students. It is a (-) correlation. Therefore, the hypothesis that there is no significant relationship between School Environment and Academic Achievement of secondary school students is accepted.

Objective 3 -To study the relationship between study habits and academic achievement of secondary school students.

Hypothesis 3 -There is no significant relationship between study habits and academic achievement of secondary school students

4.3 Relationship between Study Habits and Academic Achievement

Table 4.3 Coefficient of correlation between Study Habits and Academic Achievement

S.No.	Variables	N	r
1.	Study Habits	300	-0.26
2.	Academic Achievement	300	

The Table 4.3 reveals that the coefficient of correlation between Study Habits and Academic Achievement is -0.26 and this relationship was found to be significant at 0.01 level of significance. Therefore, there exists a relationship between Study Habits and Academic Achievement of secondary school students. It is (-) correlation. Therefore, the hypothesis that there is no significant relationship between Study Habits and

Academic Achievement of secondary school students is rejected.

Objective 4 -To study the relationship between home environment, school environment, study habits and academic achievement of secondary school students

Hypothesis 4 -There is no significant relationship between home environment, school environment, study habits and academic achievement of secondary school students.

4.4 Relationship between Home Environment, School Environment, Study Habits and Academic Achievement

Table 4.4 Coefficient of correlation between Home Environment, School Environment, Study Habits and Academic Achievement

S. No.	Variables	N	r
1.	Home Environment	300	-0.21
2.	School Environment	300	
3.	Study Habit	300	
4	Academic Achievement	300	

Interpretation-

It is evident from the Table 4.4 that the coefficient of correlation between Home Environment, School Environment, Study Habits and Academic Achievement is -0.21 and this relationship was found to be significant at 0.01 level of significance. So, there exists a relationship between Home Environment, School Environment, Study Habits and Academic Achievement of secondary school students. It is (–) correlation. Therefore, the hypothesis that there is no significant relation between Home Environment, School Environment, Study Habits and Academic Achievement of secondary school students is rejected.

FINDINGS

1. Home Environment and Academic achievement – It was concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection, punishment, conformity, reward, nurturance and permissiveness were correlated with academic achievement and this relationship was positive. Proper dominance of these factors by parents in home environment had higher the academic achievement of students.

2. School Environment and Academic achievement- It was concluded that school environment dimensions viz. creative stimulation, cognitive encouragement,

acceptance, permissiveness, rejection and control had no effect on academic achievement of secondary school students. It was concluded that school environment had no effect on academic achievement of secondary school students. No doubt, it is manifested that school environment is important factor in academic achievement but, this study did not show positive results.

3. Study Habits and Academic achievement – It was concluded that study habits dimensions-comprehension, concentration, task orientation, study size, interaction drilling, and supports were correlated with academic achievement of secondary school students and this relationship was negative. If more attention will be given towards each dimension of study habits then, then there will be increase in academic achievement of secondary school students.

4. It was concluded that home environment, school environment, study habits and academic achievement secondary school students. It could be concluded that different dimensions of home environment and study habit were the factors that affected academic achievement.

EDUCATIONAL IMPLICATIONS

From the findings, the researcher has found that the students do not get appropriate attention from their teachers and peers in their schools. This may be due to many reasons such as lack of time spend by the teachers with students due to overcrowd classroom and not so good interpersonal relation with peers. Therefore, there is need to give more attention by different members of school authorities to the school environment. Parents should also need to spend some quality time with their children to bring the more improvement in their home environment. Also, there should be focus on their children to upgrade study habits.

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