Relationship between Home Environment and Study Habit of Senior Secondary School Students

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Abstract:

The present study was conducted on 100 secondary school science students to find out the relationship between study habits and home environment of the science students studying in secondary school of Haryana. The results of the study revealed that a significantly positive relationship of home environment components of rejection with study habits of boys is revealed, there by meaning that It can be affected the study habit of boys. However, the correlation of other components of home environment is significantly negative with study habits among boys. The study also found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school. The study has implications for educationists and parents as well.

Keywords: *Home environment, Introduction, Secondary Students & Science Stream, Study habits*

1. Preface

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term "Study Habit" implies a sort of more or less permanent method of studying. According to Good's dictionary of education, "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." Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual. Hence, study habits of students' plays important role in learning and fundamental to school success. Among the various social groups, home occupies the first and most important place for the development of the individual. Home is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. Every parent is highly concerned with providing material facilities to their children and ignoring the other facilities. It is a false notion among most parents that by providing a child with a fully furnished separate room and arranging some tuition for it, their duty to help children in their studies over. Studies show that successful children have parents who create and maintain family routines. Parental acceptance and encouragement are positively related with school success and competence (**Lakshmi and Arora 2006**). Providing a happy home environment encouraging the child as follow a fixed timetable for studies, planning a family activities assignment of responsibilities in the family are essential component strutting a conducive home environment.

2. Significance of the Study

Home environment helps to gain better study habit. Without good study habits a student cannot succeed. The ability of parents to plan, organize and manage time will benefit your child in every area of life. Create a good home environment where good study habits are primary and appreciated. The nature of the family does not have any influence on the study habits of students, with respect to home environment. Whereas, the nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment **(Rajendran et al.; 2009).** From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study. But with the advancement of science and technology, it becomes essential to conduct a fresh study. In the presents study a humble attempt has been made in this regard.

3. Statement of the problem

"Relationship between Home environment and study habit of senior secondary school students"

4. Objectives of the study

1. To find out the relationship between Home Environment and study habit among boys studying in science stream of senior secondary school.
2. To find out the relationship between Home Environment and study habit among girls studying in science stream of senior secondary school.
3. To study the difference of Home Environment between boys and girls studying in science stream of senior secondary school.

5. Hypothesis of the study:

1. There exists no significance relationship between Home Environment and study habit among girls studying in science stream of senior secondary school.
2. There exists no significance relationship between Home Environment and study habit among boys studying in science stream of senior secondary school.
3. There exists no significant difference of Home Environment between boys and girls studying in science stream of senior secondary school.

6. Sample of the study

The study was conducted on a representative sample of 100 senior secondary students selected on the basis of randomized technique of sampling from science stream of Sonipat district of Haryana.

7. Tools to be used

The following tools were selected and used in the study:

1. Study habit scale developed by *Dr. M. N. Palsane (Pune) & Anuradha Sharma (Agra, 1971).*
2. Home environment scale developed by *Dr. Karuna Shankar Mishra1985*

8. Analysis and Interpretation of the Data

In order to achieve the objectives of the study, Mean S.D. t-test & correlation approach was followed to study the relationship of study habits and home environment as well as difference of home environment between boys and girls.

Section: I Relationship of study habits and home environment of boy's students of science stream studying in senior secondary school.

Objective 1. To find out the relationship between Home environment and study habit among boys studying in science stream of senior secondary school.

Table 1

Sr. No.	Dimensions of home environment	Correlation	Level of Significance (0.05)
1	Control	-0.11	NS
2	Protectiveness	-0.07	NS
3	Punishment	-0.07	NS
4	Conformity	0.06	NS
5	Social isolation	0.03	NS
6	Reward	0.03	NS
7	Deprivation of Privileges	0.17	NS
8	Nurturance	0.19	NS
9	Rejection	0.39	Significant
10	Permissiveness	0.17	NS

Interpretation

The coefficient of correlation of study habits with home environment components is given in table 2. It may be observed from the table 1 that coefficient of correlation of study habits with control, punishment, social isolation and permissiveness components of home environment are -0.11, -0.07, 0.03 and 0.17 respectively. All these r-values are not significant even at .05 level of significant indicating that there exists no significant relationship between study habits and control, punishment and permissiveness components of home environment among boys' students of science stream studying in senior secondary school. It means that these dimensions of home environment are not related with the study habits. Also, the table 1 shows that coefficient of correlation of study habits with protectiveness, conformity, reward, deprivation of Privileges and nurturance components of home environment came out to be -0.07, 0.06, 0.03,0.17 and 0.19 respectively. All these r-values are not significant at .05 levels. It shows that there exists no significant relationship of study habits with protectiveness, conformity, reward, deprivation of Privileges and nurturance components of home environment among boys' students of science stream studying in senior secondary school, thereby meaning that these dimensions and study habits is negatively correlated but the correlation is negligible correlation. Instead of reward sometimes another factors like self motivation, inspiration and self-guidance may influence study habit. The table 1 further shows that the coefficient of correlation of study habits with rejection of home environment turned to be 0.39 which are significant at .05 levels. It reveals that there exists significantly relationship of rejection component of home environment with study habits. In other words, It can be affected the study habit of students.

Section II Relationship of study habits and home environment of girls students of science stream studying in senior secondary school.

Objective II. To find out the relationship between Home environment and study habit among girls studying in science stream of senior secondary school.

Table 2

Sr. No.	Dimensions of Home Environment	Correlation	Level of Significance(0.05)
1	Control	-0.04	NS
2	Protectiveness	0.05	NS
3	Punishment	-0.15	NS
4	Conformity	-0.30	NS
5	Social isolation	-0.07	NS
6	Reward	0.09	NS
7	Deprivation of Privileges	0.24	NS
8	Nurturance	0.03	NS
9	Rejection	0.38	NS
10	Permissiveness	0.17	NS

Interpretation

Table 2 It may be observed from the table 2 that All these r-values are not significant at .05 level of significant indicating that there exists no significant relationship between study habits and control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance rejection and permissiveness components of home environment among girls studying in science stream of senior secondary school. The result also revealed that all components of home environment and study habit are negatively correlated but the correlation is negligible correlation.

Section: III Difference of Home Environment Between boys and girls studying in science stream of senior secondary school.

Objective III. To study the difference of Home Environment between boys and girls studying in science stream of senior secondary school.

Table 3

	Boys N= 50		Girls N= 50		t-value	Remarks
	Mean	S.D.	Mean	S.D.		
A(Control)	34.2	2.19	33.44	2.25	0.18	NS
B(Protectiveness)	33.96	2.28	32.72	1.96	0.02	NS
C(Punishment)	33.08	1.97	32.68	2.15	0.45	NS
D(Conformity)	33.58	2.81	32.28	2.59	0.14	NS
E (Social Isolation)	32.52	2.13	33.32	2.64	0.39	NS
F(Reward)	32.32	2.32	33.64	2.56	0.06	NS
G(Deprivation of Privileges)	32.72	1.94	33.4	2.32	0.02	NS
H (Nurturance)	32.12	2.27	33.64	2.01	0.38	NS
I (Rejection)	32.88	2.22	33.76	2.48	0.16	NS
J(Permissiveness)	32.76	2.18	32.6	1.82	0.77	NS

Interpretation

Perusal of table 3 further reveals that the t-value of all dimensions of home environment of boys and girls are not significant at any level of significance. This indicates that there is no significant difference between home environment of boys and girls studying in science stream of senior secondary school. Hence, the hypothesis that there exists no significant difference between Home environment of boys and girls studying in science stream of senior secondary school is accepted. Overall home environment can affected among boys and girls equally.

9. Conclusion

The present study is of immense educational importance to the students, course writers and teachers. It will help the students to change their faulty study-habits. The students should be encouraged to use library books and magazines to develop good study habits. 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 be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies. They need to know their role in the education of their children so that they do not put the blame entirely on teachers when their children do not perform well in school.

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