

An Investigation into The Study Habits and Home Environment of High School Student

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Abstract— *The present study was conducted to study an investigation into the study habits and home environment of high school students. Study habits were 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 be made up of 100 high school students of government schools and government aided schools. Study Habits Inventory by Dr. M.N. Palsane (Pune) & Anuradha Sharma (Agra 1971), and home environment Inventory by Dr. Karuna Shankar Mishral (2012) were used to study an investigation into the study habits and home environment of high school students. Mean, SD, 't' test and Co-efficient of correlation (r) were used to analyze the data. The results of the study exposed that a significantly positive relationship of home environment components of rejection with study habits of boys is exposed 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 secondary school. The study has implications for educationists and parents as well.*

Indexed Terms— *Home environment, Investigation, High School Students & Science, Study habits*

I. INTRODUCTION

Good and effective study habits are a very import part of the learning process. Good study are all about keeping to a daily routine and giving all subject equal treatment. Hard work and good study habits are assets that should be developed among all students by their

parents and teachers. Good study habits are important for all students to achieve their educational goals. Good study habits need to be taught to children as they do not come naturally. Student study by themselves rather than just reading over the material (Anonymous2019a)

Study habits are commonly known as the usual behavior or habitual practices by a person in order to study and learn effectively. Study habits help students make their studies easier to understand and make their learning experience comfortable and enjoyable. Having good study habits are important for a student because it will help them to improve their academic learning and skills. Some students may have ineffective and inefficient study habits which may cause them learning problems and get frustrated. 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 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 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 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. A healthy and congenial climate at home makes the adolescent relaxed, cooperative, happy, motivated to study and disciplined in behavior. On the other hand, an unhealthy climate at home makes the adolescent tense, nervous, imitable, and 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 adolescent's students. According to Roy (2013), "The future of a country depends upon the moral values imparted to individuals during their student life. Moral lessons should be properly implemented among students in school and colleges." ("Moral Values," par. 3) Values are ideals and principles that a person follows to determine the right and wrong. These virtues and ideals are essential in building up the character of an individual because it will be the standards the person will look up to as he/she grows up. Values can be built on an individual mainly by his/her family, peer group, teachers and especially the school itself. These values can be acquired through emulation of other people, and also through education.

- **Definitions of Important Terms**

Before a beginning is made it is essential for the investigator to make clear a few important terms called key words used in wording the problem.

- **Investigation:** (i) Investigation mean the act or process of investigating or the condition of being investigated. (ii) "A searching inquiry for ascertaining facts, a detailed or careful examination".
- **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 High schools: The term high schools is commonly used every where prior to the introduction of new pattern of education. This is 10+2+3. High schools were generally defined as secondary schools imparting instruction from standard VIII to X.

- **Variables used:**

Two variables are used 1. Study habits 2. Home environment

- **Statement of the problem**

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- **Objectives of the study:**

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

- **Hypothesis of Study:**

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

- **Method of Study:**

Descriptive survey method was used in the current study

• Sample of the study:

The study was conducted on a representative sample of 100 high school students selected on the basis of randomized technique of sampling from science of Kallakurichi District of Tamilnadu.

• Tools 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 Mishra 1985

• Statistical Techniques Used:

Mean, SD, 't' test and Co-efficient of correlation (r) were used to analyse the data

• 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.

• Objective1: find out the relationship between Home Environment and study habit among boys studying in science of high school.

For this purposes following null hypothesis was formulated

• HO1: There exists no significance relationship between Home Environment and study habit among girls studying in science of high school.

TABLE -1

| S R N O | DIMENSIO NS OF HOME ENVIRONM ENT | CORREL ATION | LEVEL OF SIGNIFICAN CE(0.05) |
|------------------|--|-----------------|------------------------------------|
| 1 | CONTROL | -0.12 | NS |
| 2 | PROTECTIV ENESS | -0.08 | NS |
| 3 | PUNISHME NT | -0.06 | NS |
| 4 | CONFORMI TY | 0.06 | NS |
| 5 | SOCIAL ISOLATION | 0.04 | NS |

| | | | |
|----|---------------------------------|------|-----------------|
| 6 | REWARD | 0.03 | NS |
| 7 | DEPRIVATI ON OF PRIVILAGE | 0.18 | NS |
| 8 | NATURANC E | 0.16 | NS |
| 9 | REJECTION | 0.41 | SIGNIFICAN T |
| 10 | PERMISSIV ENESS | 0.19 | NS |

• Interpretation:

From the table 1 that co-efficient of correlation of study habits with control, punishment, social isolation and permissiveness components of home environment are - 0.12, -0.06, 0.04 and 0.19 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, social isolation and permissiveness components of home environment among boys' students of science studying in high 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 expressed to be -0.08, 0.06, 0.03, 0.18 and 0.16 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 studying in high 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 0.41 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.

- Objective2: To find out the relationship between Home Environment and study habit among girls studying in science of high school.

For this purposes following null hypothesis was formulated

- HO2: There exists no significance relationship between Home Environment and study habit among girls studying in science of high school .

TABLE- 2

| S R N O | DIMENSIO NS OF HOME ENVIRONM ENT | CORREL ATION | LEVEL OF SIGNIFICAN CE(0.05) |
|------------------|--|-----------------|------------------------------------|
| 1 | CONTROL | -0.03 | NS |
| 2 | PROTECTIV ENESS | 0.06 | NS |
| 3 | PUNISHME NT | -0.14 | NS |
| 4 | CONFORMI TY | -0.28 | NS |
| 5 | SOCIAL ISOLATION | -0.08 | NS |
| 6 | REWARD | 0.10 | NS |
| 7 | DEPRIVATI ON OF PRIVILAGE | 0.22 | NS |
| 8 | NATURANC E | 0.05 | NS |
| 9 | REJECTION | 0.25 | NS |
| 10 | PERMISSIV ENESS | 0.16 | 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.

- Objective3: To study the difference of Home Environment between boys and girls studying in science stream of senior secondary school.

For this purposes following null hypothesis was formulated

- HO3: There exists no significant difference of Home Environment between boys and girls studying in science school.

TABLE – 3

| S r N o | DIMENSI ONS OF HOME ENVIRON MENT | Boys N=50 | | Girls N=50 | | t - va lu e | Re mar ks |
|------------------|--|---------------|--------------|---------------|--------------|----------------------|-----------------|
| | | M ea n | S. D | M ea n | S. D | | |
| 1 | (A)CONTR OL | 33 .3 4 | 2. 2 1 | 33 .4 5 | 2. 2 6 | 0. 17 | NS |
| 2 | (B)PROTE CTIVENES S | 33 .0 8 | 2. 2 9 | 33 .7 8 | 2. 2 3 | 0. 03 | NS |
| 3 | (C)PUNISH MENT | 33 .0 5 | 2. 2 7 | 34 .2 3 | 2. 7 5 | 0. 48 | NS |
| 4 | (D)CONFO RMITY | 33 .5 6 | 2. 9 8 | 32 .3 4 | 2. 6 1 | 0. 15 | NS |
| 5 | (E)SOCIAL ISOLATIO N | 32 .5 2 | 2. 1 7 | 33 .3 4 | 2. 6 6 | 0. 41 | NS |
| 6 | (F)REWAR D | 32 .3 3 | 2. 4 3 | 33 .6 5 | 2. 5 9 | 0. 07 | NS |
| 7 | (G)DEPRIV ATION OF PRIVILAG E | 33 .1 7 | 2. 1 2 | 33 .4 3 | 2. 5 5 | 0. 03 | NS |
| 8 | (H)NATUR ANCE | 32 .1 9 | 2. 2 8 | 33 .6 5 | 2. 5 6 | 0. 38 | NS |
| 9 | (I)REJECTI ON | 32 .8 9 | 2. 2 3 | 33 .7 6 | 2. 4 8 | 0. 16 | NS |
| 10 | (J)PERMIS SIVENESS | 32 .7 8 | 2. 1 9 | 32 .6 8 | 1. 0 9 | 0. 78 | 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 of high school. Hence, the hypothesis that there exists no significant difference between Home environment of boys and girls studying in science of high school is accepted. Overall home environment can be affected among boys and girls equally.

II. CONCLUSION

The current study is of great educational importance to the students, course writers and teachers. It will help the students to change their mistake study-habits. The students should be encouraged to use news papers, 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, motivation, 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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