



**A Correlational Study of Study Habits, Achievement Motivation, Home and School Environment of Secondary and Higher Secondary Students.**

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**INTRODUCTION**

Whatever in us to save it for those habits is important? Basically human success is depends on the habits. When you do any work at once we think to do it again and again it's called the habits. We have to follow any habits in ours it is necessary to have knowledge and inner power to do it. Habits are in different stages but in student's life habits of study is the most important thing. Human beings are always student from his childhood still the old age he has the habit of study something. But in life to achieve high success it is necessary to have inspiration, because whatever the inspiration given by society according to that inspiration student are looking to gain more and more success in life.

In the student's life the inspiration changes as per the life style as well as work. Like that only to achieve the bright success in educational field habit of study is necessary. In student's life society, teacher, family, social situation, atmosphere, punishment and gift gives inspiration to them. And according to that students are struggling to achieve their aim or goal. The success basically depends on their way of study. According to the proverb "tit for tat" student have to study hard to gain success. Whatever success they achieve or gain it depends on the inspiration given to them.

There are different subtypes of study in that skill of test, study of textbook, planning of time, skill of notes, concentration and mental ability, explanation of thoughts and understanding the difficult or problem, skill of increasing vocabulary are important. But all these sub habits of study we develop in the future of students. But in all these to give proper direction the most important role is played by parents, teachers, school and society. In student's life examination is the most important aspect which gives the real turn to the life of student. So it is one of the important aspects in his success.

Today's world is the world of competition. If we have to survive in such situation success exam is the most important aspect. So, the bright success in examination is very important. For that purpose it is important that study habits and methods of achieving and motivating the students, to develop good habits of study are necessary for the students to understand the achievement motivation. Today's students are going to become a citizen of tomorrow and they have to overcome these difficulties completely. Hence, the secondary and higher secondary level students' study habits and achievements motivations, home environment and school environment variable correlation is mentioned in the research through comparative study.

**REVIEW OF RELATED LITERATURE**

**Sarode (1995)** studied impact of socio-economic status, study habits & academic motivation on academic achievement of higher secondary student of rural area. The study found that: Student of science stream are mostly from higher Socio-economic status than the others,

They mostly have higher scores at 10<sup>th</sup> Examination hence they have improved study habits and they mostly have higher motivated as they have more future avenues in science stream than in arts or commerce stream. **Haverkamp, F; Honschied, A; Runger, M; Krols, A; Harbouer, A (2005)** conducted "A Study on the Achievement Motivation in Children with Migraine and their Healthy Siblings." Major Findings of the study: There were no significant differences in achievement motivation and cognition between both groups. Children with migraine and their siblings demonstrated a neuron-cognitive performance within the average normal test range. There was a slight positive correlation between an atypical achievement motivation and the duration of migraine attacks. **Chen, Su-Yen(2007)** (Research Article-Extracurricular Reading Habits of College Students in Taiwan: Findings from Two National Surveys) the Chinese people have great regard for those who read widely. The study found that: (1) Female students on average did not spend more time on extracurricular reading than males (2) Students from public institutions, who generally have higher academic competence, did not spend more time reading than students from private institutions (3) Education majors spent the last time on extracurricular reading. **Camahalan, Faye Marsha G. (2006)** (Research Article- Effects of Self-Regulated Learning on Mathematics Achievement of Selected Southeast Asian Children) this research was based on the conceptual framework that students' low mathematics achievement in school is related to their poor study habits. The study confirms that students as active agents of their behaviors can be trained to be responsible learners and thus acquire the goal of life-long education which is learning not just "what" to learn but more importantly "how" to learn. **Watters, Dianne J.; Watters, James J. (2007)** (Research Article- Approaches to Learning by Students in the Biological Sciences: Implications for Teaching) this study is an investigation of the epistemological beliefs and study habits of students undertaking first-year courses in Biological Chemistry and Biochemistry. Our findings indicate that most students tend to adopt beliefs that knowledge and learning involves the accumulation of information and the capacity to reproduce on demand in examinations. Approaches to learning reflect these beliefs and are dominated by rote learning and preference for assessment by examination.

#### NEED OF THE STUDY

There is low information got though the research about the Study habits and achievement motivation, home environment, school environment. In that secondary school students mathematical achievement and study habits, habits of watching T.V. programs, secondary school students achievement motivation, achievement inspiration and the tension of unit test education achievement all these are the important topical period about the study habits and the achievement motivation.

Research has pointed out that there is a correlation between the Study habits and watching T.V. programs about the secondary school students Research also mentioned and highlighted the comparative study of students study habits according to the classification in the school and atmosphere in the house. The student who achieved the great success in the S.S.C. Examination also studied under the research. The research also mentioned that there is relationship between the values of study with the achievement motivation. Though research is mentioned that there is the effect of all the educational competition on the achievement and inspiration. Inspiration of achievement and frightens, talent, gender, social status also studied under it comparatively for this research approach we are using the methods like descriptive,

comparative, historical and experimental research method. Different statistical methods are mentioned that the research is descriptive and interpretive. For the research following suggestion are given.

But there is not much research has done on the study habit and achievement motivation at the secondary and higher secondary level relationship in comparative study. So the researcher is trying to find out the actual difference between these two level teaching study habits and achievement motivation.

### **STATEMENT OF RESEARCH PROBLEM**

“A correlational study of study habits, achievement motivation, home and school environment of secondary and higher secondary students.”

### **RESEARCH VARIABLES**

1. Study Habits.
2. Achievement Motivation.
3. Home Environment.
4. School Environment.

### **OPERATIONAL DEFINITION**

The researcher has defined the following terms for this study.

#### **1) Study Habits**

The students are applying the different methods to gain the knowledge, these methods are test taking skill, Text book study, Time management, Nutritional aspect of study, Note taking skill, Concentration and memory, Analytical thinking and problem solving, Vocabulary skills called the study habits.

#### **2) Achievement Motivation**

The achievement motivation means the inspiration given to student for achieve the bright success.

#### **3) Home Environment**

The healthy home environment that parent should give their children love and freedom to their thoughts and gives terms to their thoughts properly and gives inspiration in educational and economical help.

#### **4) School Environment**

The school environment means the environment in which the students all-round development and interaction between teacherstudent, class environment, educational program, physical facilities comes under it.

### **AIMS OF THE RESEARCH**

1. To ascertain the Study habits, achievement motivation, school environment and home environment of students on the secondary and higher secondary school.
2. To ascertain the relationship between Study habit and achievement motivation, home environment, school environment of students on the secondary and higher secondary school.
3. To ascertain the multiple correlations between Study habit and achievement motivation, home environment, school environment of students on the secondary and higher secondary school.

### **OBJECTIVES OF THE RESEARCH**

1. To study the study habits, achievement motivation, home environment and School environment of secondary and higher secondary school students.

2. To ascertain the relationship among following subunits of study habits and achievement motivation, home environment, school environment of secondary school students.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits
3. To ascertain the relationship among following subunits of study habits and achievement motivation, home environment, school environment of higher secondary school students.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits
4. To compare the relationship among following subunits of study habits and achievement motivation, home environment, school environment of secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
5. To compare the relationship among following subunits of study habits and achievement motivation, home environment, school environment of higher secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits
6. To compare the following subunits of study habits and achievement motivation, home environment, school environment of secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits
7. To compare the following among subunits of study habits and achievement motivation, home environment, school environment of higher secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits
8. To ascertain the relationship among total study habits and achievement motivation, home environment, school environment of secondary school students.
9. To ascertain the relationship among total study habits and achievement motivation, home environment, school environment of higher secondary school students

**NULL HYPOTHESIS OF THE RESEARCH**

1. There is no significant correlation among the following subunits of Study habits and achievement motivation, home environment, school environment of secondary school students.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
2. There is no significant correlation among the following subunits of study habits and achievement motivation, home environment, school environment of higher secondary school students.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
3. There is no significant difference in relationship among the following subunits of study habits and achievement motivation, home environment, school environment of secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
4. There is no significant difference in relationship among the following subunits of study habits and achievement motivation, home environment, school environment of higher secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
5. There is no significant difference among following subunits of Study habits, achievement motivation, home environment and school environment of secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
6. There is no significant difference among following subunits of study habits, achievement motivation, home environment and school environment of higher secondary school boys and girls.
  - 1) Test taking skill, 2) Text book study, 3) Time management,
  - 4) Nutritional aspect of study, 5) Note taking skill,
  - 6) Concentration and memory, 7) Analytical thinking and problem solving,
  - 8) Vocabulary skill, 9) Total study habits.
7. There is no significant difference in combined correlation of secondary school students study habits and achievement motivation, home environment and school environment.
8. There is no significant difference in combined correlation of higher secondary school students study habits and achievement motivation, home environment and school environment.

## SCOPE AND LIMITATIONS OF THE RESEARCH

In this research only the study of the secondary and higher secondary school student are included. In the research the primary school and senior college students are not included. In the research only included the student from Greater Mumbai, Navi Mumbai and Thane district only. This research included secondary and higher secondary student from Greater Mumbai, Navi Mumbai and Thane district. Also the Hindi, Urdu, Kannada, Gujarati medium schools are not included in this research.

In the research a study of secondary and higher secondary school students' correlation between Study habits and Achievement Motivation, Home Environment, School Environment study in a casual comparative correlation method. This research is only point out the statically grading but not point out qualities research part of the study.

## DESIGN OF THE STUDY

### 1. Method

The researcher will use descriptive research method for the study, in which researcher will use correlational and causal comparative method for the research. Correlational will be used to study the secondary and higher secondary school students study habits and achievement motivation, home environment, school environment variable correlation study.

Causal comparative method will be used to study the difference among the students subunit of study habits, total study habits and achievement motivation, home environment and school environment variable of students on the secondary and higher secondary school boys and girls.

### 2. Sample

The stratified random sampling technique will be used for the selection of the sample. In the first stage, the researcher takes the secondary and higher secondary school from Greater Mumbai, Navi Mumbai and Thane District. In the second stage the researcher will select the schools by using lottery method from each area. In the third stage the researcher will include selected school's students in the sample. total sample was 1851 students from which 713 higher secondary and 1138 secondary students.

### 3. Tools

In this research following researcher made tools i.e Student Study Habits Achievement Motivation, Home Environment and School Environment rating scales were used.

### 4. Data Analysis

**Table 1. Shows the relationship between the subunits of Study habits, home environment, school environment and achievement motivation of secondary school students**

Variables	Correlation between achievement motivation and subunits of Study habits, home environment, school environment		Correlation between home environment and subunits of Study habits, school environment		Correlation between school environment and subunits of Study habits	
	Coefficient 'r'	Level of Significance	Coefficient 'r'	Level of Significance	Coefficient 'r'	Level of Significance
Test taking skill	0.339	0.01	0.179	0.01	0.228	0.01
Text book study	0.378	0.01	0.241	0.01	0.243	0.01
Time management	0.409	0.01	0.219	0.01	0.264	0.01
Nutritional aspect of study	0.268	0.01	0.167	0.01	0.183	0.01
Note taking skill	0.353	0.01	0.28	0.01	0.284	0.01
Concentration and memory	0.366	0.01	0.238	0.01	0.261	0.01
Analytical thinking and problem solving	0.382	0.01	0.289	0.01	0.29	0.01
Vocabulary skill	0.372	0.01	0.239	0.01	0.228	0.01
Total Study habits	0.499	0.01	0.329	0.01	0.347	0.01
home environment	0.32	0.01	---	---	---	---
School environment	0.368	0.01	0.648	0.01	---	---

The above table shows, the coefficient 'r' significance correlation of the subunits of Study habits, achievement motivation, home environment, school environment in the secondary school students obtained 'r' are 0.339, 0.378, 0.409, 0.268, 0.353, 0.366, 0.382, 0.372, 0.499, 0.32, 0.368 greater than 0.081. Therefore 'r' is significant at 0.01 level hence the null hypothesis is rejected.

The above table shows, the coefficient 'r' significance correlation of the Correlation between subunits of Study habits, school environment and home environment in the secondary school students obtained 'r' are 0.179, 0.241, 0.219, 0.167, 0.28, 0.238, 0.289, 0.239, 0.329, 0.648 greater than 0.081. Therefore 'r' is significant at 0.01 level hence the null hypothesis is rejected.

The above table shows, the coefficient 'r' significance correlation of the subunits of study habits and school environment in the secondary school students obtained 'r' are 0.179, 0.241, 0.219, 0.167, 0.28, 0.238, 0.289, 0.239, 0.329 greater than 0.081. Therefore 'r' is significant at 0.01 level hence the null hypothesis is rejected. Means there is a significant correlation among the subunits of study habits and achievement motivation, home environment, school environment of secondary school students.

**Table 2. Shows the relationship between the subunits of Study habits, home environment, school environment and achievement motivation of higher secondary school students**

Variables	Correlation between achievement motivation and subunits of Study habits, home environment, school environment		Correlation between home environment and subunits of Study habits, school environment		Correlation between school environment and subunits of Study habits	
	Coefficient 'r'	Level of Significance	Coefficient 'r'	Level of Significance	Coefficient 'r'	Level of Significance
Test taking skill	0.339	0.01	0.179	0.01	0.228	0.01
Text book study	0.378	0.01	0.241	0.01	0.243	0.01
Time management	0.409	0.01	0.219	0.01	0.264	0.01
Nutritional aspect of study	0.268	0.01	0.167	0.01	0.183	0.01
Note taking skill	0.353	0.01	0.28	0.01	0.284	0.01
Concentration and memory	0.366	0.01	0.238	0.01	0.261	0.01
Analytical thinking and problem solving	0.382	0.01	0.289	0.01	0.29	0.01
Vocabulary skill	0.372	0.01	0.239	0.01	0.228	0.01
Total Study habits	0.499	0.01	0.329	0.01	0.347	0.01
home environment	0.32	0.01	---	---	---	---
School environment	0.368	0.01	0.648	0.01	---	---

From the above table shows, the coefficient 'r' significance correlation of the subunits of study habits, achievement motivation, home environment, school environment in the higher secondary school students obtained 'r' are 0.373, 0.499, 0.469, 0.367, 0.371, 0.436, 0.502, 0.411, 0.597, 0.235, 0.287 greater than 0.103. Therefore 'r' is significant at 0.01 level hence the null hypothesis is rejected.

The above table shows, the coefficient 'r' significance correlation of the subunits of study habits, achievement motivation, home environment, school environment in the higher secondary school students obtained 'r' are 0.147, 0.224, 0.18, 0.16, 0.17, 0.144, 0.25, 0.174, 0.253 greater than 0.103. Therefore 'r' is significant at 0.01 level hence the null hypothesis is rejected.

The above table shows, the coefficient 'r' significance correlation of the subunits of study habits and school environment in the higher secondary school students obtained 'r' are 0.191, 0.224, 0.212, 0.172, 0.777, 0.777, 0.244, 0.19, 0.275 greater than 0.103. Therefore 'r' is significant at 0.01 level hence the null hypothesis is rejected. Means There is a significant correlation among the following subunits of study habits and achievement motivation, home environment, school environment of higher secondary school students.

**Table 3. Shows the relationship between the subunits of study habits, school environment, home environment and achievement motivation of secondary school boys and girls.**

Variables	Group	Sample	r	z	Level		C.R. (z -ratio)	Level of Significance
					0.05	0.01		
Test taking skill	Boys	605	0.363	0.38	1.96	2.58	0.047	Not Significant
	Girls	501	0.278	0.29				
Text book study	Boys	605	0.371	0.39	1.96	2.58	0.01	Not Significant
	Girls	501	0.35	0.37				
Time management	Boys	605	0.406	0.42	1.96	2.58	0.021	Not Significant
	Girls	501	0.358	0.38				
Nutritional aspect of study	Boys	605	0.256	0.27	1.96	2.58	0.021	Not Significant
	Girls	501	0.231	0.23				
Note taking skill	Boys	605	0.359	0.38	1.96	2.58	0.367	Not Significant
	Girls	501	0.302	0.31				
Concentration and memory	Boys	605	0.35	0.37	1.96	2.58	0	Not Significant
	Girls	501	0.349	0.37				
Analytical thinking and problem solving	Boys	605	0.349	0.37	1.96	2.58	0.016	Not Significant
	Girls	501	0.383	0.4				
Vocabulary skill	Boys	605	0.343	0.35	1.96	2.58	0.021	Not Significant
	Girls	501	0.37	0.39				
Total study habits	Boys	605	0.479	0.52	1.96	2.58	0	Not Significant
	Girls	501	0.483	0.52				
School environment	Boys	605	0.381	0.4	1.96	2.58	0.057	Not Significant
	Girls	501	0.284	0.29				
home environment	Boys	605	0.35	0.37	1.96	2.58	0.015	Not Significant
	Girls	501	0.188	0.19				

The above table shows, this hypothesis is accepted on the 0.05 level of significance because value of 'z' critical ratio is less than the 1.96. means there is no significant difference in relationship among the subunits of study habits and achievement motivation, home environment, school environment of secondary school boys and girls.

**Table 4. Shows the relationship between the subunits of study habits, school environment, home environment of secondary school boys and girls.**

Variable	Group	Sample	r	z	Level		C.R. (z -ratio)	Level of Significance
					0.05	0.01		
Test taking skill	Boys	605	0.185	0.19	1.96	2.58	0.037	Not significant
	Girls	501	0.124	0.12				
Text book study	Boys	605	0.245	0.24	1.96	2.58	0.037	Not significant
	Girls	501	0.174	0.17				
Time management	Boys	605	0.211	0.21	1.96	2.58	0.042	Not significant
	Girls	501	0.127	0.13				
Nutritional aspect of study	Boys	605	0.166	0.17	1.96	2.58	0.047	Not significant
	Girls	501	0.077	0.08				
Note taking skill	Boys	605	0.265	0.28	1.96	2.58	0.01	Not significant
	Girls	501	0.245	0.26				
Concentration and memory	Boys	605	0.252	0.26	1.96	2.58	0.068	Not significant
	Girls	501	0.135	0.13				
Analytical thinking and problem solving	Boys	605	0.244	0.24	1.96	2.58	0.031	Not significant
	Girls	501	0.293	0.3				
Vocabulary skill	Boys	605	0.196	0.2	1.96	2.58	0.021	Not significant
	Girls	501	0.236	0.24				
Total study habits	Boys	605	0.308	0.32	1.96	2.58	0.021	Not significant
	Girls	501	0.267	0.28				
School environment	Boys	605	0.676	0.83	1.96	2.58	0.12	Not significant
	Girls	501	0.545	0.6				



The above table shows, this hypothesis is accepted on the 0.05 level of significance because value of 'z' critical ratio is less than the 1.96. means there is no significant correlation among subunits of subunits of study habits, school environment and home environment of secondary school boys & girls.

**Table 4. Shows the relationship between the subunits of study habits, school environment, of secondary school boys and girls.**

Variable	Group	Sample	r	z	Level		C.R. (z -ratio)	Level of Significance
					0.05	0.01		
Test taking skill	Boys	605	0.24	0.24	1.96	2.58	0.037	Not Significant
	Girls	501	0.173	0.17				
Text book study	Boys	605	0.228	0.23	1.96	2.58	0.01	Not Significant
	Girls	501	0.214	0.21				
Time management	Boys	605	0.257	0.27	1.96	2.58	0.005	Not Significant
	Girls	501	0.192	0.19				
Nutritional aspects for study	Boys	605	0.166	0.17	1.96	2.58	0.003	Not Significant
	Girls	501	0.13	0.13				
Note taking skill	Boys	605	0.268	0.28	1.96	2.58	0.052	Not Significant
	Girls	501	0.258	0.27				
Concentration and memory	Boys	605	0.251	0.26	1.96	2.58	0.261	Not Significant
	Girls	501	0.215	0.21				
Analytical thinking and problem solving	Boys	605	0.254	0.26	1.96	2.58	0.157	Not Significant
	Girls	501	0.284	0.29				
Vocabulary skill	Boys	605	0.201	0.2	1.96	2.58	0	Not Significant
	Girls	501	0.202	0.2				
Total study habits	Boys	605	0.321	0.33	1.96	2.58	0.052	Not Significant
	Girls	501	0.309	0.32				

The above table shows, this hypothesis is accepted on the 0.05 level of significance because value of 'z' critical ratio is less than the 1.96. means there is no significant correlation among subunits of subunits of study habits and school environment of secondary school boys & girls.

**Table 5. Shows the relationship between the subunits of study habits, school environment, home environment of higher secondary school boys and girls.**

Variable	Group	Sample	r	z	Level		C.R. (z -ratio)	Level of Significance
					0.05	0.01		
Test taking skill	Boys	249	0.387	0.41	1.96	2.58	0.028	Not Significant
	Girls	432	0.334	0.34				
Text book study	Boys	249	0.495	0.55	1.96	2.58	0.004	Not Significant
	Girls	432	0.485	0.54				
Time management	Boys	249	0.45	0.48	1.96	2.58	0.395	Not Significant
	Girls	432	0.463	0.5				
Nutritional aspects for study	Boys	249	0.39	0.41	1.96	2.58	0.156	Not Significant
	Girls	432	0.323	0.33				
Note taking skill	Boys	249	0.367	0.38	1.96	2.58	0	Not Significant
	Girls	432	0.356	0.38				
Concentration and memory	Boys	249	0.417	0.45	1.96	2.58	0.012	Not Significant
	Girls	432	0.448	0.48				
Analytical thinking and problem solving	Boys	249	0.444	0.47	1.96	2.58	0.043	Not Significant
	Girls	432	0.522	0.58				
Vocabulary skill	Boys	249	0.4	0.42	1.96	2.58	0.008	Not Significant
	Girls	432	0.408	0.44				
Total Study habits	Boys	249	0.588	0.68	1.96	2.58	0	Not Significant
	Girls	432	0.585	0.68				
School environment	Boys	249	0.203	0.2	1.96	2.58	0.047	Not Significant
	Girls	432	0.214	0.22				
home environment	Boys	249	0.176	0.18	1.96	2.58	0.024	Not Significant
	Girls	432	0.243	0.24				

The above table shows, this hypothesis is accepted on the 0.05 level of significance because value of 'z' critical ratio is less than the 1.96. means there is no significant correlation among subunits of study habits, school environment, home environment and achievement motivation of higher secondary school boys & girls.

Table 6. Shows the relationship between the subunits of study habits, school environment and home environment of higher secondary school boys and girls.

Variable	Group	Sample	r	z	Level		C.R. (z -ratio)	Level of Significance
					0.05	0.01		
Test taking skill	Boys	249	0.117	0.12	1.96	2.58	0.04	Not Significant
	Girls	432	0.22	0.22				
Text book study	Boys	249	0.109	0.11	1.96	2.58	0.071	Not Significant
	Girls	432	0.277	0.29				
Time management	Boys	249	0.136	0.14	1.96	2.58	0.04	Not Significant
	Girls	432	0.242	0.24				
Nutritional aspects for study	Boys	249	0.085	0.09	1.96	2.58	0.047	Not Significant
	Girls	432	0.205	0.21				
Note taking skill	Boys	249	0.074	0.07	1.96	2.58	0.063	Not Significant
	Girls	432	0.232	0.23				
Concentration and memory	Boys	249	0.062	0.06	1.96	2.58	0.071	Not Significant
	Girls	432	0.24	0.24				
Analytical thinking and problem solving	Boys	249	0.121	0.12	1.96	2.58	0.079	Not Significant
	Girls	432	0.307	0.32				
Vocabulary skill	Boys	249	0.141	0.14	1.96	2.58	0.028	Not Significant
	Girls	432	0.207	0.21				
Total study habits	Boys	249	0.149	0.15	1.96	2.58	0.075	Not Significant
	Girls	432	0.334	0.34				
School environment	Boys	249	0.566	0.65	1.96	2.58	0.012	Not Significant
	Girls	432	0.593	0.68				

The above table shows, this hypothesis is accepted on the 0.05 level of significance because value of 'z' critical ratio is less than the 1.96. means there is no significant correlation among subunits of study habits, school environment and home environment of higher secondary school boys & girls.

Table 6. Shows the relationship between the subunits of study habits, school environment of higher secondary school boys and girls.

Variable	Group	Sample	r	z	Level		C.R. (z -ratio)	Level of Significance
					0.05	0.01		
Test taking skill	Boys	249	0.129	0.13	1.96	2.58	0	Significant
	Girls	432	0.132	0.13				
Text book study	Boys	249	0.225	0.22	1.96	2.58	0.01	Significant
	Girls	432	0.204	0.2				
Time management	Boys	249	0.183	0.18	1.96	2.58	0.008	Significant
	Girls	432	0.157	0.16				
Nutritional aspects for study	Boys	249	0.137	0.14	1.96	2.58	0.004	Significant
	Girls	432	0.149	0.15				
Note taking skill	Boys	249	0.127	0.13	1.96	2.58	0.02	Significant
	Girls	432	0.18	0.18				
Concentration and memory	Boys	249	0.11	0.11	1.96	2.58	0.02	Significant
	Girls	432	0.155	0.16				
Analytical thinking and problem solving	Boys	249	0.172	0.17	1.96	2.58	0.006	Significant
	Girls	432	0.281	0.29				
Vocabulary skill	Boys	249	0.142	0.14	1.96	2.58	0.016	Significant
	Girls	432	0.18	0.18				
Total study habits	Boys	249	0.215	0.22	1.96	2.58	0.016	Significant
	Girls	432	0.253	0.26				

The above table shows, the obtained value of 't' is significant at 0.01 level and thus the above null hypothesis is rejected .means there is a significant correlation among subunits of subunits of study habits and school environment of boys & girls in the secondary school students.

**Table 7. Shows Mean and .S.D .of achievement motivation, home environment and school environment of secondary school students on the basis of gender**

Variable	Group	Sample	mean	S.d	D. f	Level		Obtained t-value	Level of Significance
						0.05	0.01		
Achievement motivation	Boys	605	139.64	17.81	1104	1.96	2.58	5.97	0.01
	Girls	501	145.63	15.48					
Home environment	Boys	605	135.82	21.53	1104	1.96	2.58	7.89	0.01
	Girls	501	144.79	16.19					
School environment	Boys	605	116.64	20.87	1104	1.96	2.58	6.96	0.01
	Girls	501	124.59	17.1					

The above table shows, the obtained value of 't' are 5.97, 7.89, 6.96 greater than 2.58. Therefore 't' is significant at 0.01 level hence the null hypothesis is rejected. Means there is significant difference in the achievement motivation, home environment and school environment of boys and girls of secondary school. Mean scores of girl students are greater than that of boys' students of secondary school. It can thus be concluded that girls have perceived better achievement motivation, home environment and school environment than boys of secondary school.

**Table 7. Shows Mean and .S.D .of achievement motivation, home environment and school environment of higher secondary school students on the basis of gender**

Variable	Group	Sample	mean	s.d	d. f	Level		Obtained t-value	Level of Significance
						0.05	0.01		
Achievement motivation	Boys	249	135.42	17.75	679	1.96	2.58	5.09	0.01
	Girls	432	142.34	15.91					
Home environment	Boys	249	133.54	21.71	679	1.96	2.58	3.4	0.01
	Girls	432	139.22	19.78					
School environment at	Boys	249	114.93	21.33	679	1.96	2.58	3.47	0.01
	Girls	432	120.57	18.77					

The above table shows, the obtained value of 't' are 5.09, 3.40, 3.47 greater than 2.58. Therefore 't' is significant at 0.01 level hence the null hypothesis is rejected. means there is significant difference in the achievement motivation, home environment and school environment of higher secondary school boys and girls.. Mean scores of girls' students are greater than that of boys' students of secondary school. It can thus be concluded that girls have perceived better achievement motivation, home environment and school environment than boys of higher secondary school.

#### FINDINGS

1. There is a low relationship in the subunits of study habits, home environment, school environment and **achievement motivation** of the secondary school students.
2. There is a low relationship in the subunits of study habits, school environment and home environment of the secondary school students but school environment and home environment shows substantial relationship.
3. There is a low relationship in the subunits of study habits and school environment in the secondary school students.
4. Low and moderate relationship between the subunits of Study habits, home environment, school environment and **achievement motivation** of the higher secondary school students.
5. Low relationship between the subunits of study habits, school environment and home environment in the higher secondary school students.
6. Low relationship between the subunits of study habits and school environment in the higher secondary school students but note taking skill, concentration and memory and school environment shows substantial relationship.
7. There is no significant correlation among subunits of study habits, school environment, home environment and achievement motivation of secondary school boys & girls.
8. There is no significant correlation among subunits of subunits of study habits and school environment of secondary school boys & girls.
9. There is no significant correlation among subunits of study habits, school environment, home environment and achievement motivation of higher secondary school boys & girls
10. There is significant difference in the achievement motivation, home environment and school environment of higher secondary school boys and girls.
11. **There is significant difference in the achievement motivation, home environment and school environment of boys and girls of secondary school**
12. Secondary as well as Higher secondary school students study habits has multiple correlation with achievement motivation, home environment and school environment

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