



A CORRELATIONAL STUDY OF STUDY HABITS, ACHIEVEMENT MOTIVATION, HOME AND SCHOOL OF  
HIGHER SECONDARY STUDENTS

(Resercher)

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### Abstract

This study examin a correlational study of study habits, achievement motivation, home and school environment of higher secondary students of Greater Mumbai, Navi Mumbai and Thane District. The researcher will use descriptive research method. Higher secondary school students sub units of study depends upon achievement motivation, home environment and school environments. There is significant difference in the achievement motivation, home environment and school environment of higher secondary school students in the 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. higher secondary school students study habits has multiple correlation with achievement motivation, home environment and school environment.

### Introduction

Whatever in us to save it for those habits are 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.

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 higher secondary level students' study habits and achievements motivations, home environment and school environment variable correlation is mentioned in the research through comparative study.

### 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 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 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 higher secondary students.

#### OPERATIONAL DEFINITION OF THE TERMS

##### 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.

#### OBJECTIVES OF THE RESEARCH

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

2. 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

3. To compare 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

4. 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 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.

2. 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.

3. There is no significant difference in combined correlation of higher secondary school students study habits and achievement motivation, home environment and school environment.

#### **METHODOLOGY OF THE RESEARCH**

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 higher secondary school boys and girls.

#### **SAMPLING**

The stratified random sampling technique will be used for the selection of the sample. In the first stage, the researcher takes the 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.

In the research the researcher included Marathi medium higher secondary school in XI standard 263 boys student and 450 girls students, included total student of 713 student from Greater Mumbai, Navi Mumbai and Thane district, hence the researcher was took higher secondary student for study.

#### **TOOLS OF THE PRESENT RESEARCH**

In this research following tools shall be employed for the researcher will construct the following tools. 1. Student Study Habits rating scale. 2. Student Achievement Motivation rating scale. 3. Student Home Environment rating scale. 4. Student School Environment rating scale.

#### **TECHNIQUE OF DATA ANALYSIS**

##### **Techniques for data analysis**

##### **Descriptive Analysis:**

Measures of central tendencies

1. Mean, 2. Median, 3. Mode.

Measures of variability

1. Standard deviation, 2. Skewness, 3. Kurtosis.

##### **Inferential Analysis**

1. Co-efficient of correlation ( $r$ )
2. Multiple correlation ( $R$ ) and 3. 't' test

#### **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. In the research included 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 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.

#### **Major Findings and conclusions**

##### **Testing of Hypothesis 1**

There is no significant correlation among the following subunits of study habits and achievement motivation, home environment, school environment of higher secondary school students.

**TABLE 1**  
**Correlation of the subunits of Study habits, achievement motivation, home environment, school environment in the higher secondary school students**  
**Secondary school students N = 681 Degree of freedom = 681 - 2 = 679**  
**The tabulated 'r' value 0.05 = 0.079 0.01 = 0.103**

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	0.373	0.01	0.147	0.01	0.191	0.01
Text book study	0.499	0.01	0.224	0.01	0.224	0.01
Time management	0.469	0.01	0.18	0.01	0.212	0.01
Nutritional aspect of study	0.367	0.01	0.16	0.01	0.172	0.01
Note taking skill	0.371	0.01	0.17	0.01	0.777	0.01
Concentration and memory	0.436	0.01	0.144	0.01	0.777	0.01
Analytical thinking and problem solving	0.502	0.01	0.25	0.01	0.244	0.01
Vocabulary skill	0.411	0.01	0.174	0.01	0.19	0.01
Total Study habits	0.597	0.01	0.253	0.01	0.275	0.01
Home environment	0.235	0.01	-	-	-	-
School environment	0.287	0.01	0.589	0.01	-	-

### Interpretation

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.

### Conclusion

Table 3 shows that there is a some have low relationship and some have moderate relationship in the subunits of Study habits, home environment, school environment and achievement motivation in the higher secondary school students.

Table 3 shows that there is a low relationship in the subunits of study habits, school environment and home environment in the higher secondary school students.

Table 3 shows that there is a low relationship in 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 that between there is a substantial relationship.

**Testing of Hypothesis 2**

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.

**TABLE 2**

**Difference in the following subunits of study habits of higher secondary school students on the base of gender**

**Secondary school boys N = 249**

**Secondary school girls N = 432**

**Degree of freedom = 681 2 = 679**

**Level 0.05 = 1.96 0.01 = 2.59**

	Test taking skill	Text book study	Time management	Nutritional aspects for study	Note taking skill	Concentration and memory	Analytical thinking and problem solving	Vocabulary skill,	Total Study habits
Boys mean	22.6	20.26	20.2	11.39	20.31	24.5	23.8	23.05	166.83
Boys standard deviation	2.49	3.69	3.26	2.7	3.67	4.01	4.44	4.42	20.53
Girls mean	23.26	21.2	21.71	12.14	21.07	24.96	24.92	23.82	173.09
Girls standard deviation	2.21	3.81	3.13	2.56	3.28	4.29	4.13	4.48	20.41
Obtained t-value	3.47	3.16	5.91	3.56	2.7	1.4	3.25	2.18	3.83
Level of Significance	0.01	0.01	0.01	0.01	0.01	No Significance	0.01	0.05	0.01

**Interpretation**

The above table shows, the obtained value of 't' are 3.47, 3.16, 5.91, 3.56, 2.70, 3.25, 3.83 greater than 2.58. Therefore 't' is significant at 0.01 level hence the null hypothesis is rejected. Vocabulary skill obtained value of 't' is 2.18 greater than 1.96. Therefore 't' is significant at 0.05 level hence the hypothesis is rejected. The above table shows, Concentration and memory obtained value of 't' are 1.40 is less than the 1.96, hence the hypothesis is accepted.

**Conclusion**

There is significant difference in the subunits of study habits of higher secondary school students in the boys and girls. 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 subunits of study habits than boys of secondary school.

**TABLE 3**

**Difference in the achievement motivation, home environment and school environment of higher secondary school students on the base 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

### Interpretation

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.

### Conclusion

There is significant difference in the achievement motivation, home environment and school environment of higher secondary school students in the 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.

### Conclusion

Secondary school students study habits has multiple correlation with achievement motivation, home environment and school environment

### Testing of Hypothesis 3

There is no significant difference in combined correlation of higher secondary school students study habits and achievement motivation, home environment and school environment.

For testing this hypothesis, (Multiple Correlation) 'R' has been used.

### Interpretation

It is observed that, multiple correlations among the study habits and achievement motivation, home environment and school environment orientation is 0.6727. It means that variance of study habits is 45.25% related to achievement motivation, home environment and school environment is 33.45%. Then study habits and school environment's 7.41% variance is due to achievement motivation and home environment. Study habits and home environment's 1.65% variance is due to achievement motivation and school environment.

### Conclusion

Higher secondary school students study habits has multiple correlation with achievement motivation, home environment and school environment

### DISCUSSION

1. Higher secondary school students sub units of study habits Test taking skill, text book study, time management, nutritional aspect of study, note taking skill, concentration and memory, analytical thinking and problem solving, vocabulary skill, total study habits depends upon

achievement motivation, home environment and school environments.

2. There is significant difference in the subunits of study habits of higher secondary school students in the boys and girls. 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 subunits of study habits than boys of higher secondary school.

3. There is significant difference in the achievement motivation, home environment and school environment of higher secondary school students in the boys and girls. can thus be concluded that girls have perceived better achievement motivation, home environment and school environment than boys of higher secondary school.

4. higher secondary school students study habits has multiple correlation with achievement motivation, home environment and school environment

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