

## A study on habits of the secondary school students of south Kamrup area of Assam in relation to their home environment

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### Abstract

Habits can be considered from the social and personal perspectives. Dominance of good habits leads to better adjustment, happier life, and higher academic and institutional achievements in students. Some of the common habits which are commonly seen in the life of students are study habits, extracurricular habits, watching movies and television, alcoholism, drug abuse, smoking etc. There are several factors which occupy a great role in forming and developing habits. Among the various social groups, home or family have 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 personality traits. Home environment helps to gain better habits. Without good habits a student can succeed. The main purpose of the study was to find out the level of habits of the Secondary School students in relation to their home environment. For the study, 12 Provincialized Secondary schools were selected as sampled Schools by using simple random sampling technique and 480 Class-X students from the sampled schools were selected. Adolescent's Habits Scale (AHS) and Home Environment Inventory (HEI) were used as tool of the study.

**Keywords:** habits, secondary school student and home environment

### 1. Introduction

Habits refer to behaviors which becomes more or less automatic due to practice and tend to be frequently repeated. They may be good or bad like reading newspaper, getting early in the morning, smoking, drinking alcohol etc. Adolescence like other people vary with respect to habits. Some have larger number of good habits and some have larger number of bad habits, as defined by the society in which they live. Habits can be considered from the social and personal perspectives. Dominance of good habits leads to better adjustment, happier life, and higher academic and institutional achievements in students. Some of the common habits which are commonly seen in the life of students are study habits, extracurricular habits, watching movies and television, alcoholism, drug abuse, smoking etc. There are several factors which occupy a great role in forming and developing habits. Among the various social groups, home or family have 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 personality traits. Home environment helps to gain better habits. Without good habits a student can succeed. So, it is very necessary to create a good home environment where habits are primary and appreciated.

### 2. Statement of the problem

The statement of the present study is as follows-

"A study on habits of the secondary school students of south kamrup area of assam in relation to their home environment"

### 3. Profile of south Kamrup area of Assam

Geographically, South Kamrup stands on the southern bank of the mighty Brahmaputra of Assam. According to the Census report (2011) the population of south Kamrup is 811805. There are total 5 Educational Block in South Kamrup area namely Boko block, Chamaria block, Chhaygaon block, Rampur block and Rani block.

### 4. Research questions of the study

The following research questions have undertaken to test the objectives of the study-

- 1) What is the level of Habits of the Secondary School students of South Kamrup Area of Assam?
- 2) What is the level of Habits of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions.
- 3) What is the level of Home Environment of the Secondary School students of South Kamrup Area of Assam?
- 4) What is the level of Home Environment of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions.

### 5. Objectives of the study

The Objectives of the study are as follows-

- 1) To study the level of Habits of the Secondary School students of South Kamrup Area of Assam.
- 2) To study the level of Habits of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions which are i) Study Habits ii) Extracurricular Habits iii) Technology Use and iv) Experimentation Behaviour.

- 3) To study the level of Home Environment of the Secondary School students of South Kamrup Area of Assam.
- 4) To study the level of Home Environment of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions which are i) Control ii) Protectiveness iii) Punishment iv) Conformity v) Social isolation vi) Reward vii) Deprivation of Privileges viii) Nurturance ix) Rejection and x) Permissiveness
- 5) To study the relationship between Habits and home Environment of the Secondary School students of South Kamrup Area of Assam.

## 6. Hypotheses of the study

The following Hypotheses have formulated in null form to study the objectives mentioned below-

- 1) There is no significant correlation between Habits and Home Environment of the Secondary School Students of South Kamrup Area of Assam.

## 7. Operational definition of the key terms used in the study

### 7.1 Habits

Habits can be considered from the social and personal perspectives. Social habits manifest themselves in the form of customs, norms and culture. Personal habits reflect preferences for food, activities, friends and approaches to life, and personal idiosyncrasies.

In the present study, Habits are interpreted as the score obtained in the Adolescent's Habits scale developed by Dr. (Mrs.) Vijaya Lakshmi and Dr. Shruti Narain. High score of the scale denotes high level of Habits of the respondents.

### 7.2 Home Environment

Home Environment is the psycho-social climate of home as perceived by children. It also implies quality and quantity of the cognitive, emotional and social support that has been available to the child within the home.

In the present study, Habits are interpreted as the score obtained in the Home Environment Inventory (HEI) developed by Dr. Karuna Shankar Mishra. High score of the scale denotes high level of Home Environment of the respondents.

### 7.3 Secondary School Students

Secondary school students are the students between the ages of 14 to 16, admitted in secondary school for secondary education after primary school and before higher education. Here we have taken students studying in class-X.

## 8. Delimitation of the study

The study has been delimited from the following aspects

- 1) There are five Educational Blocks in the South Kamrup area of Assam. Which are
  - a) Boko Educational Block
  - b) Chamaria Educational Block
  - c) Chhaygaon Educational Block
  - d) Rampur Educational Block
  - e) Rani Educational BlockFrom the above Blocks the study is delimited only to the Chhaygaon and Boko Educational Block.
- 2) Only the Provincialized Secondary Schools which are

located within the area of Chhaygaon and Boko Educational Block and under the Board of Secondary Education, Assam (SEBA) were included in the study.

- 3) The Secondary level includes the students of Class IX-XII. For the present study only the Class X students were selected.
- 4) The study is delimited only to the dimensions of Habits and Home Environment which has set up in the Adolescents Habits Scale by Dr. (Mrs.) Vijaya Lakshmi and Dr. Shruti Narain and Home Environment Inventory by Dr. Karuna Shankar Mishra.

## 9. Population and the sample

All the Provincialized Co-Educational Secondary Schools of the Chhaygaon and Boko Block and the students of Class X of the schools is the population of the study. There are 37 Provincialized Secondary Schools and 12 Schools were selected as sampled Schools of the study. There are 873 Class-X students are enrolled in those Schools. The sample student of the study was 480 students. These are the sample size of the present study. The sample students were selected by using Simple random sampling technique.

## 10. Variables used for the study

The variables of the study are as follows-

- Habits
- Home Environment

## 11. Tools used for data collection

In the present study, standardized scale was used as Tool. Hence, keeping in view the main objectives of this study, the investigator used two types of tools:

- Adolescent's Habits Scale by Dr.(Mrs.) Vijaya Lakshmi and Dr. Shruti Narain
- Home Environment Inventory by Dr. Karuna Shankar Mishra

## 12. Adaptation of Scale

The medium of instruction of the sampled schools is Assamese. Therefore the scales were translated into Assamese language and Reliability and Validity were calculated. For testing the reliability of the scale Split-half method was used and for testing validity face validity is used.

## 13. Collection of Data

For collection of data the researcher were visited the schools beforehand and take permission from the principal for collection of data. The researcher had conversation with the teachers and students in order to develop a good rapport with them. After 3 days from 1st visit the researcher went to School to start collect data by personally visiting the schools. Firstly the researcher requested the principal to make a separate sitting arrangement for the sampled students in a classroom. After that the researcher got necessary instruction to the students about the questionnaire and allows filling up the questionnaire. As per the instruction of the booklet of Adolescent's Habits Scale (AHS), the researcher gave sufficient time to the students for filling up the questionnaire. The researcher was visited two schools in one day. In the same procedure researcher was collect data for Home Environment Inventory (HEI).

### 14. Analysis and Interpretation

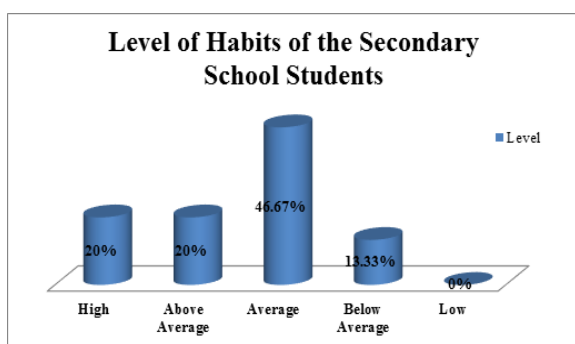
#### 14.1 Level of habits of the secondary school students of south Kamrup area of Assam

**Table 1:** Level of Habits of the Secondary School Students

S. No	Level of Habits	Number of students	Percentage
1	High ( Score 156-190)	96	20%
2	Above Average (Score 117-155)	96	20%
3	Average (Score 78-116)	224	46.67%
4	Below Average (39-77)	64	13.33%
5	Low (0-38)	0	0%
Total		480	100%

The table reveals that most of the Secondary School students (46.7%) have Average level of Habits. The rest 20% students fall under the High and Above Average category and 13.33% students have Below Average level of Habits.

The Graphical representation of the table 1.0 has shown as follows



**Fig 1.0:** Level of Habits of the Secondary School Students of South Kamrup Area

#### 14.2 Level of habits of the secondary school students of south Kamrup area of Assam regarding to its different dimensions

##### A) Level of Study Habits of the Secondary School Students

**Table 2:** Level of Study Habits of the Secondary School Students

S. No.	Level of Study Habits	Number of Students	Percentage
1	High	224	46.67%
2	Average	192	40%
3	Poor	64	13.33%
Total		480	100%

From the above table it has been found that Most of the Secondary school students (46.67%) have High level of Study Habits. Again 40% have Average and 13.33% have Poor level of Study Habits.

##### B) Level of Extracurricular Habits of the Secondary School Students

**Table 3:** Level of Extracurricular Habits of the Secondary School Students

S. No.	Level of Extracurricular Habits	Number of Students	Percentage
1	High	32	6.67%
2	Average	192	40%
3	Poor	256	53.33%
Total		480	100%

From the above table it has been found that Most of the Secondary school students (53.33%) have Poor level of Study Habits. Again 40% have Average and 6.67% have High level of Extracurricular Habits.

##### C) Level of Technology Use of the Secondary School Students

**Table 4:** Level of Technology Use of the Secondary School Students

S. No.	Level of Technology Use	Number of Students	Percentage
1	High	192	40%
2	Average	224	46.67%
3	Poor	64	13.33%
Total		480	100%

From the above table it has been found that Most of the Secondary school students (46.67%) have Average level of Habits of Technology use. Again 40% have High and 13.33%

have Poor level of Habits of Technology use.

##### D) Level of Experimentation Behaviour of the Secondary School Students

**Table 5:** Level of Experimentation Behaviour of the Secondary School Students

S. No.	Level of Experimentation Behaviour	Number of Students	Percentage
1	High	96	20%
2	Average	320	66.67%
3	Poor	64	13.33%
Total		480	100%

The above table reveals that Most of the Secondary school students (66.67%) have Average level of Experimentation Behaviour. Again 20% have High and 13.33% have Poor level of Experimentation Behaviour.

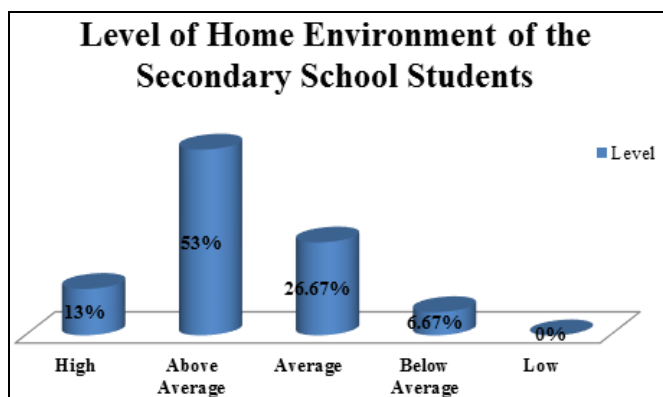
### 14.3 Level of home environment of the secondary school students of south Kamrup area of Assam

**Table 6:** Level of Home Environment of the Secondary School Students

S. No	Level of Home Environment	Number of students	Percentage
1	High ( Score 404-500)	64	13.33%
2	Above Average (Score 303-403)	256	53.33%
3	Average (Score 202-302)	128	26.67%
4	Below Average (101-201)	32	6.67%
5	Low (0-100)	0	0%
Total		480	100%

The table 6.0 shows that most of the Secondary school students (53.33%) have Above Average level of Home Environment. Apart from that 26.67% students have Average level, 13.33% have High level and 6.67% students have below average level of Home Environment.

The Graphical representation of the table 6.0 has shown as follows



**Fig 2.0:** Level of Home Environment of the Secondary School Students of South Kamrup Area

### 14.4 Level of home environment of the secondary school students of south Kamrup area of Assam regarding to its different dimensions

#### A) Level of Control in Home Environment

**Table 7:** Level of Control in Home Environment

S. No	Level of Control	Number of students	Percentage
1	High	96	20%
2	Above Average	128	26.67%
3	Average	224	46.67%
4	Below Average	32	6.67%
5	Low	0	0%
Total		480	100%

The above table reveals that 46.67% Secondary School students have Average level of Control in their home environment which is highest in number. Apart from that 26.67% students have Above Average level, 20% have High level and 6.67% have Below Average level of Control in their Home Environment.

#### B) Level of Protectiveness in Home Environment

**Table 8:** Level of Protectiveness in Home Environment

S. No	Level of Protectiveness	Number of students	Percentage
1	High	64	13.33%
2	Above Average	192	40%
3	Average	201	41.88%
4	Below Average	23	4.79%
5	Low	0	0%
Total		480	100%

The above table reveals that 41.88% Secondary School students have Average level of Protectiveness in their home environment which is highest in number. Apart from that 40% students have Above Average level, 13.33% have High level and 4.79% have Below Average level of Protectiveness in their Home Environment.

#### C) Level of Punishment in Home Environment

**Table 9:** Level of Punishment in Home Environment

S. No	Level of Punishment	Number of students	Percentage
1	High	128	26.67%
2	Above Average	288	60%
3	Average	41	8.54%
4	Below Average	23	4.79%
5	Low	0	0%
Total		480	100%

The above table reveals that 60% Secondary School students have Above Average level of Punishment in their home environment which is highest in number. Apart from that 8.54% students have Average level, 26.67% have High level and 4.79% have Below Average level of Punishment in their Home Environment.

#### D) Level of Conformity in Home Environment

**Table 10:** Level of Conformity in Home Environment

S. No	Level of Conformity	Number of students	Percentage
1	High	0	0%
2	Above Average	256	53.34%
3	Average	160	33.33%
4	Below Average	64	13.33%
5	Low	0	0%
Total		480	100%

The above table reveals that 53.33% Secondary School students have Above Average level of Conformity in their home environment which is highest in number. Apart from that 33.33% students have Average level and 13.33% have Below Average level of Conformity in their Home Environment. It is remarkable that no student falls under the category of High and Low level of Conformity.

**E) Level of Social Isolation in Home Environment**

**Table 11:** Level of Social Isolation in Home Environment

S. No	Level of Social Isolation	Number of students	Percentage
1	High	0	0%
2	Above Average	160	33.33%
3	Average	192	40%
4	Below Average	128	26.67%
5	Low	0	0%
Total		480	100%

The above table reveals that 40% Secondary School students have Average level of Social Isolation in their home environment which is highest in number. Apart from that 33.33% students have Above Average level and 26.67% have Below Average level of Social Isolation in their Home Environment.

**F) Level of Home Environment Regarding Presentation of Reward**

**Table 12:** Level of Home Environment regarding presentation of Reward

S. No	Level of presenting Reward	Number of students	Percentage
1	High	96	20%
2	Above Average	192	40%
3	Average	160	33.33%
4	Below Average	32	6.67%
5	Low	0	0%
Total		480	100%

The above table reveals that 40% Secondary School students have Above Average level of Level of Home Environment regarding to presentation of Reward which is highest in number. Apart from that 33.33% students have Average level, 20% have Below Average level and 6.67% have Below Average level of Home Environment regarding presentation of Reward.

**G) Level of Deprivation of Privileges in Home Environment**

**Table 13:** Level of Deprivation of Privileges in Home Environment

S. No	Level of Deprivation of Privileges	Number of students	Percentage
1	High	224	46.67%
2	Above Average	192	40%
3	Average	48	10%
4	Below Average	0	0%
5	Low	16	3.33%
Total		480	100%

The Table 13.0 shows that most of the Secondary School students (46.67%) have High level of Deprivation of Privileges in home Environment. Again, 40% have Above Average level, 10% have Average level and 3.33% Low level of Deprivation of Privileges in home Environment

**H) Level of Nurturance in Home Environment**

**Table 14:** Level of Nurturance in Home Environment

S. No	Level of Nurturance	Number of students	Percentage
1	High	160	33.33%
2	Above Average	160	33.33%
3	Average	150	31.26%
4	Below Average	5	1.04%
5	Low	5	1.04%
Total		480	100%

The Table 13.0 shows that most of the Secondary School students (33.33) fall under the category of High and Above Average level of Nurturance in their home Environment. Again, 31.26% students fall under Above Average level, 1.04% falls under the Below Average and Low level category of Nurturance in home Environment

**I) Level of Rejection in Home Environment**

**Table 15:** Level of Rejection in Home Environment

S. No	Level of Rejection	Number of students	Percentage
1	High	321	66.88%
2	Above Average	64	13.33%
3	Average	64	13.33%
4	Below Average	24	5%
5	Low	7	1.46%
Total		480	100%

The Table 13.0 shows that most of the Secondary School students (66.88%) have High level of Rejection in home Environment. Again, 13.33% have Above Average level and Average level, 5% have Below Average level and 1.46% has Low level of Rejection in home Environment.

**J) Level of Permissiveness in Home Environment**

**Table 16:** Level of Permissiveness in Home Environment

S. No	Level of Permissiveness	Number of students	Percentage
1	High	192	40%
2	Above Average	64	13.33%
3	Average	192	40%
4	Below Average	32	6.67%
5	Low	0	0%
Total		480	100%

The Table 13.0 shows that most of the Secondary School students (40%) have High level and Average of Permissiveness in home Environment. Again, 13.33% have Above Average and 6.67% have Below Average level of Permissiveness in home Environment.

**14.5 Relationship between habits and home environment of the secondary school students of South Kamrup of Assam**

In order to study the relationship between Habits and Home Environment of the Secondary School Students a null hypothesis was formulated.



**Null Hypothesis: There is no significant correlation between Habits and Home Environment of the Secondary School Students of South Kamrup Area of Assam**

To test the hypothesis, Pearson’s Product moment coefficient of correlation (r) was computed. Table 17.0 shows the Mean, Standard Deviation and Pearson Correlation of the scores obtained by the Secondary School Students of South Kamrup area regarding the Habits and Home Environment.

**Table 17:** Relationship between Habits and Home Environment of the Secondary School Students of South Kamrup Area of Assam

Variable	N	Mean	Standard Deviation	Pearson’s Correlation	Significance
Habits	480	116.47	32.59	0.97	Significant
Home Environment	480	331.62	69.64		

The above data reveals that the Mean of the both variable Habits and Home Environment is 116.47 and 331.62 respectively. The result also shows the Standard Deviation of both the variables Habits and Home Environment which is 32.59 and 69.64 respectively. From the result Positive Correlation has found between the Habits and Home Environment which is 0.97. It has also found that the correlation between Habits and Home Environment is significant at the 0.01 level of significance. Therefore, the null hypothesis “*There is no significant correlation between Habits and Home Environment of the Secondary School Students of South Kamrup Area of Assam*” is rejected.

**15. Major findings of the study**

- 1) The study reveals that most of the Secondary School students (46.67%) have average level of Habits. It is also remarkable that no student have low level of habit.
- 2) Regarding the Dimensions of Habits, most of the Secondary School students have high level of study habits. On the other hand regarding the extracurricular habit most of the students have poor level of extracurricular habits.
- 3) The study has also shown that majority of the Secondary school students have Average level of habits regarding Technology use and experimentation behaviour.
- 4) From the study it has been found that most of the Secondary School students have Average level of Home Environment.
- 5) Regarding the dimensions of Home Environment it has been found that most of the Secondary School students have fallen under the category of Average level of Control, Protectiveness, Social Isolation, Nurturance and Permissiveness in Home Environment.
- 6) Again it has been also found that regarding the dimension of Punishment, Conformity and Reward in Home Environment most of the students fall under the Above Average level category.
- 7) Regarding the dimension of Deprivation of Privileges and Rejection in Home Environment most of the students have fallen under the High level category.
- 8) The study reveals that there is a significance relationship between the Habits and Home Environment of the Secondary School Students of South Kamrup area of Assam.

**16. Recommendations from the study**

- 1) Home environment has a great influence in forming and

developing habits of the students. So it is very important responsibility of the parents to create and maintain a healthy and congenial home environment where good habits can be formed among the children.

- 2) Along with the study habits and technology using habits, the extracurricular habits also play a vital role in developing all-round personality of a student. Extracurricular habits develop and maintain the balance between the body and mind. So, the parents should look after their children that they can develop the extracurricular habits along with the other habits.
- 3) Home environment is comprised with different dimensions which are Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, Permissiveness etc. The parents and the elder members of the family should be very careful about the different components of home environment which are essential for creating a balanced and congenial home environment.

**17. Suggestions for further study**

The suggestions for further research study are given as follows

- Besides the variable Home Environment, study can be taken up with some other variables like
- School Environment
- Intelligence
- Value dimension
- Parental involvement
- Child rearing practice and emotional development etc.

**18. Conclusion**

The present study is of immense educational importance to the students, teachers and parents. It will help the students to change their faulty habits. Many parents may not be aware of the influence of various home environment factors on the formation of habits of their children. It is recommended that teachers, educationist should try to create awareness in parents on the importance of the home environment on the development of habits which can improve the children’s personality.

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