

## Role of Intelligence, Family Climate, School Environment in Relation to Study Habits of Secondary School Students in Vidarbha Region.

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### Abstract

The investigator of this study found that there is positive and significant Correlation between intelligence, family climate, school environment and Study habits of secondary school students of Vidarbha region .

**Key words :** *Intelligence , Family climate, School Environment, Study habits.*

### Introduction:

The home and the school are the two important institutions that prepare children to become functional members of the society. Many parents and teachers have the concept that the failing students have sufficient intelligence but they are unable to reach the desired level of success due to certain non cognitive factors such as family climate, self concept, and study habits .The need is to identify those problems and help students to be successful . Having success at school goes beyond intelligence.

**Intelligence:** Intelligence provides insight and direction to human potential to achieve goal . Intelligence is related to the process of mental mechanism ,which is the best way to increase scholastic achievement of children . Children who possess high scores are not necessarily more intelligent than the children who possess low scores . Galton [1822 – 1911] believed that intelligence is a function of psycho-physical abilities . Binet and simon [1916] describe intelligence is a function of the ability to learn within an academic settings . Intelligence is the ability to learn from ones experiences , acquire knowledge and use resources to adopt the new situations [Sternberg and Kaufman, 1998; Wechsler , 1975] .

**Family climate :** Family plays a very significant role in the all round development of a child. Parent-child interaction and parents way to deal with their children develop certain attitudes among the children towards their home environment.The word ‘Climate’ is a more comprehensive one . It includes within itself the word ‘Environment’ . It embraces the social , physical and emotional activities of the family . All these combine together constitute the

family climate . Family climate means an interpersonal relationship between the parents and the child.

**Study habits :** Study habits refer to a set of behaviors related to how students organize their time and space to promote systematic study behavior .It means that the student must be able to organize, classify and arrange facts in their proper relationship to the subject being studied . Study habits basically consist of effective study [ Sorenson, 1954 ] and also include students habit of concentration , note-making , time budgeting and study methods (Smith, 1967).

**School Environment :** Next to family the school is the most important experience in the process of child development . It may have direct impact on the cognitive and affective behaviors of students. School environment may include dimensions like creative stimulation , Acceptance , Rejection and control . The positive learning environment in school will help to maximize the learning of every student, helps children and youth become full participating citizens of society and helps to build a sense of community.

### Objectives :

1. To find the relationship between study habits and intelligence of secondary school students.
2. To find the relationship between study habits and family climate of secondary school students.
3. To find the relationship between study habits and school environment of secondary school students.

### Hypothesis :

1. There is no significant relationship between Study habits and Intelligence of secondary school students.

2. There is no significant relationship between Study habits and Family climate of secondary school students.

3. There is no significant relationship between Study habits and School environment of secondary school students.

**Methodology :**

Descriptive survey method was applied in this study.

**Sample :**

For the study 800 students of VIII<sup>th</sup> and IX<sup>th</sup> standard from grant-in-aid secondary schools of Vidarbha region were selected.

**Tools :**

For the study following tools had been employed.

1. Study habits inventory.(S.H.I.)

- M. Mukhopadhyaya and D.N.Sansanwala

2.Family climate scale(F.C.S.)

- Dr.Beena Shah.

3. School environment Inventory

- Dr. KarunaShanar Mishra

4. Group test of intelligence (GT.I.)

- Dr. Tondon

**Procedure for data collection :**

For the purpose of data collection , good rapport was established with students by explaining the objectives of the study. The data were collected by administering the selected tools for present study.

**Statistical techniques :**

The main statistical techniques used in the analysis of data were

1. Mean 2. S.D 3. 'r' value

**Analysis and interpretation of data :**

**Hypothesis 1.**There is no significant relationship between Study habits and Intelligence of secondary school students.

**Table 1 - Correlation between Study habits and Intelligence of secondary school students**

N	S.H.I mean	G.T.I mean	S.D. 1	S.D. 2	r value	Sig/Non sig.
800	127.5	44.2	27.3	15.5	0.607*	sig
0	0	5	8	6	*	

From the table it is inferred that students show positive and significant correlation in study habits and Intelligence, therefore the null hypothesis 1 is rejected.

**Hypothesis 2.** -There is no significant relationship between Study habits and Family climate of secondary school students.

**Table 2- Correlation between Study habits and Family climate of secondary school students**

N	S.H.I mean	F.C.S mean	S.D. 1	S.D. 2	r value	Sig/Non sig.
800	127.5	110.1	27.3	23.6	0.720*	sig
0	0	4	8	4	*	

It is inferred from the table that there is positive and significant correlation between study habits and family climate of secondary school students.

**Hypothesis 3.**-There is no significant relationship between Study habits and School environment of secondary school students.

**Table 3 - Correlation between Study habits and School environment of secondary school students**

N	S.H.I mean	S.E.S mean	S.D.1	S.D.2	r value	Sig/Non sig.
800	127.50	110.14	27.38	8.30	0.47**	sig

It is inferred from the table that there is positive and significant correlation between study habits and School environment of secondary school students.

**Conclusions :**

On the basis of analyzed responses the investigator arrived at the following conclusions.

1. Secondary school Students show positive and significant correlation in study habits and Intelligence.
2. Secondary school Students show positive and significant correlation in study habits and Family climate.
3. Secondary school Students show positive and significant correlation in study habits and School environment.

**Educational Implications :**

The study reveals that the findings have important implications , which are more meaningful for teachers and parents. The parents and schools need to be updated regarding the low study habits among students and develop a strategy in schools so that proper study habits can be developed among students.

**Suggestions for further research ;**

1. This study can be repeated with other tools for jr.college, University levels.
2. This study can be repeated with private (non-aided) school students.
3. A study of relationship between Intelligence and School environment of residential and non residential schools can be undertaken.

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