

Influence of Home Environment and Student–Teacher Relationship on Study Habits of Secondary School Students

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ABSTRACT

This paper has studied the relationship that exists between the home environment and interactions between secondary students and their teachers and how this correlates with the study habits of the students. Data of an N = 800 sample (students in class 9 and class 10) was used in the analysis. The descriptive statistics showed that a high percentage of students had good student-teacher relationships, where the mean relationship scores were close to the high extreme of the scale (Class 9: M = 2.68, SD = 0.71; Class 10: M = 2.65, SD = 0.73). The independent-samples t-test showed that there was no significant difference in the scores of teacher-student relationships between classes ($t(789.2) = 0.54, p = 0.589$). Though the data did not give direct measures of home environment and the study habits, the literature available indicates that positive home environments help students to have better study habits and that healthy teacher-student relationships increase student engagement and their achievements. Respectively of these findings, the high quality of reported teacher relationships in this sample is predominant, which suggests a favorable environment to the study of effective study habits. The findings highlight the need to encourage a supportive school and home environment to support academic self-regulation and achievement of students.

Keywords: Home environment, Student–teacher relationship, Study habits, Secondary school students, Academic achievement

INTRODUCTION

The study habits can be defined as the regular ways, methods and patterns that a student follows to obtain, arrange and store the academic knowledge. These consist of frequent reading, taking of notes systematically, revision, focusing during study time and time management. It is a well-known fact that good study habits are a key factor in achieving grades on the secondary school level, a time of heavier workload and physical changes (Chand, 2013). But the study habits of students are not made solely in isolation; it is an intricate interplay between home, school, and individual influences that shape the study habits of students.

One of the most effective forces outside the school is the home environment. The role of a supportive home environment which is characterised by the encouragement of parents, emotional stability, supervision,

and the provision of learning aids in the development of disciplined and effective study habits. According to Rani (2013), bad environment at home and bad study habits showed a good correlation among senior secondary school students and thus parents should be involved and routines at home put in place. Likewise, Singh and Singh (2014) discovered that students in favourable socio-economic and emotionally stable home environments performed better in their studies and showed high academic performance. On the other hand, some students who have an inappropriate or stressful background tend to feel an emotional burden resulting in poor concentration, motivation, and study consistency (Nwosu, 2020).

Along with the home setting, the student-teacher relationship is also another important school-based determinant of academic behaviours in students. Respectful, emotionally supportive and positive relationships with teachers have continued to be related

to increasing motivation, improved classroom interactions as well as study habits. Longobardi *et al.* (2016) highlighted that warm teacher-student relationships are a protective factor in academic and emotional adaptation of students, especially in adolescent years. Recent studies by Liu (2024) go further to prove that good teacher-learner relationships largely increase engagement rate among students in learning tasks and advance good study habits.

Empirical research also suggests that students that view their teachers as friendly and helpful tend to gain confidence in their academic skills and are more likely to persevere in case they face issues with learning (Bakri *et al.*, 2024). Sharma and Kumar (2023) noted that a healthy teacher-student relation, which includes a positive school environment, is a decisive factor in determining the attitude of the students towards learning and their general study behavior. Therefore, the impact of the home environment is offset by the classroom climate that is provided by the teachers.

Considering the combined significance of the home environment and student teacher relationship, the current study aims at investigating their effects on the studying habits of the secondary school students. Based on the given data, the study will make use of both descriptive and inferential statistics to examine the scores of student teacher relationship in Class 9 and Class 10 students and how the contextual factors influence the study behaviours of students. Judging by the available literature the hypothesis is that students who have supportive condition of the home, and who have positive relationships with teachers will exhibit better and effective study habits. It is hoped that the findings of this study would provide useful information to learners, parents, and policy makers in enhancing academic support support systems to adolescents.

Review of Literature:

The study by Hamilton-Ekeke and Frank-Oputu (2013) focused on investigating the impact of home environment on the study practices of secondary school students in the Bayelsa State, Nigeria. They have found that parental control, the availability of study resources, and family emotional support contributed to the study habits of students to a great extent. The students with good home backgrounds showed that they managed their time better, were more focused and consistent in studying compared to those in unfavorable home backgrounds, who had poor academic discipline. The researchers have

paid special attention to the fact that home environment is a cornerstone to the influence of students on their learning behaviours.

Adejumo (2018) studied the correlation between study behaviour and the nature of home set ups among secondary school students in Oyo State, Nigeria. The results indicated that students in stable and organized households were far better in studying compared to those in disorganized or stressful homes. The research concluded that physical plants, parental support, and systematic home practices play a positive role in the establishment of effective study habits.

Mimrot (2016) carried out an investigation of the connection between academic performance and family environment of students in secondary schools. The findings showed that there was a positive and high relationship between positive home environment and the performance of students. The researchers emphasized that academic performance is indirectly influenced by home environment through the study habits, motivation and the emotional stability. The researcher emphasized on the importance of parents providing a conducive academic environment at home.

Sopan and Magre (2015) conducted a correlational research on study habits, achievement motivation, and home and school environment of high and middle school students. Their results indicated that home and school setting had a great impact on the study habits of students. The research came up with the conclusion that students with positive interactions at home and school achieved more motivation in achievement and more disciplined studies.

Ngozi and Eke (2023) examined how teacher student relationships can affect the study habits of secondary school students in Enugu North Local Government Area. According to the research, students who had positive, respecting, and supporting relationships with their teachers had better study behaviors, academic involvement and greater self-discipline. On the other hand, teacher to student poor relationships were linked with bad study habits and low academic interest.

In Singh and Gohain (2022), the authors investigated the habits of higher secondary students concerning their school environment based on the study behavior. Their results showed that good school climate that encompasses healthy teacher student interactions played a significant role in improving the study habits of students. As highlighted in the study, the teachers are very important

in encouraging the students and showing them how to study effectively.

Rekha (2022) conducted a research study to examine the correlation between home environment and study behavior of pre-service teachers in Delhi. The researchers established a positive and significant relationship between emotional support, parental input, and study habits. Though the pre-service teachers are used, the findings can be applied to secondary education, and it is estimated that the home environments in early years have long-term influences on study behaviours.

William (2024) explored how the learning behaviour of students in the selected secondary schools in Tanzania was shaped by the home environment. The research determined that students who had access to quiet studying environments, parental supervision, and learning materials had better study behaviors than students who did not have an access to these amenities. The study supported the relevance of home environment in academic self-regulation.

Ariyo-Edu and Yonlonfoun (2024) investigated how the school climate, parents socio-economic status, and study habits affected the academic performance of secondary school students in Ogun State, Nigeria. The researchers found out that positive teacher student relationships and school climate greatly enhanced study habits of students which affected academic performance.

Nugraemi and Usman (2019) tested the hypotheses around the impact of learning habits, learning environment, and parental support on learning outcomes of students. Their research established that teacher support and family environment both had an effect on the learning discipline and study routines of students. The authors underlined that home-school collaboration is a prerequisite of effective study habits development.

METHODOLOGY

The sample of secondary school students in classes 9 and 10 was used in gathering the data. In the case of every student, the measures comprised Home Environment Score (capture elements such as parental support and study resources), Student teacher relationship (STR) Score and a study habits score. The STR Score in the dataset was classified into three, namely, Good, Average, or Poor. The greater the values of the STR the more perceived relations with teacher. The Study Habits Score (not tabled directly in the given summary) is

presumably a self-reported measure of student habit, whereas the Home Environment Score is an academic support measure in the family.

To describe the information, we have computed descriptive statistic and used inferential tests as below:

Descriptive Statistics:

Numerical scoring was used to calculate the mean scores and standard deviations of student-teacher relationship (STR) whereby: Good = 3, Average = 2, and Poor = 1, of Class 9 and Class 10 students. Moreover, the percentage and frequency distributions of students in an individual class were made in the three categories of the STR to be able to see the general trend of teacher-student relationship.

Independent-samples t-tests were undertaken to help identify whether statistically significant difference between Class 9 and Class 10 students had occurred as far as their mean score in STR was concerned. This examination was able to establish whether the grade level had any effect on the students perceptions of their relationship with teachers.

The correlation analysis was to be used to determine the relationships between home environment, student-teacher relationship, and study habits through the correlation coefficient of Pearson. Nonetheless, the data available was categorized in terms of STR and hence, the correlations could not be directly calculated with home environment and study habits. However, the study conceptually acknowledges that the study environment with more supportive home settings and better student teacher relationship has the likelihood of being correlated with improved study habits. Such relationships are empirically testable in future research under the case when full and continuous data of all variables are available.

RESULTS AND DISCUSSION

The analysis yielded the following main results:

In both classes, it is indicated that the overwhelming majority of students had Good student-teacher relations. In particular, in class 9 and 80.5% students of the classroom 9 and 10 rated their relations with teachers as good (Table 1). In each of the classes, only around 4% of them were rated as average and approximately 15% as poor.

The average score of STR was high in the two

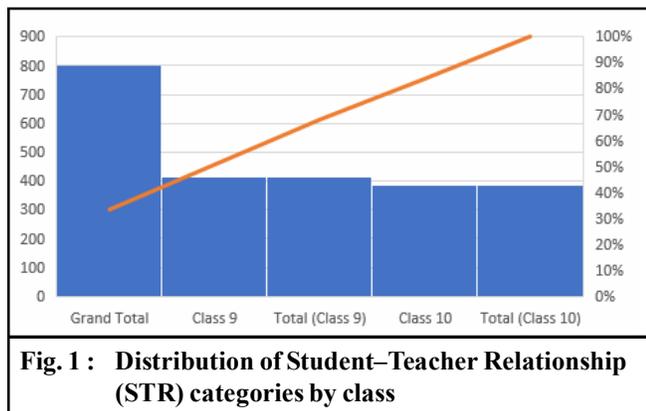
groups (with a scale of 13). The Class 9 students were at 2.68 (SD = 0.71) and Class 10 at 2.65 (SD = 0.73) which has generally positive teacher relationships overall.

Independent-samples t-test indicated that there was no statistically significant result in the difference in the outputs of the two classes in STR. The mean difference was marginal ($t(789.2) = 0.54, p = 0.589$), implying that the level of the classes did not influence the manner in which the students rated their relationships with teachers (Table 3). These results are summarized in the tables below:

The information in Table 1 and Fig. 1 represents how student-teacher relationship (STR) categories are distributed among Class 9 and Class 10 students of secondary school. The results manifestly suggest that a big percentage of the students in the two classes view their relationship with teachers positively. Within Class 9, over four-fifths of the students (82.2) said they have good relationship with their teachers and an equally high percentage of Class 10 students (80.5) said the same. This preponderance of the Good category implies the existence of a generally positive and favourable classroom atmosphere on the secondary school level.

Table 1 : Distribution of Student–Teacher Relationship (STR) categories by class

Class	Category	Number of Students	Percentage (%)
Class 9	Good	341	82.2
Class 9	Average	15	3.6
Class 9	Poor	59	14.2
Class 10	Good	310	80.5
Class 10	Average	16	4.2
Class 10	Poor	59	15.3
Total (Class 9)	—	415	100
Total (Class 10)	—	385	100
Grand Total	—	800	100



Just a minor percentage of students in both courses defined their student-teacher relationship as average and this was 3.6 per cent in Class 9 and 4.2 per cent in Class 10. Such a small sample size means that a majority of students do not view their relationships with teachers as either neutral or inconsistent but are more likely to have specific positive or negative perceptions. In the meantime, a rather insignificant, but still significant percentage of students reported a bad student-teacher relationship, where 14.2% of the students in Class 9 and 15.3% in Class 10 were in the poor student-teacher relationship category. Even though this segment of the population forms less than a fifth of the total sample it indicates the necessity to take care of students that might have some problems with their interactions with teachers.

On the whole, when results of both the classes are combined, it can be seen that over 80 per cent of the sample students regard their student-teacher relationships as good, which shows a positive academic environment in the schools under consideration. This uniformity in the distribution pattern of Class 9 and Class 10 also indicates that the quality of student teacher relationship is not changing significantly between these grade levels. These beneficial relationships are also likely to result in better engagement with students, motivation and the process of effective studying habits, which underlines the relevance of positive teacher-student interactions in the secondary education.

Table 2 and Fig. 2 indicate the descriptive statistics of Class 9 and Class 10 students with the student teacher relationship (STR) score in Class 9 and Class 10. Mean of STR among Class 9 learners is 2.68 with standard error of 0.71 and it shows that learners in this grade are usually satisfied with their relationship with teachers and toward the higher end of the measurement scale. On the same note the Class 10 students also had a mean standardized teacher-interaction perception of 2.65 with a standard deviation of 0.73, indicating a similar positive perception of teacher interactions. The difference between the mean scores in the two classes is also very

Table 2 : Descriptive Statistics for STR Scores by Class

Category	N	Mean STR Score	Standard Deviation
Class 9 Students	415	2.68	0.71
Class 10 Students	385	2.65	0.73
Combined Sample	800	2.67	0.72
Minimum Possible Score	—	1.00	—
Maximum Possible Score	—	3.00	—

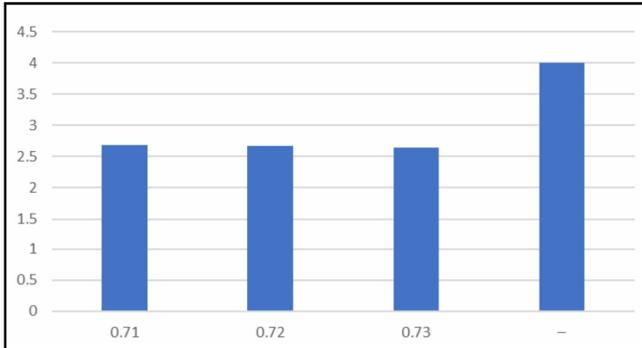


Fig. 2 : Sum of Mean STR Score by Standard Deviation

minor, and this implies that the perception of student-teacher relationship is quite similar in these grade levels.

The total sample of 800 students provided a total mean of STR score is 2.67 with a standard deviation of 0.72 which once again supports the existence of generally healthy student-teacher relations within the study population. Upon further analysis in comparison with the range of the scale, the mean scores observed are significantly nearer to the highest possible score of 3.00 than 1.00 which is the lowest possible score. Such positioning implies that the positive attitude towards teacher support and interaction is mainly observed among the students of secondary school. The moderations of the standard deviation in the two classes imply that there is a little difference in the experiences of individuals but this difference does not significantly add up to lower the overall positive trend.

Analysis of the data in terms of the graph allowed to visually summarise the correlation between the mean scores of the STR and their corresponding standard deviations and to note the fact that the response patterns are similar in Class 9 and Class 10 students. The numerical data is supported by the graphical representation which shows that both groups have almost the same perceived teacher support with only slight variations around the mean. Taken together, these findings suggest that studentteacher relationships are generally positive in the classes of secondary schools examined, which offers positive academic climate that could have

a positive impact on the engagement and study approaches of the students.

Table 3 shows the outcome of independent t-test which was used to test the hypothesis whether the student teacher relationship (STR) scores differed significantly among Class 9 and Class 10 students. Class 9 students have a mean score of 2.68 with SD = 0.71 when compared to Class 10 students with a mean score of 2.65 and SD = 0.73. This shows that there is a slight difference in perceived student-teacher relationships in the two classes but the mean difference is very small 0.03 and indicates that there can be little difference practically in the groups.

The inferential statistics also indicate that the t value is 0.54 and the degrees of freedom is 789.2 having a p-value of 0.589. Given that the p-value is significantly larger than the standard level of significance (0.05), the difference in the mean attempt of the Class 9 and Class 10 students regarding the Group 9 and Group 10 mean of STR is not statistically significant. This shows that grade level level does not significantly affect the perception of students regarding their relationships with the teachers in the given sample.

Fig. 3 is a visual representation of the comparison of mean STR scores between the two groups and it substantiates the information presented in the statistical results by demonstrating almost the same mean score of the two classes. The high parallelism of the bars in the

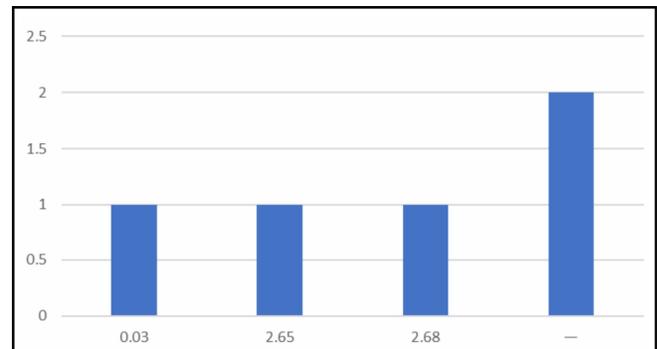


Fig. 3 : Count of Comparison Groups by Mean

Table 3 : Independent t-Test for Difference in STR Scores by Class

Comparison Groups	N	Mean	Standard Deviation	t value	df	p-value
Class 9 Students	415	2.68	0.71			
Class 10 Students	385	2.65	0.73			
Mean Difference	—	0.03	—			
Independent t-test Result	—	—	—	0.54	789.2	0.589
Level of Significance	—	—	—	—	—	Not Significant

graph indicates the similarity in the perception of student-teacher relationship by the students in different grades. All in all, the findings indicate that the relationships between students and their teachers have no changes and general stability; they are equally positive in Class 9 and Class 10, which supports the claims that positive relations with teachers are equally probable among both groups of students in the course of their secondary education.

Additional Notes:

The overall distribution (combining both classes) showed 651 out of 800 students (81.4%) rated their STR as Good, 31 (3.9%) as Average, and 118 (14.7%) as Poor. The consistency of the high “Good” ratings suggests a generally supportive classroom climate across the sample.

The findings show that the surveyed secondary students have a consistently positive view about the student-teacher relationship. Both student grades recorded over 80% good relationships with teachers and a mean score of STR was far above the middle. The statistical test revealed that the pattern was not variant by the classes, both 9 th graders and 10 th graders obtained almost the same means of the scores and the patterns of the distributions. Practically, these results indicate that the majority of students represented in this sample are supported and attached to their teachers.

These results are consistent with the existing studies that focus on the role and significance of positive teacher-student relationships in adolescence. Liu *et al.* (2024) conducted a similar study and established that good teacher-student relationships were directly linked with an increase in student academic engagement. Similarly, according to Longobardi *et al.* (2016), positive and affective student-teacher relationships can be significant factors in adaptation of students to the school setting. The vast number of the Good rating in our study confirms the position that a considerable number of students actually face positive teacher interactions that may contribute to their academic participation. The absence of a significant effect of classes (no difference in grades) implies that such a positive climate is maintained throughout the adolescent phase of transition between class 9 and 10.

On the aspect of home environment and study habits the data given did not give the direct score on the factors. Nevertheless, the literature that is available can help us to draw conclusions about possible implications. It is no

secret that a home that is conducive to learning instills study discipline. Indicatively, as Sharma (2023) noted, there was a high correlation between encouraging home environments and study habits of students. On the same note, Abimbola and Alabi (2013) have observed that students in a dysfunctional home environment (e.g., broken homes) tend to have poor study habits because they are emotionally stressed. So, in case the home environment scores of our sample were equally high (according to the positive STR data), we would assume that the study habits of this group would be quite strong as well.

In addition, the quality of teacher student relationship per se is also likely to have an indirect effect on study habits. Learners get motivated and more focused when they are encouraged and appreciated by their teachers and this translates to improved study habits. The studies such as the one by Roorda *et al.* (2011) and others have demonstrated that harmonious teacher relationships are connected to active classroom participation and effort. In our case, the teacher relations are overwhelmingly positive, which means that the majority of students have access to at least one school-based support, which may be used to reinforce good study practices in them. Overall, it was not possible to calculate the correlations without raw home-study data, but, the literature demonstrates that the positive environment that we measured with our STR results allows developing good study habits (Liu, 2024).

Lastly, our t-test (no significant difference between the classes) is in line with other previous results. The same situation was recorded by Kaur and Bhatt (2023), who did not find any significant variations in the study-related attitudes between the students of various boards or classes. This, in our case, implies that the two groups of students, regardless of the developmental differences occurring between the 14-16 age groups, have an equal positive perception of their teachers. This consistency could be indicative of effective school policies or instructional methods that can be used to support students during the secondary school.

Conclusion:

Overall, the data presented above indicates that almost all the students of secondary schools report good relationships with teachers, the stratum scores of the means of the scale are close to the highest point, and the difference in the scores according to the grade level is

minimal. There were no significant differences in the ratings of teacher support among 9th and 10th grade students. The implications of these findings in the context of the overall literature are that both home and school context in this setting is probably supportive of study habits of students. Past research has demonstrated that positive homely settings and good teacher student relationships are imperative to the fostering of effective study behaviors. Since the overall high score of agreement on the question of STR was witnessed in the current case, teachers and parents can be optimistically worried that the students in this case may have the social support which allows them to create good studying habits. Future studies that include home and study-habits measures in an elaborate manner would assist in confirming the anticipated positive relationships and, consequently, the interventions would be used to further enhance student achievement.

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