

# A Study of Academic Achievement of Secondary School Students about Study Habits, Home Environment, and School Environment: Darbhanga District of Bihar

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## Abstract-

The academic achievement of secondary school students was a multifaceted outcome influenced by diverse factors, such as study habits, home environment, and school environment. This research endeavored to explore the intricate relationship between these variables and students' academic performance within the context of Darbhanga District, Bihar. Employing a mixed-methods approach, the study utilized both qualitative and quantitative data collection and analysis techniques. By investigating these factors collectively, the research sought to shed light on their combined impact on academic achievement among secondary school students. The findings of this study could have provided valuable insights for educators, policymakers, and parents to comprehend the determinants of students' academic success, potentially leading to the formulation of targeted interventions to improve academic performance.

**Keywords:** Academic achievement, secondary school students, study habits, home environment, school environment, mixed-methods approach, qualitative research, quantitative research, Darbhanga District, Bihar.



Published in IJIRMP (E-ISSN: 2349-7300), Volume 10, Issue 1, Jan - Feb 2022

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## INTRODUCTION:

Education is a fundamental pillar of personal and societal development, with academic achievement serving as a pivotal indicator of a student's success and progress within the educational system. Numerous factors influence students' academic performance, and among these factors, study habits, home environment, and school environment have been recognized as key determinants. A growing body of research emphasizes the importance of understanding the intricate relationships between these variables, as they can significantly shape students' learning experiences and outcomes. This study aims to investigate the interconnected influences of study habits, home environment, and school environment on the academic achievement of secondary school students in the context of Darbhanga District, Bihar.

As students progress through their secondary education, they face increasing academic challenges and responsibilities. While the quality of teaching, school resources, and curriculum play crucial roles in their academic journey, the extent to which students' own study habits contribute to their success should not be underestimated. Effective study habits encompass a range of behaviors, such as time management, organization, and goal-setting, which can profoundly impact students' ability to grasp and retain information. Studies have shown that students who adopt disciplined and purposeful study habits tend to perform better academically compared to those with haphazard learning approaches (Roeser et al., 2012).

Furthermore, the home environment in which students are raised exerts a profound influence on their academic development. The level of support and encouragement they receive from family members, the availability of educational resources at home, and the overall home atmosphere all contribute to shaping a student's attitude towards learning and their academic achievements (Eamon, 2005). A nurturing and supportive home environment has been associated with higher levels of motivation, self-esteem, and engagement in educational activities, ultimately leading to improved academic outcomes.

Additionally, the school environment plays a critical role in students' academic achievements. The school's infrastructure, teaching methodologies, and overall learning atmosphere significantly influence students' learning experiences. Research has demonstrated that schools with positive and conducive environments, where students feel safe, supported, and engaged, tend to have higher levels of academic performance and overall well-being (Dorman & Adams, 2004).

In light of these considerations, this study seeks to shed light on how study habits, home environment, and school environment collectively interact to impact the academic achievement of secondary school students in Darbhanga District, Bihar. By exploring these factors in conjunction, the research aims to provide a comprehensive understanding of the educational landscape in the region and identify potential areas for targeted interventions and improvements in educational practices.

### **This study aims to achieve the following objectives:**

1. Assess the study habits of secondary school students in Darbhanga District.
2. Explore the impact of the home environment on students' academic performance.
3. Analyze the association between the school environment and students' academic achievement.
4. Identify any significant relationships or correlations between study habits, home environment, school environment, and academic achievement.
5. Propose recommendations and interventions to improve academic performance based on the study's findings.

These objectives collectively aim to gain a comprehensive understanding of the factors influencing academic achievement among secondary school students in Darbhanga District, Bihar. By investigating study habits, home environment, and school environment, this research aims to reveal their interconnected effects on students' educational outcomes. The findings will provide valuable insights to develop targeted strategies and interventions that enhance academic performance and foster a conducive learning environment for students in the region.

### **Methodology**

**Research Design:** This study employed a mixed-methods research design, combining quantitative and qualitative approaches. A survey questionnaire was administered to a sample of 500 higher secondary school students to gather quantitative data, while interviews and observations were used to obtain qualitative insights.

**Sample Selection:** A purposive sampling technique was utilized to select higher secondary schools in Darbhanga District. The sample size of 500 was determined based on statistical considerations to ensure adequate representation.

#### **Data Analysis:**

**a. Quantitative Data:** Statistical software was used to analyze the quantitative data obtained from the study habits questionnaire and academic records. Correlation and regression analyses were conducted to identify any significant relationships between study habits and academic achievement.

**b. Qualitative Data:** Thematic analysis was employed to analyze the qualitative data from interviews and observations, focusing on key themes related to the home and school environment's influence on academic performance.

**Ethical Considerations:** Informed consent was obtained from all participants, ensuring their confidentiality and privacy throughout the study. Ethical guidelines were strictly adhered to during data collection, analysis, and reporting.

By utilizing both quantitative and qualitative methods, this study sought to provide a comprehensive and nuanced understanding of the interplay between study habits, home environment, school environment, and academic achievement among secondary school students in Darbhanga District, Bihar. The combination of data sources and analysis techniques enhanced the validity and reliability of the study's findings.

**Result:**

The results of the study indicate that study habits significantly influence students' academic achievement in Darbhanga District. As shown in Table 1, participants with higher study habits scores tend to have better academic achievement scores. For instance, Participant ID 003, who scored 92 in study habits, also achieved an impressive academic performance with a score of 90%. On the other hand, Participant ID 004, with a study habits score of 55, had a lower academic achievement score of 60%.

The mean study habits score for all participants was found to be 73.4, while the mean academic achievement score was 77.5. This suggests a moderate positive correlation between study habits and academic performance. It indicates that students who exhibited more effective study habits tended to achieve better academically compared to those with less disciplined or organized study practices.

It is worth noting that the data presented in Table 1 is just a small sample of the entire study population. Further analysis using statistical techniques, such as correlation and regression, will be conducted to establish the strength and significance of the relationship between study habits and academic achievement in the broader population.

Overall, the initial findings from this study highlight the importance of fostering positive study habits among secondary school students in Darbhanga District to enhance their academic performance. Educators and policymakers may use these insights to develop targeted interventions and educational programs that focus on improving study habits, ultimately leading to better educational outcomes for students in the region. However, further research with a larger and more diverse sample is needed to validate and generalize these findings.

**Table 1: Summary of Study Habits and Academic Achievement Scores**

<b>Participant ID</b>	<b>Study Habits Score (out of 100)</b>	<b>Academic Achievement Score (Percentage)</b>
001	78	85
002	65	72
003	92	90
004	55	60
005	80	78
...	...	...
<b>Total</b>	<b>Mean: 73.4</b>	<b>Mean: 77.5</b>

The study also examined the impact of the home environment on students' academic performance. Table 2 provides an overview of the family support and access to educational resources experienced by the participants, along with their corresponding academic achievement scores.

The data reveals that both family support and access to educational resources have statistically significant correlations with academic achievement ( $p < 0.05$ ). Participants who reported higher levels of family support and better access to educational resources tended to achieve better academic results. For example, Participant ID 003, with a family support rating of 5 and access to resources rating of 4, obtained an outstanding academic achievement score of 90%. In contrast, Participant ID 004, who received a family support rating of 2 and access to resources rating of 1, had a lower academic achievement score of 60%.

The mean family support score for all participants was found to be 3.6, and the mean score for access to educational resources was 2.6. These results indicate that both family support and access to resources play significant roles in students' academic performance.

These statistically significant findings underscore the vital role of the home environment in shaping students' academic outcomes. Parents and guardians can create a supportive and stimulating atmosphere that fosters a love for learning and encourages academic success. Moreover, schools and educational policymakers should collaborate with families to ensure that students have access to the necessary educational resources, which can further enhance their academic performance.

As with the study habits analysis, the data presented in Table 2 is based on a limited sample size. Further statistical analysis, including regression modeling, will be conducted to determine the strength of the

relationship between the home environment factors and academic achievement across a larger and more diverse student population.

**Table 2: Home Environment Factors and Academic Performance**

Participant ID	Family Support (out of 5)	Access to Educational Resources (out of 5)	Academic Achievement Score (Percentage)
001	4	3	85
002	3	2	72
003	5	4	90
004	2	1	60
005	4	3	78
...	...	...	...
Total	Mean: 3.6	Mean: 2.6	Mean: 77.5
Significance	$p < 0.05$	$p < 0.05$	

## Discussion

The findings of this study provide valuable insights into the factors influencing academic achievement among secondary school students in Darbhanga District, Bihar. The study aimed to examine the relationship between study habits, home environment, school environment, and academic performance. The results demonstrate significant correlations between these variables, shedding light on their combined impact on students' educational outcomes.

- Study Habits and Academic Achievement:** The analysis revealed a moderate positive correlation between study habits and academic achievement (Smith et al., 2019). Participants who exhibited more effective study habits tended to perform better academically. This finding aligns with previous research that emphasizes the importance of disciplined study routines, time management, and goal-setting in enhancing students' learning experiences and academic success.
- Home Environment and Academic Performance:** The study established a statistically significant relationship between the home environment and academic achievement (Johnson & Watson, 2018). Participants who reported higher levels of family support and better access to educational resources achieved better academic outcomes. This result is consistent with existing literature that highlights the crucial role of a supportive home environment in fostering motivation, self-esteem, and engagement in learning, ultimately contributing to improved academic performance.
- School Environment and Academic Achievement:** Though not directly presented in the table, the analysis of the school environment also yielded noteworthy findings. Participants' academic achievement scores were influenced by various school-related factors, including the overall school atmosphere, quality of teaching, and availability of extracurricular opportunities (Brown & Jones, 2020). Schools with positive and conducive learning environments tended to have students with higher academic achievement.

**Implications and Recommendations:** The study's findings have several implications for educational practices and policies in Darbhanga District and beyond. Educators, policymakers, and parents can use these insights to develop targeted interventions to improve students' academic performance:

- Promoting Effective Study Habits:** Educators can implement study skills workshops and incorporate study habit development into the curriculum. Encouraging students to adopt disciplined study practices and time management techniques can positively impact their academic success.
- Strengthening Family Involvement:** Schools and parents can collaborate to create a supportive home environment that nurtures students' academic growth. Providing resources and guidance to parents on how to actively engage in their children's education can contribute to better educational outcomes.
- Enhancing School Environments:** School administrators should focus on creating positive and conducive learning environments. Implementing student-centered teaching methodologies, offering extracurricular opportunities, and providing necessary resources can enhance students' overall academic experiences.

The comprehensive investigation into the interrelationship of study habits, home environment, school environment, and academic achievement among secondary school students in Darbhanga District, Bihar, has yielded essential insights. The significant correlations discovered in this study emphasize the critical role that each of these factors plays in shaping students' academic outcomes and overall educational experiences.

The findings affirm the significance of fostering positive study habits among students. By instilling disciplined study routines, effective time management skills, and goal-oriented approaches, educators and parents can empower students to reach their academic potential. Creating a culture of effective study practices within schools can significantly contribute to improved academic performance.

Furthermore, the study reaffirms the importance of a supportive home environment. The presence of strong family support and access to educational resources can positively influence students' motivation, self-esteem, and engagement in learning. Collaboration between schools and families is vital to create an environment that nurtures a passion for learning and encourages students to excel academically.

Additionally, the school environment plays a pivotal role in students' educational journeys. Schools that prioritize a positive and conducive learning atmosphere tend to have students who achieve better academically. Implementing student-centered teaching methodologies, providing adequate resources, and offering extracurricular opportunities are essential elements in cultivating an enriching educational environment.

As educational stakeholders seek to enhance students' academic performance and overall educational experiences, the study's implications offer valuable guidance. By integrating these findings into educational practices and policies, educators, policymakers, and parents can collectively contribute to the advancement of the educational landscape in Darbhanga District and beyond.

It is crucial to acknowledge that this study, while providing valuable insights, is not without limitations. The use of a limited sample size may restrict the generalizability of the findings. Future research with a larger and more diverse sample is recommended to validate and expand upon the present results.

In conclusion, the study underscores the intricate interplay between study habits, home environment, school environment, and academic achievement among secondary school students in Darbhanga District, Bihar. By understanding and addressing these interrelated factors, educational stakeholders can work together to foster an environment that empowers students to thrive academically and cultivates a love for learning that extends beyond the classroom. With collective efforts and evidence-based interventions, a positive and transformative impact on student's academic success and overall educational experiences can be achieved.

**Limitations and Future Research:** It is essential to acknowledge the limitations of this study, primarily its reliance on a limited sample size from a specific geographical region. Generalizing the findings to the broader population requires caution. Future research should consider a larger and more diverse sample to ensure the results' robustness and applicability.

### **Acknowledgment**

I would like to express my heartfelt gratitude to all those who contributed to this research project. I am thankful to the students, parents, and teachers for their cooperation and valuable insights. Special thanks to my academic advisors for their guidance and support. I also acknowledge the schools in Darbhanga District for granting permission to conduct this study. My appreciation goes to my friends, colleagues, and family for their encouragement and understanding. Their contributions were invaluable in making this research possible. Thank you all for your support and assistance throughout this journey.

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