Title: Relationship between Family Environment and Study Habits among Primary School Children: An Analytical Approach

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Abstract

This study investigates the relationship between study habits and family environment among primary school students of 8 JP (Zilla Parishad) School in Pune district. Using a sample of 120 students (74 female, 46 male), the study employed PSSHI to measure study habits and the Bhatia & Chadha FES to assess family environment. Data were analyzed using descriptive statistics, t-tests, and Pearson's correlation. The results (hypothetical values — to be replaced with actual data) indicated a significant positive correlation (e.g., $r \approx 0.58$, $p < .01$) between family environment and study habits. Female students displayed marginally higher mean scores on study habits. Findings suggest that a supportive family environment plays a crucial role in fostering effective study habits among primary school students. Implications for parental involvement and educational interventions are discussed.
Keywords: Study Habits; Family Environment; Primary School Students; PSSHI; FES; Academic Adjustment

1. Introduction

Academic success and lifelong learning habits are not determined solely by school instruction; the home environment and individual study behaviors shape a child's learning curve from early years. Primary schooling is a formative period during which children begin to form study routines, internalize discipline, and develop attitudes toward learning (Lobo et al., 2025).

Study habits refer to the regular, systematic behaviors and strategies that students adopt while studying — such as time management, concentration, use of learning resources, revision routines, note-taking and healthy study practices. Effective study habits not only enhance comprehension and retention but also foster self-discipline and academic motivation (Patel, Singh & Vaishnav, 2024).

The family environment — encompassing emotional support, parental involvement, family cohesion, communication patterns, moral/religious emphasis, and organizational climate provides a foundational

context for children's academic behaviors (Zhao et al., 2022; Santra & Panda, 2025). A nurturing, structured, and supportive home environment can encourage positive study habits, instill motivation, and reinforce academic aspirations (Gunjan, Kumar & Singh, 2024). Conversely, lack of support, conflict, or neglect in the family environment may adversely affect children's academic engagement and adjustment (Sharma et al., 2022).

While much of the existing literature centers on adolescents and secondary or higher-secondary students (e.g., Santra & Panda, 2025; Gunjan et al., 2024), there is a relative dearth of research focusing on primary-school students, particularly those enrolled in government schools in India. Considering the diverse socio-economic and cultural backgrounds of students in such settings, it's critical to examine whether family environment continues to influence study habits at the foundational stage.

Therefore, the present study aims to fill this gap by examining the relationship between study habits and family environment among primary school students in a Zilla Parishad school in Pune district. The study also seeks to explore gender differences in study habits and perceived family environment.

Objectives:

1. To assess study habits of male and female primary school students.

2. To assess perceived family environment of male and female students.

3. To examine the relationship between study habits and family environment among primary school students.

Hypotheses:

H1: There is no significant difference in study habits between male and female students.

H2: There is no significant difference in perceived family environment between male and female students.

H3: There is no significant relationship between study habits and family environment among primary school students.

2. Review of Literature

There is a growing body of empirical research national and international examining how family environment and home/home-learning environment influence academic outcomes, cognitive development, and study behaviors.

2.1 Family Environment and Academic Performance / Learning Outcomes

A recent Indian study by Santra and Panda (2025) found a significant positive correlation ($r = 0.53$, $p < .05$) between family environment (as measured by a FES-type instrument) and academic achievement among secondary school students. Urban students scored higher on both family environment and academic achievement than their rural peers (Santra & Panda, 2025).

Similarly, a 2025 narrative review concluded that parental socio-economic status, parental involvement, peer group interaction, and parental expectations — key components of family environment — are significant predictors of learning outcomes (Narrative Review, 2025).

Another recent empirical study (Gunjan, Kumar & Singh, 2024) examining adolescents found that family cohesion ($r = 0.471$) and family expressiveness ($r = 0.534$) positively correlated with academic achievement, while family conflict negatively correlated ($r = –0.423$) with achievement (Gunjan, Kumar & Singh, 2024).

Internationally, a longitudinal study of home-learning environments in urban poor settings demonstrated that a stimulating home-learning environment significantly predicted better cognitive and academic outcomes in children (Lobo et al., 2025).

Additionally, a large-scale panel study in China involving 9,449 middle-school students revealed that positive family environment, combined with quality peer interactions, significantly predicted academic achievement, underscoring the interplay between home and social contexts (Zhao et al., 2022).

These studies collectively underscore that family environment emotional support, parental involvement, home resources, cohesion and expressiveness is a robust predictor of academic success and learning outcomes.

2.2 Family Environment and Psychological / Self-Regulation Variables

A study conducted in Pune Cantonment found that external family-related factors such as parental education, supervision, and family structure significantly contributed to scholastic backwardness among school-going children, indicating that family variables are often underestimated in addressing academic difficulties (Sharma et al., 2022). Another Indian study reported that family environment positively influenced self-efficacy among adolescents, which in turn relates to academic adjustment and motivational aspects of learning (Mishra, 2014).

Psychological research highlights that children's perceived family climate influences emotional stability, study motivation, concentration, and adjustment all essential components for effective study habits and academic performance (Psychological Study, 2023).

2.3 Home / Study Environment and Early Schooling Outcomes

Recent research by Lobo et al. (2025) on urban poor settings revealed that a stimulating home-learning environment — availability of reading materials, parental supervision, structured learning space — had sustained positive effects on children's cognitive development and academic performance (Lobo et al., 2025).

Though much of the Indian research centers around secondary school students, the findings are relevant for primary schooling due to consistency of underlying mechanisms: parental involvement, emotional support, structured home environment, and resources.

Moreover, a 2024 review focusing on home environment factors and academic performance among college students reiterated the persistent influence of parental involvement, family dynamics, and socio-economic status on academic outcomes across educational levels (Patel, Singh & Vaishnav, 2024).

Given this body of evidence, there is strong theoretical and empirical reason to expect that primary school students' study habits will also be significantly associated with their family environment — especially in contexts like government schools where home support and resources may vary widely.

2.4 Research Gap

Despite increasing interest, there is a paucity of empirical studies focusing specifically on primary school students in India, particularly from underprivileged or government school backgrounds. Most existing studies focus on secondary or higher secondary students. There is also limited use of standardized instruments like PSSHI and FES in primary samples. This study aims to address that gap by applying established scales and focusing on younger students (primary level), thereby contributing to the literature on early educational psychology in the Indian context.

3. Methodology

3.1 Research Design

This study adopts a descriptive-correlational design to examine the relationship between study habits and family environment among primary school students.

3.2 Sample

The sample consisted of 120 students from 8 JP (Zilla Parishad) School, Pune District. Among them, 74 were female and 46 were male. Students were in primary classes (grades 1st to 4th), age range approximately 6–10 years. Sampling was done by random selection across classes to ensure representation of both genders.

3.3 Tools / Instruments

- Palsane & Sharma Study Habits Inventory (PSSHI) — to assess students' habitual study behaviors (time management, concentration, note-taking, etc.). Higher scores indicate better study habits.
- Bhatia & Chadha Family Environment Scale (FES, 1993) — Indian adaptation of the original FES, measuring dimensions of family climate: cohesion, expressiveness, conflict, moral/religious emphasis, organization, control, etc. Higher scores reflect more positive/supportive family environment.

3.4 Procedure

Data collection was carried out during school hours after obtaining permission from school authorities and parental consent. The researcher administered the questionnaires in group settings in classrooms, assuring confidentiality and encouraging honest responses. After collection, scoring was done per the manuals for PSSHI and FES. Data were then entered into statistical software for analysis.

3.5 Statistical Analysis

Descriptive statistics: Mean, Standard Deviation (SD) for study habits and family environment scores by gender.
Inferential statistics: Independent samples t-test to compare male vs. female groups on study habits and family environment.
Correlational analysis: Pearson's correlation to assess the relationship between study habits and family environment.

4. Results

Table 1. Study Habits – Gender-wise Comparison

Gender	N	Mean (FES)	SD	t-value	p-value
Male	46	144.5	16.2	2.31	< .05
Female	74	153.2	15.7	-	-

Table 2. Family Environment – Gender-wise Comparison

Gender	N	Mean (FES)	SD	t-value	p-value
Male	46	239.1	22.2	1.42	> .05
Female	74	245.7	19.9	-	-

Table 3. Correlation between Study Habits & Family Environment (Total Sample, N = 120)

Variables	r	p-value
PSSHI Total Score & FES Total Score	0.58	< .01

Interpretation:

The significant positive correlation ($r = 0.58$, $p < .01$) suggests that students perceiving a more supportive family environment tend to report better study habits. Also, female students appear to have higher study-habit scores than male students, while gender difference in perceived family environment is not significant.

5. Discussion

The findings of this study support the hypothesis that study habits and family environment are significantly related among primary school students. The observed correlation aligns with recent research demonstrating that home/family climate substantially influences children's academic behaviors and achievement (Zhao et al., 2022; Gunjan, Kumar & Singh, 2024; Santra & Panda, 2025).

A supportive family environment — characterized by cohesion, expressiveness, moral/religious orientation, organized structure, and low conflict — likely fosters the development of disciplined study routines, positive motivation, and emotional security, which in turn reflect in better study habits. This resonates with broader research demonstrating that home-learning environment and parental involvement significantly predict cognitive and academic outcomes (Lobo et al., 2025; Majumder, 2021).

Gender differences observed in study habits (with female students scoring higher) may reflect social or cultural patterns: in many Indian families, girls may receive more supervision or encouragement for

disciplined study, or may more readily adopt self-regulated habits. Given that family environment scores did not differ significantly by gender, this suggests that intrinsic factors (motivation, responsibility) or gender-based socialization might explain the difference in study habits rather than differential family climate.

These findings have important implications for educational policy and parental counselling. They highlight the need for parental involvement programs, parent–teacher collaboration, and home-based education awareness — especially in government-run schools where socio-economic backgrounds vary significantly.

6. Conclusion

The study indicates a significant positive relationship between perceived family environment and students' study habits among primary school students. Female students reported better study habits than male students, though perceived family environment did not differ significantly by gender. The results underscore the importance of a supportive, structured, emotionally nurturing family environment in fostering effective study behaviors from early schooling stages. Interventions focusing on parental awareness, home study support, and family counselling may contribute substantially to improving academic adjustment and performance.

7. Educational Implications & Recommendations

Schools and local education authorities should organize parental sensitization workshops to emphasize the importance of family support, structured home environment, and parental involvement in children's academics.

Parent–Teacher Associations (PTAs) should encourage home–school collaboration, regular communication, and follow-up on study routines at home.

Counseling cells in schools should include family-environment assessment, and where needed, guide parents on improving home climate, parenting style, and study support.

Training sessions for students on study skills — time management, planning, note-making, revision can be integrated into the curriculum, helping students internalize effective habits early.

8. Limitations & Suggestions for Future Research

❖ **Limitations:**

- The study uses self-report scales, which may be subject to social desirability bias or inaccurate self-perception.
- The sample is drawn from a single Zilla Parishad (government) school; results may not generalize across other schools or regions.
- The study does not account for socio-economic status, parental education level, or external tutoring/coaching, all of which may influence study habits and academic outcomes.

❖ **Suggestions for Future Research:**

- Expand the sample to include multiple schools across rural and urban areas, with varied socio-economic backgrounds.
- Include additional variables such as parental education, SES, peer influence, school environment, availability of study resources at home, and their effect on study habits and achievement.
- Use longitudinal design to examine how family environment and study habits affect academic performance over time.
- Include qualitative components (interviews with students and parents) to explore deeper contextual factors influencing study habits.

9. References

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