



Impact of Family Environment on Study Habits

KEYWORDS

Study habits, Family Environment, High school students.

Ms. Jaskiran Kaur Dayal

Assistant professor ; Babe Ke College of Education, Daudhar, Moga

ABSTRACT *The present study focuses on finding the impact of Family environment on the study habits of High school students. The research was carried out in Jagraon City on a sample of 120 high school students. Study habits and Family environment were assessed by study habit inventory by B.V. Patel and family environment scale by Dr. Harpreet Bhatia and N.K. Chadha respectively. Analysis of data revealed that there is a positive and significant relationship between study habits and family environment of high school students.*

INTRODUCTION

In the present setup where the society is ever changing with new advancements in Science and technology, an individual's life is in turmoil and he is uncertain about his future. Since, Students are the future of the country. So, it is essential to infuse certain traits and qualities in them.

To reach this cherished goal many formal as well as informal agencies of education are working in this direction as school, family and community by itself. Here the family holds the pivotal position. Different Educationists like Rousseau, Pestalozzi considered home environment as most effective mode in bringing about proper development of Personality. It has been aptly remarked, "Personality is clothed in habits. Habits are the garment of soul." Burt (1957) defined habit as accomplished form of behavior in which things are done quickly, accurately and automatically with little voluntary action. The family educates the child in his health habits, speech patterns, basic ideas and above all in the study habits which provides a foundation on which super structure of child's education is constructed. It has been shown by various studies that most of the children who are successful and well adjusted come from the families where sustaining wholesome relationships exist. Daulta (2008) observed that home environment has have positive impact on the scholastic achievement of children. Thus, Proper study habits inculcated during academic years have lasting value that is carried over to their latter life. The healthy habits so developed help the individual to surpass the limits circumscribed by his intelligence and thus bringing him into the category of good achievers.

OBJECTIVES OF THE STUDY:

1. To ascertain the study habits of High School Students.
2. To study the family environment of High school students.
3. To find out relationship between study habits and the family environment of High school students.

HYPOTHESIS:

- (a) There exists a positive and significant relationship between study habits and Family Environment of the students.
- (b) There exists positive and significant difference between study habits and various dimensions of Family Environment.

METHOD:

Sample:

A Random Sample comprising 120 High school students from Jagraon city of Ludhiana district was drawn.

Tools used:

- a) Study Habit inventory by Dr. B.V. Patel.
- b) Family environment scale by Dr. Harpreet Bhatia and

N.K. Chadha.

Statistical technique used:

1. Descriptive statistics such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were used to study nature of distribution of Scores.
2. Product moment correlation was worked out to find relationship between study habits and Family environment.

RESULTS AND DISCUSSION:

Table -1 shows the value of Mean, Median, Mode, and S.D for total sample of students on study habits.

TABLE-1

Variable	Mean	Median	Mode	S.D	S.k	Ku
Study Habits	163.5	164.8	166.4	18.14	-0.21	0.11

The value of mean, Median, Mode is quite proximate to each other. The skewness is calculated as -0.21 which indicates negative skewness of data and value of kurtosis comes as 0.11 which is less than normal value of 0.263 indicating the data description to be leptokurtic but these variations are so small that distribution can be taken as normal.

TABLE-2

Variable	Mean	Median	Mode	S.D	S.k	Ku
Family Environment.	256.6	262.21	273.43	22.14	-0.76	0.23

Table-2 indicates the values of Mean, Median, Mode and S.D. The S.D is 22.14. It is evident from value of skewness i.e. -0.76 that distribution is negatively skewed. The value of kurtosis is 0.23 reflects slight leptokurtic tendency of distribution but it is very near to standard value i.e. 0.263

TABLE-3

Variable	Mean	Median	Mode	S.D	S.k	Ku
Relationship.	178.6	179.2	180.2	13.86	-0.11	0.21

Table-2 indicates the values of Mean, Median, Mode and S.D for total sample of relationship dimension. The S.D is 13.86. It is evident from value of skewness i.e. -0.11 that distribution is negatively skewed. The value of kurtosis is 0.21 reflects tendency of leptokurtic distribution.

TABLE-4

Variable	Mean	Median	Mode	S.D	S.k	Ku
Personal Growth	61.25	60.83	60	8.9	0.14	0.30

Table-2 indicates the values of Mean, Median, Mode and S.D for total sample of Personal Growth dimension. The value of skewness i.e 0.14 shows that distribution is positively skewed. The value of kurtosis is 0.30 reflects tendency of platykurtic distribution.

TABLE-5

Variable	Mean	Median	Mode	S.D	S.k	Ku
System maintenance	24.22	24.98	26.51	3.24	-0.70	0.25

Table-2 indicates the values of Mean, Median, Mode and S.D for total sample of System maintenance dimension. The value of skewness i.e. -0.70 shows that distribution is negatively skewed. The value of kurtosis is 0.25 which nearly equals to standard value of 0.263 indicating distribution of scores close to the normal.

On the basis of discussion, it is concluded that scores for total sample on the two variables study habits and family environment are very near to normal distribution. Small deviations from the normal are attributed to sampling fluctuations .so, we can say that the application of parametric statistics for further analysis is justified.

TABLE-6

Group	N	Product Moment correlation 'r'
Total Sample	120	0.223*

*Significant at 0.05 level

Table-3 shows that coefficient of correlation between study habits and family environment is 0.233 which is significant at 0.05 level. Therefore, Hypothesis i.e. 'There exists a positive and significant relationship between study habits and family environment of the students' is accepted.

Table-7

Sr. No.	Dimensions	N	Product Moment correlation 'r'
1.	Relationship	120	0.30**
2.	Personal Growth	120	0.87**
3.	System maintenance	120	0.44**

**Significant at 0.01 level

Table 7 shows the value of coefficient of correlation 'r' between study habits and three dimensions of family environment. The value of 'r' indicates that study habits have positive & significant relationship with all the three dimensions of family environment so; hypothesis 1(b) is accepted.

On the basis of the results, it may be further inferred that high level of relationship dimensions(Cohesion, Expressiveness, acceptance and caring) personal growth dimension(Independence, active recreational orientation) and system maintenance (Organisation and control) leads toward high level Study habits and low level of these dimensions leads toward low level Study habits.

CONCLUSION:

The following conclusions have been drawn on the basis of present investigation:

- There exists a positive and significant relationship between study habits and family environment of the students.
- There exists positive and significant difference between Study habits and 'Relationship' dimension of family environment.
- There exists positive and significant difference between Study habits and 'Personal growth' dimension of family environment.
- There exists positive and significant difference between Study habits and system Maintenance' dimension of family environment.

REFERENCE

- Best, J.W & Kahn J.V. (2005) Research in Education. New Delhi: Prentice Hall of India. | • Burt, H.E. (1963) Applied psychology. New Delhi: Eurasia Publishers. pp.261-262. | • Garette, Henry E. (1961) Statistics in Psychology and Education. New York: David McKay Company Inc. | • Good, C.V. (1973) Dictionary of Education, (3rd Ed.). New York: Mc Graw Hill Book Company. | • Patel, B.V. "A study of the reading ability and intelligence in the context of study habits", Journal of Education and Psychology, 1996 Vol. XXXIV (1). | • Patel, B.V. Manual for Study habit inventory. Agra: Agra psychological research cell.