



ORIGINAL RESEARCH PAPER

Education

Study of Family Environment and Study Habits

KEYWORDS:

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ABSTRACT

Education is the complete development of individual of the child so that he can make an original contribution to human life according to the best of his capacity. "Family is the only agency which is responsible to the development of study habits of the child". A family environment affects the growth of the child. The components that may constitute the family may be social economic status of family, number of children, number of rooms in home, physical facilities available in the family. Family environment has a great impact on the child. A good favorable family environment makes a child well adjusted, self confident and helps the child to develop positive study habits. Family is the only agency which is responsible to the development of study habits of the child For the fullest development of individual's mental faculties and high achievement in academic field, the role of good study habits is of immense importance. Lack of good study habits may lead to under achievement in case of some students. Proper guidance and supervision on the part of parents and teachers is essential for the development of good study habits during early years of life everlasting value throughout the life. Findings show that girls have better pattern of study habits than boys irrespective of rural and urban areas. Rural students have better family environment than urban students.

OBJECTIVES

- To study the family environment of the 10th class students in relation to their gender and area.
- To study the study habits of 10th class students in relation to their gender and area.
- To study the interaction and effect of family environment on study habits of 10th class students in relation to their gender and area

Hypotheses

- There is a direct relationship of family environment and study habits.
- There is a marked difference of family environment in relation to gender.
- There is marked difference of study habits in relation to gender.
- There is a marked difference of family environment in relation to area.
- There is marked difference of study habits in relation to area.

Method, Sample, Tools Used

Survey method of investigation was employed in the present study. In order to find out the relationship between study habits and family environment of students product moment correlation was employed. CR technique was employed to find out the difference of study habits and family environment in relation to sex and area of school.

In the present study random sample of 100, 10th class students of Faridkot district has been taken. Out of which 50 students were from rural area and 50 students were from urban area. The sex was also considered. In this study tools used are:

1. Family climate scale by Dr. Beena Shah
2. Study habits inventory by Palsane and Sharma

Results And Discussion

The mean scores of study habits and family environment of boys and girls have been found out. The coefficient of correlation between these two variables(i.e. study habits and family environment) have also been found out the mean difference between the study habits of students in relation to gender and area has been calculated. Also the mean difference between the family environment of students in relation to gender land area have been calculated. The significance of mean differences in the case of these variables have been found with help of critical ratio value by finding out statistics like mean, standard deviation and

standard error of means.

The CR value have been interpreted to find if mean difference are of any significance or not. The popular limits i.e 0.05 level and 0.01 level of significance have been used for interpretation.

Hypotheses No. 1

"There will be direct relationship of family environment and study habits".

"There will be direct relationship of family environment and study habits".Table 1 showing the relationship of family environment and study habits

To test this hypotheses the coefficient of correlation between the study habits and family environment of the whole sample was calculated by Pearson's product movement method. The significance of 'r' was checked from table 25 given in garret's book of educational statistics. The result is given below:

S.No	Variable	Sample	N	Mean	S.D	S.Em		Level
1.	Study Habits	Whole Sample	100	58.13	7.91	1.48	0.30	0.01
2.	Family Environment	Whole Sample	100	115.02	15.15			

Family environment and study habits

The coefficient of correlation between the variables of study family environment the value of coefficient of correlation is 0.30. The value of coefficient of correlation was significant at 0.01 level of significance. 10, the variable family environment play a significant role in the development of the study habits in students.

Hypotheses No. 2

"There will be marked difference of family environment in relation to gender".

In order to test this hypotheses the mean and S.D values on family environment of boys and girls. To test significance of difference and mean values, "Critical ratio" or "t-test" was applied. The data are presented in the following table:

Table 2 (Showing family environment in relation to gender)

S.No	Sample	N	Mean	S.D	S.Em	CR	Level
1.	All Boys	50	113.94	16.92	2.99	0.72	Insignificant
2.	All girls	50	116.10	12.70			

Table shows that the means and S. D of boys on family environment in 113.94 and 16.92 respectively and means and S. D

of girls is 116.10 and 12.70 respectively. The calculated CR value comes out to be 0.72, which is insignificant.

The result reveals that there is no significant difference between the pattern of family environment of the boys and girls. Both types of students family environment is equal. There is no impact of gender on the family environment.

Thus, the hypotheses no. 2, i.e. "There will be marked difference of family environment in relation to gender" is rejected.

Figure 1 shows the family environment of girls

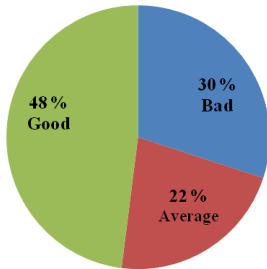
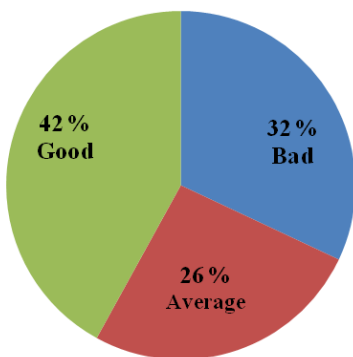


Figure 1 show that 30% of girls student bad, 22% of girls student average and 48% girls students have good family environment.

Figure 2 shows family environment of boys



Pie chart show 42% of boy students have good, 26% average and 32% boys students have bad family environment.

Figure 3 Comparison of family environment of students (male and female)

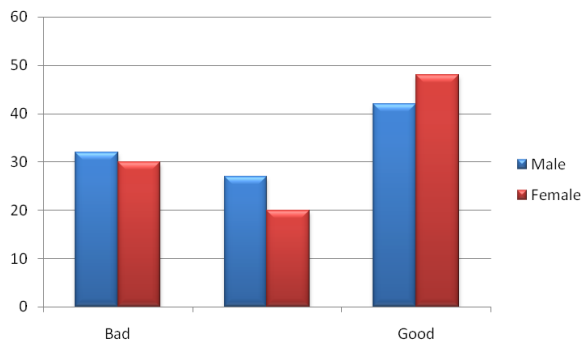


Figure and calculations show, there is no significant difference of family environment of students in relation to gender. So the family environment of boy and girl students are almost same.

Hypotheses No. 3

"There will be marked difference in study habits in relation to gender."

S . N o S a m p l e N M e a n S . D S . E m C R L e v e l 1 . A l l B o y s 5 0 5 6 . 2 4 8 . 2 5 1 . 5 9 2 . 3 8 0 . 0 1 2 . A l l g i r l s 5 0 6 0 . 0 2 7 . 6 6

Table 3 show the study habits in relation to gender

In order to test this hypotheses the mean and S.D values on study habits of boys and girls were calculated. To test the significance of difference of mean values critical ratio was applied the data are presented in the following table.

process good study habits than boys. These results are agreement with Keetz (1979), Shejwal (1980), Cavonaugh (1983), Kovio (1983) and Sukhdeep Kaur (2004).

Thus the Hypotheses no. 3 i.e. "There will be significant difference between the means value of study habits in the relation of gender" has been accepted.

Table 3 show the study habits in relation to gender

S.No	Sample	N	Mean	S.D	S.Em	CR	Level
1.	All Boys	50	56.24	8.25	1.59	2.38	0.01
2.	All girls	50	60.02	7.66			

$$Df = N1 + N2 - 2$$

$$= 50 + 50 - 2 = 98$$

$$Ttab = 2.36$$

$$C.R > ttab$$

H₁ hypotheses accepted.

Therefore, there is significant difference of two mean (boy and girls) in study habits this result reveals that there is in significant difference between the pattern of study habits of boys and girls. Girls

Figure 4 shows the study habits of girls

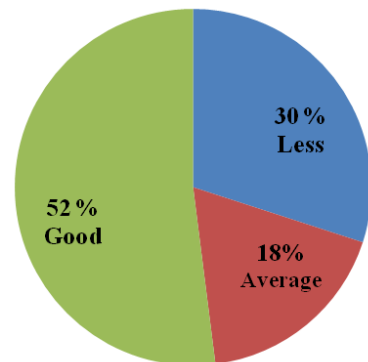


Figure 4 show 52% of girls students and 18% average and 30% less study habits.

Figure 5 shows study habits of boys

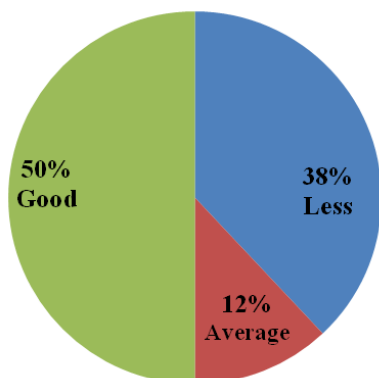


Figure show 50% of boy students and 12% average and 38% less study habits.

Hypotheses No. 4

"There will be significant difference in family environment in relation to areas".

In order to test this hypotheses, the mean and S.D values of family environment of the rural and urban students was calculated. To test significance of difference of mean values "critical ratio" was applied. The data are presented in table 4.

Figure 6 comparison of study habits of students male and female

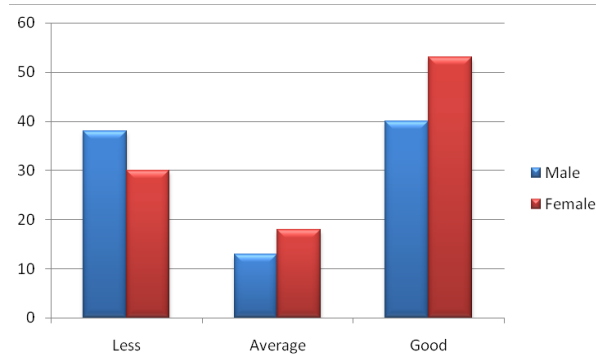


Figure 6 show, there is significantly difference of study habits in relation to gender. Girls have better study habits than boys. Hypotheses No. 4

"There will be significant difference in family environment in relation to areas".

In order to test this hypotheses, the mean and S.D values of family environment of the rural and urban students was calculated. To test significance of difference of mean values "critical ratio" was applied. The data are presented in table 4.

Figure 6 show, there is significantly difference of study habits in relation to gender. Girls have better study habits than boys.

Table 4 Showing family environment in relation to area

S.No	Sample	N	Mean	S.D	S.Em	CR	Significant
1.	Urban	50	110.34	17.85	3.05	3.07	Significant
2.	Rural	50	119.70	12.08			

$Df = N_1 + N_2 - 2 = 50 + 50 - 2 = 98$

Ttab at 0.01 level is 2.36

tcal = 3.07

tcal > Ttab

Hypotheses is accepted

Table shows that the mean and S.D of urban students is 110.34 and 17.85 and mean and S.D of rural students is 119.70 and 12.08 the calculated CR values is 3.07 which is highly significant 0.01 level. This result reveals that there is highly significant difference between the family environment of urban and rural students. The area plays a definite impact on the family environment. The rural students possess better family environment than that of urban students. This result shows that environment influences our study habits.

Students residing in rural area get proper family environment than urban area students. Urban students' family environment is less better than rural because the parents are busy in their job and cannot give proper time to their children and breaking families are the reason of this situation. Their results are not agreement with many studies.

Therefore, the Hypotheses no. 4 "There will be significant difference in family environment is relation to areas" is accepted.

Figure 7 Show the family environment of rural students

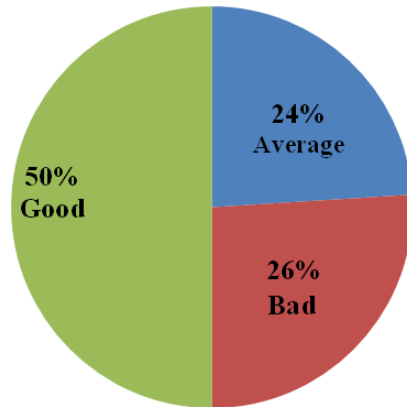


Chart show 50% of rural students have good, 26% bad and 24% have average family environment.

Figure 8 shows the family environment of urban students

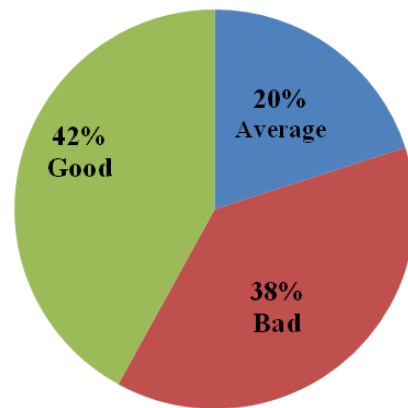


Figure 8 show 42% of urban students have good, 38% bad and 20% have average family environment.

Figure 9 show, there is significantly difference of family environment of students in relation in area. Rural students have better family environment than urban students.

Hypotheses No. 5

"There will be marked difference of study habits in relation to areas".

In order to test this hypotheses the mean and S.D values on the study habits of rural students and urban students was calculated. To test significance of difference of mean values, "critical ratio" was applied. The data are presented in Table 5.

Figure 9 Comparison of family environment of students (Urban and Rural)

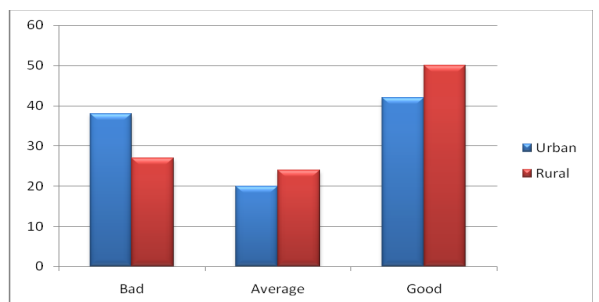


Table 5 shows the study habits in relation to area

S.No	Sample	N	Mean	S.D	S.Em	CR	Level of Significance
1.	Urban	50	58.14	8.37	1.6	0.013	At 0.01 level
2.	Rural	50	7.68	7.68			

Df = $N_1 + N_2 - 2 = 50 + 50 - 2 = 98$
 $T_{tab} = 2.36$
 $t_{tab} > t_{cal}$

Hypotheses is rejected
 Table shows that the means and S.D of rural is 58.12 and 7.68 respectively and mean and S.D of urban students is 58.14 and 8.37 respectively. The calculated CR value comes out to be 0.013 which is no significant at 0.01 level of significance.

This result reveals that there is no significant difference between the pattern of study habits of rural students and urban students. The area plays no definite impact on the study habits of students.

Hence, the hypotheses no. 5 i.e. "There will be significant difference between the mean value of study habits in relation to areas" has been rejected.

Figure 10 Show the study habits of urban students

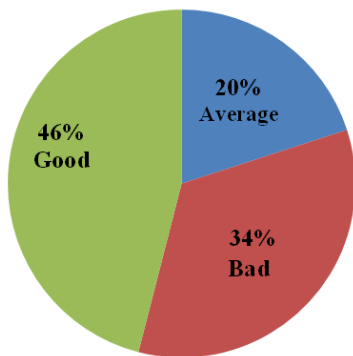


Figure show 46% of urban student have good, 20% average and 34% have bad study habits.

Figure 11 shows the study habits of rural students

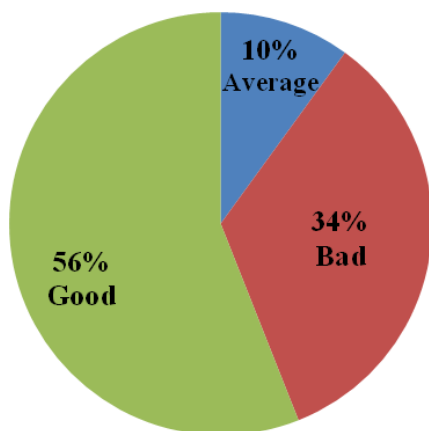


Figure show 56% of rural students have good, 10% average and 34% have bad study habits.

Figure 12 comparison of study habits of students (Urban and Rural)

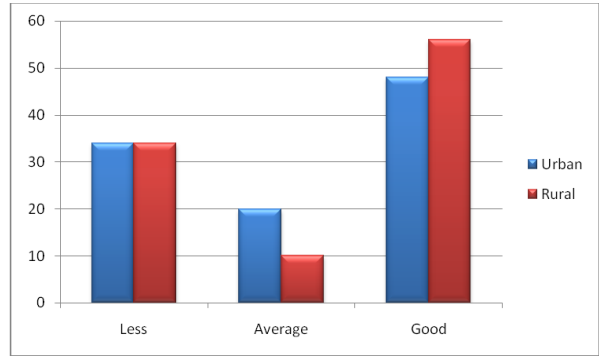


Figure of calculation show, there is no significant difference of study habits in relation to area. So the study habits of urban and rural students are almost same.

Major findings of the study

Major findings of present investigation are given below:

1. The co-efficient of correlation between study habits and family environment is 0.30 and is significant i.e. these are highly correlated.
2. Girls have better pattern of study habits than boys.
3. Both rural and urban have same pattern of study habits.
4. Both girls and boys have same type of family environment.
5. Rural students have better family environment than urban students.

Educational Implications

On the basis of the findings of present study, the investigator feels that most of the students of the sample taken from 10th class do not have a good pattern of study habits. There is significant difference in the pattern of study habits of boys and girls. Girls have better pattern of study habits than boys, various students indicate that the students of present day schools need more observation, guidance and help of parents as well as of teachers in the development of better study habits. The parents and teachers must understand that the cause of discrepancy between the ability of their children and actual accomplishments lies in improper study habits. They must not forget that proper study habits established during the academic years have a lasting value that carries over into later life. Also, from this investigation conclusion can be drawn that family environment play a significant role in the development of study habits of 10th class students. Whether the study habit is the result of family environment as because of other factors could not be ascertained in the investigation. The reason for this results may be non serious attitude of students during administration of tests due to some factors.

Even then, the present study would useful in the radical understanding of family environment and its relationship to study habits.

The study will be helpful to the parents and teachers to know the significance of family environment so that they can help the children to given a better environment. It is useful for teachers who can increase study habits of the students.

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