

# Study Habits of Secondary School Students as Related to Family Environment

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## Abstract

*The present study has been designed to investigate the study habits of secondary school students as related to family environment. The study was conducted over a sample of 100 (boys and girls) secondary school students of Muktsar district. Data were collected by using Study Habits Inventory by Palsane, M.N and Family Environment Scale by Vohra, S (1997). The results revealed that significant difference between study habits and family environment of boys and girls of secondary school students. Significant and positive relationship between study habits and family environment of secondary school students.*

## Keywords

*Study Habits, Family Environment, Secondary school students*

## Introduction

Education is a powerful mean for providing all kinds of necessary information, preparing for suitable educational and vocational courses and leading to fruitful vocational choices. Thus education is an indispensable instrument for stability and progress of individual as well as society. In education, effective learning not only depends upon good teaching but also on satisfactory learning procedure i.e. good study habits. Learning involves the development of proper study habits and skills and habits are not innate abilities like intelligence, but they are generally formulated, acquired, cultivated and fixed by repeated efforts. Good (1973) defines 'Study Habits' as the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people." Psychologists and educationists believe that good study habits are the gateway of knowledge and wisdom. There are many factors like concentration, motivation, keen observation, adjustment in school, networking etc. which influence the proper development of study habits. Smith, Sammuell and Field (1948) "Poor habits of study not only retard school progress but develop frustration, destroy initiative and confidence and make prominent the feeling of worthlessness towards himself and the subject of study whereas effective methods ensure success, happiness and sense of accomplishment"

Family environment is also play an important role in the development of good or bad study habits. Family environment is the most important factor in bringing about proper development of personality and leading to the appropriate with self and members of the family which moulds individual's behavior. It is the first social environment where all physical, mental, cultural and social development of an individual takes place. The family is a social institution through which our social heritage is transmitted. The family's responsibility for the socialization of children is not less important than their physical care. It links the individual to the larger social structure. The family climate refers to the physical, social and emotional surroundings that the child focuses in a family. Newman (1981) "Family environment is the first and perhaps the most enduring context in personality development of child." In fact, family climate refers to the "sum total of the conditions which surrounds man" from the very beginning of his life. The family climate affects the child's cognitive and social development, which in turn influences his/her self-confidence, self-reliance, assertiveness, personality characteristics, coping skills, academic motivation and success. Moos and Moos (1986)

defined family environment as the degree of commitment, help and support of the family members provided to one another. The climate prevailing in the home varies from culture to culture, society to society, and family to family.

## Review of Related Literature

Chand (2013) to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Ekeke and Telu (2013) To study investigates the home and its influence on students' study habits. It was found that 134 (67%) of the respondents agreed that motivation from parents like provision of the recommended books influences them to read at home. Also some independent variables like parent income, education, living abode influence their wards' study habits. The study went further to investigate some practical steps that parent could take in order to improve their wards' study habits: which include making home a miniature of schools (that is homes should be conducive for reading), drawing up reading time table for their children and encouraging them to follow through every evening as well as devote their time to teach their children, although, parents level of education could be a set back to the latter.

Rani (2013) To study the relationship between study habits and home environment of the science students studying in secondary school of Haryana. The results of the study revealed that a significantly positive relationship of home environment components of rejection with study habits of boys is revealed, there by meaning that It can be affected the study habit of boys. However, the correlation of other components of home environment is significantly negative with study habits among boys. The study also found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school.

**Objectives**

1. To study the difference between study habits of boys and girls of secondary school students.
2. To study the difference between family environment of boys and girls of secondary school students.
3. To study the relationship between study habits and family environment of secondary school students.

**Hypotheses**

1. There exist no significant difference between study habits of boys and girls of secondary school students.
2. There exist no significant difference between family environment of boys and girls of secondary school students.
3. There exist significant relationship between study habits and family environment of secondary school students

**Sample**

Sample of 100 students (boys and girls) was selected randomly from Government secondary school Muksar district.

**Measures**

- Study Habits Inventory –Palsane, M.N.
- Family Environment Scale by Vohra, S (1997)

**Statistical Techniques**

- Mean, SD. And t- test was applied to find the significant difference between groups.
- Product Moment Correlation was applied to see the significant relationship between variables

**Results and Discussion**

Table 1 : Comparison of Study Habits of Boys and Girls

S. No.	Vari-able	Group	N	Mean	SD.	SED	t-ratio	Level of Signifi-cance
1	Study Habits	Boys	50	34.29	3.04	1.44	9.79	Significant at 0.05 and 0.01 level
2		Girls	50	48.4	6.53			

Table 1 reveals that Mean and SD of boys are 34.29 and 3.04. Mean and SD for girls are 48.4 and 6.53. The calculated t- value is 9.79 which is significant at 0.01 & 0.05 level of significance. It means that there is significant difference in the study habits of boys and girls of secondary school students. Hence the Hypotheses 1 that there exist no significant difference between study habits of boys and girls of secondary school students has been rejected. The mean score of girls are higher than that of boys which means that the girls have good study habits than boys.

Table 2 : Comparison of Family Environment of Boys and Girls

S. No.	Variable	Group	N	Mean	SD.	SE <sub>D</sub>	t-ratio	Level of Signifi-cance
1	Family Environ-ment	Boys	50	31.43	2.04	0.7	8.72	Significant at 0.05 and 0.01 level
2		Girls	50	25.32	4.53			

Table 2 reveals that Mean and SD for boys are 31.43 and 2.04. Mean and SD for girls are 25.32 and 4.53. The calculated t- value is 8.72 which is significant at 0.01 & 0.05 level of significance. It means that there is significant difference in the family environment of boys and girls of secondary school students. Hence the Hypotheses 2 that there exist no significant difference between family environment of boys and girls of secondary school students has been rejected. Mean scores of girls are lower than of boys it means that boys have provided good family environment than girls.

Table 3 : Coefficient of Correlation Between Study Habits and Family Environment of secondary School Students

Variable	N	df	Coefficient of correlation	Level of Signifi-cance
Study Habits	100	198	0.23	Significant at 0.05 and 0.01 level
Family Envi-ronment	100			

Table 3 shows that the coefficient of correlation between study habits and family environment of secondary school students as 0.23 which is positive and significant at 0.01 level. This indicates that study habits and family environment of secondary school students are positively correlated. It means that family environment effect on the study habits of secondary school students. So, hypotheses 3 there exist significant relationship between study habits and family environment of secondary school students has been accepted.

**Findings**

1. Significant difference between study habits of boys and girls of secondary school students. Girls have good study habits than boys.
2. Significant difference between family environment of boys and girls of secondary school students. Boys have provided better family environment than girls.
3. Significant and positive relationship between academic study habits and family environment of secondary school students. It means that family environment effect on the study habits of secondary school students.

**Educational Implications**

The study revealed that there is a difference in the study habits of secondary school students with regard to their family environment. Parents play an important role in the life of an individual. So the efforts should be made by the parents to increase their study habits. Parents should provide better environment to develop good study habits among children. It is very important to provide congenial family environment as it plays an important role in the process of their growth and development.

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