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Study Habits of Science and Commerce Students in Relation to their Family Environment

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Abstract:

The present study has been conducted on 400 students of +1 class of Science and Commerce streams of 10 Secondary schools of Jalandhar District. Study habits inventory and family environment scale was administered to the students. Then the collected data was scored and 2X2 ANOVA was employed. No significant difference was observed between study habits of science and commerce students. Significant difference was observed between study habits of children belonging to rich family environment and poor family environment. Interaction effect of both the variables Streams and Family environment showed significant difference upon study habits of students belonging to science and commerce group.

Keywords: Science, Commerce, Students, Family Environment, Study Habits,

INTRODUCTION

“Education is a vast experience. Education has become all the most important as an effective response to the challenges posed by scientific and technology advancement which are increasing at an accelerating pace exerting tremendous influences on lives of the people. So it is recognized as a catalytic factor which leads to human resource development comprising better health and nutrition, improved socio-economic opportunities and more congenial and beneficial natural environment”. [Govt. of India 1992-1997]

Learning is a continuous process through which a permanent change is brought in the behavior of a learner. Learning helps the child in adjustment with environment moreover it involves the acquisition of habits, knowledge and attitudes. Learning is helpful in developing the habits of study. It is both acquisition and retention. According to Daniel Goleman (2005) “Family life is our first school of emotionally learning”. In India, house, family climate is the most important factor, Heredity cannot be changed but the climate can be manipulated and modified. The environment in which child study can have a big effect on his study time.

STUDY HABITS

Learning is highly complex problem in psychology. Different psychologists have given different theories of learning. But the complexity of learning situation is not likely to be solved by adherence to any of these theories. The best approach to the problem is to have an 'eclectic view'. The different theories have yielded something of value, something that a tangible and profitable to the task.

According to Good's dictionary of education, "Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient."

According to Gelat (1997) Study habits mean the ways of studying whether systematically or unsystematically, efficiently or otherwise. Study can be interpreted as a planned program of subject mastery"

Study habit is the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. reviews of material, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying.

Cultivation of proper study habits is the sole aim of education. Habit is the flywheel of society. The importance of study habits and impact of family environment on study habits cannot be ignored. Developing a liking for maintaining good study habits largely depends upon one's approach towards it. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual. Hence, study habits of students' plays important role in learning and fundamental to school success.

Study habit is an important aspect in the field of educational psychology is ultimately related to achievement. Majority of the students face serious problems of low to study and lack of awareness is a hindrance to become good academic achievers the maximum within the limited time schedule. Like any other habit, study habits are also acquired through learning. Students get habituated to read and write in certain fixed ways.

According to Elliott and Dweck (1988) "Children pursue either of two goals in achievement situations":

1. Performance goals in which they seek to display their competencies (or avoid looking incompetent), and

2. Learning goals, in which they seek to increase their abilities or master new tasks. Both these goals are monitored by their study habits”

An individual may be doing poorly in school though actually putting in a reasonable amount of study time, on account of poor study habits. No one knows where or when he acquired them, but failure has, to some extent, become a habit. Not only can bad habits be broken, but they can be replaced by good habits relatively easily. The steps by which good study habits can be formed are given below:

- i) It is much easier to replace one of our habits than to break it entirely. So, one should not attempt to stop poor study habits, but just to learn the good ones that substitute them.
- ii) Go on practising. There is no way around it. The more we do something, the more ingrained it becomes. iii) It is better to seek the help of friends and family to look into one's new practice of a study habit regularly followed. Added pressure by others is a good motivator.

Fry (2000) says, “The parent's involvement is absolutely essential to a child's eventual success. A parent not even for a minute, underestimate the importance of his commitment to his child's success” (P.14).

Weishew (2003) points out, “parents can help improve their children's behaviour in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions” (P.14). It is clear that parents have a specific role in developing one's study habits.

According to Lakshmi and Arora (2006), parental acceptance and encouragement are positively related with school success and competence

Parua and Archana (2011) found that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement students on study habits in general.

Omotere Tope (2011) found that family background, peer group of study pressure, personality type of the student and the school environment all affect the reading habit of students in secondary schools.

Deborah and Brain (2009) conducted a study on “Study skills and academic performance among second year Medical students in problem based learning” and found that study habits were more similar than different when compared by exam performance.

FAMILY ENVIRONMENT

According to India Report on CRC, GOI, (2000), the family is perceived as a unit of two or more persons united by the ties of marriage, blood, adoption or consensual unions, generally constituting a single household, and interacting and communicating with each other. It is considered the basic unit of society, to meet the needs of the individuals and those of other societal institutions. It determines the development of individuals, in that it is a major source of nurturance, emotional bonding and socialization. Enriching family life can, therefore, best enhance human development

Family is the oldest and most important of all the institution that man was devised to regulate and integrate his behavior as he active to satisfy his basic needs. It is well known that family is by far the most important role. It shapes one perception and attitudes. We cannot understand other and ourselves without taking into account that kind of family environment we are exposed. Oxford dictionary of Psychology (2001) defined family is the primary social group comprising of parents then of spring and in some societies, other relatives sharing the same household.

Family environment is the first and perhaps the most evolving context for growth. Adjustment in family mean identifying with models a accepting values, playing out family roles and development of one's own values and goals from those held by other family members.

According to Bernard (1971) the family environment affects the academic achievement, which is the product of 12 maturational forces within the adolescent and the experiences provided by the environment

Laosa (1982) stated that the association between the parental occupational status and parents child relationship were, either weak or absent, the mother who were employed as service worker and labourers uses teaching strategies that were similar to used be the mother employed in sales and clerical occupation. Mothers and fathers employed as labourers and those in technical and professional occupation read to their children with approximately equal frequency. Similarly occupational status exerted relatively little influences on mother's aspirations for child's education or relatively little influences on mother's aspirations for child's education or on the languages pattern used in parent's child interaction in the home.

According to Paul (1988), Families of successful students showed high achievement orientation and organization in the family regardless of social class .

The results of Whitehead and Deborah (1991) study indicated that best predictor of grade point average was the intellectual cultural orientation of the family environment.

According to Van Wei (2000), Family environment continues to be of crucial importance throughout adolescence and young adulthood

Wissink (2006), conducted research concerning level of family conflict suggests that a conflictual family environment is associated with adolescents' insecurity and psychological distress, as well as aggressive behavior and conduct disorder

Herman et al. (2007), found that family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation and lower depression

OBJECTIVE OF THE STUDY

To study the relationship between study habits and family environment of the students belonging to Science and Commerce group.

HYPOTHESES OF THE STUDY

The study has been designed to test the following hypotheses.

1. There is no significant difference between study habits of science and commerce student.
2. There is no significant difference between study habits of the children belonging to rich family environment and poor family environment.
3. There exists no significant interaction between two streams(Science and Commerce) and family environment of the students on the scores of study habits

METHOD OF STUDY

SAMPLE

In order to conduct the study, 10 secondary schools were taken from Jalandhar District. Further the study was conducted on 400 student of +1 class belonging to Science and Commerce streams.

TOOLS

The following tools have been used to conduct the present study:

1. Study habits inventory by C.G. WRENN .
2. Family environment scale by DR. HARPREET BHATIA and DR. N.K. CHADHA.

STATISTICAL TECHNIQUES

The following statistical techniques has been used :

3. Means and standard deviations of various sub-groups have been computed to understand the nature of data.
4. 2×2 Analysis of variance (ANOVA) has been employed on the scores of study habits

PROCEDURE

In order to conduct the study, 10 senior secondary schools of Jalandhar District were selected. Therefore, study habits inventory and family environment scale was administered to the students of two streams i.e. Commerce and Science. Data was scored and statistical treatment was given to the data.

DESIGN OF STUDY

To test the proposed hypotheses the design of the study was as follows:

2×2 factorial design has been employed on the scores of study habits of students, wherein, study habits have been studied as a dependent variable. Science and commerce students and family environment has been studied as independent variables and used for the purpose of classification viz. rich family environment and poor family environment.

2×2 ANALYSIS OF VARIANCE ON THE SCORES OF STUDY HABITS OF SCIENCE AND COMMERCE STUDENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

The mean of sub group for 2×2 factorial design on the scores of study habits have been calculated and are presented in the Table 1 below:

TABLE 1

MEAN OF SUB GROUPS OF ANOVA FOR 2×2 FACTORIAL DESIGN ON THE SCORES OF STUDY HABITS

	Poor Family Environment	Rich Family Environment	Total
Science	M ₁ =41.87 s ₁ =6.57 N ₁ = 45	M ₂ = 53.18 s ₂ =6.57 N ₂ = 45	MM ₁ = 47.52 N = 90
Commerce	M ₃ = 55.04 s ₃ = 11.06 N ₃ =45	M ₄ = 43.33 s ₄ = 7 .09 N ₄ = 45	MM ₂ = 49.18 N = 90
Total	MM ₃ =48.45 N = 90	MM ₄ = 48.25 N= 90	

In order to analyze the variance, the obtained scores were subjected to ANOVA the result have been presented in the Table 2 :

TABLE 2

SUMMARY OF ANOVA FOR 2×2 FACTORIAL DESIGN ON THE SCORES OF STUDY HABITS

Source of variance	df	SS	MSS	F-ratio
SSA (Academic Streams)	1	1022.4	1022.4	2.9
SSB (Family Environment)	1	5814	5814	16.65**
Interaction (A×B)	1	6998.4	6998.4	20.05**
Within	297	103653	349	1

**Significant at the 0.01 level of confidence.

MAIN EFFECTS

ACADEMIC STREAMS (A)

It may be observed from the Table 2 that F-ratio for the difference between means of study habits of the students belonging to science and commerce streams was not found to be significant at 0.05 and 0.01 level of confidence. Hence, data provide sufficient evidence to retain the hypothesis H_1 viz., “There is no significant difference between study habits of science and commerce students.”

FAMILY ENVIRONMENT (B)

It may be observed from the Table 2 the F-ratio for the difference between means of study habits of children with poor family environment and rich family environment, was found to be significant at 0.05 and 0.01 level of confidence.

Hence, data provide sufficient evidence to reject the hypothesis H_2 viz., “There is no significant difference between study habits of the children belonging to rich family environment and poor family environment and poor family environment.”

Further from the examination of corresponding mean from the Table 1 suggests that mean scores of study habits of poor family environment is slightly higher than the score of rich family environment.

ACADEMIC STREAMS & FAMILY ENVIRONMENT (A×B)

It may be observed from the Table 2 that F-ratio for the interaction between the student belonging to streams and family environment on the scores of study habits was found study habits was found to be significant at 0.05 and 0.01 level of confidence.

Hence, the data provide sufficient evidence to reject the hypothesis H_3 viz.,

“There exists no significant interaction between streams (Science and Commerce) and family environment (rich and poor) on the scores of study habits of students “

Further, the examination of corresponding means from the Table 1 suggests that mean score of science students is higher than mean score of commerce students belonging to rich family environment. The Table 4.1 further reveals that mean score of commerce students higher than mean score of science students belonging to poor family environment. Further the mean score of science students with poor family environment is lower than mean score of commerce students with rich family environment; the mean score of commerce students with poor family environment is higher mean score of science students with rich family environment.

CONCLUSION

- It was found there exists no significant difference between study habits of science and commerce students.
- It was found that there exists significant difference between study habits of children belonging to rich family environment and poor family environment
- It was found that there exists significant interaction between streams and family environment on the study habits of students

IMPLICATIONS

The present study is important in the field of education because it reveals that family environment plays vital role in the development of the study habits of students belonging to science and commerce streams. Further this study reveals that there is significant interaction between study habits of children belonging to rich family environment and poor family environment. Parents and teachers should endeavour to provide supportive environment at home and school for development of good study habits among children.

LIMITATIONS

The study was delimited to the senior secondary schools of Jalandhar District and to the science and commerce stream of +1 class.

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