Impact of Students of Higher Secondary Level Aptitude for Competitive Examination on Their Family Environment and Study Habits

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Abstract – The current analysis was performed by 100 high school science science students to establish the association between the research practices & family atmosphere of science students studying at Haryana High School. The findings of the analysis found that there is a strongly positive association between the rejection elements of the family setting and the study habits of boys, which indicates that the study habits of boys will be influenced. Moreover, the association of certain components of the family setting with study behaviors among boys is substantially negative. The research also showed that there was no substantial gap in the home setting between boys & girls enrolled in higher secondary school education. The research also has consequences for educators & parents.

Keywords – Study Habit, Family Environment, Higher Secondary Students

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INTRODUCTION

Study habits are described as certain strategies, like summarizing, making notes, describing or finding resources utilized by learners to assist themselves in the efficient learning of the subject at hand. The word "Study Habit" applies to a kind of more or less persistent form of research. As per Good's dictionary of education, "Study habit is a pupil's propensity to learn when chances are offered, a pupil's form of learning whether structured or unsystematic, productive or inefficient."Study habits are the nature of a complex personality. Proper research habits help an person to reap a successful harvest in the future. The current culture is a capitalist system in which the idea of the fight for life and the nature of the fittest remains. Pen has been more strong than the knife. Study-habit is a cycle in which an person gets the right feedback to feed his appetite and to quench his need for information. The research patterns are therefore of great assistance in understanding the ability of the subject. Secondary education is also a critical resource for academic, cultural & esthetic growth in order to promote social well-being. It leads to national growth by disseminating advanced expertise and skills, & resilience of secondary education and study is essential not just to the existing progress, but also to addressing the problem that threatens it effectively. It further increases the social and cultural expectations of life and boosts the quality of living in the national

domain. The twenty first century presents unique challenges for the secondary level of education system. Secondary level of education must be able to respond to rising students' expectations and the demands of global competition.

Wiseman (1973) & Hassan (1983) or others explored the triggers of low academic performance in secondary school graduates. Any of the variables reported include academic capability, weak learning patterns, motivational performance, lack of job ambitions, low self-concept, low socio-economic status of the family, poor social stability, home climate and anxiety. The implications entail indiscipline in schools and a poor degree of educational quality. Academic achievement is usually a pedagogical language utilized in the assessment of learners' performance in formal education & calculated through studies, tests, analysis & scores of several influences or variables of effect. Family is the primary setting of a person from the day he or she is born to the day he or she dies; hence, its impact on the adult is therefore the most important and lasting. The family setting is the most significant organization for the survival & continuation of human life and for the creation of different personality traits. A parent is really serious about supplying their children with material facilities while neglect certain facilities. It is a false notion among most parents that by supplying a child with a completely equipped separate room and planning

some sort of schooling for it, they have a responsibility to support children in their studies. Studies suggest that successful children need parents who build & maintain family routines.

Parental support & motivation was strongly connected to school achievement and performance (Lakshmi & Arora 2006). Providing a healthy home atmosphere that supports the child in keeping with a set timeline for learning, the preparation of family events assigning household duties to the father is an integral component of promoting a family-friendly setting.

CONCEPT OF STUDY HABITS

The study habits pertain to the activities held out by the learner during learning process for the goal of improving learning. This has three components; the what, where and why of the research patterns. The conduct that the learner develops is the first of the test behaviors. Second, they happen at the moment of studying. Third, they are meant as learning aids. Study habits are structured to evoke and direct one's cognitive activity while studying. Research practices play a critical function in children's achievement. The higher learning outcome of growing child is the product of outstanding research habits. Research Routine is a practice that is carried out in a regular & coordinated manner. Study habit is the propensity of a student to learn in a routine and productive manner when resources are given. The learning strategies and styles practiced and adopted by the learner for the effective execution of his academic activities.

LITERATURE REVIEW

Roya Sherafat et al. (2016) The authors of this research have endeavored to understand how the research patterns affect scholarly achievement amongst secondary & higher secondary undergraduate studies in Mysore. It is also endeavored to learn how secondary-level under-studies differ from higher secondary-level to their research habits. The analysis was based on an illustration of 625 under-studies by Mysore City in India using a delineated arbitrary inspecting process. Tests have shown that research patterns promote higher scholastic achievement. In fact, it was found that under-study secondary schools are much superior to higher secondary under-study in learning patterns. The findings have been broken down and explained. In this sense, research tendency is seen as a major relation to scholastic achievement.

Evans Atsiaya siahi et al. (2015) Studies into the relationship of scholarly achievement have paved the way for the monitoring and regulation of similar quality results variables in classrooms. Given the fact that schools offer all under-studies standardized directions to study rooms, their scholastic accomplishments display a broad variety of distinctions. The research sought to establish the

association between learning behaviors and the scholastic achievement of understudy. The test configuration was used in this revealing relation analysis. The target community implemented the nine level of under-study at Spicer Higher Secondary School. Separate abnormal review was used to pick samples, N.M. stock sample patterns. The Palsane and School Evaluation Reports were a crucial instrument for the knowledge variety. Quantitative technique was used to analyze the knowledge obtained in the region. Understanding and recommendations of the findings were produced in the same way according to Pearson's second coefficient of relationship element. The findings of this analysis showed a favorable association of 0.66 between research patterns and scholastic achievement. Studies indicate that research patterns ought to be taken into account in the event that we are enhancing efficiency. There has been an unmistakable observation that educators and undergraduates may not seem to need much attempt to establish better learning habits.

Luke MolokoMphale et al. (2014) The key explanation for the research was to investigate causes that contribute to the decline in undergraduate school results in junior secondary schools in Botswana after 2010. The research was largely quantitative & utilized the perspective of the positivist thesis. The research used critical thinking for its analytical framework. Surveys were used to collect knowledge from 200 participants. A few findings have been reviewed in order to strengthen the details gathered via the survey. Knowledge was split using the PC software known as the Statistic-cal Program for Social Sciences (SPSS) adaptation 15. The results of the research have indicated that there are a few variables that may lead to the poor scholastic success under-study of poor workers to the ineptness under-study of tests. The study therefore indicates that the high trust of the instructor, the accessibility of assets & parental participation are key to the achievement of high-level schooling in secondary schools in Botswana. In fact, the results of the report include recommendations for analysis and action.

Ebele Uju F et al. (2017) Research patterns is the way one explores it. That is, the patterns that undergraduates have developed throughout their school years. Without excellent research behaviors, an understudy will crash. Along these lines, this research investigated the influence of research patterns on high school undergraduate studies in the Federal Capital Territory of Abuja. The research was driven by an incorrect hypothesis. The analysis included an informative examination of the system as its configuration. The sample of the research involved 1,050 undergraduate studies from the Federal Capital Territory, Abuja. Survey was the tool used by the details collection. Chisquare was used for the investigation of details. The research showed that there is a significant correlation between research

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patterns and under-study in scholarly results. It was proposed that teachers and school leaders would work closely to handle under-studies on the most professional way of creating better research habits; thereby enhancing their scholarly achievement.

Nandhini M. Et al. (2017) In the present research, it is planned to examine the analysis of higher secondary school students' activities and academic performance in terms of gender and form of education. The research sample was selected using the Stratified Random Sampling process, which involves 550 Higher Secondary Students (275 Boys and 275 Girls) from the Chennai District. Overview Approach was used to collect knowledge. Research Habits are measured using the Research Habits Method developed by the Investigator. The Scholastic Achievement of Students is measured by gathering the indicators of the Half-Yearly Test. The details was analyzed utilizing SPSS. The statistical procedures were used for illumination and differential analysis. Study shows that there is a significant difference between Research Habits and Academic Achievement of Higher Secondary School Students in the Chennai District based on gender and form of study.

Sharma et al. (2017) The study was purposely conducted to find out the study habits, attitude and efficacy of intervention module enhancement of study habits, attitude for school students. The hundred fifty Students of 12th standard were selected purposively for the study. The questionnaire Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center was used for measurement of study habits and attitude with different dimensions like time management, concentration, listening & note taking, reading, exam preparation and writing skills pre and post intervention module. The statistical tools employed to analyze the data were mean, standard deviation and test. This is the study of one hundred fifty student of XII standard, Sarvodaya Bal Vidalaya, Mangolpuri, New Delhi. The students were assessed pre intervention and intervened with the study habit and attitude module for the period of Six weeks. The interventions used for the study were: (i) Time Management (ii) Study Skills (iii) improvement in Poor Diet (iv) Note making techniques (v) Revision and writing and reading practice (vi) Systematic and planned study habits (v) Parental family module for study habits. The student's Study Skills Inventory Adapted from Virginia Tech's Cook Counseling Center were reassessed after the period of interventions phase and the Findings revealed that the coping mechanisms on study skill with intervention module among school students resulted significantly. The study reflected that the students experienced significantly improvement in study habits. This shows that intervention module is efficient in enhancing study skills.

Tshewang Rabgay et al. (2017) The purpose behind this research was to examine the factors influencing the academic success of high school students in Bhutan. The dependent variable considered for the analysis was student results, which was suggested by student test scores, & independent variables were student attributes, parents' financial status, parental style, and student learning and research approach. Information were obtained from 241 school students using two questionnaires — Learning and Research Plan Inventory & Baumrind's Parenting Style Questionnaire. Correlation analysis, separate t-test analyses and descriptive analysis were used to analyze the results. The results showed that financial influences, such as parents' schooling, income and profession, resulted in disparities in academic success, but there was no variation in student success that relied on the student category of variables such as sexual identity, age and living arrangements. Among the three parental types, namely hierarchical, egalitarian and lenient, it was observed that hierarchical parental resulted in improved academic achievement. The findings also showed that students have a typical degree of understanding and thinking abilities. Recommendations to enhance academic success by students have been proposed.

SIGNIFICANCE OF THE STUDY

The family environment tends to boost the study habit. A student cannot excel without strong study habits. Parents' ability to prepare, coordinate and control time would help your child in any aspect of life. Build a healthy family atmosphere where positive learning practices are key and respected. The essence of the home has little effect on the student's research patterns with respect to the social climate. Although the essence of the family has a substantial effect on the student's research patterns with respect to assessment readiness and the school climate (Rajendran et al.; 2009). It is clear from the perusal of the relevant literature that perhaps the number of experiments was focused on the variables in the present analysis. Yet with the development of science and technology, a fresh research has become necessary. A modest attempt is made in this respect in the present report.

STATEMENT OF THE PROBLEM

"Relationship among Family environment & study habit of higher secondary school students"

OBJECTIVES OF THE STUDY

1.   To find the correlation between the family atmosphere & study habit among boys enrolled in higher secondary school science streams.

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2. To find the connection between the family environment & study habit amongst girls enrolled in higher secondary school science streams.

3. To research the disparity of the Home Setting between boys & girls enrolled in higher secondary school science sources.

HYPOTHESIS OF THE STUDY:

1. There is no substantial association between family environment & study habit amongst girls enrolled in higher secondary school science streams.

2. There is no substantial association between the family environment & study habit among boys enrolled in higher secondary school science streams.

3. There is no major disparity in the family environment among boys & girls enrolled in higher secondary school science sources.

SAMPLE OF THE STUDY

The research was performed on a representative group of 100 higher secondary students chosen on the basis of a randomization sampling technique from the science stream of the Sonipat district of Haryana.

TOOLS TO BE USED

The relevant tools have been chosen and included in the study:

1. Study habit scale established by Dr. M. N. Palsane (Pune) & Anuradha Sharma (Agra, 1971).

2. Family environmental scale built by Dr. Karuna Shankar Mishra 1985

ANALYSIS AND INTERPRETATION OF THE DATA

To accomplish the goals of the analysis, Mean S.D. T-test & association methodology was adopted to research the connection between research behaviors & family setting, as well as the disparity in family atmosphere between boys & girls.

Section: I Association of study habits & family environment of young people learning science in higher secondary schools.

Objective 1. To found out the connection between the family environment & the research habit between boys studying in higher secondary school science streams.

Table 1

Sr. No.	Dimensions of home environment	Correlation	Level of Significance (0.05)
1	Control	-0.11	NS
2	Protectiveness	-0.07	NS
3	Punishment	-0.07	NS
4	Conformity	0.06	NS
5	Social isolation	0.03	NS
6	Reward	0.03	NS
7	Deprivation of Privileges	0.17	NS
8	Nurturance	0.19	NS
9	Rejection	0.39	Significant
10	Permissiveness	0.17	NS

Interpretation

The coefficient of association of research behaviors with family atmosphere components is shown in Table 2. Table 1 indicates that the coefficient of association of research behaviors with regulation, discipline, social alienation and permissiveness of family atmosphere components is-0.11,-0.07, 0.03 and 0.17, respectively. Not all these r-values are important, even at a level of.05, suggesting there is no significant relationship between study habits and regulation, discipline & permissiveness materials of the family environment between students of higher secondary school education. This indicates that certain aspects of the family atmosphere are not linked to research behaviors. Table 1 also indicates that the coefficient of association of study habits with the security, obedience, incentive, lack of rights & caring components of the family environment was-0.07, 0.06, 0.03,0.17 & 0.19, respectively. Not all of these r-values are important at a point of.05. It demonstrates that there is no significant correlation of study habits with the protection, conformity, award, deprivation of privileges & nurturing components of the family environment between students of higher secondary school science, which means that these dimensions & study habits are negatively correlated, however the correlation is negligible. Other factors such as self-motivation, encouragement & self-guidance that affect the research habit instead of rewarding them. Table 1 also indicates that the coefficient of association of study habits with exclusion of the family environment was 0.39, and this is important at a point of 0.05. It indicates that there is a significant relationship between the exclusion aspect of the family environment and the study habits. In other terms, the research behaviors of students can be influenced.

Section II Association between study habits and family environment to science students enrolled in higher secondary schools.

Objective II. To develop the connection between the family atmosphere & study habit between girls studying in higher secondary school science streams.

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Table 2

Sr. No.	Dimensions of Home Environment	Correlation	Level of Significance(0.05)
1	Control	-0.04	NS
2	Protectiveness	0.05	NS
3	Punishment	-0.15	NS
4	Conformity	-0.30	NS
5	Social isolation	-0.07	NS
6	Reward	0.09	NS
7	Deprivation of Privileges	0.24	NS
8	Nurturance	0.03	NS
9	Rejection	0.38	NS
10	Permissiveness	0.17	NS

Interpretation

Table 2 It can be shown from Table 2 that all these r-values are not important at.05 point, suggesting that there is no substantial association between study habits & power, security, punishment, obedience, social alienation, compensation, deprivation of rights, denial of nurturing & permissiveness of the family atmosphere between girls studying in science. The test also showed that certain elements of the family atmosphere and research behavior were negatively associated, but the association was marginal.

Section: III Disparity in Family Environment Among boys & girls pursuing higher secondary school education.

Objective III. To research the disparity in the family atmosphere between boys and girls enrolled in higher secondary school science streams.

Table 3

	Boys N= 50		Girls N= 50		t-value	Remarks
	Mean	S.D.	Mean	S.D.		
A(Control)	34.2	2.19	33.44	2.25	0.18	NS
B(Protectiveness)	33.96	2.28	32.72	1.96	0.02	NS
C(Punishment)	33.08	1.97	32.68	2.15	0.45	NS
D(Conformity)	33.58	2.81	32.28	2.59	0.14	NS
E (Social Isolation)	32.52	2.13	33.32	2.64	0.39	NS
F(Reward)	32.32	2.32	33.64	2.56	0.06	NS
G(Deprivation of Privileges)	32.72	1.94	33.4	2.32	0.02	NS
H (Nurturance)	32.12	2.27	33.64	2.01	0.38	NS
I (Rejection)	32.88	2.22	33.76	2.48	0.16	NS
J(Permissiveness)	32.76	2.18	32.6	1.82	0.77	NS

Interpretation

Table 3 also indicates that the t-value of all aspects of the family environment of boys and girls is not important at either point. It suggests that there is no major disparity in the home climate of boys & girls enrolled in higher secondary school research sources. Therefore, the hypothesis that there is no major disparity in the family environment of boys & girls enrolled in higher secondary school science streams is acknowledged. The overall family atmosphere will similarly impact boys and girls.

CONCLUSION

The current research is of tremendous educational significance for graduates, course writers & instructors. It should help students adjust their defective research habits. Students will be able to use library books & magazines to build healthy study habits. One of the determinants of research behaviors is the family environment. Many parents might not be conscious of the effect of various family environmental influences on their children's study patterns. It is advised that instructors, educators and leaders seek to make parents conscious of the value of the family atmosphere in the study behaviors that can boost children's success. Parents ought to be told that they will contribute to their children's education through support, provision of learning facilities and constructive assistance, among other strategies. They ought to recognize their position in educating their children such that they are not solely blamed on teachers because their children do not do well in school.

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