

The Relationship between Family Relationship and Study Habit among Adolescents

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Abstract

The current study was aim to assess the family relationship and study habit among male and female adolescents. The study was conducted among higher secondary School students of the age between 16-18years. The variables in this study are family relationship and study habit. A sample of 60 male and female adolescence were selected using the convenience sampling method. The tools were the family relationship inventory and study habit inventory. The statistical method used in this study were spss ,Pearson product moment correlation and t-test. The results revealed that there was no significant difference in family relationship among male and female adolescence and There is no significant difference in study habit among male and female adolescents. The study also revealed that there is no significant correlation between family relationship and study habit among male and female adolescents.

Keywords: Family relationship, Study habit, adolescents

Introduction

The term adolescence derive from the Latin adolescere, meaning 'to grow up', is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). Adolescence is usually associated with the teenage years but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in female's Physical growth (particularly in males) and cognitive development can extend into the early twenties. Thus, age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence. In the context of human society, a family (from Latin word Familia) is a group of people related either by consanguinity (by recognized birth) or affinity (by marriage or other relationship). The purpose of

families is to maintain the well-being of its members and of society. Ideally, families would offer predictability, structure, and safety as members mature and participate in the community. In most societies, it is within families that children acquire socialization for life outside the family.

In the 1950s and 1960s, situation comedies on television often showed family relationships in a very favorable light: mothers were caring, fathers were wise, brothers and sisters—if sometimes annoying—were shown as generally getting along well. And grandparents, aunts, uncles, and cousins shared experience, support, and advice freely and openly with their relatives. While few families can match the ideal shown in those TV shows, one fact is clear: Relations with family members are important throughout our lives. They certainly change as we mature and move through different phases of life, but they remain as a constant foundation of our social existence. The same can be said for friends. Many people form friendships during childhood or adolescence that they carry with them throughout life. And even if separated by thousands of miles, they remain in contact and are present in each other's thoughts often. Let's take a closer look at these very basic relationships, examining the many benefits—and costs—they often involve.

Parent-child interactions are of basic importance because this is usually one's first contact with another person. We come into the world ready to interact with other humans (Dissanayake, 2000), but the specific characteristics of those interactions differ from person to person and family to family. It is those details that seem to have important implications for our later interpersonal behavior. During the first year of life, when the range of possible behaviors is obviously limited, human infants are extremely sensitive to facial expressions, body movements, and the sounds people make. The person taking care of the baby is often the mother, and she, in turn, is equally sensitive to what the infant does (Kochanska, Lange, & Martel, 2004). As they interact, the two individuals communicate and

reinforce the actions of one another (Murray & Trevarthen, 1986; Trevarthen, 1993). The adult shows interest in the infant's communication in various ways such as engaging in baby talk and displaying exaggerated facial expressions. The infant, in turn, shows interest in the adult by attempting to make appropriate sounds and expressions. Overall, such reciprocal interactions tend to be a positive educational experience for both.

It seems that study habits are the most important predictor-variables in academic performance. Study habits are the methods of study used by students during an academic course within an appropriate environment; in other words, it is the ability of students to manage time for the successful accomplishment of academic tasks. According to the definition presented by Azikiwie, Bajwa et al. introduces study habits as the method selected by the student for private study or the technique used to dominate a topic after classroom learning. Study habits play an important role in academic success, and effective study cannot be conducted without using these skills. Students who have better academic achievements adopt a wider utilization of these skills than those who make poor progress. According to the statistics, about one third of university students are at risk of academic failure. Investigating the causes of academic failure of the students at the Shiraz University of Medical Sciences, Dehbozorgi and Mooseli found that 43.4% of the unsuccessful students had no plans for studying. People who do not have enough information on study strategies will not have effective and sustainable learning practices, despite all the time that they spend studying. In their article, Abd Khodaei and Ghaffari reported that there is a relationship between study strategies and the achievement of success in studies.

Need and significance of study

Home plays an important role in developing proper study habits among children. Love and affection from their parents. If the child enjoys the facilities, he may be able to develop positive study habit. study habits have long reaching effect on the achievement of pupils. These help them not only to achieve better, but also to use their leisure time fruitfully. parents and teachers can help them to develop positive study habit who will enable them to have better retention power, to prepare notes from

the books, ton read with comprehensions, to do independent study and to develop better reading ability. The present study is a humble attempt to study the study habit of plus two class students in relation to their family relationship. The study may prove beneficial to parent as they can help the children to develop good study habit by providing congenial home environment to their children.

Statement of the problem

The title of the study entitled as the relationship between family relationship and study habit among adolescents.

Definition of key terms

Family relationship

The family is a social group characterized by common residence, economic corporation reproduction.it includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship ,and one or more children ,own or adopted ,of the sexuality cohabiting couple.(Mardock,1949,quoted in steel ,kidd&brown,2012,p.2). Study habit is a timed routine behavior imbibed by an individual is to

Study habit

Study habit is a timed routine behavior imbibed by an individual is to learn (Yada ,Ansari,Savanth.2000,p914)

Adolescents

Adolescents represent a period of intensive growth and change. In Nearly all aspect of child's physical, mental, social and emotional life. In this study the term adolescence means the students of +1and+2 of Higher secondary school.

Objectives of the study

The main objective of the study is

1. To find out whether there is any significant gender difference in family relationship.
2. To find out whether there is any significant gender difference in study habit.
3. To find out whether there is any significant correlation between family relationship and study habit.

Hypothesis

1. There will be significant gender difference in family relationship.
2. There will be significant difference in gender difference in study habit.
3. There will be significant correlation between family relationship and study habit.

Method

Participants

The study was conducted on 60 adolescents students (30 male ,&30 females),age ranges from 16 to 18 .The sample selection method used was convenient sampling method, questionnaire was used for sample collection .The data were collected from SSMHSS Theyyalingal and PKMHSS Ederikode which are belongs to Malapuram district.

Procedure and materials

Participants responded to a questionnaire intended to measure search for family relationship, study habit inventory and as well as demographics.

Table 1. Mean and standard deviation of the scores in study habit.

Variables	Male (N=60)		Female (N=60)		t
	M	SD	M	SD	
Budgeting	4.17	1.802	6.00	1.819	-3.921
Physical condition	6.50	2.271	7.47	2.515	-1.563
Reading ability	8.23	2.388	8.23	2.046	.000
Notetaking	2.73	1.363	4.50	2.064	-3.913*
Learning motivation	6.23	1.870	7.40	2.143	-2.247
Memory	3.97	1.520	5.10	1.749	-2.679
Taking examination	10.63	3.189	11.50	3.866	-.947
Health	3.10	1.155	3.20	1.270	-.319
Total	172.60	29.074	169.50	26.430	.432

Family relationship inventory developed by Dr G.P Sherry and Dr J.R sinha (2011) were used to measure family relationship, and study habit inventory developed by M N palsane and Anuradha sharma(2014) used to measure study habit inventory. Pearson product-moment correlation method was used for the present study to assess relationship among variables. Independent sample t-test were used to compare the mean score, on some continuous variable, for two different group of subjects.

Results and Discussion

The analysis was done using the t-test, and correlational analysis. The results are reported and discussed below. In first section researchers examine study habit among male and female, in second section researcher examine family relationship among male and female, and third section examine correlation between habit among and family relationship.

Table 1 - represent mean and standard deviation of the scores in study habit. the result shows there is no significant difference between male and female adolescence at 0.05 level of significance. From the result it can be seen that total study habit was found to be higher in male adolescence (M=172.60) than female adolescence (M=169.50). study habit include the sub

variables such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health. In sub variable Note taking shows that a significant difference between male and female. Mean value of female (M=4.50) is much higher than male (M=2.73). it shows the note taking is more taken by girls than boys.

Table 2 shows mean and standard deviation of the scores in family relationship among male and female adolescence.

Variables	Male		Female		t value
	M	Sd	M	SD	
Mother acceptance	16.60	3.369	16.63	2.760	-.042
Father acceptance	15.57	3.559	14.90	4.730	.617*
Parental acceptance	32.23	5.992	31.47	6.750	.465
Mother concentration	13.10	2.964	13.80	2.631	-.967
Father concentration	12.07	3.532	11.53	2.738	.654
Parental concentration	25.57	5.923	25.53	4.805	.024
Mother avoidance	15.10	4.656	13.83	6.412	.876*
Father avoidance	13.63	3.801	12.07	4.586	.177
Parental avoidance	28.73	7.339	25.40	9.814	.010
Total	45.90	1.800	53.40	1.46	-3.23

Table 2 shows mean and standard deviation of the scores in family relationship among male and female adolescence. Family relationship involves 9 factors such as mother acceptance, father acceptance, parental acceptance, mother concentration, father concentration, parental concentration, mother avoidance, father avoidance, parental avoidance among these father acceptance and mother avoidance were found to be significant at 0.05 level of significance. by analysing the result father acceptance is higher in male (M=15.57) than female (M=14.90) so there was a significant difference exist between gender difference and father acceptance. And there is a significant gender difference in mother avoidance were male (M=15.10) is higher than female (M=13.83).

Table 3- Correlation between family relationship and study habit

		Study habit
Family relationship	Pearson correlation	-.187
	Sig(2-tailed)	.153
	N	60

Table 3 represent correlation between family relationship and study habit among male and female adolescence. The result shows that there is a no significant correlation between family

relationship and study habit at 0.05 level of significance. It shows the changes in family relationship not leads to any changes in study habit. Family is a group consisting of two parents and their children living together as unit. A group of people related by blood or marriage. Family plays an important role in the child's development. Study habit means a fixed routine behavior imbibed by an individual to learn. The result revealed that family relationship have no effect in study habit.

Conclusion

The present study intended to measure gender difference in family relationship and study habit. By analyzing the data there is no gender difference in study habit. There is no difference in family relationship, and there is no correlation between family relationship and study habit.

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