A **study of effect of aspects education readiness of secondary school's student**

R_{01} Problem statement and terminological desert of words:

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$R_{1.1}$ Introduction:

The relationship between student and teacher is very important. As a result of the interaction between them, the process of study-learning is produced. This is what we call education. For effective teaching process the teacher understands the characteristics of the fellowship, learning process and the students. The teacher at the school stays aligned with the students to develop study-readiness, thoughts become enthusiastic in them and study readiness develops and change it according to the needs and interests of the students, thus to help students develop study-readiness, the family has a special role to play here for secondary school students. Important to know what effect their family factors have on study-readiness.

$R_{1.2}$ Definition of technical terms:

Study readiness:

> 'The child that learns a certain thing or action because of maturity, Youth readiness means study-readiness" The process of directing the student towards learning Is called study-readiness.

> Family factor:

> "When a person is in the family, he is a member of the family and loses his form and behaves altered as a family member. thus the factors that make up the members in the family are the family factors.

$R_{1.3}$ Objective of study:

(1) To study the readiness of secondary school students.

(2) The readiness of girls and boys of secondary school students and Investigating the effect on both.

(3) Checking the effects on Family on the study-readiness of secondary school students.

$R_{1.}$ Hypothesis of study:

(1) Study readiness of secondary school boys and girls. There will be no significant difference between the average of the scores on the researcher.

(2) Study of rural and urban students of secondary schools No significant difference between the average of the scores on the readiness research.

(3) Study readiness of students from joint families of secondary schools There will be no meaningful difference on the part of the researcher.

$R_{1.5}$ Pre research study:

Study: 1

Shah (1995) In Std-11 of Ahmedabad City Higher Secondary School Students studying in their Std-10 academic

- Study of achievement in the context of their self-concept of Std-11 students studying in higher secondary school to know their standard 10 subject wise as well as overall academic achievement.
- Of Std-11 students studying in higher secondary school study of subject wise as well as overall academic achievement in the context of his race to do.
- Of Std-11 students studying in higher secondary school knowing the defense of self-concept in the context of their study flow.
- Regarding the level of self-concept of the students, their standard-10 Studying academic achievement and Demonstrated.

Example: Study in Std. 11 of Higher Secondary School of Ahmedabad city, 150 students of general stream and 150 students of science stream in all, a total of 20 samples have been selected.

Device: In order to know the level of self-concept measurement in the presented research, self the designed concept research has been used.

Data Collection: Here the survey method is used for aggregation of information which information is collected by a stratified random method.

Findings:

- Among the students studying in the general stream high academic achievement in Gujarati and Sanskrit subjects for students can be seen.
- The average marks of the Gujarati subject of the students of the demonstration seem to be valued in the context of their caste or the academic performance of their Gujarati subject. There is a meaningful difference between achievement. The difference is the opposite of the girl.
- Studying in science stream and general stream of standard-11 There is a significant difference between the average marks obtained by the students in the annual examination of Std. 10 in the subject of Mathematics. The difference Seen in favor of science stream students.
- Significant difference between the average grades of science and English subject of students studying in general stream.

Study: 2

Pancholi (2009) Tribal students of secondary school in Vadodara district The study of self-concept in the context of its personality traits. To decide the level of self-determination of tribal students in secondary schools.

Purpose:

- To decide level of personality traits of tribal students in secondary schools.
- To decide the level of personality traits of tribal students in secondary schools.
- On the self-determination of tribal students of secondary schools and examining the effect of race on personality traits.
- On the self-determination of tribal students of secondary schools examining the effect of personality traits.

Example: Demonstration to the students of tribal secondary schools of Vadodara district were taken. In which 203 tribal boys and 203 girls in a total of 300 students in the present study. Taken as an example.

Device: In the present study:

(1) R.S. Patel's self-concept research (2) R.B. for personality measurement. R.N. of KT High School Student Personality Question (H.S.P.Q.). In Gujarati by Thakur Converted and Certified Questionnaire Form-A is used.

Data Collection: The survey research method is used here.

Findings:

- Tribal of Std. 6 and 8 studying in secondary school, there is a meaningful relationship between the level of self-determination of boys and girls and their gender.
- There are more tribal girls with high self-determination than high-self-determined tribal boys of Std-9.
- Tribal boys with low self-determination of Std-9, there are more tribal girls with low self-esteem. There are fewer tribal girls with high self-esteem.
- There are more tribal girls with low self-determination than low-self-determined tribal boys of Std. Compared to tribal boys with high self-determination of standard-10 There are fewer tribal girls with high self-esteem.
- There are less tribal girls with low self-determination than those with low self-determination in Std-10.

R$_{1.6}$　Research method:

Representation becomes necessary to group and generalize from the study of the group. Thus, for the ideal selection of representations from the wider world, a list of different secondary schools in rural and urban areas of the district was made. Randomly selection from this list had been done. Secondary in rural area and one in urban area The school was selected by lot. The researchers categorized the students based on the area and standard of

the school and randomly selected the students from them. Thus, a standardized template for maintaining a full representation of the characteristics of the wider world selection was used.

Table 1

Race	Rural	Urban	Total
Boys	100	100	200
Girls	100	100	200
Total	200	200	400

In the present study students to know the study readiness Self-composed study - readiness research is used. There are total 3 statements in this research paper. This statement is organized by random method. There are five options against each statement. Always say something often can't be Sometimes and never. Thus research has used punch point criteria. The response given by the teacher against each statement is multiplied by Positive and Negative statements of Study-Readiness Researcher Featuring.

Table 2

Sr. No.	Statement	No. of Statements
1.	Positive	1,4,5,8,10,11,12,15,17,20,22,23,24,25,29,30,31,32,33,34,35,37,38
2.	Negative	2,3,6,7,13,14,16,18,19,26,27,28,36

Positive and negative of study-readiness researcher in Table Statements are featured. In which 3 are positive and 12 are negative Statements. 5,4,3,2,1 marks are given for positive statements. While 1, 2, 3, 4, 5 marks are given for negative statement. Possible scores from the feedback given by students on this research statement are 38 to 198.

$R_{1.7}$ **Experimental research method:**

Since the presented research is to gather information from a large group The survey method is used.

E_{01} Method of data collection:

The researcher selected the problem, studied the reference literature, did the whole thing, considered the plan and decided its outline. Family factors affecting students' study readiness in schools, a study of the effect has been conducted. The researcher selected five schools in rural areas and five schools in urban areas of district.

E_{02} Data Analysis Scheme:

In analyzing the variables of the information obtained in the presented research, in a total of 200 samples, these characters are divided into variable bases. Data analysis by interpretive method in research has been done. In this study students learn the level of study readiness, Descriptive numerological measurements such as average, deviation ratio error and critical ratio were calculated.

E_{03} Detailed analysis and interpretation of information:

Table 3

Classification of study-readiness score of secondary school students.

Square Length	Frequency
51-70	45
71-90	35
91-110	40
111-130	33
131-150	38
151-170	53
171-190	33
191-210	50
211-230	38
231-250	35

Race	Number	On Average	Proportion Deviation
Boy-girl	400	149.9	56.65

Classification of student readiness as per Square length area
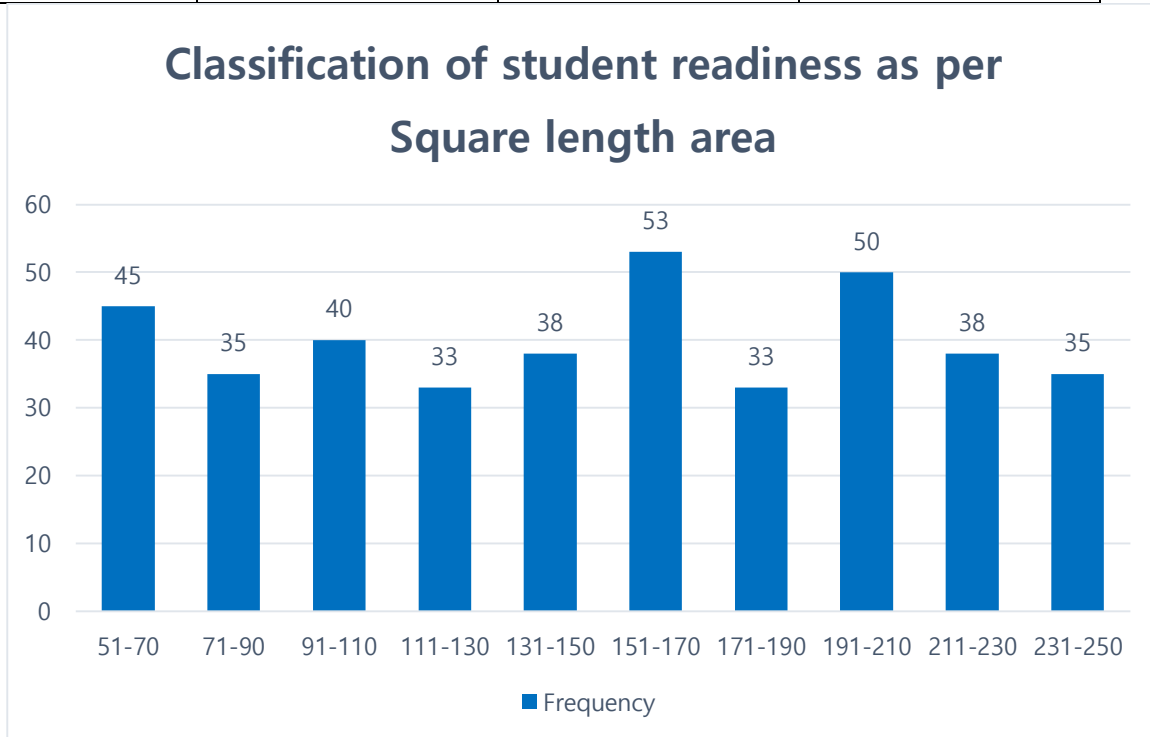
Studying Table, it seems that average of Study Readiness score of Secondary School Students is 149.9 and the proportional deviation is 56.65.

Table 4

Classification according to caste of secondary school student's study readiness score
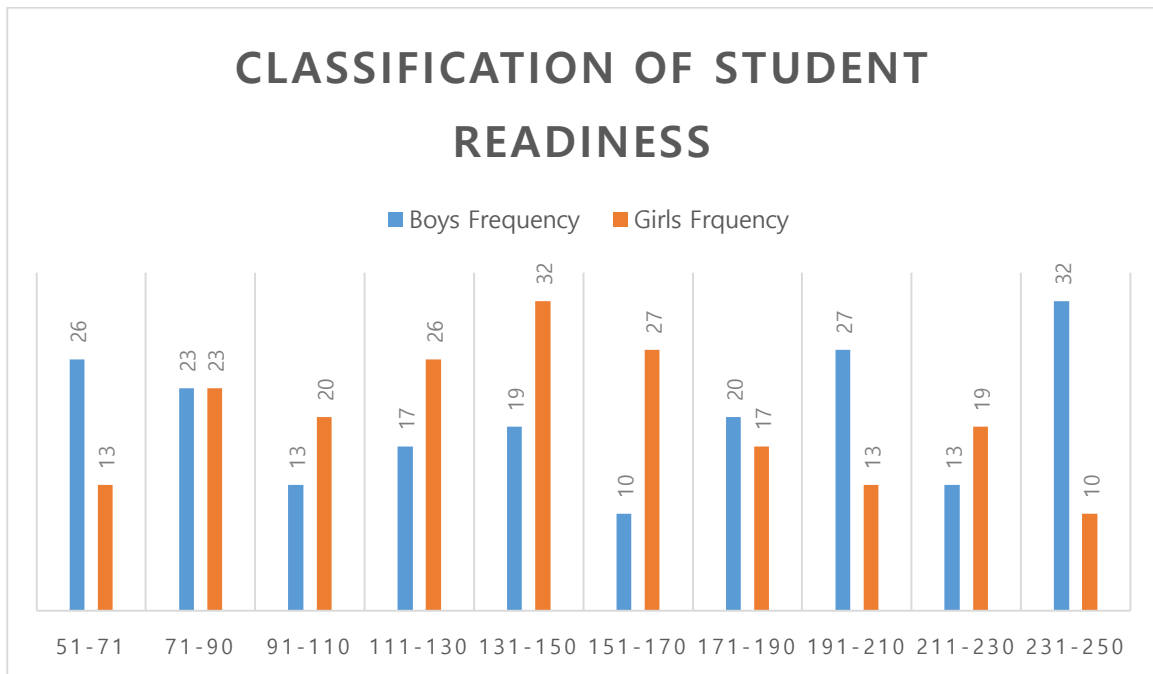
Square length	Boys Frequency	Girls Frequency
51-71	26	13
71-90	23	23
91-110	13	20
111-130	17	26
131-150	19	32
151-170	10	27
171-190	20	17
191-210	27	13
211-230	13	19
231-250	32	10

M= 153.2   M= 153.2

SD= 62.48   SD= 62.48

Studying Table, it seems the average readiness score of secondary school girls is 153.2. And the ratio deviation is 62.48. While the average of the girls' study readiness score is 144.4 and the ratio deviation is 50.58. Thus, the boys Study-readiness score is found to be high. Whether this difference makes sense or not The t-test is given in the next table to know.

Table 5

Race	Number	On average	Proportion Deviation	Proportional	t- test
Boys	200	153.2	62.48	5.69	1.54
Girls	200	144.4	50.59		

Secondary school boys and Studying the study readiness of girls, it is found that the study readiness score of boys is an average of 144.4 and the ratio deviation is 50.59. Thus, the study readiness of the boys seems to be more than the study readiness of the girl. Thus, to know the significance of the difference, t-test was found which has a value of 1.54at 0.05 level the table value is less than 1.69. Hence there is a meaningful difference. Here the conjecture is rejected

Table 6

Students of secondary school (rural-urban) Detailed score classification of study readiness.
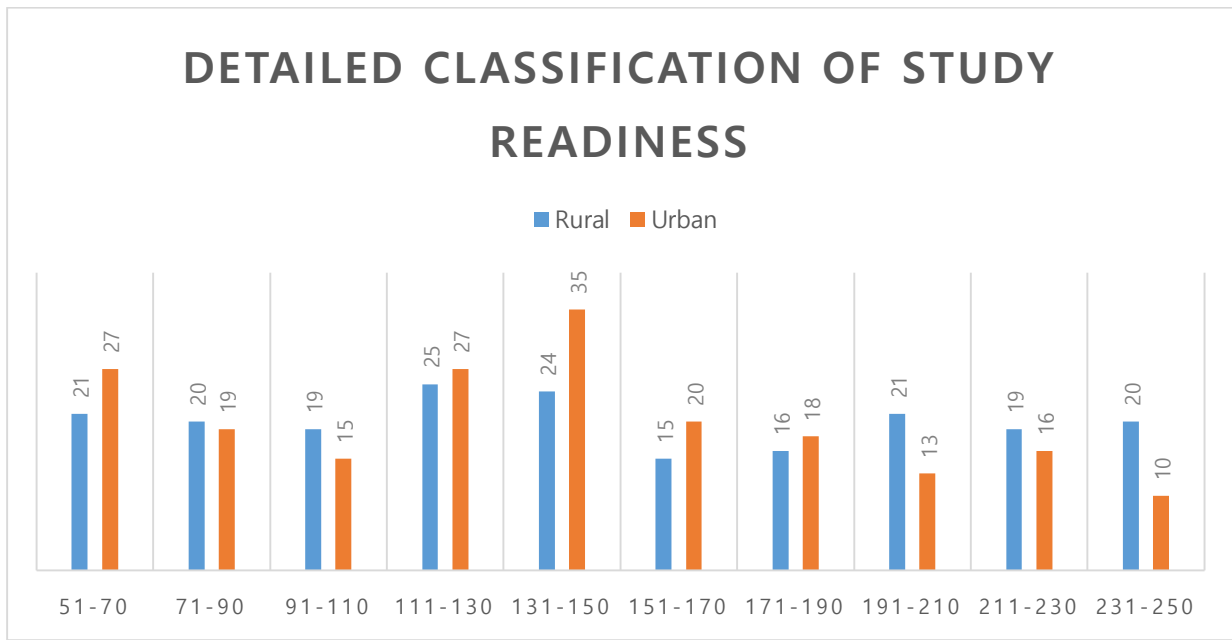
Square Length	Rural	Urban
51-70	21	27
71-90	20	19
91-110	19	15
111-130	25	27
131-150	24	35
151-170	15	20
171-190	16	18
191-210	21	13
211-230	19	16
231-250	20	10

M=148.4   M=139.2   SD= 57.58   SD= 52.99

DETAILED CLASSIFICATION OF STUDY READINESS

Studying Table, it seems that the average student in the secondary school area has an average of 148.4 and the standard deviation is 57.58. While in the urban area student Readiness Score Average is 139.2 and Proportion The deviation is 52.99. Thus, rural students are more likely to study than urban students Study readiness scores are found to be high. The t-test is now explored in the next table to find out if there is a difference.

Table 7

Detailed score classification of students' study readiness of secondary school (rural and urban).

Race	Number	On average	Proportional Deviation	Proportional	t-test
Urban	200	148.4	57.58	5.54	1.66
Rural	200	139.2	52.99		

Table of secondary school students Studying the middle class, it seems that students from rural areas, the average readiness score is 139.2 and the melting point is 52.99. While the study readiness of students in urban areas has an average of 148.4 and the deviation from the proportion is 59.58. Thus, students from rural areas are more study readiness than urban students in the area of this difference t-test has been discovered to know the significance. Whose value is 1.66. At 0.05 level the table value is less than 1.96. Hence there is a significant difference in the study readiness score of students from rural and urban areas. Here Imagination is rejected.

$R_{1.8}$**Conclusion:**

A complete summary of the research is presented in the present chapter. In which Information on the purpose, concept, limits, research methodology, research variables, worldview, data collection and interpretation, etc., will be outlined shortly. Based on the findings of the research presented on the basis of this information, the group associated with the world of education as well as the individual used it for the benefit of education and future recommendations for what can be shown.

References:

Uchat, D.A. (2009) Methodology of Research in Education Social Science, Rajkot: Shikshan Shastra Bhavan Saurashtra University

Pancholi B K. (2009) Tribal students of secondary school in Vadodara district the study of self-concept in the context of its personality traits. To decide the level of self-determination of tribal students in secondary schools.

Shah B R. (1995) In Std-11 of Ahmedabad City Higher Secondary School Students studying in their Std-10 academic.