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Maternal Education and Study Habits of Secondary School students

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Abstract

The purpose of the present study was to find out significant differences in the study habits of secondary school students of high and low level of maternal education. Study Habit Inventory (Hindi Version) constructed by Dr. B.V.Patel(1975) was administered on 200 secondary school students to collect relevant data. The data so collected was analysed statistically by employing Mean, S.D., and t-test. The finding revealed that significant difference exists between secondary school students with high and low level of maternal education on the home environment and planning of work component of study habits. There is no significant difference in the secondary school students with high level of maternal education and low level of maternal education on the following components of study-habits namely; reading and note taking, concentration, preparation of the exam, habits and interests, school environment and total study habits. Secondary school students with high level of maternal education are better on home environment & planning of work and planning of subjects components of study habits than their counterparts with low level of maternal education. Secondary school students belonging to high level of maternal education and low level of maternal education are by and large similar on reading and note taking, concentration, preparation of the exam, habits and interests, school environment and total study habits.

Key words: Study habits, Home environment and planning of work, Reading and note taking, Planning of subjects, Concentration, Preparation of the exam, Habits and interests, School environment, Maternal education.

Introduction

Study habits are the major factor in the process of study. It is felt that beyond primary school stage; most of the learning takes place as a result of the studying and reading by pupils. At the college level, he is working almost on his own. This is itself efficient to indicate the desirability of good study-habits. Study-habits are techniques which learners employ to assist themselves in the efficient learning of the material at hand. The term "Study-Habits" implies a sort of more or less permanent method of studying. Study habits are learning tendencies that enables students to work individually. Good study-habits lead to good academic record and bad study-habits lead to poor academic records and sometimes even failure, as there is a direct relationship between study-habits and academic achievement. A student who has acquired good study habits has developed a behaviour pattern which enables him/her to sit down and begin working on his or her assignment with a minimum concentration.

Family members play very important role in child's life but among them role of mother is important and varied. Mother contribute a lot in personality development of children by shaping their intellectual and social behaviour. Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival of fittest exists. The study-habits thus are of great assistance to actualize the potentialities of the individuals.

Studies related to study habits

Bala (2001) found that schools type and parents' educational level does not interact significantly with regard to the study-habits of the students. Thakur (2007) revealed that study-habits of students do not differ significantly at different levels of their father education and occupation. Singh et al. (2010) concluded that boys has better study habits in comparison to girls. Poor study habits was found in students belonging to low socio-economic-status and illiterate and below matric level paternal education. Attri (2013) reported insignificant difference between rural secondary school students of working and non-working mother on measure of overall, comprehension, concentration, task orientation, sets, interaction, drilling, support, recording and language capacity components of study habits. Chand (2014) inferred from his study that secondary school students of non-working mothers have significantly better planning of subjects than the secondary school students of working mother. However, working status of mothers do not exert any influence on the total study habit and other component of study habits. Kanchan (2017) revealed significant and positive relationship between study habits and family environment of secondary school students. Sunaina (2017) found a partial relationship ($r=0.141$, $p<0.05$) between the study habits and home environment of school students. Dhanalakshmi and Murthy (2019) reported that female B.Ed. students are significantly better in study habits than their male counterparts. However, study habits of first and second year B.Ed. students is by and large similar. Prajapati (2020) reported that below and above graduate parent's children have no difference in their study habits.

Number of studies have been conducted on study habits of the students but few are conducted to see the influence of mother's education on the study habit of the children. As mother plays a key role in developing overall personality of the children, so it becomes necessary to investigate the impact of mother's education on study habits of the children.

Objective of the study

To study the difference in the study habits of secondary school students in terms of their Maternal Education Level (High and Low) on the following components of study habits:

- Home environment and planning of work.
- Reading and note taking.
- Planning of subjects.
- Concentration.
- Preparation of the exam.
- Habits and interests.
- School environment.
- Total Study Habits.

Hypotheses of the study

There will be no significant difference in the secondary school students belonging to high level of maternal education and low level of maternal education on the following components of study-habits:

- Home environment and planning of work.
- Reading and note taking.
- Planning of subjects.
- Concentration.
- Preparation of the exam.
- Habits and interests.
- School environment.
- Total Study Habits.

Methodology

Sample

Sample of 200 students studying in 12th class was selected randomly from 20 secondary schools.

Tool used

Study-habits inventory (Hindi version) constructed by Dr. B. V. Patel (1975) was used to collect relevant data. There are 45 items in all, in this inventory, which depicts seven broad areas namely; home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation of the exam, habits and interest and school environment.

Data analysis

The collected data analysed by using Mean, S.D., and t-test.

Result and Discussion

Comparison of Study-Habits of Secondary school students with Low and High level of Maternal Education

The mean scores obtained by Secondary school students on seven dimensions of study habits and total study habit along with standard deviation and t-value testing significance of mean differences are given in table 1

It is evident from table 1 that the mean value for home environment and planning of work dimension of study habit for secondary school students with low and high level of maternal education are 26.74 and 28.12 respectively. The t-value came out to be 2.08 which is significant at 0.05 level of significance. This shows that there is significant difference between secondary school students with low and high level of maternal education in favour of students belonging to high level of maternal education for home environment and planning of work dimension of study habits. Hence, the Hypothesis that *“There will be no significant difference between secondary school students belonging to high and low level of maternal education on the home environment and planning of work component of study habits.”* is rejected.

In case of planning of subjects dimension of study habit, there exists significant difference between low and high level of maternal education ($t = 2.85$ and $p < .01$). This indicates that the secondary school students with high level of maternal education ($M=21.06$) tended to have better planning of subjects than their counterparts with low level of maternal education (19.47). Hence, the Hypothesis that *“There will be no significant difference between secondary school students belonging to high and low level of maternal education in the planning of subjects component of study habits.”* is rejected.

Table 1 further reveals that t-value for the remaining study habit components namely; reading and note taking; concentration; preparation for exam; habit and interest; school environment and total study habits turned out to be 1.49, 0.96, 1.81, 1.55, 0.21, and 1.69 respectively which are not significant even at 0.05 level of significance. Hence the hypotheses that *there will be no significant difference in the secondary school students belonging to high level of Maternal education and low level of maternal education on the following components of study-habits:*

- *Reading and note taking.*
- *Concentration.*
- *Preparation of the exam.*
- *Habits and interests.*
- *School environment.*
- *Total Study Habits.*

is accepted.

This implies that secondary school students belonging to high level of maternal education are better on home environment & planning of work and planning of subjects components of study habits than their counterparts with low level of maternal education. Whereas, students belonging to high level of maternal education and low level of maternal education are by and large similar on Reading and note taking, concentration, preparation of the exam, habits and interests, school environment and total study habits.

Table 1: Significance of difference in various components of study-habits of secondary school students with low and high level of maternal education

| Study-Habit Components | Maternal Education Level | N | Mean | SD | t-value |
|-------------------------------------|--------------------------|-----|--------|-------|--------------------|
| Home environment & Planning of work | Low | 38 | 26.74 | 3.74 | 2.08* |
| | High | 162 | 28.12 | 3.56 | |
| Reading & Note taking | Low | 38 | 37.08 | 4.26 | 1.49 ^{NS} |
| | High | 162 | 38.21 | 3.95 | |
| Planning of Subjects | Low | 38 | 19.47 | 3.17 | 2.85** |
| | High | 162 | 21.06 | 2.71 | |
| Concentration | Low | 38 | 14.87 | 3.27 | 0.96 ^{NS} |
| | High | 162 | 15.41 | 2.32 | |
| Preparation for the exam | Low | 38 | 22.32 | 2.65 | 1.81 ^{NS} |
| | High | 162 | 21.39 | 3.45 | |
| Habits & interests | Low | 38 | 30.68 | 5.71 | 1.55 ^{NS} |
| | High | 162 | 32.20 | 4.03 | |
| School Environment | Low | 38 | 21.08 | 2.98 | 0.21 ^{NS} |
| | High | 162 | 21.19 | 3.08 | |
| Total Study Habits | Low | 38 | 172.42 | 17.30 | 1.69 ^{NS} |
| | High | 162 | 177.55 | 14.82 | |

NS - Not significant, * - significant at 0.05 level, ** - significant at 0.01 level.

Conclusions

- There exists significant difference between secondary school students belonging to high and low level of maternal education on the home environment and planning of work component of study habits.
- There exists significant difference between secondary school students belonging to high and low level of maternal education in the planning of subjects' component of study habits.
- There is no significant difference in the secondary school students belonging to high level of maternal education and low level of maternal education on the components of study-habits namely; reading and note taking, concentration, preparation of the exam, habits and interests, school environment and total study habits.
- Secondary school students belonging to high level of maternal education are better on home environment & planning of work and planning of subjects' components of study habits than their counterparts belonging to low level of maternal education.
- Secondary school students belonging to high level of maternal education and low level of maternal education are by and large similar on reading and note taking, concentration, preparation of the exam, habits and interests, school environment and total study habits.

Educational Implications

No research effort can be said worthwhile if it does not have some of the important educational implications. Findings of the present study is of immense importance to students, teachers, school managers and parents. Teacher should find ways and means to enhance good study habits among students. School managers should organise counselling programme for parents to enhance good study habits.

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