STUDY HABITS OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PARENTAL INVOLVEMENT AND WORKING STATUS OF MOTHERS

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ABSTRACT
The present study aims to investigate the impact of parental involvement and working status of mothers on the study habits of secondary school students. Data has been collected by using Study habits inventory by Mukhopadhyaya and Sansanwal (2002) and Parental involvement scale by Chopra and Sahoo (2007) from a randomly selected sample of 400 secondary school students selected from schools of border areas of Amritsar district. The data obtained was analysed using descriptive statistics. Relevant means, S.D’s, t-values and 2x2 ANOVA were computed to draw the conclusions. The Findings of the study revealed that students belonging to high parental involvement have better study habits in comparison to student with low parental involvement. Students of non working mothers have better study habits than students of working mothers. Further, it was found that Girls have better study habits as compared to boys and it’s independent of working status of mothers.

Keywords: Study habits, Parental involvement, Working status of mothers, Secondary school students

INTRODUCTION
India is presently passing through a crucial period of social change as never before. Old Social order is being challenged by the new modes of life. In the wake of rapid social changes in various spheres of Indian society, the role and position of women is undergoing a change at a phenomenal pace. Women are taking up non traditional roles and are developing a new outlook of life. Working has a positive psychological influence on women especially those from the lower socioeconomic class (Linville, 2003). Many women have become more conscious of their own identity and status. Modern women know their self and they are developing self reliance and self esteem through taking up jobs in various spheres. The vital problem of employed women starts after the ringing of marriage bells. The days of free and
relaxed life become a dream only because they have to pay attention to so many aspects. They become a mere shuttle cock between their domestic duties and official duties, and cannot pay proper attention to their children due to lack of time and tension of job. They have to leave their children in order to attend social functions and their official duties. They make the best use of their times and attend so many duties along with care of their children. Individuals may profit from enacting multiple roles. Performing several roles may increase individual’s privileges and resources in their social environment, assist in establishing social and economic status and security, act as a buffer for problems or families in any single life domain, and enhance feelings of self-worth (Thoits, 2002). But inspite of their best intentions usually children have to bear the wrath of mother’s busy life, which certainly affects the proper development of mental capacities in different areas of activities. Now when the role of women is changing world over but particularly in India both within and outside the family, questions have been raised regarding the impact of the employed status of mothers on children, especially adolescents on the various aspects of their lives. The double responsibilities of today’s parents have left them with comparatively lesser time with their children. Children of employed parents do not have proper interaction with parents and they are in need of proper guidance (Tomar & Daka, 2010). The unattended children do not get proper directions to channelize their potentialities. A large number of delinquents, dropout, runaways etc come from disturbed or neglected family background. The personality traits like discipline, sincerity, punctuality, emotional strength etc are laid in the unconscious mind of the child itself and are engraved there permanently. Hoffman (1961) found that children of working mothers had lower intellectual performance than a matched group of children whose mother does not work. Some studies revealed that while the lack of mothers presence can impact a child negatively this impact is not as serve as what occurs if the mother does not work. Such factors include poverty, parental education and quality childcare (Booth, 2000). Hock (1980) concluded that the working mother encouraged their children to be more independent, self-sufficient and self-independent from an early age. Children of working mothers do not suffer any differently from anxiety, antisocial behavior or stress related problems than those of non-working mothers, had fewer stereotyped gender-role attitudes and felt their mothers are more competent. Gershaw (1988) told that children of working mothers were also found to have a feeling of that they had control over their environment. Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so. Majority of working women expressed that they are forced to neglect either
home or work at workplace as they are unable to do justice to both. It also emphasizes the fact that working women get mentally and physically exhausted due to problems at home and work pressure at work place (Devi, 2000). Sheikh and Jahan (2012) compared the study habits of higher secondary school students of working and non-working mothers and found significant differences on the measures of concentration, task orientation and supports. The tension due to the work stress at workplace is carried along with the home and dumped at the helpless and innocent children. The children feel themselves refugee at their homes. The present study is an attempt to study the impact of parental involvement in inculcating the good study habits among adolescent students.

OBJECTIVES

The present study is designed to attain the following objective:

1. To compare the study habits of adolescent students with respect to working status mothers.
2. To compare the study habits of adolescent students at different levels of involvement of parents.
3. To study the interaction effect of parental involvement and working status of mothers on study habits of secondary school students.
4. To compare the study habits of adolescent students with respect to gender.
5. To study the interaction effect of gender and working status of mothers on study habits of secondary school students.

HYPOTHESES

The following hypotheses are proposed to achieve the above stated Objectives:

HYPOTHESES I

(a) There exists no significant difference in study habits among adolescent students at different levels of involvement of parents.
(b) There exists no significant difference in study habits among adolescent students with respect to working status of mothers.
(c) There exists no significant interaction effect of parental involvement and working status of mothers on study habits of secondary school students.
HYPOTHESES II

(a) There exists no significant difference in study habits among adolescent students with respect to gender.
(b) There exists no significant interaction effect of gender and working status of mother on study habits of secondary school students.

DELIMITATION OF THE PROBLEM

The present study was delimited to Only IX class students of secondary schools of Border areas of Amritsar district.

RESEARCH METHODOLOGY

The present study comes under the domain of descriptive research.

SAMPLE

A sample of 400 students of 9th class from secondary schools of border areas of Amritsar district were taken for the present study.

RESEARCH TOOLS

The selection of suitable tool is important for collection of data in any research study.

1. Study habits inventory by Mukhopadhyaya and Sansanwal (2002).

STATISTICAL TECHNIQUES

The following statistical techniques were used:- Mean, S.D, t-test and ANOVA were used to analyses the data.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS 1
There exists no significant interaction effect of parental involvement and working status of mothers on study habits of secondary school students. The results of this analysis are being reported in Table 1.1

The mean study habits score of high parental involvement and low parental involvement of working and non working mother’s status along with their SDs in parental involvement & working status of mother’s factorial design (2&2) are provided in table 1.1.

### TABLE-1.1

**MEANS AND S.Ds OF STUDY HABITS AMONG SECONDARY SCHOOL STUDENTS IN PARENTAL INVOLVEMENT X WORKING STATUS OF MOTHER FACTORIAL DESIGN(N=400)**

<table>
<thead>
<tr>
<th>Parental Involvement</th>
<th>Study Habits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working</td>
<td>Non Working</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>High Parental Involvement</td>
<td>205.49</td>
<td>15.73</td>
</tr>
<tr>
<td>Low Parental Involvement</td>
<td>202.30</td>
<td>19.57</td>
</tr>
<tr>
<td>Total</td>
<td>203.89</td>
<td>17.78</td>
</tr>
</tbody>
</table>

### TABLE-1.2

**SUMMARY OF ANALYSIS OF VARIANCE (PARENTAL INVOLVEMENT X WORKING STATUS OF MOTHER): STUDY HABITS**

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement (A)</td>
<td>3358.20</td>
<td>1</td>
<td>3358.20</td>
<td>10.86</td>
<td>.00**</td>
</tr>
<tr>
<td>Mothers status (B)</td>
<td>1734.72</td>
<td>1</td>
<td>1734.72</td>
<td>5.61</td>
<td>.01*</td>
</tr>
<tr>
<td>Parental Involvement x Mothers status (AxB)</td>
<td>678.60</td>
<td>1</td>
<td>678.60</td>
<td>2.19</td>
<td>.13</td>
</tr>
<tr>
<td>Within</td>
<td>122427.27</td>
<td>396</td>
<td>309.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels
**Significant at 0.01 levels**

(a) There exists no significant difference in study habits of among adolescent students at different levels of involvement of parents. The results of this analysis are being reported in Table 1.1

From table 1.2 it can be seen that F-value for parental involvement (A) is 10.86 which is significant at 0.05 levels. It indicates that the mean score of study habits of high parental involvement and low parental involvement secondary school students differ significantly. Thus the null hypothesis that” there is no significant difference in study habits of high parental involvement & low parental involvement secondary school students” is rejected. The mean score of study habits of high parental involvement is 208.87 which is significantly higher than that of low parental involvement whose mean score of study habits is 203.08 (vide Table 1.1). It may therefore be said that student with high parental involvement were found to have higher study habits from their counterparts.

(b) There exists no significant difference in study habits among adolescent students with respect to working status of mothers. The results of this analysis are being reported in Table 1.1

From table 1.2 it can be seen that F-value for working status of mothers (A) is 15.61 which is significant. It indicates that the mean score of study habits of high parental involvement and low parental involvement of secondary schools differ significantly. Thus the null hypothesis that” there is no significant difference in study habits of high parental involvement and low parental involvement with respect to working status of mothers” is rejected. The mean score of study habits of high parental involvement with respect to working status of mothers is 208.87 which is significantly higher than that of low parental involvement with respect to working status of mothers whose mean score of study habits is 203.08 (vide Table 1.2). It may therefore be said that where parental involvement is high were found to have good study habits than low parental involvement.

(c) There exists no significant interaction effect of parental involvement and working status mothers on study habits of secondary school students. The results of this analysis are being reported in Table 1.2

From table 1.2 it can be seen that F-value for the interaction effect of parental involvement and working status of mother on study habits of secondary school students came out to be .139 which is insignificant at the 0.05. So the hypothesis, “there is no significant interaction effect of involvement and working status mothers on study habits of secondary school
students,” is accepted. The insignificant interaction effects are indicative of the fact that the main effects of parental involvement on study habits is independent on working status of mother.

**HYPOTHESIS II**

There exists no significant difference interaction effect of gender and working status of mothers on study habits of secondary school students. The results of this analysis are being reported in Table 1.3

The mean study habits score of boys and girls of working and non working mother status along with their SDs in mother status & gender factorial design (2&2) are provided in table in table1.3

**TABLE-1.3**

**MEAN AND S.Ds OF STUDY HABITS AMONG SECONDARY SCHOOL STUDENT IN GENDER X WORKING STATUS OF MOTHERS FACTIORIAL DESIGN (N=400)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Study Habits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working mothers</td>
<td>Non Working mothers</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>Boys</td>
<td>202.92</td>
<td>18.48</td>
</tr>
<tr>
<td>Girls</td>
<td>205.66</td>
<td>16.40</td>
</tr>
<tr>
<td>Total</td>
<td>203.89</td>
<td>17.78</td>
</tr>
</tbody>
</table>

**TABLE-1.4**

**SUMMARY OF ANALYSIS OF VARIANCE (GENDER X WORKING STATUS OF MOTHERS): STUDY HABITS**

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (a)</td>
<td>3535.15</td>
<td>1</td>
<td>3535.15</td>
<td>11.50</td>
<td>.00**</td>
</tr>
<tr>
<td>Working status of mothers (b)</td>
<td>1319.38</td>
<td>1</td>
<td>1391.38</td>
<td>4.52</td>
<td>.03*</td>
</tr>
<tr>
<td>Gender x Working status of mothers</td>
<td>1067.38</td>
<td>1</td>
<td>1067.38</td>
<td>3.47</td>
<td>.06</td>
</tr>
</tbody>
</table>
mothers (a x b)  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Within</td>
<td>121681.99</td>
<td>396</td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

** Significant at 0.01 levels

(a) There exists no significant difference in study habits of among adolescent students with respect to gender. The results of this analysis are being reported in Table 1.3

From table 1.4 it can be seen that F-value for the main effect of gender (A) on study habits of secondary school students came out to be 11.50 which is significant at the 0.05 level of significance. It indicates that secondary school students differ significantly on study habits across gender. So the hypothesis “There is no significant difference in study habits of boys and girls secondary school students” is rejected. The mean score of study habits of girls students is 209.82 which is significantly higher than that of boys students whose mean score of study habits is 203.13 (vide Table 1.3) It may therefore be said that girls students have higher study habits than their counterparts.

(b) There exists no significant interaction effect of gender and working status of mothers on study habits of secondary school students. The results of this analysis are being reported in Table 1.4

From table 1.4 it can be seen that F-value for the interaction gender and working status of mother’s on study habits of secondary school students came out to be .063 which is insignificant at the 0.05. This indicates that main effects of gender are independent of working status of mothers to explain study habits of secondary school students. Thus it can be concluded that secondary school students did not differ significantly in their study habits across working and non working status of mothers.

FINDINGS

In the light of analysis and interpretation of data the major findings of the study are:

- Secondary school students belonging to high parental involvement have better study habits in comparison to student with low parental involvement.
- Secondary school students belonging to non working mothers have better study habits than working mothers.
- A study habit of students with high and low parental involvement is independent on the working status of mothers.
• Girls have better study habits as compared to boys and it is independent on working status of mothers.

EDUCATIONAL IMPLICATIONS

• Secondary school students belonging to high parental involvement have better study habits in comparison to student with low parental involvement. so the parents having low involvement with their children should be guided how to facilitate their interaction and involvement with their children. they should also be oriented how good study habits can be inculcated among children.

• The findings of the parent the study indicates that there is significant difference in study habits of students belonging to non working mothers. Which indicate that children of non working mothers have better study habits than working mothers. So working women should take out time and provide support and environment so that children can develop good study habits.

• The finding of the present investigation reveals that parental involvement can be an important factor in the improving study habits of adolescents.

• The findings of present study reveals that girls have better study habits compared to boys and is independent on working status of mothers. It shows that girls are meticulous and responsible so boys should also be encourage to develop healthy study habits.

REFERENCES


