

Study Habits of Secondary School Students in Relation to Their Mothers’ Working Status

- *C. Chalthanmawii & **Lalbiakdiki Hnamte

(*Assistant Professor, Govt. Champhai College, ** Professor, Department of Education,
Mizoram University)

Abstract:

In an era where economic progress at every level has become one objective of existence, large numbers of women are now entering into the world of working class due to the financial needs of the family. Once a woman entered a regular salaried job, her responsibility become doubled - households and occupational jobs. In such case, it is popularly believed that she would not have sufficient time to look after her children and to attend to their educational needs. This could result in a problem in respect to the study habits and academic achievement of their children. A non- working mother who just stays at home, on the other hand, is believed to devote more time towards the education of her children due to the full time given to them. Therefore, it is important to find out if mother’s working status affects the study habits of school children. The present study is an attempt to find out the “Study Habits of Secondary School Students of Champhai District in Relation to Their Mothers’ Working Status”

(Keywords: Study Habits, Working Mothers, Non-Working Mothers, Secondary School Students, Champhai District)

INTRODUCTION:

Education is a systematic process through which people move up and build their future by acquiring knowledge, experience, skill, attitude, values and beliefs. It is primarily concerned with learning. The main objective of educational institution is learning. The quality and efficient learning depends on a number of factors like personal, socio- economic, parent’s education, school structure and resources, communication skills, guidance, willingness to learn, students’ ability, study habits of the students. Study habit is one of the most important factors that effect a student’s learning and their academic achievement.

Study habits are a well-organized and thoughtful pattern of study which has attained a form of regularity on the part of students towards understanding academic subjects and passing at examination. According to Good (1973), study habits are ‘the student’s way of studying whether systematic, efficient or inefficient’

Study habits adopted by the students are one of the most important factors that affect his/her scholastic achievement. Study habits can be good or bad. The progress of a student largely depends upon the formation of good study habits. Katelyn (2013) stated that, “good study habits are sometimes stated as positive or productive study habits. It means the direction for developing better study habits to produce good academic success. Fielden(2004) said that “good study habits help the students in critical reflection in skills outcomes such as selecting, analysing, critiquing and synthesizing”.

In the field of education, academic achievement of the students is undoubtedly influenced by the study habits and is used as the chief criterion to judge the students’ abilities and capacities. In the same manner as good study habits lead to good academic performance, having poor study habits at every level of education causes failure and backwardness of student. Despite many attempts made in many areas to maximize the potential of students, still there is a constant fluctuating performance and increase in the number of failure of students. There are many reasons for failure and fluctuation in academic performance; among which one of the common reasons is poor and ineffective study habits. Poor study habits hinder the progress of the students and make the students under- achievers. Habits like not doing home-assignment, skipping classes, distraction from other family members through watching TV, playing computer games, having wrong study partner, social networking (Facebook, WhatsApp, Instagram) during studying, no proper study time management, poor note taking skills, lack of organization, lack of preparation for schools are considered as bad study habits. Sirohi (2004) also pointed out from her study that underachievement of the students was caused by poor study habits adopted by the students. If students’ study habits are improved and made consistent, academic performance would definitely improve. Good study habits result in good academic performance and success.

Teachers and parents play a very important role in the formation of effective study habits. Good study habits can be developed by active parents’ involvement in guiding the students in

his/her study and provide a supportive home environment. At school, several factors like teachers' commitment, encouragement given, the method employed to acquire learning, develop regular study habits in the students.

Rationale of the study:

Women who entered a salaried job are responsible for two jobs - households and occupational jobs. This could create a problem in respect of the study habits and academic achievement of their children. A working mother is generally believed to confine herself only to earning and thus ignore her children which adversely affect the study habits of her children. A non-working mother who just stays at home, on the other hand, is believed to have children who develop a positive attitude towards their education due to the full time given to them by their mother. Hoffman (1961) revealed that children of working mothers had lower intellectual performance than matched group of children whose mother does not work.

On the other hand, if a working mother is happy with her job and could provide her children's needs irrespective of her limited time as a parent as well as or better than who stayed at home just to attend her children's need. This could encourage her children to be more independent, self-sufficient and self-independent from an early age. Gershaw, (1988) also stated that children of working mothers were found to have a feeling that they have control over their environment. Many researchers have measured the difference in the study habits of students having working and non-working mothers and indicate a mixed result. Therefore, it is important to find out if mother's working status affects the study habits of secondary school students. With these justifications the investigators tried to find out answers to the following questions -

- 1) What are the study habits of secondary students in district?
- 2) Is there any difference in the study habits of secondary school students with regard to their mothers working status?

Statement of the Problem:

The topic for the present study is stated as "*Study habits of secondary school students in relation to their mothers' working status*".

Objectives of the study: The study has been undertaken with the following objectives:

1. To find out the study habits of secondary students.
2. To compare the study habits of secondary students with regard to their mother's working status.

Hypotheses:

The study tried to test the hypothesis that there is no significant difference in the study habits of students of secondary schools of with reference to their mothers' working status.

Delimitation:

The present study has been delimited to Champhai District (Mizoram) taking only Class IX students of government secondary schools,

Method of Study

The investigator adopted descriptive and survey type of research for the present study.

Population of the study

The population of the present study consists of all students studying in Govt. Secondary Schools of Champhai district.

Sample of the study

The sample of the present study comprised of 200 students i.e. approximately 10% of the total population who were randomly selected from 5 government schools in Champhai District. Out of which, 50 boys and 50 girls were students who are having working mothers and 50 boys and 50 girls were students who are having non-working mothers. The sample were selected by simple random sampling. To get the required number of samples, quota sampling was employed

Tools used for data collection

Study Habits Inventory (PSSHI) developed by Palsane and Sharma (1989) was used to measure the study habits of secondary school students in Champhai District. The self-constructed students' information schedule was also used to collect the general information of the students. It elicits information regarding sex, class, school family type (single Parent/ both parents) working status of mother, kind of work, number of working hours and educational status of mother.

Data analysis:

The study being descriptive in nature, analysis of the obtained data was done with the help of descriptive statistics i. e. mean, Standard deviation and inferential statistics- t' test to find out the differences between the two groups.

ANALYSIS AND INTERPRETATION**Objective No. 1:**

To find out the study habits of secondary schools students in Champhai district.

In order to find out the study habits of secondary students in Champhai district, the scores obtained from the Study Habits Inventory (PSSHI) were analysed and interpreted by the Percentile norms provided in the manual of the study habits inventory.

Table No. 1

Study habits of secondary school students in Champhai district categorised by percentile norms.

SL	CATEGORY	BOYS	GIRLS	TOTAL	%
1	A (Excellent Study habits)	24	22	46	23%
2	B (Good study habits)	15	15	30	15%
3	C (Average Study habits)	28	30	58	29%
4	D (Unsatisfactory Study habits)	13	11	24	12%
5	E (Very Unsatisfactory)	13	17	30	15%

	Study Habits)				
6	F (Extremely Unsatisfactory Study Habits)	7	5	12	6%
	Total	100	100	200	

From the above table 1. we can see that of all the sample of 200 students, 23% students have excellent study habits, 15% have good study habits and 29% are lying in category C having average study habits. They are 12% of students who have unsatisfactory study habits. The 15% of students have very unsatisfactory study habits and 6% are lying in category F, having extremely unsatisfactory study habits. It is quite evident from the above table where secondary school students are categorized under different category that majority of the students have satisfactory study habits as 69% of students were categorised in the category of average, good, and excellent study habits.

Objective No. 2:

To compare the study habits of students of secondary school of Champhai district with regard to their mothers' working status.

Table No. 2

Comparison of study habits of govt. secondary school students with regard to mothers' working status in Champhai District.

Areas of study habits	Mothers' working status	Sample	Mean	Sd	t-value	Level of Significance
Budgeting time	Working	100	5.64	1.8323	1.41	N. S
	Non-working	100	6.00	1.7552		
Physical Condition	Working	100	6.92	1.7938	0.11	N. S
	Non-working	100	6.95	1.9182		

Reading Ability	Working	100	6.72	2.2088	0.81	N. S
	Non- working	100	6.99	2.4597		
Note Taking	Working	100	2.03	1.4221	1.45	N. S
	Non-working	100	2.31	1.2909		
Learning motivation	Working	100	7.33	1.9061	1.06	N. S
	Non- working	100	7.62	1.9305		
Memory	Working	100	3.91	1.1958	0.16	N. S
	Non- working	100	3.88	1.4447		
Taking examination	Working	100	11.36	2.1213	0.003	N. S
	Non- working	100	11.361	2.384		
Health	Working	100	4.01	1.0049	1.61	N. S
	Non-working	100	3.77	1.0959		
Total Study Habits	Working	100	48	8.4261	0.65	N. S
	Non- working	100	48.8	8.9587		

From table 2, it can be seen that:

- i) The mean score of students of non- working mothers on ‘Budgeting time’ is higher than the mean score of students of working mother. However, the t- value of 1.41 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to budgeting time in the study habits scale.
- ii) The mean score of students of non- working mothers on ‘Physical condition’ is higher than the mean score of students of working mothers. However, the t- value of 0.11 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to physical condition in the study scale.
- iii) The mean score of students of non- working mothers on ‘Reading ability’ is higher than the mean score of students of working mothers. However, the t- value

of 0.81 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to reading ability in the study habits scale.

- iv) The mean score of students of non- working mothers on 'Note taking' is higher than the mean score of students of working mothers. However, the t- value of 1.45 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to note taking in the study habits scale.
- v) The mean score of students of non- working mothers on 'Learning motivation' is higher than the mean score of students of working mothers. However, the t- value of 1.06 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to learning motivation in the study habits scale.
- vi) The mean score of students of working mothers on 'Memory' is higher than the mean score of students of non- working mothers. However, the t- value of 0.16 is lower than the required t- value to determine significance of the differences. This means that there is no significant difference between students of working mothers and non- working mothers with regard to memory in the study habits scale.
- vii) The mean score of students of non-working mothers on 'Taking examination' is higher than the mean score of students of working mothers. However, the t- value of 0.003 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to taking examination in the study habits scale.
- viii) The mean score of students of working mothers on 'Health' is higher than the mean score of students of non- working mothers. However, the t- value of 1.61 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of working mothers

and non- working mothers with regard to taking examination in the study habits scale.

A look at the overall mean score also shows that although the mean score of students of non- working mother is slightly higher than the mean score of working mothers, the difference is found to be not- significant as is evidenced by the t- value which is 0.65. Hence, the hypothesis, “There is no significant difference in the study habits of government secondary school students of Champhai district with reference to their mothers’ working status” is accepted.

Major findings:

The collected data, after detailed analysis and interpretation revealed the following information about the study habits of secondary school students of Champhai district in relation to their mothers’ working status.

1. Majority of secondary school students of Champhai district have satisfactory study habits as was revealed by the total percentage (69%) of students falling in the category of ‘average’, ‘good’ and ‘excellent’ study habits. At the same time, there were 6% of students who were in the category of ‘extremely unsatisfactory’ study habits, 15% had ‘very unsatisfactory’ study habits and 12% had ‘unsatisfactory’ study habits.
2. No significant difference was found between secondary school students of working and non- working mothers in respect of different areas of study habits. At the same time, it was found that the mean scores of secondary school students of non- working mothers in all other areas of study habits except on memory and health was higher than the mean scores of secondary school students of working mothers.

Discussion on the findings of the present study:

1. Although the finding revealed a satisfactory study habits among the secondary school students of both working and non- working mothers of Champhai district, the finding that there were as many as 31% of students who fell in the categories of unsatisfactory study

habits is one issue which is of concern. Students at the stage of secondary level of education are mainly adolescents who are in the formative years of character building. They are at a stage which is crucial for their future career. If study habits are not built up satisfactorily at this stage, the future may be quite bleak for them. Thus, it is important that parents, teachers and school try to help students to develop good study habits.

2. The findings of the present study revealed no significant difference in the study habits of secondary students in relation to their mothers' working status. In support of the present finding, Chandana Aditya (2014) who conducted a study to find out the study habits of secondary students of working and non- working mothers also revealed no significant difference in the total study habits between students having working and non- working mothers. Suresh Chand (2014) on his study of influence of parental occupation on study habits of secondary school students also found no significant difference on the total and components of study habits between students having working and non- working mothers. On the other hand, against the findings of the present study, Mehraj Uddin (2012) in his study of study habits of secondary school students of working and non- working mothers and the study conducted by Ghost (2007) on the impact of maternal employment on adolescent study habits found a significant correlation between study habits and working status of mothers.
3. The popular belief that working mothers tend to spend more time on outside home activities which adversely affect their children's education has been proved otherwise by the present study as it is found that the difference found between the secondary school students of working and non- working mothers in all the areas of study habits were negligible. At the same time, this finding may be taken to mean that students of secondary school stage do not need the supervision and guidance of their mothers as against the popular belief.

Suggestions for improving study habits of students:

1. Parents irrespective of their working status must be made aware that their support and contribution is vital for academic success of their children.
2. Parents should provide proper guidance and counselling to their children in developing good study habits and improving the study environment for their children at home.

3. Parents should help their children in setting-up study routine and monitoring them in maintaining the routine thus made.
4. Parents must regularly enquire about the academic progress of their children at school by meeting their teachers.
5. Students should be encouraged to have a good study habits and be taught that having regular timing for study results in academic success.
6. Students should be encouraged to avoid all forms of distractions which are not important for their studies.
7. Students should be helped in identifying their strengths and weaknesses in the learning strategies by organising guidance and counselling service at school.
8. Students should be encouraged to read books and spend more time in the library.
9. Students should be encouraged to prepare their own study materials without completely relying on teacher's note and guide book from the market.
10. Teachers should know the background of the students so that that may help them in developing effective learning strategies according to the abilities, interest and potentials of the students.
11. Teachers should supervise the study habits of the students.
12. Teachers should be available and ready to render guidance service and consultation when it is needed by the students and parents.
13. Schools should be well-equipped with good educational infrastructure to create good learning environment.
14. Schools should have regular parents-teacher meetings to try and understand the school and home environment and to foster better study habits in the students
15. Schools should have regular programme for remedial classes for weak students.

References:

- Aditya, C., & Ghosh, R. (2014). Study habits of secondary school students of working and non- working mothers. *Journal of Humanities and Social Sciences (IOSR- JHSS)*, 9(10), 12-15.
- Aikin, M. (1992). *Encyclopedia of Educational Research* (6th ed.). New York: Macmillan.
- Attri, A. (2013). Study habits of senior secondary students of working and non- working mothers. *International Educational E- Journal (Quarterly)*, 2(4)
- Essortment. (2002). Children of working mothers. *Essortment*.
- Franklin, F. (2006). Study habits of Under-graduate Education students (Master's Thesis).
- Ghosh, S. (2017). Impact of maternal employment on Adolescent study habits. *International Journal of Indian Psychology*, 4(2), 92.
- Good, C. V. (1973). *Dictionary of Education*. US: McGraw- Hill Inc.
- Hoffman, L. (1961). Effect of maternal employment on the child. *Child Development*(XXXII), 187- 197.
- Katelyn, F. (2013). *College study habits News*.
- Mizoram, G. o. (2018). *Number of High Schools in Mizoram*. Statistical Handbook of Mizoram, Directorate of Economics & Statistics.
- Palsane, M. N., & Sharma. (1989). *Study habits Inventory (PSSHI)*. Agra: National Psychological Corporation.
- Rathee, I. (2014). Study of academic motivation of secondary school students of working and non- working mothers. *Scholarly Research Journal for Humanities, Science and English Language*2014.
- Sirohi, V. (2004). A study of under-achievement in relation to study habits and attitude.
- Thakkar. (2003). A study of academic achievement, adjustment and study habits of Rural and Urban students.
- Tomar, D.P., & Daka, S. (2010). Problems of the students of employed parents. *Ambikeya Journal of Education*, 1(2), 47-52.
- Wade, S.E., Trathen, W., & Schraw. (n.d.). Spontaneous study strategies. *Research Quarterly*, 25, 147-166.