

Parental Involvement, Residence and Gender as the predictors of Study Habits of Adolescent Students

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Abstract

In the present paper, an attempt was made to assess parental involvement, residence and gender on study habits. A sample of 120 students of Gurgaon district of Haryana state was selected randomly. The sample was administered through study habit inventory developed and standardized by Mukhopadhyaya and Sansanwal. Mean, Standard Deviation (S.D), SED, t-test and correlation were used for analysis and interpretation of the data. The findings of the study revealed that 1) Urban and rural students are significantly different on their study habit. 2) Male and female students are significantly similar on their study habit. 3) Parental involvement and study habits are significantly correlated.

Keywords: Parental Involvement, Residence, Gender, Study Habits, Adolescent Students.

Study Habits:

Study habits always been a topic of interest for many intellectuals but unfortunately not so much of research have been carried out on this wide subject till now. From ancient literatures, it is evident that even in the starting periods of impartment of education, the researches were always carried out in Takshila and Kaashi Universities by various keen analysts and intellectuals to upgrade the method of imparting education to the masses and they always used to develop the method of imparting education, to the masses and they always used to develop such techniques which make the learning easy for students. The ability to learn and grasp the essentials of any subject is found to be very much varying in any group of the pupils. However, there may be various reasons behind this fact, but study habits also have a much strong effect. To define precisely, we may define study habit as those conditions & mental state in which a student's mind is set for learning something with an ease and he starts taking interest in that particular topic and score well when testing his skill on that particular topic. The study habits are affected by many factors like age, parental involvement, residential areas, education of parents, sex, social and economic status of the family. Many researchers have carried out surveys as evidences to support their studies on this topic. Comparing good and poor study habits, a number of studies have shown that those with better study habits score well in examination than their counterparts. Verma and Kumar (1999) found that study habits were positively related to achievement in 10th grade examination in Delhi (N=1,000). Good study habits are positively related to achievement (Patel,1996).Oza,1995 noted that a positive learning orientation and effective learning strategies facilitate the academic achievement. As expected, talented students adopt better study habits (Sinha,1992). These discussions have concluded that there is no relationship between the amount of time spent in study and the quality of accomplishment. In other words students who spent the largest amount of time studying frequently learn least. Such discussion concluded at this point without considering the qualitative aspects of study habit of college students. It seems obvious from the conclusion reached that academic success depends as much upon the quality as upon the quantity of study

(NORTON 1992). Study habits have also been examined in conjunction with personality variables. Verma (1996a) test anxiety and study habits yielded significant effect on achievement of 10th grade students. As expected, academic anxiety was negatively related to scholastic motivation. Adolescents differed in study habits and low motivation groups (Verma, Sheikh and Sangita, 1997). High test anxiety and frustration often results in poor study habits and low of academic achievement Dangwal (2000). Some attempts have been made to improve the study habits of students. Shinde (1993) found that in the grade students training in study habits helped to enhance academic achievement. Singh and Broota (1995) reported that study skill counseling helped students who had test anxiety. Type of school also influences the pattern of study habits. Nagappa, Shahpur and Venkatiah (1995) found that the number of students with good habits have been investigated. For example, achievement in 9th grade biology students were explained by deep surface approach to study (Akhani et al. (1999). Arya (2000) experimentally investigated the effect of teaching strategies on learning economics in 11th grade students. It was found that concept attainment model was effective and students' personality had Franklin, Freda A. 2006, conducted a study on "Study habits of undergraduate education students". The purpose of this study was to describe of undergraduate education students who were enrolled in the initial phase of a teacher's education program at a large urban university. The research question for this study was: What are the self-reported study habits of students who are enrolled in quest One, the initial phase of a teacher education program,? It was proposed that data would be collected from 39 undergraduate students who had each applied for Quest one. A researcher- designed survey instrument was used to collect data. Results were described using frequencies and percentages. Results of this study indicate that a significant number of students study at home, cram the night before an examination, depend on other classmates to answer their questions, and feel that they spend an adequate amount of time preparing for academic classes.

Young, Rodney 2006 conducted a study on "An exploration of self-concept, parent education, parent and student attitudes towards school, study habits and achievement of junior high students." the purpose of the parents study was to examine the relationship between self-concept and academic self-concept, parent education, parent and student attitudes towards school, study investigated whether student achievement scores varied significantly by rating for various aspects of self-concept as well as global self-concept, parent educational levels and gender. As well, the study examined how student and parental attitudes towards school correlated with each other. A third aspect of the study was an exploration of the best predictors for achievement in math, English and overall average academic. Sixty-nine grade six students participated in this study. Student responses to the Battle (2002) Culture Free Self-Esteem Inventory and researcher developed scales to examine student attitude towards school and study habits were collected. Student achievement scores on English and math tests for the last two terms of grade six were obtained from the cumulative records of the students. A parental attitudes towards school questionnaire developed by the researcher and a demographic data from designed to obtain selected background information including parental education attainment were completed by consenting parents and returned to the school along with consent forms for their children to participate in the study. ANOVA, t-test, correlation and regression analysis were performed on the data and produced the following major findings. Student group – with above-average Global and Academic Self-Concept achieved significantly higher scores in English and math than groups with lower Global and Academic Self-Concept ratings. However, gender had little or no effect on the achievement levels. to the correlations among the top three with a positive correlation with the achievement variables. A surprising finding was that parent attitudes towards school was

negatively correlated with parent education. Of all variables entered for predicting the achievement levels of the students, Academic Self-Concept turned out to be the strongest predictor for English and also the only predictor for the math and the average academic for achievement scores. Parent education was the second strongest in predicting the English scores. All or no part in predicting the performances on any of the achievement measures. These results were discussed in light of the literature, their implications for further research and for practice. Mishra (1990) conducted a critical study on the influence of socio-economic status on academic achievement of higher secondary students in rural and urban area of Kanpur. The main finding of study were; there was a positive relationship between socio-economic status and academic achievement of the students. the academic performance of girl was superior to the performance of boys. The academic achievement of the rural students was lower than the achievement of urban student. Subdhi (1994) investigates the study habits of school students and their attitude toward study habit habits at different levels of intelligence, sex in grade. The main findings of this study are as below: Higher intelligent students and low intelligence students do not differ significantly in their study habits. Female students have better study habits and a more positive attitude towards study than the male student. This is perhaps due to the fact that female students are generally, confined to their home and neighborhood and so have ample time for their study. Hostellers have better study habits than non hostellers. Sobti (1998) conducted a study on the effect of studies habits on the academic achievement of post-graduate students. She studied on the students of different departments like Botany department, Physics department, Geography department, Economics department, Commerce department, and Management Study department of Kuruksetra University. She found that in all the department the students having good study habits perform better in their annual examinations. The study clear indicates that study habits have significant effect on the academic achievement of the pos-graduate level students of Kurukshetra University. Ananda & Singh (1993), in their study "Achievement of children in relation to feeding, height and age, it was found that there is no significant association between achievement and feeling. Children whose socio-economic status was above the median had significantly better scholastic performance than those below the median. There was no significant association between achievement and age or gender. Reena (1997), conducted a research about the achievement of X grade students in relation to personality traits and concluded that: Urban female students have been found to possess higher academic achievement than their male counterparts. (2) Rural female students, having higher mean score possess relatively higher achievements as compared to the rural male students (3) Urban female students possess netter academic achievement that their counterparts rural female students. (4) Urban male students possess higher and better academic achievement than male students.

Parental Involvement:

Parental involvement has been recognized as the most important factor to influence the childhood . the role of parents in bringing up their children is quite important both in terms of their devotion with respect to time spent with them. Money and other considerations. Parents contribute in many subtle way to this development of children 's general interests, welfare, discipline, interaction with one another leisure time activities, academic growth and vocational plants.

Parent involvement implies how the parents involve themselves in developing overall personality of the child. All the parents involve themselves in developing overall personality of the child. All the parents have expectations, like and dislikes and

preferences regarding how children should be handled brought up and educated. When parents are rational and their attitude towards their children is logical and considerate, it is sure to pick up a behaviour pattern, which is analytical and co-operative.

The relationship which parents establish with their children, have a powerful influence upon the development of the personality of child. Generally speaking if parents are relaxed ,affectionate, mature, caring and understanding ,children will grow normally and become happy, socially useful adults. Most of the parents expect better performance from their children in the School. they become happy if the children perform better as compared to other peers in their class. Due to this reason parents in the industrial areas have less involvement with their children in the home and school activities in their school and day-to-day activities. Parental involvement may be described as the allocation of resources to the child's school endeavor. The word parent involvement has been used as a general term which may encompass several activities such as tutoring, monitoring, effective use of time for study at home, reinforcing behaviour established in school, participating in school related committees and the like .Researchers have used this term to refer to substantially different types of activities such as going to school activities and events, surveillance of home work, interactions regarding school work, expectation to school performance, direct reinforcement of improved academic performance, general academic guidance and support. Parental pressure will generate the need for students to cheat academically. A child who is a good students, will cheat to prove their parents that they are smart and that they can achieve their goal throughout their schooling. Many parents want their children to follow in their footsteps in the aspect of the education that they received. 'the interesting thing about cheating is that it 's a window into a kid's soul , and into family's soul, too. But even kids are not awaer of cheating "then are absolutely influenced by the role models they see close to them." Because so many of these students are cheating to please their parents-to get a grade, to get into college, whatever. The 100 pr so academic integrity case within 20 years as a high school. English teacher and in disciplinary matters showed how desperate kids are to please their parents and help their friends." Parental involvement may have a positive impact on children's achievement. This is a complex relationship parental involvement care, support and monitoring are related to many adolescent perceptions and behaviour. The reason for cheating is also that parent aren't portaged about cheating. they put the blame on teachers and school. But schools are so burdened right now, and the teachers say parents won't support them when they catch the (kids) students cheating and before that they put so much pressure on kids to get these to grades and test scores. If the parents aren't doing their job, it's very difficult to handle.

Gender:

In layman words, sex is regarded as the State of being male or female Gender affects many aspects of life including access to resources, methods of coping with stress. Styles of interacting with others. these are all factors that can influence mental health understand the. Relationship between gender and mental health in order to reduce risk factors and improve treatment methods, studies relation to study habits and sex have shown no significant between male and female. This finding was supports by studies of Kashy and Depauho, (1996) Drigotas etn al (1999).

Residence:

It is a state of living in a particular place, i.e. urban area and rural area.

Residence also, affects many psychological aspects of life and can lead to some of the serious behaviour of problems in the students. As the area in which we live in its directly or indirectly related to our personality. Hence, we can say that residence of a person in a

important factor in studying various aspects human behaviour. Research regarding residence and Clieotion by Lucas and Friedrich (2005) found no significant relationship. Azen and Budescy (2003) Suggests that one's belief about the extent of their understanding of show may be directly or in with Study Habits.

Need of study:

Study habits are the foundation of effective learning Research show that study habits, achievement and intelligence are positively correlated oza (1999). There may be some unseen factors which affects the study habits of the students. Many researchers have carried out surveys as evidence to support their study habits. It will enable administrator, planners, teachers , parents and students to improve the education of a strong nation, In the field of study habits the research work is not satisfactory. So there a need is felt for more research work in this field. Good study habits should be incorporated in to the student. Active participation of Parents, enthusiastic involvement of teachers and various counseling technique ply a vital sole in improving the study habits of the students.

Statement of the problem:

“Parental Involvement, Residence and Sex as the predictors of Study Habits of Adolescent Students.”

Operational definitions of the terms used:

Study Habits:

The definition as given by Mathue (1992) in the manual has been adapted as an operational definition of the term “study habits pertain to the study techniques in relation to attitude towards teachers, school and home environment, attitude towards education, conflicts ,concentration ,home assignments and confidence in examination.”

Residence:

One the basis of locality and type of city, the residence may be categorized in tow types- Urban and Result. Residence is the habitat or place at which the person live permanently. Residential involvement include all the social cultural and permanently . Residential involvement include all the social cultural and economic as peet 's which affect achievement.

Parental Involvement:

Parental involvement is the influence of parent in every aspects of children's education and development from birth to adulthood recognizing that parents are the primary influence in children's lives.

Gender:

The state of being male and female.

Objective of the study:

O1 To find out the differences on the study habits of high and low parental involved students.

O2 To find out the differences on the study habits of urban and rural students

O3 To find out the differences on the study habits of male and female students.

O4 To find out the difference between high parental involved male and female students on their study habits.

O5 To find out the differences between low parental involved male and female students on their study habits.

O6 To find out the relationship of parental involvement and study habits of students.

Hypotheses of the study:

H1 There is no significant difference in the study habits of high and low parental involved students.

H2 There exist no significant differences in the study habits of urban and rural students.

H3 there exist no significant differences in the study habits of male and female students.

H4 There exist no significant difference between high parental involved mal and female students on their study habits.

H5 There exist no significant difference between low parental involved mal and female students on their study habits.

H6 There exist no significant relationship between parental involvement and study habits of students.

DELIMITATIONS OF STUDY

The study will be delimited on the following points:-

- The sample of the Present study was taking from Gurgaon district in Haryan
- Initial size of the sample was 120 students of 10th class.

METHODOLOGY

In the present study, Descriptive survey method was employed

SAMPLE

In over to achieve the objective stated earlier and to test the corresponding hypotheses, a sample of 120 students of district Gurgaon, Haryana state was planned.

VARIABLES

Dependant Variable

Study Habits

Independent Variables

- Parental Involvement
- Gender
- Residence

TOOLS USED

Study Habits study Inventory developed and standardized by Mukhopadhy and Sansanwal.

STATISTICAL TECHNIQUES USED

The statistical techniques were employed to concise picture of the data, so that it can be easily comprehend . It was employed to test the hypotheses in the study. Mean, S.D., S.Em , t-value and coefficient of correlation were calculated in the present study.

Data Analysis and Interpretation:

Objective 1.

To find out the differences on the study habits of urban rural students.

Hypothesis 1. There exist no significant difference in the study habits of urban and rural students.

Table: Mean, S.D. and 't' value of urban and rural on study habits of senior Secondary students

Group	No. of students	Mean	S.D.	SEd	't' value
Urban	60	147.7	11.40	2.35	2.46
Rural	60	141.9	14.21		

Above table show that the mean score of urban of rural no study habits are 147.7 and 141.9 respectively. The 't' value is 2.46, which is more than the table value at 0.05 level of significance. Thus the formulated null hypothesis "there exist no significant difference in the study habits of urban and rural students" is rejected. It is concluded that urban and rural students are significantly different on their study habit.

Objective 2. To find out the differences on the study habits of male and female students.

Hypothesis 2. There exist no significant differences in the study habits of male and female students.

Table: Mean, S.D. and 't' value of boys and girls on study habits of senior Secondary students

Group	No. of Groups	Mean	S.D.	SEd	't' value
Male	60	143.5	11.9	2.01	1.69
Female	60	146.9	10.12		

Above table show that the mean score of boys and girls on study habits are 143.5 and 146.9 respectively. The 't' value is 1.69, which is more than the table value at both levels of significance. Thus the formulated null hypothesis "there exist no significant difference in the study habits of male and female students" is accepted. It is concluded that male and female students are significantly similar on their study habit.

Objective 3. To find out the differences between high parental involved male and female students on their study habits.

Hypothesis H3. There exist no significant differences between high parental involved male and female students on their study habits.

Table: Mean, S.D. and F value of H.P.I male, H.P.I. Female on Study habits of Senior Secondary students

Group	No . of Groups	Mean	S.D.	SEd	't' value (SSA)
H.P.I./ Male	31	138.9	15.4	3.85	0.6
H.P.I./Female	28	141.21	14.21		

Above table show that the mean value of high parental male and high parental female involvement on study habits are 138.9 and 141.21 respectively. The obtained 't' value is less than the table value at both level of significance i.e. 0.01 and 0.05 at df 57. So the formulated null hypothesis "there exist no significant difference between high parental involved male and female students on their study habits" is accepted. It may concluded that HPI male and HPI female students are similar on their study habits.

Objective 4. To find out the differences between high parental involved male and female students on their study habits.

Hypothesis 4. There exist no significant differences between high parental involved male and female students on their study habits.

Table: Mean, S.D. and F value of L.P.I male, L.P.I. Female on Study habits of Senior Secondary students

Group	No. of Groups	Mean	S.D.	SEd	't' value (SSA)
L .P.I./ Male	29	140.9	16.4	4.06	0.34
L .P.I./Female	32	142.3	15.24		

Table shows that the mean value of high parental male and high parental female involvement on study habits are 140.9 and 142.3 respectively. The obtained 't' value is 0.34 which is less than the table value at both level of significance i.e. 0.01 and 0.05 at df 59. So the formulated null hypothesis "there exist no significant difference between low parental involved male and female students on their study habits" is accepted. It may concluded that LPI male and LPI female are equal on their study habits.

Objective 5. To find out the relationship of involvement and study habits of students.

Hypothesis 5. There exist no significant relationship between Parental involvement and study habits of students .

Table : Mean, S.D. and 'r' value between parental involvement and study habits of students.

S. No	Variable	No. of Students	'r'
1.	Parental Involvement	120	0.421
2.	Study Habits	120	

It is observed that the computed value of co-efficient of correlation between parental involvement and study habits is 0.421 which is positive in nature that indicates a positive

correlation Hence, the null hypothesis of no significant correlation is rejected. It is inferred that parental involvement and study habits are correlated with each other.

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