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## **Influence of Parental Occupation on Study Habits of Secondary School Students**

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**Abstract :** *The main aim of the present study was to examine the influence of parental occupation on study habits of secondary school students. For this purpose, Study Habit inventory (Hindi version) constructed by Dr. B.V.Patel (1975) was administered on 200 secondary school students to collect the relevant data. Mean, S.D. and t-test was used to analyse the data. Study revealed that there exists no significant difference between secondary school students with high and low level of paternal occupation on different components of study habits and total study habits. Secondary school students whose mothers are non-working are better in subjects planning than their counterparts whose mothers are working. There exists no significant difference between students whose mothers are working and secondary school students whose mothers are non working on home environment and planning of work, reading & note taking, concentration, preparation for exam, habits and interest, school environment and total study habits.*

**Keywords:** *Study Habits, Paternal Occupation, Working and Nonworking Mothers.*

### **Introduction**

It is a well-known fact that human beings are the creatures of habits. It is rightly said that the character is the bundle of habits. This reveals the importance of habits in character development. Habit in the exact sense is the remarkable phenomenon of one's nature. Study habits are the actions; we perform regularly and habitually in order to accomplish the long term task of learning. Study habits are one of the major factors that contribute towards the academic achievement of students. The study habits of learner means the ability to schedule his time plan of his study, the habit of concentration, note taking, mental review, over learning, judicious application of whole and part method, massed and distributed learning and so on. The pattern of behaviour adopted by the students in pursuits of their studies is considered under the caption of study habits. Study habits are commonly referred to regular patterns in approaching study tasks. These patterns are made up of a combination of one or more individual tactics or techniques such as note taking (Wade, Trathen & Schraw, 1990). Study skills are systematic procedure that students initiate to complete such complex tasks as skimming, determining relevant

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information, taking notes and studying material for test (Gleason et al.,1991).Study skills are the tools the students use to absorb the materials which they are expected to learn (Stephen,1998).

Habits and learning are closely related to each other. Learning makes habits easier to form and habits in turn facilitate more learning. Habit formation follows the same laws as are followed in learning. Repetition is the basis of all habit formation. We act in the same way again and again until an action becomes easy and can be performed with very little or even with no conscious direction. Formation of habits is very necessary for any development in behaviour. Those creatures, whose behaviour is from birth stereotyped and fixed, form no habits; they have no power of adapting themselves to new conditions.

"Poor habits of study not only retard school progress but develop frustration, destroy initiative and confidence and make the feeling of worthlessness towards himself and the subject of study whereas effective methods ensure success, happiness and sense of accomplishment."- Smith, Sammuels and little Field (1948).

As we know that good study habits are the gateways of knowledge and wisdom. The review of past studies revealed that parental occupation also affects the study habits of children. Chauhan and Singh (1982) reported that parental profession affects the study habits of children. Thakur and Nisha (2007) found that study habits of the students do not differ significantly at different types of their father's occupation. Reddy (2001) observed that father's and mother's occupation have significant influence on the study habits of VI class pupils. Krishnaiah (2010) also reported significant influence of father's and mother's occupation on study habits among intermediate students. Attri (2013) revealed that there were insignificant differences between rural senior secondary students of working and non working mothers on measure of overall, comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording and language capacity components of study habits.

At one time or another time in the life, every child, adolescent or adult has recognized the need for improved study-habits. The well-formed study-habits are important factors in the development of harmonious personality of the individual. Since study-habit is an important factor in learning. Now days, life is full of stress and strain .Father and mother both are in job. They have no time for their children. They cannot pay proper attention to their children. Hence, it becomes necessary to investigate the influence of parental occupation on the study habits of the children.

### **Objective of the Study**

To study the difference in the study-habits of secondary school students in terms their parental occupation (High and Low level) as well as Maternal (Working and nonworking) 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**

H<sub>01</sub>: There will be no significant difference in the secondary school students with high and low level of paternal occupation 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

H<sub>02</sub>: There will be no significant difference in the secondary school students of working and non working mothers 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***

The study was conducted on a sample of 200 students drawn from 20 schools studying in 12th class. Student from each school were selected randomly.

#### ***Tool***

Study habit inventory (Hindi version) constructed by Dr. B.V. Patel (1975) was used to measure the study habits of students. The tool consist of 45 items in all distributed in seven areas namely; home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation of the exam, habits and interest, school environment.

#### ***Data Analysis***

The collected data were scored as per manual and analysed by applying Mean, S.D.; and t-test.

### **Results and Discussion**

#### ***Comparison of Study-Habits of Secondary School Students with High and Low Level of Paternal Occupation***

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

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

Study Habit Components	Paternal Occupation Level	N	Mean	SD	t-value
Home Environment & planning of work	High	137	27.53	3.47	1.82 <sup>NS</sup>
	Low	63	28.57	3.86	
Reading & Note taking	High	137	38.18	4.02	0.93 <sup>NS</sup>
	Low	63	37.60	4.03	
Planning of subjects	High	137	20.61	2.93	1.10 <sup>NS</sup>
	Low	63	21.08	2.73	
Concentration	High	137	15.19	2.63	1.10 <sup>NS</sup>
	Low	63	15.56	2.27	
Preparation for the exam	High	137	21.83	3.27	1.63 <sup>NS</sup>
	Low	63	21.00	3.39	
Habits and interests	High	137	31.54	4.27	1.72 <sup>NS</sup>
	Low	63	32.73	4.66	
School Environment	High	137	21.00	3.06	1.16 <sup>NS</sup>
	Low	63	21.54	3.04	
Total Study Habits	High	137	176.03	15.45	0.74 <sup>NS</sup>
	Low	63	177.76	15.38	

NS - Not significant

Table 1 shows that mean study habit score of secondary school students with high level of paternal occupation came out to be 27.53, 38.18, 20.61, 15.19, 21.83, 31.54, 21.00, 176.03 and secondary school students with low level of paternal occupation came out to be 28.57, 37.60, 21.08, 15.56, 21.00, 32.73, 21.54, 177.76 in respect to home environment and planning of work, reading and note taking, planning of subjects, concentration, preparation for exams, habits and interest, school environment and total study habits. The t-value testing significance of mean difference in the study habits of secondary school students with high and low level of paternal occupation came out to be 1.82, 0.93, 1.10, 1.10, 1.63, 1.72, 1.16 and 0.74 which is not significant even at 0.05 level of significance. Hence, the hypotheses that *there will be no significant difference between students with high and low level of paternal occupation on the following components of the study habits:*

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

This indicates that study habits of secondary school students with high and low level of paternal education are by and large similar on different components of study habits as well as in total study habits.

#### ***Comparison of Study-Habits of Secondary School Students of Working and Non Working Mothers***

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 2

**Table 2 : Significance Of Difference In Various Components Of Study-Habits Of Secondary School Students Of Working And Non Working Mothers**

Study Habit Components	Maternal Occupational Status	N	Mean	SD	t-value
Home Environment & planning of work	Working	14	27.14	1.99	1.29 <sup>NS</sup>
	Non-working	186	27.91	3.71	
Reading & Note taking	Working	14	36.93	5.31	0.79 <sup>NS</sup>
	Non-working	186	38.08	3.92	
Planning of subjects	Working	14	18.50	3.70	2.41*
	Non-working	186	20.93	2.74	
Concentration	Working	14	14.36	2.44	1.51 <sup>NS</sup>
	Non-working	186	15.37	2.52	
Preparation for the exam	Working	14	23.00	3.33	1.67 <sup>NS</sup>
	Non-working	186	21.46	3.31	
Habits and interests	Working	14	31.21	3.83	0.70 <sup>NS</sup>
	Non-working	186	31.96	4.46	
School Environment	Working	14	21.57	3.25	0.48 <sup>NS</sup>
	Non-working	186	21.14	3.05	
Total Study Habits	Working	14	172.71	15.46	0.97 <sup>NS</sup>
	Non-working	186	176.87	15.41	

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

Table 2 reveals that secondary school students of non working mother have significantly higher mean score than secondary school students of nonworking mothers (20.93 : 18.50) on the planning of subject dimension of study habit ( $t = 2.41$ ;  $p < 0.05$ ). From this, it may be inferred that the high school students of non working mother have significantly better planning of subjects than the secondary school students of working mother. Hence, the hypothesis that "There will be no significant difference between secondary school students of working and non working mother in the planning of subjects component of study habits." is rejected.

The t-value for remaining study habits components namely; home environment and planning of work; reading and note taking; concentration; preparation of the exam; habits and interests. school environment and total study habits turned out to be 1.29, 0.79, 1.51, 1.67, 0.70, 0.48, and 0.97 respectively (table 2) 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 of working and non working mothers on the following components of study-habits:

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

This indicates that planning of subjects' component of study habits of secondary school students influenced by the working status of mothers. Whereas, working status of mothers do not exert any influence on the home environment and planning of work, reading and note taking, concentration, preparation of the exam, habits and interests, school environment components of study habits and total study habits.

### **Conclusions**

- There exists no significant difference between secondary school students with high and low level of paternal occupation on different components of study habits and total study habits.
- Secondary school students whose mothers are non-working are better in subjects planning than their counterparts whose mothers are working.
- There exists no significant difference between students whose mothers are working and secondary school students whose mothers are non working on home environment and planning of work, reading & note taking, concentration, preparation for exam, habits and interest, school environment and total study habits.

### **Educational Implications**

The students required guidance and counselling with regard to study-habits, so that they may identify their strengths and weakness in the learning strategies and they may become more conscious about better study-habits. There is need to provide guidance and counselling to parents for improving home environment and planning of work. Parents and teachers should help the students to develop the habit of regular study rather than allowing them to exert excessively during the examination time. Students should not be encouraged to rely completely on class notes. They should be asked to read text books, along with the class notes; otherwise they develop the habit of depending on readymade material. They should encourage to devote equal time to all the subjects. The students should be encouraged to use library books and magazines to develop good study-habits. Counselling programs should be organized for the students to developed good study-habits in them.

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