



## A STUDY OF THE EFFECT OF PARENTAL EDUCATION AND OCCUPATION ON THE STUDY HABITS OF CLASS XI SCIENCE STUDENTS OF AIZAWL CITY

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### ABSTRACT

*It has been often said home is the first school and parents the first teachers. A child's education is greatly affected by his environment including the home. As parents are major figures in the home, their education and occupational status would be expected to have bearing on the educational performance of a child. A study was conducted among secondary science students of Aizawl City Mizoram to examine if parental education and occupational status would have significant bearing on the study habits of the child. A sample population of 512 students from 8 schools was examined and the Study Habit Inventory developed by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal was used for the purpose of the study. Statistical techniques such as t-test were used to analyse the data and the study found that the study habits of children were affected only by the educational status of the mothers.*

**Keywords:** Parental Education, Parental Occupation, Study Habits, Science Students, Mizo.

### Introduction

One of the most important personal factors that influences a student's learning to a great extent, and hence, his/her academic achievement, is study habit. Study habits are learning tendencies that enable students to work privately. Study habits are usually defined as student's ability to manage time and other resources to complete an academic

task successfully. It is the amount and kind of studying routines which the student is used to during a regular period of study occurred in a conducive environment.

Crede & Kunnel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self testing, rehearsal of learned material and studying in a conducive

environment. Study habits are commonly referred to as 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 *et al.*, 1990). When these techniques are used deliberately in particular study situations, they are called study strategies. A study strategy and in turn study habit, is a direct sequence of activities applied by the learner to a set of information rather than a single random event (Kail & Bisanz, 1982).

Study habits typically denotes degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is conducive to studying. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. Study habits are learning tendencies that enable students work privately.

Azikiwe (1998) describes study habits as “the adopted way and manner a student plans his private reading, after classroom learning so as to attain mastery of the subject”. According to her, “good study habits are good asset to learners because habits helps students to attain mastery in areas of specialization and ensuing excellent performance, while the opposite becomes constraint to learning & achievement leading to failure”.

Good (1998) defines the term study habits as: “The student’s way of study whether systematic, efficient or inefficient etc.” Going by this definition it literally

means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

A student with good, effective and healthy study habits will learn more, quantitatively and qualitatively; perform better in tests and examinations and will avoid many mental and physical problems that he/she may otherwise encounter in the absence of such effective and healthy study habits. Study habit, therefore, refers to learning which leads to the achievement of a learner’s goal, through a prescribed pattern of steady behaviour.

Study habits of the children play very important role in reflecting the standards of education. Those students who have good study habits are able to make effective study decisions, have the ability to differentiate the level of difficulty to learn the items, have high achievement motivation, socialized personality traits and problem-solving appraisal.

### **Rationale of the Study**

Mizoram is a tiny state in the North-Eastern part of India, home to a community of tribals formally known as the Mizos. The state is greatly lacking behind other parts of the country in terms of economic and educational development. The performance of the students of Mizoram has not come up to par with the rest of the country and with the recent introduction of nationalized accreditation schemes such as JEE, NET, UPSC, etc. it has become even more important that a comprehensive research be

conducted into the study habits of students in Mizoram.

It has also been established in many researches that the study habit of a student is greatly affected by the home environment the child is brought up in. Home environment helps to gain better study habit. Without good study habits a student cannot succeed. The ability of parents to plan, organize and manage time will benefit the child in every area of life. The nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran *et al.*, 2009). From a perusal of related literature, it is evident that numbers of studies were conducted by taking the variables of the present study. Thus, it is imperative that this correlation between study habit and home environment, specifically, the occupational status of parents be ascertained and documented.

To sum up, the literatures cited point to the importance of study habits and attitudes to academic performance or success of students. Thus, the present study is vital for the qualitative and quantitative educational development of students in Mizoram.

### **Objectives of the Study**

1. To study the different study habits of the Class XI science students of Aizawl City.
2. To determine if the study habit of a child is affected by the occupational status of the mothers

3. To determine if the study habit of a child is affected by the occupational status of the fathers.
4. To determine if the study habit of a child is affected by the educational qualification of the mothers
5. To determine if the study habit of a child is affected by the educational qualification of the fathers.

### **Hypothesis**

The following hypotheses have been formulated for the purpose of this study:

- Ho 1: “There is no significant difference in the study habits of children of government employed, privately/self-employed or unemployed mothers”.
- Ho 2: “There is no significant difference in the study habits of children of government employed, privately/self-employed or unemployed fathers”.
- Ho 3: “There is no significant difference in the study habits of children of matriculate, graduate or post-graduate mothers”.
- Ho 4: “There is no significant difference in the study habits of children of matriculate, graduate or post-graduate fathers”.

### **Methodology**

The study utilised the Descriptive Method with a causal-comparative approach.

### ***Population and sample of the study***

The population of the study comprises of all the higher secondary schools in Aizawl offering science stream numbering in total 19 schools. The total number of students enrolled in these schools at the time of the study was 2042.

The investigator has randomly chosen 8 schools from which 516 students (approximately 25% of the total population) were again randomly selected.

### ***Tools used for data collection***

The investigator has used the Study Habit Inventory developed by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal (Appendix II). The inventory consists of 50 questions which are to be answered on a 5 point scale. The inventory delineates study habits into 9 sub areas as:

- |                     |                  |
|---------------------|------------------|
| 1. Comprehension    | 2. Concentration |
| 3. Task orientation | 4. Sets          |
| 5. Interaction      | 6. Drilling      |
| 7. Supports         | 8. Recording     |
| 9. Language         |                  |

### ***Mode of data collection and data analysis***

The investigator personally visited each school and obtained necessary permission from the Principals of each school. He then established a good rapport with the students after which he explained clearly the procedure involved to the students and cleared any doubts. Finally the investigator administered the study habits inventory and collected the response sheets only after each student has completed the inventory.

The response sheets were scored very carefully using the scoring key provided in the manual. The scores were then carefully and systematically tabulated using Excel worksheets so as to enable statistical analysis later. The data was analysed using ANOVA.

### **Analysis and Interpretation of Data**

#### **1. Study of the Study habits of the whole sample**

From the **Figure 2**, it can be seen that the sample students have scored poorly in Interaction and Language, 39.17 % and 39.61 % respectively. They have achieved average scores in all other areas (40 – 50 %) except in Recording where they have scored 70%.

This implies that Mizo students are strong in Recording but needs improvement in all other areas especially Interaction and Language.

#### **2. Study habit in relation to occupational status of fathers**

**Figures 3** and **4** indicate slight variations in the study habits of the children in relation to the occupational status of their fathers but in order to ascertain if the differences were simply due to statistical error; analysis was done using one-way ANOVA as shown in the **Table 1**.

Thus, the F-ratio is seen to lie below the critical values; as a result of which the null hypothesis is accepted and it can be inferred that there is no significant difference among students in relation to the occupational status of their fathers.

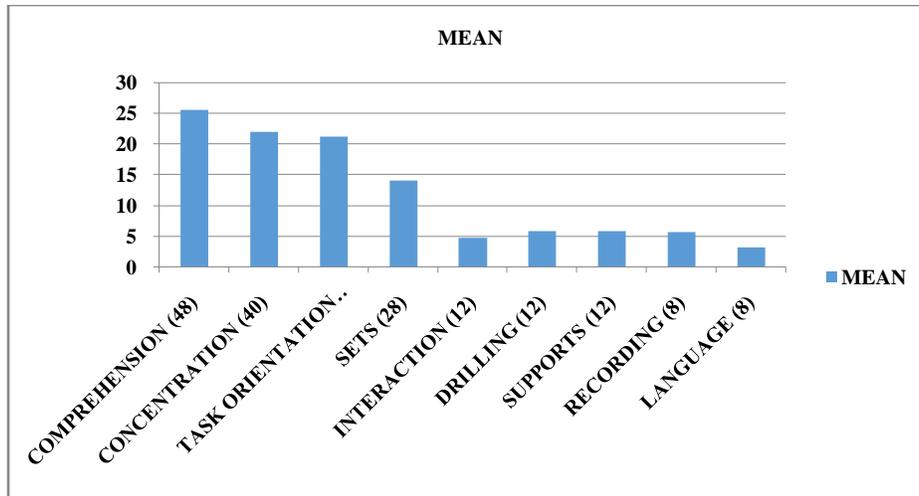


Figure 1: Mean Scores of the Whole Sample in Various Areas

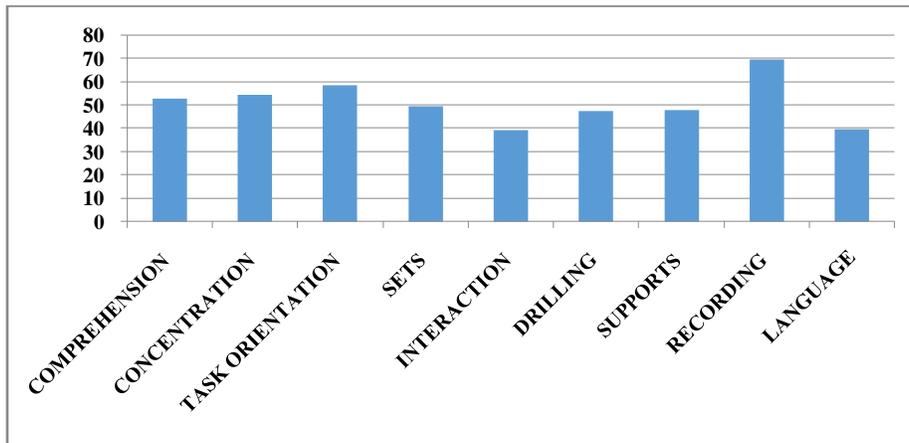


Figure 2: Percentage Scores of Whole Sample in Various Areas

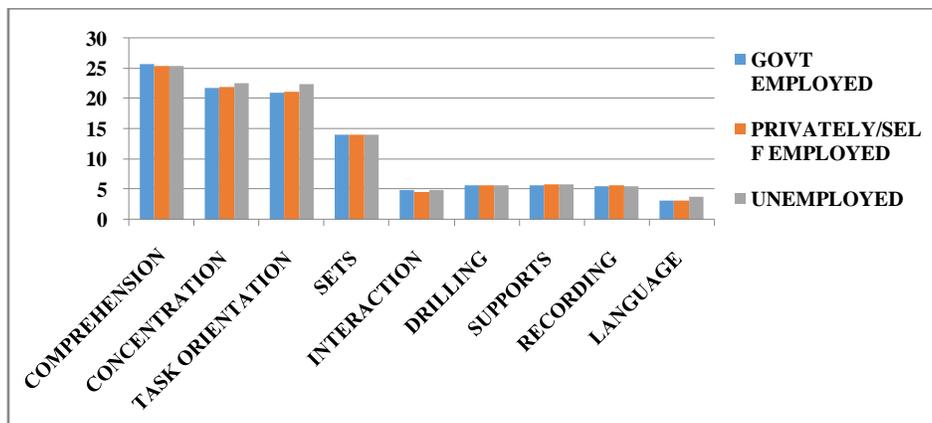


Figure 3: Mean scores in relation to Occupational Status of Fathers

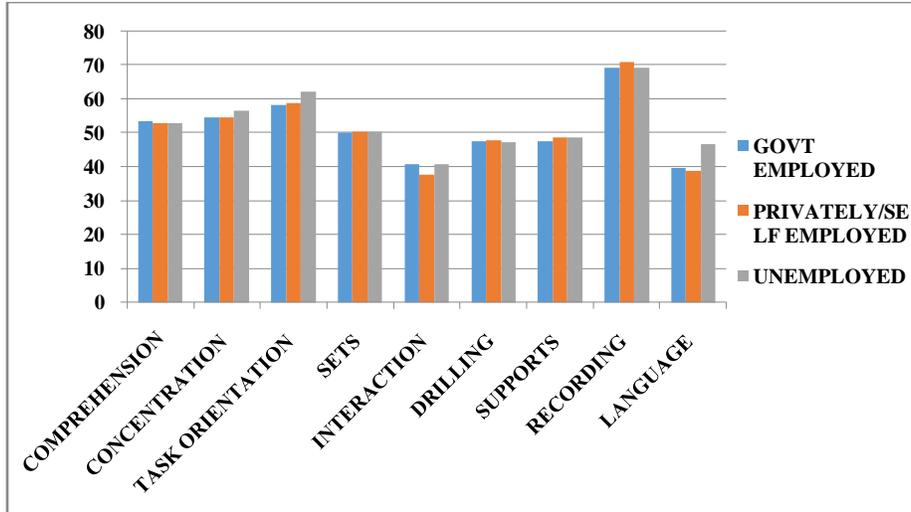


Figure 4: Percentages Scores in relation to Occupational Status of Fathers

Table 1: One way ANOVA of Study Habit with Occupational Status of Fathers

| Source of variance | SS       | df  | MS        | F          |
|--------------------|----------|-----|-----------|------------|
| Between groups     | 690.8733 | 2   | 345.43665 | 2.37789392 |
| Within groups      | 73219.15 | 504 | 145.27    |            |
| Total              | 73910.03 |     |           |            |

Table 2: One way ANOVA of Study Habit with Occupational Status of Mothers

| Source of variance | SS       | df  | MS         | F     |
|--------------------|----------|-----|------------|-------|
| Between groups     | 173.9572 | 2   | 86.9786    | 0.611 |
| Within groups      | 67190.47 | 472 | 142.352691 |       |
| Total              | 67364.43 |     |            |       |

### 3. Study habit in relation to occupational status of mothers

Figures 5 and 6 indicate slight variations in the study habits of the children when compared to the occupational status of their mothers but in order to ascertain if the differences were simply due to statistical error, analysis was done using one-way ANOVA as shown in the Table 2.

The F-ratio is below the critical values as a consequence of which the null hypothesis is accepted. Therefore, this implies that there is no significant difference among the students in relation to the occupational status of the mothers.

### 4. Study habit in relation to educational qualification of fathers

Figures 7 and 8 indicate slight variations in the study habits of the ch-

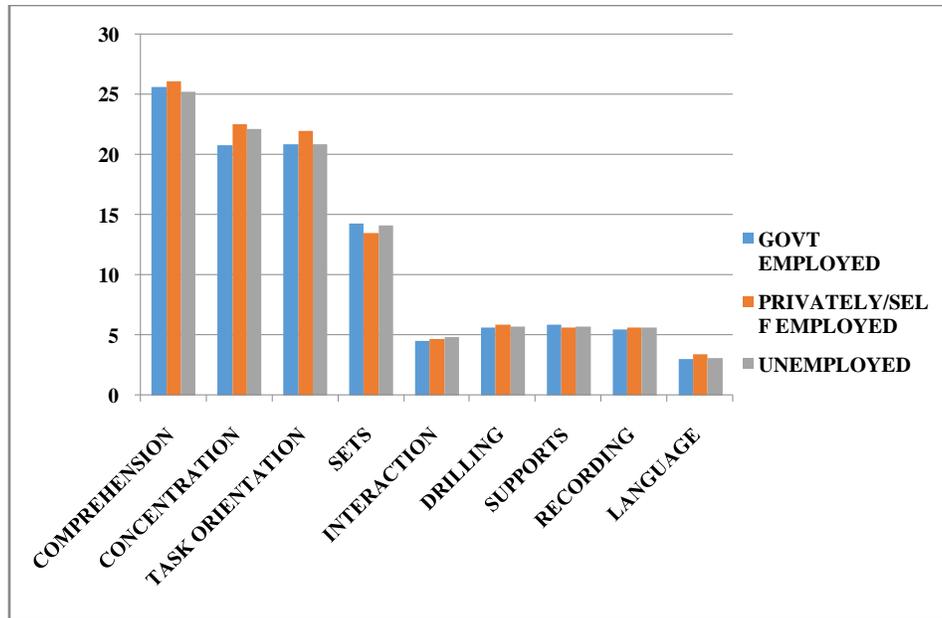


Figure 5: Mean Scores in relation to Occupational Status of Mothers

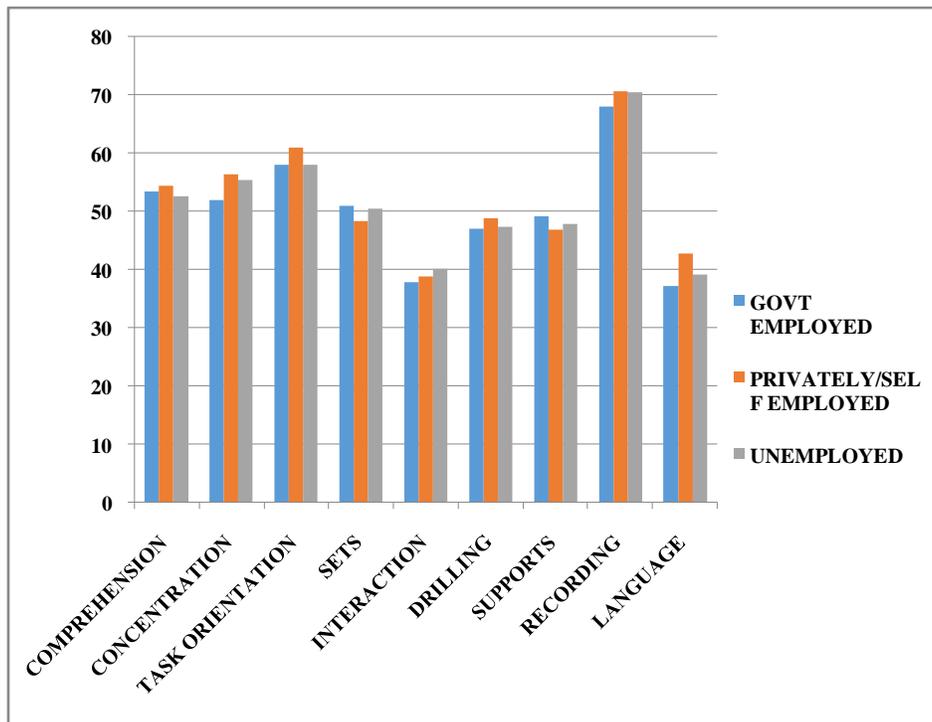


Figure 6: Percentage Scores in relation to Occupational Status of Mothers

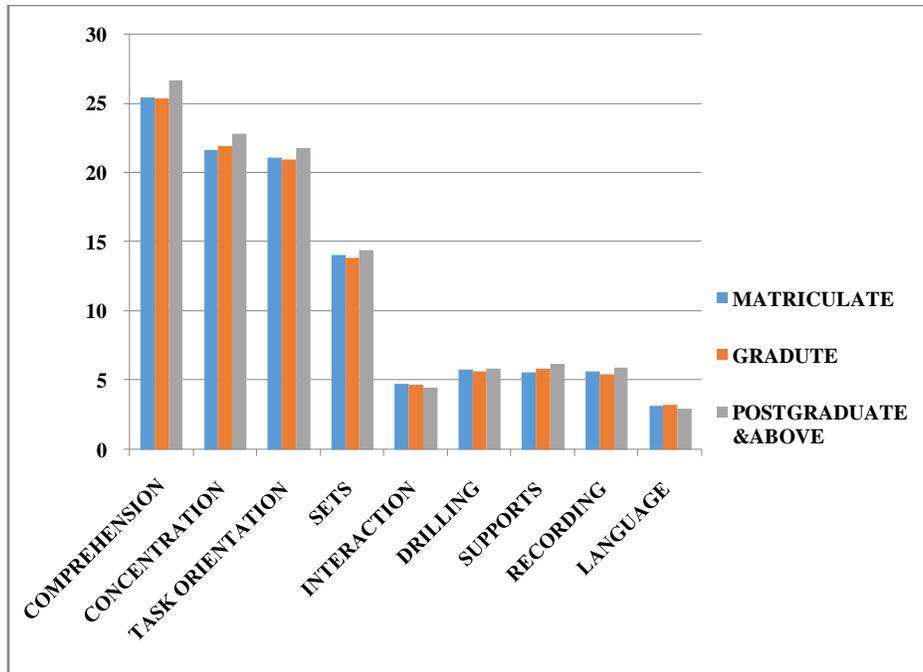


Figure 7: Mean Scores in relation to Educational Qualification of Fathers

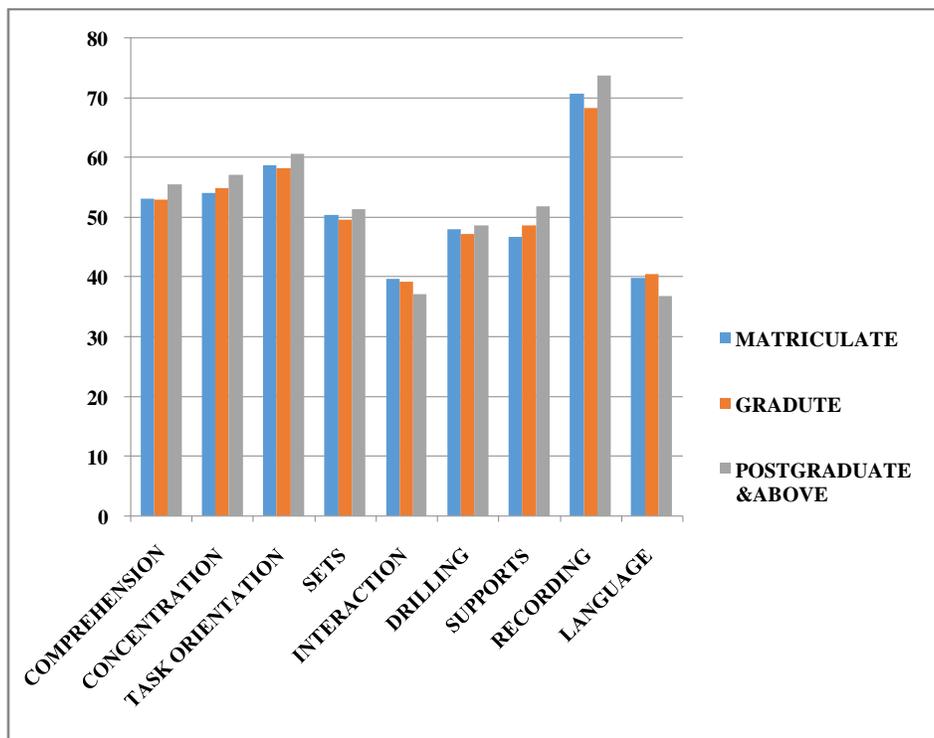


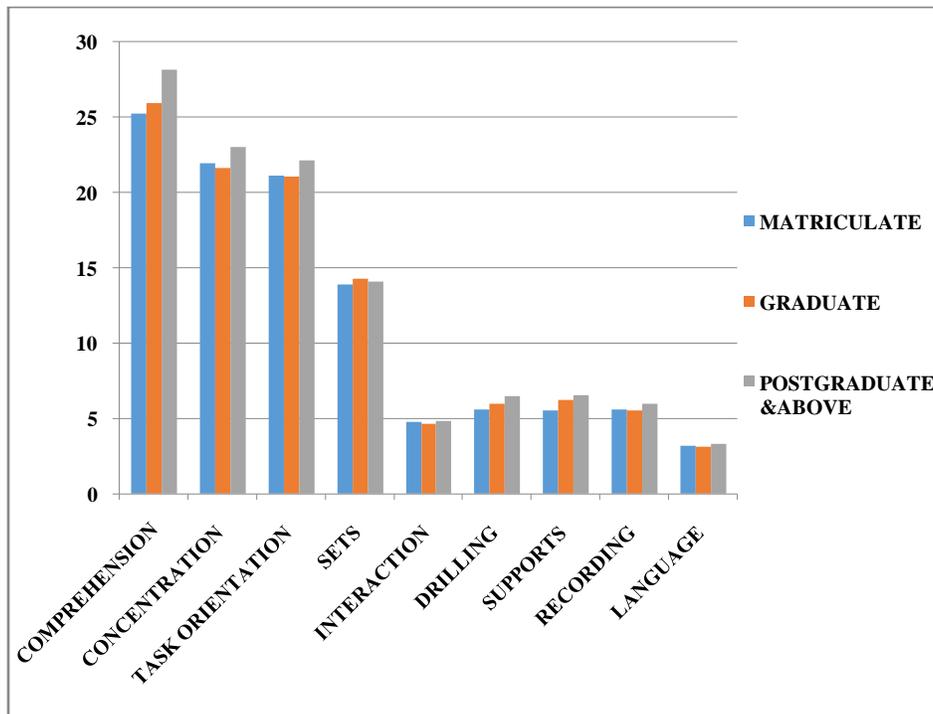
Figure 8: Percentage Scores in relation to Educational Qualification of Fathers

**Table 3: One way ANOVA of Study Habit in relation to Occupational Status of Fathers**

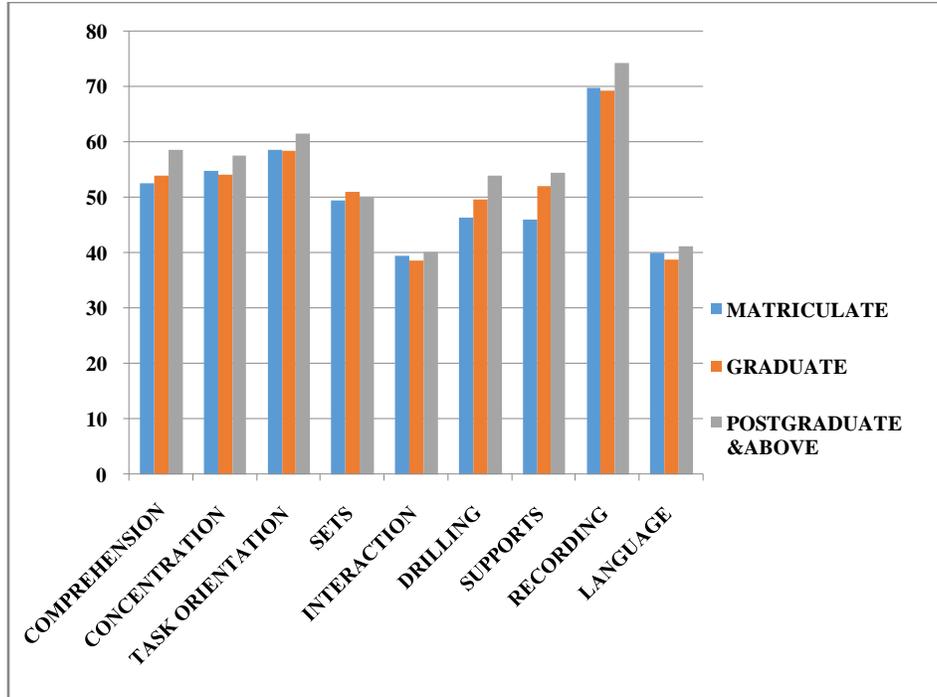
| Source of variance | SS         | df  | MS       | F       |
|--------------------|------------|-----|----------|---------|
| Between groups     | 685.785029 | 2   | 342.8925 | 2.41982 |
| Within groups      | 66457.9777 | 469 | 141.7014 |         |
| Total              | 67143.7627 |     |          |         |

**Table 4: One-way ANOVA of Study Habit in relation to Occupational Status of Mothers**

| Source of variance | SS       | df  | MS       | F        |
|--------------------|----------|-----|----------|----------|
| Between groups     | 13320.19 | 2   | 6660.093 | 40.20916 |
| Within groups      | 84971.37 | 513 | 165.6362 |          |
| Total              | 98291.56 |     |          |          |



**Figure 9: Mean Scores in relation to Educational Qualification of Mothers**



**Figure 10: Percentage Scores in relation to Educational Qualification of Mothers**

children when compared to the educational qualification of their fathers but in order to ascertain if the differences were simply due to statistical error, analysis was done using one-way ANOVA as shown in the **Table 3**.

It is seen that the F-ratio falls below the critical values; as a result, the null hypothesis is accepted which implies that there is no significant difference among the students in relation to the educational qualification of their fathers.

**5. Study habit in relation to educational qualification of mothers**

Figures 9 and 10 indicate slight variations in the study habits of the children when compared to the educational qualification of their

mothers but in order to ascertain if the differences were simply due to statistical error, analysis was carried out using one-way ANOVA as shown in the **Table 4**.

Remarkably, the F-ratio lies above the critical values. As a result, the null hypothesis is rejected and it is evident that there is significant difference among the students in relation to the educational qualification of their mothers.

**Major findings of the study**

The following are the major findings of the study:

1. In the present study, the investigator found that the sample students have scored poorly in Interaction and Language (below 40 %), average in all

other areas (40 – 50 %) except in recording where they have scored 70%.

2. Slight variations in the study habits of the children when compared to the occupational status of their fathers were observed but when analysis was done using one-way ANOVA, it was found that there is no significant difference among the various groups.
3. Similar variations were seen in the study habits of the children when compared to the occupational status of their mothers but when analysis was done using one-way ANOVA as follows it was found that there is no significant difference among the various groups.
4. The investigator also found slight variations in the study habits of the children when compared to the educational qualification of their fathers but when analysis was done using one-way ANOVA he found that there is no significant difference among the various groups.
5. The investigator lastly detected considerable variations in the study habits of the children when compared to the educational qualification of their mothers and when analysis was done using one-way ANOVA he found that the difference among the various groups was statistically significant.

### **Discussion of Results**

It is the finding of this study that Class XI science students of Aizawl City have rather poor study habits. The investigator found that the sample students have scored

poorly in Interaction and Language (below 40 %), average in all other areas (40 – 50 %) except in recording where they have scored 70%. This indicates that Students of Mizoram, in general have poor study habits.

The present study showed that the occupational status – employed (government or private) or unemployed of fathers did not have any significant bearing on the study habit of a child. This implies that fathers do not take active participation in the educational upbringing of a child.

Remarkably, the present study did not find any significant difference in the study habit of a child as to the occupational status of the mothers, this is contradicted by the findings of Sheikh & Jahan (2012).

However, it was the finding of this study that educational qualification of mothers did indeed have a positive impact on the study habits of children.

### **Conclusion**

The major findings of this study indicated that science students in Aizawl have rather poor study habits. Regarding the influence of parental occupational and educational qualification, it was found that only the educational qualification of mothers has influence on the study habits whereas the occupational status of the mothers and fathers as well as the educational qualification of the fathers did not seem to have any correlation with the study habit of a child.

The low scores of students reveal a very serious flaw in the study habits of Mizo children. It implies that the majority of the

population was not aware of good study habits and awareness and guidance is needed very urgently in Mizoram. Further studies may be conducted at other levels of education and streams to further cement the conclusion arrived at this study.

*Reading Research Quarterly, 25, 147-166.*

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