

A Comparative Study of Study Habits of Government and Private High School Students with regard to their Parental Education

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Abstract

This micro research aims to compare the study habits of government and private high school students with regard to their parental education. The main objectives of this research were to examine the effect of fathers' and mothers' education on the study habits of the students. The researcher used survey method in this study. Stratified random sampling technique was used to select 200 students of district Haridwar. The sample involves students from government as well as private schools. Two-way analysis of variance as computed for the analysis of the data. The findings revealed a highly significant difference in the study habits of government and private high school students. Students of private schools had better study habits as compared to the students of government schools. Education of parents was found to have a significant influence on the study habits of the students. Students whose father and mother received higher education have better study habits. Combined effect of type of school and parental education was not found to put a significant effect on the study habits of students.

Keywords: Study Habits, High School Students and Parental Education.

Introduction

Habits form the personality of an individual. Study habits form the basis of students' academic success. Study habits are the medium of learning. **Azikiwe (1998)** described study habits as "*the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject*". Habits begin to form since childhood. The children may adopt good or bad study habits. In order to acquire good study habits, children need guidance. Generally the children learn study habits from their parents, family members and friends etc. Since the birth of the child, the parents try to train their children to adopt good study habits. The study habits of the children are affected by a lot of demographic as well as psychological factors such as gender, locality, socio-economic factors, personality, type of family, family income, parental occupation etc.

Lajwanti & Sharma (2013) Showed that internet use influence the study habits of the students. Besides, stream of study was also found to affect the study habits of the students. **Akpan & Salome (2015)** revealed that study habits were influenced by peer group, teaching methods of the teachers and the environment. **Thevi & Portia (2017)** showed that gender, religion and caste category of the students significantly predict their study habits. **Goud (2018)** revealed that locality and type of school significantly affected the acquisition of the study habits of the students. **Vitamog (2018)** reported that study habits of students were significantly related to the number of children, religion and type of family, personality and parenting style of mothers. **Alka (2019)** found that parental income and parental occupation had a positive impact on study habits of children.

The above brief review of literature is evident of the various factors to affect the study habits

of the students. In some of the studies parenting style, parents' income and parents' occupation have been treated as predictors of study habits of the students but the researcher could not locate such study in which the study habits of students has been studied in relation to their parental education. The present study attempts to fill this gap by studying the study habits of students with regard to their parental education.

Statement of the Problem

The problem of the present research is stated as follows:

“A Comparative Study of Study Habits of Government and Private High School Students with regard to their Parental Education”

Objectives of the Study

The researcher wants to achieve following objective in this research: -

To compare the study habits of government and private high school students with regard to their parental education.

Hypotheses of the Study

The hypotheses of this research are as follows:
There is no significant difference in the study habits of government and private high school students with regard to their parental education.

Research Methodology

Research Method

According to the nature of the study, the researcher has employed survey method which attempts to describe and interpret practices, processes, trends, effects, attitudes etc.

Sample and Sampling Technique

The researcher has employed stratified random sampling technique to select a sample of 200 students of district Haridwar. The students were taken from government and private secondary/senior secondary schools from Roorkee and Bhagwanpur block through lottery technique.

Variables

Study habits is the dependent variable of the present study.

Parental education is the independent variable of the study.

Research Scale

The researcher has used Study Habits Inventory developed by Dr. Lajwanti, Prof. N.P.S. Chandel and Mr. Ashish Paliwal in the present study.

Statistical Techniques

The researcher has used mean, S.D. and two-way analysis of variance for the analysis of the collected data.

Analysis and Interpretation of Data

Table – 1(a)

Mean and S.D. of Study Habits of Government and Private High School Students with regard to their Fathers' Education

Variable	Type of School	Levels of Father's Education	N	Study Habits	
				Mean	S.D.
Study Habits with regard to Fathers' Education	Government	Upper Primary	19	113.73	7.48
		Secondary	57	119.61	7.44
		Higher	24	131.16	6.72
	Private	Upper Primary	03	121.00	35.59
		Secondary	41	142.95	29.53
		Higher	56	150.25	20.76

The table no 1(a) shows that the mean values of study habits of students of government schools whose father has received upper primary, secondary and higher education are 113.73, 119.61 and 131.16 respectively. These mean values indicate that the students of government schools whose father has received upper primary, secondary and higher education have average level of study habits. On the other hand, the mean values of study habits of students of private schools whose father has received upper primary, secondary and higher education are 121.00, 142.95 and 150.25 respectively. These mean values indicate that the students of private schools whose father has received upper primary and secondary education have average level of study habits while the students of private schools whose father has received higher education have high level of study habits. It is clear from the above table that students of government schools whose father has received upper primary education have least level of study habits but students of private schools whose father has received higher education have highest level of study habits.

Table – 1(b)

Analysis of Variance to Compare the Study Habits of Government and Private High

School Students with regard to their Fathers' Education

Source	df	SS	MS	F-value	Results
Type of School	1	18564.892	18564.892	54.327**	Significant
Fathers' Education	2	6160.817	3080.409	9.014**	Significant
Interaction	2	677.524	338.762	0.991	Insignificant
Between Group	6	3620190.07	603365.012		
Within Group	194	66294.929	341.726		

** = Significant at 0.01 level.

The table no 1(b) shows that the first obtained F-value for the comparison of study habits of government and private high school students is 54.327, which has been found highly significant at 0.01 level of significance. It means that there is a highly significant difference in the study habits of government and private high school students.

The second obtained F-value to compare the study habits of the students whose father has received upper primary, secondary and higher education is 9.014, which has also been found highly significant at 0.01 level of significance. It reveals that there is a significant difference in the study habits of the students whose father has received upper primary, secondary and higher education.

The third obtained F-value for the interaction effect of type of school and father's education on study habits is 0.991, which has not been found significant even at 0.05 level of significance. It indicates that the joint effect of type of school and father's education has not affected the study habits of students significantly.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the hypothesis that there is no significant difference in the study habits of government and private high school students with regard to their fathers' education is mostly rejected and partly accepted.

Table – 2(a)
Mean and S.D. of Study Habits of Government and Private High School Students with regard to their Mothers' Education

Variable	Type of School	Levels of Mothers' Education	N	Study Habits	
				Mean	S.D.
Study Habits with regard to Mothers' Education	Government	Upper Primary	38	116.26	7.70
		Secondary	50	122.28	8.30
		Higher	12	132.91	6.93
	Private	Upper Primary	12	142.50	33.67
		Secondary	47	144.40	26.05
		Higher	41	149.78	22.27

The table no 2(a) shows that the mean values of study habits of students of government schools whose mother has received upper primary, secondary and higher education are 116.26, 122.28 and 132.91 respectively. These mean values indicate that the students of government schools whose mother has received upper primary, secondary and higher education have average level of study habits. On the other hand, the mean values of study habits of students of private schools whose mother has received upper primary, secondary and higher education are 142.50, 144.40 and 149.78 respectively. These mean values indicate that the students of private schools whose mother has received upper primary and secondary education have average level of study habits while the students of private schools whose mother has received higher education have high level of study habits. It is clear from the above table that students of government schools whose mother has received upper primary education have least level of study habits but students of private schools whose mother has received higher education have highest level of study habits.

Table – 2(b)
Analysis of Variance to Compare the Study Habits of Government and Private High School Students with regard to their Mothers' Education

Source	df	SS	MS	F-value	Results
Type of School	1	20368.414	20368.414	56.722**	Significant
Mothers' Education	2	3061.439	1530.720	4.263*	Significant
Interaction	2	408.122	204.061	0.568	Insignificant
Between Group	6	3616821.29	602803.549		
Within Group	194	69663.709	359.091		

** = Significant at 0.01 level.

* = Significant at 0.05 level.

The table no 2(b) shows that the first obtained F-value to compare the study habits of government and private high school students is 56.722, which has been found highly significant at 0.01 level of significance. It means that there is a highly significant difference in the study habits of government and private high school students.

The second obtained F-value to compare the study habits of the students whose mother has received upper primary, secondary and higher education is 4.236, which has been found significant at 0.05 level of significance. It reveals that there is a significant difference in the study habits of the students whose mother has received upper primary, secondary and higher education.

The third obtained F-value for the joint effect of type of school and mother's education on study habits is 0.568, which has not been found significant even at 0.05 level of significance. It indicates that the interaction of type of school and mother's education has not influenced the study habits of students significantly.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the hypothesis that **there is no significant difference in the study habits of government and private high school students with regard to their mothers' education** is mostly rejected and partly accepted.

Conclusions

Following conclusions have been drawn from the present study:

- A highly significant difference was found in the study habits of government and private high school students. Students of private schools had better study habits as compared to

References

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the students of government schools. Education of parents had a significant influence on the study habits of the students. Students whose father and mother received higher education have better study habits. Combined effect of type of school and father's education as well as type of school and mother's education was not found to put a significant effect on the study habits of students.

Implications of the Research Findings

In the present research it has been found that parental education has a very significant role on the formation of the study habits of the child. The findings of the present study may be beneficial for the educational administrators, policy planners, parents, teachers and students. In this regard, it can be stated that all the stakeholders of education may have awareness of the fact of the significance of parental education in the success of the students. The parents should try to improve their education and should take remedial measures to make their education more conducive.

The government should also provide extra facilities of learning to those students who come from low parental education background. Non-formal education may play a vital role to improve the education status of the parents which will in turn improve the study habits of the students. Besides this, the counsellors should provide added support and resources to those students whose parents have low academic qualifications. Furthermore, parents regardless of level of educational attainment, they should actively involve themselves in academic matters of the students. It will definitely show their interest in the education and studies of their children and it may propel the students to put more efforts to develop good study habits.

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