

**STUDY HABIT OF CHILDREN OF WORKING AND NON WORKING
MOTHERS IN RELATION TO HOME ENVIRONMENT**

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In partial fulfillment of the requirements For the Award of the Degree

Of

Master of Education

By

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DECLARATION

I do hereby declare that the dissertation entitled “**STUDY HABIT OF CHILDREN OF WORKING AND NON WORKING MOTHERS IN RELATION TO HOME ENVIRONMENT**” Submitted in partial fulfillment of the requirement for the award of the degree of M.Ed. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that *Neelam* has completed her dissertation entitled “**STUDY HABIT OF CHILDREN OF WORKING AND NON WORKING MOTHERS IN RELATION TO HOME ENVIRONMENT**” under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Ed. degree.

Date: -

Dr. Suman Saggi

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ABSTRACT

The present study was conducted on Study habit of children of working and non-working mothers in relation to Home environment of senior secondary school students of Kapurthala district of Punjab. Here home environment is the surroundings or atmosphere of home where the child lives with their family and psychosocial climate of home perceived by the child. Basically it refers to control on one's emotions. The descriptive method of research has been used in the study. 152 senior secondary school students were selected from Kapurthala district of Punjab. 76 students were selected from Urban and 100 students were selected from Rural by using purposive stratified Sampling technique. Three scales were used namely home environment inventory standardized by Dr. Karuna Shankar Mishra (2002), Study habit scale standardized by Prof. M.N.Palsane & Sharma (2003). The objectives to compare the study habit of children of working and non-working mothers with respect to home environment. To compare the study habit of children of working and non-working mothers with respect to gender and locale. To study relationship between study habit and home environment of children of working and non-working mothers. To achieve these objectives investigator was framed hypotheses as: There exists a significant difference in the study habit of children of working and non-working mothers. There exists a significant difference in the study habit of children experiencing above average and below average home environment. There exists a significant difference in male and female children on the variable study habit. There exists a significant difference in rural and urban children on the variable study habit. There exists a significant relationship between study habit and home environment of children of working mothers. There exists a significant relationship between study

habits and home environment of children of non-working mothers. The statistical techniques as- Mean, percentage and SD. were used to determine the levels of study habit and home environment of working and non-working mothers, Z-test/t-test statistical technique were used to find out the difference between two samples of mean groups of children's of working and non-working mothers, Pearson's product moment co-efficient of correlation statistical technique was used to find out the relationship between mean scores of the variables study habits and home environment of children's of working and non-working mothers. First hypothesis was to find out the difference in study habits of children of working and non-working mothers for analysis the hypothesis t-test was used and it is found that there exists no significant difference in study habits of children of working and non-working mothers. It also revealed that there exists no significant difference in study habits of children experiencing above average and below average home environment. Second hypothesis was to find out the difference in the study habit of children experiencing above average and below average home environment for analysis t-test was used and found that there exists an insignificant difference in the study habit of children experiencing above average and below average home environment and hypothesis was not accepted even at 0.05 level of confidence. Third hypothesis to find out the difference in male and female children of working and non-working mothers on the variable study habit environment for analysis t-test was used and found that there exists an in significant difference in male and female children of working and non-working mothers on the variable study habit'' and hypothesis was not accepted even 0.05 level confidences. Then the another hypothesis that to find out the difference in rural and urban children of working and non-working mothers on the variable study habit for analysis t-test was used and found that There exists a significant difference in rural

and urban children of working and non-working mothers on the variable study habit and hypothesis was accepted at 0.01 level. Then the next hypothesis that to find out the relationship between study habit and home environment of children of working mothers for analysis pearson's product moment co-efficient of correlation was used and found that there exists an insignificant but positive relationship between study habit and home environment of children of working mothers" and hypothesis was not accepted. Then the another hypothesis that to find out the relationship between study habit and home environment of children of non-working mothers for analysis pearson's product moment co-efficient of correlation was used and found that There exists an insignificant but positive relationship between study habit and home environment of children of non-working and mothers" and hypothesis was not accepted. In study habit and home environment of the, difference and relationship among the variables

Keywords: *Study habit and Home environment, children's of working and non-working.*

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CHAPTER-I

INTRODUCTION

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Without education man is like an animal education is third eye of a human being. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Krishnamurti says that right education should help the student, not only to develop his capacities, but to understand his own high interest. Rabindranath Tagore says that the highest education is that which does not merely give us information but makes our life in harmony with all existence and makes an individual a social personality in society. Education is the process of change. It includes all those activities to become a useful member of society.

Study habits are very important characteristics of all human beings who are being educated and are educated. As much study habits are important for higher academic achievement of the students so much it is important for their fruitful use of leisure time. The later aspect is also important for adults who are now in this job, particularly for the teachers. Study habits are also very helpful for those students who fail, could succeed, if they would have formed effective study habits and readjusted their programmers of courses in various ways. Effective learning depends upon the development of the effective study habits further shortly habits are influenced by home environment. Psychologist and educationists believe that a definite relationship exists between the study habits and efficient learning. In fact they consider that the study habits are predetermines of successful learning. Learning involves the development of the proper study habits and skills. The study habits have a long

reaching effect on achievement of pupils. These help a child to utilize his leisure time fruitfully. Greater enjoyment and greater efficiency are inevitable outcomes of following study schedule. In order to progress towards their goal, they must engage in a variety of intellectual activities conveniently called studying.

STUDY HABITS

Study habit“ is the combination of two words „study“ and „habit”. A habit is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one’s life. Study is essential to learning and fundamental to school life. Crow and Crow (1964) remarked that the term study is usually associated with reading and reference work which will be helpful in interpreting ideas, making judgment and creating new ideas. Study requires a purpose and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim or purpose. Habit is the name given to behavior so often repeated as to be automatic. The word habit carries unpleasant connotation for many people. Many students do badly academically due to factors other than low intellectual capacity. One such factor is poor study habits, which often results in poor academic performance even among the naturally bright students.

So study habits are the behavior of an individual related to studies, which is adjudged from his study habits. In the process of learning, learners“ habitude ways of exercising and practicing their abilities for learning are considered as study habits of learners. Study habits reveal student’s personality. Learner’s learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and end of learning. Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study

habits. Some students study more but they fail to achieve more. Others study less but they achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

Concept of Habits and Study Habits

Human beings are known to be creature of habits. It is rightly said that character is the bundle of habits. This reveals the importance of habits in character development. Habit means a confirmed way to doing things. It starts forming at conscious level but becomes automatic due to repetition. The habits are important in learning. If a child has good habits then, he is motivated. The bad habits obstruct learning. The habits depend on the two elements of our nature. a) Plasticity b) Retentively.

Our mind and nervous system can be modified. Change can be brought in them. The plasticity refers to this. The modification can be retained in us for quite a long time. Philosophically the term habit for the first time was explained by Descartes (1944), who viewed habits as a consequence of the easing, through usage of the passage of animal spirits through the pages of the hydra etic system. According to Oxford Advanced Learner Dictionary, „habits“ means „thing that person does often and almost without thinking by practice or experience“. Armstrong (1963) stated that study habits are the sum total of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Four main effects of habits are: a) Simple movements b) Make movements more accurate c) diminish fatigue and d) diminish the conscious attention needed for action.

Biologically the term habit was explained by famous biologists. Darwin (1959), who emphasized the inherent ability of the organism to adapt to the environmental conditions; According to him, habit evolves in a long process of adaptation to the environment and study becomes fixed reflexes and is transmitted by genetic mechanism to the next generations and consequently, the original voluntary movement becomes habits. Characteristics of habits are: a) This is the simple response. b) Once a habit is found then the response is automatic, which requires no thinking or willing. c) The situation involved in a habit is simple. d) In the formation of habit, the learning is repeated again and again.

Developing Study Habits

It means that we have to adopt suitable study habits. In developing study habits no one can prescribe a cook-book-approach. There are individual differences among learners. One learns many profits from individual study while another may profit from group study. Some learners use the reference materials like the encyclopedia, while young learners can benefit more from pictorial dictionaries. We can develop study habits among learners through these ways: a) prepare a plan of action and budget the time properly for a day and for a week too; b) Give more time for studying difficult subjects in the time schedule and follow up it sincerely; c) Favorable environment gives good concentration; d) While studying hold the book at an angle and about 25 cm distance; e) Develop proper reading conditions like lighting, reclining position, room furniture, ventilation etc.; f) Develop the attitude of the questioning yourself and others about the points what you read; g) Memorize the formula, principles, symbols and rules etc. that are needed again and again; h) Understand what meaning is before you wanted to memorize; i) Develop positive

attitude at the time of examinations; j) Develop the psychomotor skills like drawing, painting.

Importance of Study Habits

Habits make for economy of action and also play a paradoxical role. From the point of learning, the formation of good habits is very useful. In the opinion of James, the social importance of habits is described as “Habit is enormous fly wheel of society, its most precious conservative agent.” It is because of habits that the traditions and customs of the society find permanencies. Besides these, it is because of its habit that many of the individual’s actions are performed without arousing any tension. Education is for the modification of behavior and habits are the stuff of which behavior is made. We see that the behavior patterns are developed by constant interaction between stimulus and response. These connections between stimulus and response acquired a status of a habit after a specific period of time. In other words, we may say that habit is the connection between a stimulus and response. From neurological point of view, the formation of habits means the building of a path. A nerve current passes again and again through a series of nerves. Because of his resistance offered by the synopsis is permanently reduced and after this nerve current passes automatically through the series of nerves of a fiber. In this way, the formation of a habit is the building of a new path in the nervous system. All the psychologists and educationists have recognized the importance of early childhood education and training in the formation of habits.

Factors Affecting Study Habits

Following are some of the factors affecting study habits-

Study Conditions- Study conditions affect the abilities to get down to work and concentrate in three ways-

- (a) Distractions tend to draw the student's attention away from his work;
- (b) Poor lighting, inadequate ventilation and noise tends to be fatiguing;
- (c) Study materials if not readily available then of course, the continuity of work will be broken.

Noise and poor lighting are two unnecessary causes of fatigue in studying. Noise not only tends to distract the student from his work, but the energy demanded in time "not to pay attention to it" wears a person to do quite rapidly.

Lack of Interest to Succeed- Some people have no interest to succeed in their life. They have no idea to succeed through and within good study habits. Some who studied but they read only for passing an exam. Otherwise, they have no interest in the basic concepts and in thoroughly study and as well as related to study materials.

Concentration- Another important factor for the development of good study habits is "Concentration". Studying and concentration go together like hen and eggs. The ability to concentrate is the mark of good student of subjects from play writing to freshman composition. Many students complain that they have difficulty in setting down to work and concentration. There is nothing mysterious about concentration. The successful student must concentrate on a definite area, set by his programmers and his instructors. In a very real sense, the ability to concentrate depends on the extent of interest.

Adjustment- Adjustment in the school, refer to another very important variable affecting study habits. The adjustment may be social, economic, psychological,

sexual, intellectual etc. The maladjusted student suffers from poor study habits. Adjustment in the school, with the same or opposite sex shows the student's ability whether he can go with the school situation and thus affects his study habits. If students learn by their failure to adjust to the demands of school living, then they will definitely gain something.

Drilling- Drilling means practicing a particular thing repeatedly. Drilling is a very important component of good study habits amongst students. Drilling is very essential for good study habit. The students learn effectively by drilling and they gain good results in their studies.

Class room skills- Because the students learn through class participation and their work is evaluated from it, therefore it is important that effective class room skills be developed. Students, however frequently feel inadequate in these skills. Many students are afraid to recite in class and are even more terrified of volunteering in discussion or while asking questions. Most students have difficulty in determining what should be learned in a lecture and know no good way to remember what they have to learn. Some students write as rapidly as they can, record what is said, but because of secretarial attitude of teacher scarcely understand what they have said and write nothing. So there is need to improve ability to handle lectures and to discuss and recite in class and to improve class manners and having conference with the teachers.

Study habits are very important characteristics of all human beings who are being educated. Study habits are also very helpful for those students who had failed. They could succeed if they form effective study habits and readjust their programs of course in effective ways.

Motivation- Another important variable is motivation. Most students say that the school work is not interesting for them and the main reason which they assign for this are uninteresting courses and ineffective teachers. Purposeful reading gives strength to study habits. A successful student starts his reading with proper motivation guidance to make a rapid progress to fulfill his purpose.

Studying and Reading- The making of notes and keeping of notebooks are study skills made necessary by the need of keeping a great deal of information in convenient forms. Successful student is supposed to be confident in the skill of note taking and notebook keeping. It is natural and reasonable that the students are required to learn, to write, to speak and to think well.

Proper Use of Time- Granting the desirability or at least the necessity of continued learning, it is obviously the matter of self-interest to learn to accomplish with the least expenditure of time and efforts. There is very definite relationship between the quality of study and the length of time required to assimilate assignments for study. Student's difficulty in the use of time properly tends to have three limitations. They have feeling of guilt because they think they do not study enough. They waste their time in moving from one activity to another and they have difficulty in setting down towards learning even after they have made up their mind to start. Good students have good time in school and it is characteristic that they usually worry less about need of than the students with lower grades. Part of the difficulty lies in the lack of a planned routine of activities.

Study Habits of Successful Students-

Some of the characteristics of study habits of successful students are that they-

1. Try not to do too much studying at one time

2. Plan specific times for studying
3. Try to study at the same time each day
4. Set specific goals for their study times
5. Start studying when planned
6. Work on these assignments they find most difficult first
7. Review their notes before beginning an assignment
8. Tell their friends not to call them during their study times

A study is to buy out the time and dedicate self to the application and the task of study which is to become engrossed in a process of learning, practice, enlightenment education of one's life. Therefore, study habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

Ramachandra reddy (2001) conducted a study to identify the difference in the study habits between boys and girls of urban and rural area schools. The sample was taken 200 students from class X in Kurnool district in andrapardesh.the result showed that there was no significant impact of sex on the study habits and there was no interaction effect of sex and locality on the study habits.it showed that urban pupils are differed from the rural pupils in their study habits.

Verma (2001) found that there was no significant differs in the study habits of science and arts groups were found to be superior to commerce groups with reference to study habits.

AbidHussain (2006) conducted study on effect of guidance services on study attitude, study habit and academic achievement of secondary school students the main objectives of this study were improved academic achievement. Faster positive attitude towards school. Learning and work .study habits and attitude scale developed by national psychology (NIP) islamabad was adapted.

Fibersima (2001) identified poor study habits as one of the major cause of student's Poor performance in examination. The desire to pass by all means without studying effectively usually leads students into examination malpractice and thus there is need to examine the relationship between student's study habits and their attitudes towards examination malpractice.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of school children (N=200) from government senior secondary school himachal pardesh. The results revealed that boys were poorer in study habits then girls.

Yenagi (2006) conducted a study on study habits a function of self-perception among intellectually gifted and non-gifted students. A sample of 1020 per university college students was randomly selected from colleges and around Hubli and Dharwad cities of Karnataka. The result showed that was significant difference between intellectually gifted and non-gifted students.

Ossai (2011) investigated study habit as a predictor of students examinations behavior especially the tendency to engage in examination mal practices (cheating during examination) it was found that students who had poor study habits were more likely to engage in examination malpractices and that gender did not significantly moderate this tendency. Conversely, students who scored highly on the study habits

inventory seemed to possess more positive examination behavior and traits related to better academic performances.

Powell (2011) found that students whose ages were above 23 reported using deeper level study habits more often than younger students. The younger students adopted more of the superficial level of study habits which correlated positively with lower academic performance.

Oluwatimilehin and Owoyele (2012) investigated the relationship between study habits and student's academic achievement in core subjects at the junior secondary school level. Findings reveal that of all the study habits sub scales, teacher consultation was most influential while the time allocation exercise, concentration, note taking reading and assignments were regarded as less integral to student's academic performances.

Kaur (2013) investigated the relationship between study habits and type of school and some biographic variables of secondary school level tool sample. Study habits of students belonging to government and private schools differ significantly. Study habits are independent of personality but not independent of cognitive styles. Private school students possess the healthy study habits than government school students.

HOME ENVIRONMENT

Home is the first school of child where humanizing takes place. The family acts to teach the child, the culture and the sub culture. The child does not learn only overt behavior but he also learns social and moral values. Home is the cradle of a child in which the child is nursed and brought up. From that contacts with family members, children lay foundation for interest and attitudes towards people, things and

life in general. As social horizons broaden the children come in contact with peer outside the home. These early foundations, laid in the home, may be changed and modified; through they are never completely eradicated. Instead they influence their later attitudes and behavior patterns.

Home is not merely meant number of members living under roof rather it is psychological roof among its members, which forms an important aspect of family.

Since home constitute the first environment of the child, its members specially the parents and siblings are most significant, people during the early formation year. Parents influence the children by what they think, how they feel and what they do in the family. Anything parents do to a child or with a child have its aim to control the child, to modify to maintain a desired form of behavior. Healthy parents in the home are medium of providing wholesome and adjustable personalities required for success in life. Indeed a school of psychological predisposition to anxiety is present in the infant at birth which may be aggregated or controlled according to the early childhood experience of individual. It is during the first 3 or 4 years of life that the child's personality is organized and foundations of the personality are laid down in these early years. In fact, home and parents play the most important part in laying the foundation of child's personality.

This is simple because they constitute the most influencing part of the child's environment. On the other side environment includes all the factors that surrounds the organism from the time of conception, namely the formation of fertilized ovum until the baby is delivered, it is influenced by pre-natal environment. After birth it is influenced by post-natal environment. In fact environment influences the individual from the womb to tomb. It is the sum total of simulation or any and every influence

which an individual comes into contact after the hereditary pattern has been received through germ plasma. It includes the effect of training church, influence of home and hospital.

Besson (2005) found that family environment in which one or both parents is a heavy alcohol user presents challenges to a child with normal intelligence, but may be especially put a deleterious to a child with mental retardation.

Daniel (2006) found that (a) parental reading beliefs were positively associated with parent child literacy and language activities in the home, and (b) Parent –child literacy and language activities are positively associated with children’s print knowledge and reading interests.

Singh, (2011) found that the normal children have better home environment as compared to learning disabled children. There exists the relationship between home environment and language acquisition of learning disabled children. Home environment affects the learning acquisition of the learning disabled children. There exists the relationship between home environment and language acquisition of learning disabled Children.

Mandankar (2013) found that there is a negative, positive and significant relationship between independent variable and academic achievement. He concluded that the negative relationship among certain variables is due to the conversation between independent variables scores and academic achievement scores.

Studies Related to Home Environment and Study Habit

Rani (2013) conducted a study on 100 secondary school science student to find out the relationship between study habits and home environment of the science students studying in secondary school of Haryana. Study habit scale by Palsane &

Anuradha Sharma (1971) and home environment scale by Kaurna Shankar Mishra1985 were used in the study. The results of the study revealed that a significantly positive relationship of home environment components of rejection with study habits of boys is revealed, there by meaning that It can be affected the study habit of boys. However, the correlation of other components of home environment was significantly negative with study habits among boys. The study also found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school.

Ekeke and Telu (2013) conducted a study on the home and its influence on students' study habits. Simple random sampling technique was used. The major finding of the study was that 134 (67%) of the respondents agreed that motivation from parents like provision of the recommended books influences them to read at home. Found that parents should be more responsive to their children's education by providing learning facilities as well as conducive and motivating learning atmosphere at home.

Din and Jahan (2012).Conducted a study on the Study Habits of Higher Secondary School Students of Working and Non-working Mothers. The study further compared the study habits of higher secondary school students of working and non-working mothers on the basis of gender. The sample of the study consisted of 100 secondary school students (25 male students of working mothers, 25 female students of working mothers, 25 male students of non-working mothers & 25 female students of non-working mothers)of the age group 16 to 18 years belonging to different localities selected randomly from different educational institutions of district Pulwama, Jammu & Kashmir. Students of working and non-working mothers on the measures of concentration, task orientation and supports. Regarding the total study

habits the higher secondary school students of working mothers had significantly better study habits than those having non-working mothers.

1.2 SIGNIFICANCE OF THE STUDY

Students develop different study habits. These habits are important for the character development. Habits can be developed. Same is true in case of study habits of students. Home environment plays an important role in developing of study habits in children. Status of mother regarding her presence at home whether she is working outside and professional i.e. in job or she is non-working , so spend more time at home effects students habit development in study.

It influences on the children's type of study habit development. Further a congenial environment to the children of working and non-working mothers at home is also the matter of concern to study. Home environment is primarily include various factors which help the students in developing study habits. Review of literature reveals that study habit of children of working and non-working mothers in relation to their home environment has not been explored yet.

Thus, the present study will be an attempt to reveal new facts. The findings of the study will be beneficial to teachers, parents and head of institutions, curriculum framers, and administrators. 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 your child in every area of life. Create a good home environment where good study habits are primary and appreciated. The nature of the family does not have any influence on the study habits of students, with respect to home environment.

Whereas, the nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran 2009). From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study. But with the advancement of science and technology, it becomes essential to conduct a fresh study. In the presents study a humble attempt has been made in this regard.

1.3 STATEMENT OF THE PROBLEM

The present study was an effort on the part of investigator. The present study to examine the influence of home environment on children of working and non-working mothers. Thus, the present problem is entitled as, “STUDY HABIT OF CHILDREN OF WORKING AND NON WORKING MOTHERS IN RELATION TO HOME ENVIRONMENT.”

1.4 OPERATIONAL DEFINITIONS

STUDY HABIT

It refers to the comprehension, concentration, task orientation, study sets, interaction, drilling, supports, and recording and language components of study habit.

HOME ENVIRONMENT

It refers to different subsets of home environment. These subsets are: Control, Protectiveness, Punishment, Conformity, Social isolation, Reward, Nurturance, Rejection, permissiveness.

1.5 OBJECTIVES OF THE STUDY

The present study has focused on realizing the following objectives of the study:

1. To compare the study habit of children of working and non-working mothers with respect to home environment.

2. To compare the study habit of children of working and non-working mothers with respect to gender and locale.
3. To study relationship between study habit and home environment of children of working and non-working mothers.

1.6 HYPOTHESES

The following hypotheses will be tested in the present study:

1. (a) There exists a significant difference in the study habit of children of working and non-working mothers.
- 1(b) There exists a significant difference in the study habit of children experiencing above average and below average home environment.
2. (a) There exists a significant difference in male and female children on the variable study habit.
2. (b) There exists a significant difference in rural and urban children on the variable study habit.
- 3(a) There exists a significant relationship between study habit and home environment of children of working mothers.
- 3(b) There exists a significant relationship between study habits and home environment of children of non-working mothers.

1.6 DILIMITATIONS OF THE STUDY

1. The present study was delimited to Kapurthla district of Punjab only.
2. The study was further delimited to 152 children of working and non-working mother only.

CHAPTER-II

METHOD AND PROCEDURE

2. METHODOLOGY

Major responsibility of the researcher is to set up a research design capable of providing the solution of the problem while unity of research makes it possible to say that one aspect is more crucial than another. Design is overall scheme of research and research design is a strategy of investigation. In any research project, design provides the investigator a blue print of research that dictates the boundaries of the project and helps in controlling the experimental extraneous and error variance of the problem under investigation.

To carry out an activity smoothly and successfully, proper planning is a prerequisite condition. A problem either educational or social can be resolved only if it is investigated in a scientific and planned way. In this chapter, the plan and procedure adopted for the study under reference is discussed and explained in a systematic way, plan and procedure of an activity clearly give a picture about the means and ways required to complete the study i.e. type of data needed, how the sources of data were selected, and what data gathering devices were employed . Thus, the phrase “while discoveries cannot be planned, work must be planned as it leads to discoveries” was followed. The plan and procedure adopted to complete this study is given below under different headings.

2.1 RESEARCH METHOD

Method refers to the way, a logical plan of solving a problem. In research there are number of methods and procedures to be applied such as experimental method, historical method and descriptive method etc. It is the way of doing

something, especially a systematic way of solving a problem. It is an orderly arrangement of parts and steps to accomplish an end. A set of prescribed action or events must be enacted or have taken place in order to achieve a certain result. Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, present study has employed Descriptive Survey Method. The descriptive research method has undoubtedly been the most popular and widely used research method in education. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts and discovered. It helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by the students, teachers, parents and experts and processes that are developing. At times, descriptive survey is the only means through which opinions, attitude, suggestions for improvement of educational practices and instructions, and other data can be obtained. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon under study.

PROCEDURE

The present study is descriptive in its nature. Data has been collected using Study Habit Inventory and Home Environment Inventory. Scoring and organization of data has been done. It has been subjected to statistical analysis using percentage coefficient of correlation and t-test. Hypotheses were tested against so obtained results. Interpretation of data was done by the investigator. Conclusions have been drawn on the basis of results obtained and educational implications were given to the practitioners. Suggestions for further research were mentioned at the end.

2.2 SAMPLING

Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. It is impossible to study the whole population for which the problem is being investigated. A sample is a small group which represents all the traits and characteristics of the population and sampling. The selected respondents from the population which is technically called a sample and the selection process is called sampling technique.

SAMPLING AREA

A sample is a miniature picture of the entire group from which data has been taken. Sampling area is the unit of area which is taken from population. In order to get a representative sample the researcher collected the data from students' of Rural and Urban Secondary schools of kapurthala district.

SAMPLE SIZE

A sample must be as near representation of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. In order to take sample the investigator selected four secondary schools from Kapurthla district.

Present study was conducted on 150 students of four Rural and Urban secondary schools selected randomly from Kapurthla district. The investigator collected the list of different secondary schools of Kapurthla district. Out of this list, investigator selected four school the study randomly. Data was collected by applying stratified random sampling technique by using lottery method. The data was collected from male and female students of secondary schools.

SAMPLING TECHNIQUE

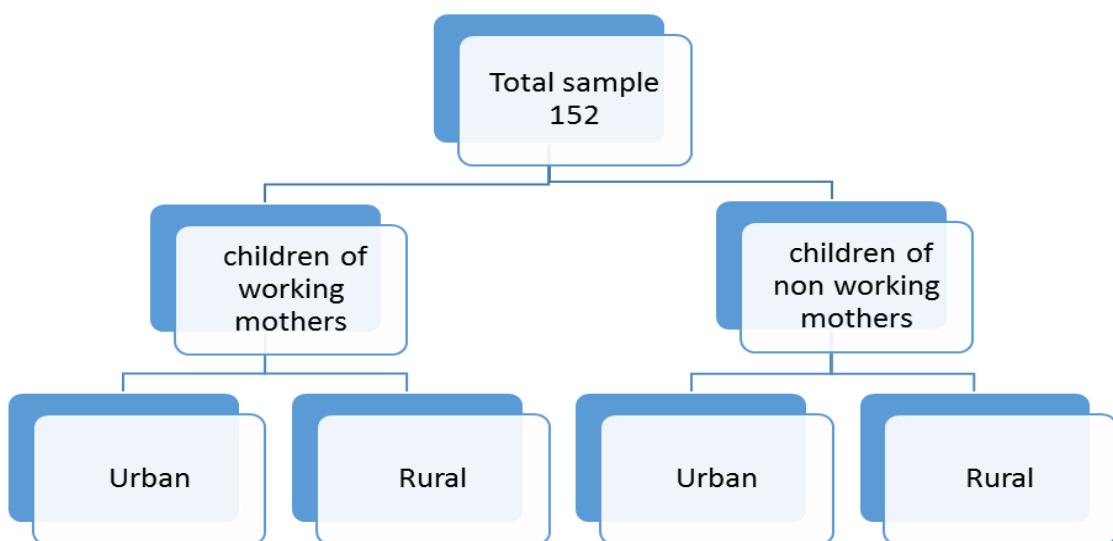
All items in the field of inquiry constitute a universe or population. To select a respondent from the population is called a sample and selection process is called sampling. Sampling is a process of obtaining information about entire population by examining only a part of it. Sample should be a truly representative of population characteristics without any biasness, so that it may result in valid and reliable conclusions. Sampling frame of this study comprised of secondary school students. The investigator has selected four schools from Kapurthla districts of Punjab state.

By keeping in mind the nature of the problem, probability method of sampling was selected and under this method, stratified sampling technique was used. Children of working and non-working mothers belonging to urban and rural locale was further divided as male female students.

Sampling Design

For the present study sample design was as follows:-

Number of students sample was 152, 9th class students of kapurthala district.



SAMPLE DISTRIBUTION

2.3 TOOLS USED FOR THE STUDY

The following tools were used to collect the data:-

For all kinds of research, an investigator requires certain instruments to gather factual data to explore new horizons/ fields. The selection of suitable tool is of vital importance for good quality of research. Tools are nothing but the instrument that helps the researcher to gather data. Following tools were used by investigator for the collection of data.

A). Study Habit Inventory by Palsane & Sharma (P S S H I) (2003).

B). Home Environment Inventory (HEI) by Karuna Shankar Misra (2002).

DESCRIPTION OF SCALE

Description of Study Habits Inventory

Introduction

Poor habits of study are one of the important cause of educational backwardness. The potential of any one for full scholastic achievement is hardly ever realized due to many factors. Attempts are made to remove obstacles to higher attainments by improving the quality of instruction, instructional materials, educational environments, and so on. On the part of the student also, attempts are made to improve his motivation, interest and work-habits so that he can make maximum of his potential. When it is said that attempts are made, this is true of a few progressive countries and a few progressive schools only. Largely the concern for quality and optimization is lacking in our country. This inventory is only a small attempt at making the teacher, the student and the parents aware that certain habits of study are good and conducive to better achievement.

Reliability

The reliability of the inventory is determined by two methods:-

- The reliability coefficient was found to be 88 by test retest method (with an interval of 4 weeks) on a sample of 200 male students of undergraduate classes.
- The reliability coefficient was found to be 67 with an interval of 3 months on a sample of 60 girls studying in intermediate classes.
- Using split half technique on 150 boys of intermediate and undergraduate classes, the coefficient was found to be 56 between odd and even items.

Validity

The inventory, besides having a high face validity, has the other validity coefficients which are given below:-

(a) **With external criterion (similar type of study Habit inventories**

| Sr. No | Name of other tests | N | Validity coefficient |
|--------|---|----|----------------------|
| 1 | Study habit inventory - Mukhopadhyaya and sansanwal | 80 | .69 |
| 2 | Test of study Habits and attitudes-C.P.Mathur | 80 | .67 |
| 3 | Study Habit inventory- B.P.Patel | 80 | .74 |
| 4 | Study involvement inventory-AshaBhatnagar | 80 | .83 |

(b)With other variable measures.

| Sr. No | Name of other tests | N | Validity coefficient |
|--------|--|----|----------------------|
| 1 | Verbal Achievement Motivation Test- V.P.Bhargava | 50 | .46 |
| 2 | Scholastic Achievement(Total Marks in AnnualExamination) | 50 | .42 |
| 3 | Level of Aspiration- shah and Bhargava | 50 | .58 |
| 4 | Projective Test of Achievement Motivation-P.Deo | 50 | .53 |
| 5 | Readinujag comprehension Test- Ahuja\$ A | 50 | .76 |

The above validity coefficients indicate that the inventory has sufficiently high validity with other similar inventories and allied measures by other authors and have significant relationship with other variables which influence the study habits and academic performance. For research purpose, the inventory can be safety recommended for use with the sample for which it has been prepared.

Scoring

The procedure of scoring is quite simple. For ‘Always ‘or ‘Mostly’ response, score of 2 is awarded, whereas 1 and 0 scores are to be given for ‘Sometime’ and ‘Never’ response respectively.

| Sr. No | Response | Score |
|--------|------------------|-------|
| 1 | Always or Mostly | 2 |
| 2 | Sometimes | 1 |
| 3 | Never | 0 |

In case of statement No s.6,9,13,15,24,26,34,36,37,41&42the weightage of scoring is reversed and it is as 0,1 and 2 for ‘Always’, ‘sometimes’ and ‘never’ responses respectively. The maximum obtainable score is 90.Higher score indicates good study habits.

Home Environment Inventory

It was developed by Dr. Karuna Shankar Misra. Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compel him to recognize facts but also provide him with a ready-made system of signs. It imposes on him a series of obligations. Two environment namely, home and school environments, share an influential space in child’s life. Family is a social- biological unit that exerts the great influence on the development and perpetuation of the individual’s behavior. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations acceptances –autonomy, acceptance-control, rejection-autonomy and rejection- control (Johnson &Medinnus, 1969) Grebow (1973) reported that „nurturance –affection and achievement expectation, demands and standards“ constitute the two dimensions of parental behavior that have been regarded as important by previous researchers. Various researchers have identified the following

Characteristics of home environment or parental child rearing practices- permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement provision for the child's intellectual needs, affective rewards, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, conformity, dependency, physical and temporal environment, provision of appropriate materials etc.

Home Environment Inventory (HEI) is an instrument designed to measure the psycho-social climate of home as preferred by children. It provides measure of quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. Home Environment Inventory has 100 items belonging to ten dimensions. Operational definitions of these dimensions are as follows- A: Control, B: Protectiveness, C: Punishment, D: Conformity, E: Social Isolation, F: Reward, G: Deprivation Privileges, H: Nurturance, I: Rejection, J: Permissiveness. Each item has ten times belonging to him.

Administration of the Inventory

Home Environment Inventory can be administered in individual or group settings. To start with the students should be made familiar with the nature and purpose of measurement of home environment. Later the procedure for marking the responses on the booklet should be explained to them. They should be asked to put "x" marks on any cell indicating their perception of the frequency with which a particular behavior has been exhibited by their parents. Students should feel assured about the confidential nature of their responses. At the time of administration in group setting, the space between individual should be adequate so that other students may not guess about the response made by another student against item. Student should be allowed to omit items which they find difficult or impossible to respond. This should be treat as a symbol of individual's tendency to give socially desirable responses. For research purpose, the scores of such students should not be used unless interviewing or any other technique is used to ensure the validity of their responses.

Development of the Inventory

To begin with 20-25 items were written initially to measure the predetermined ten dimensions of home environment. The items were subjected to evaluation by the tool constructor, experts pre-tryout and tryout resulting finally in the selection of 100 statements for inclusion in the final form of the Home Environment Inventory. Before tryout the language and the content of various items were evaluated on many occasions in order to judge their relevance and suitability.

Dimensions of Home Environment

- A: Control,
- B: Protectiveness,
- C: Punishment,
- D: Conformity,
- E: Social Isolation,
- F: Reward,
- G: Deprivation Privileges,
- H: Nurturance,
- I: Rejection,
- J: Permissiveness.

Scoring the Responses to Home Environment Inventory Items

The responses are to be given on the booklet itself. There are five cells against every item of the inventory. Each cell indicates the frequency of occurrences of a particular behavior. The five cells belong to five responses namely, “Mostly”, “Often”, “Sometimes”, “Least”, and “Never”. The dimension to which a particular item belongs has been indicated by alphabets near the serial number of items. Assign 4 marks to „mostly“, 3 marks to “often“, 2 marks to “sometimes“, 1 marks to “least“, and 0 mark to “never” responses. Count the marks assigned to A, B, C, D, E, F, G, H, I and J dimension statement on every page and then add the dimension- scores awarded to statement given on the five pages so as to get ten scores for the ten dimensions of Home Environment Inventory.

Reliability

The „Home Environment Inventory“ was administered to 113 students (54 boys and 59 girls) studying in immediate classes of five schools. Split Half reliabilities were worked out separately for all the ten dimensions of home environment. The split-half reliabilities (Corrected for length) for various dimensions of home environment are as follows:-

Table 2.4 Split half reliability co-efficient for ten dimensions of home Environment as measured by Home Environment Inventory

| S. No. | Inventory Dimension | Reliability Coefficient |
|---------------|----------------------------|--------------------------------|
| A | Control | .879 |
| B | Protectiveness | .748 |
| C | Punishment | .947 |
| D | Conformity | .866 |
| E | Social Isolation | .870 |
| F | Reward | .875 |
| G | Deprivation of Privileges | .855 |
| H | Nurturance | .901 |
| I | Rejection | .841 |
| J | Permissiveness | .726 |

Validity

Home Environment Inventory has been found to possess content validity as measured with the help of views expressed by judges. Criterion related validity could not be established because of lack of appropriate external criteria.

2.4 PROCEDURE OF DATA COLLECTION

For the collection of data, investigator personally visited the **Rural and Urban** school of kapurthala district and took the permission from principal of every school to collect the data from students for the research purpose only. Study habit and home environment scales were distributed to students' 9th class these was on the basis of the working and non-working mothers, further male & female students and children belonging to urban and rural background. Hypotheses was tested by applying suitable techniques.

2.5 STATISTICAL TECHNIQUES

Statistical technique is a collection of methods which is used to process large amount of report overall trends and data. It refers to a collection of methodologies used in measurement of data. It is normally used in ascertaining relative performance that involves assumptions about functional relationships. In research studies, statistical technique was used by the investigator not only to understand, but compare data and also to test hypotheses. Following Statistical Techniques were employed to analyze the data.

- 1 Mean, SD, t-test, to find out difference.
- 2 SD/Standard Deviation.
- 3 Pearson's product Moment co-efficient of correlation to find out relationship.

CHAPTER-III

ANALYSIS AND INTERPRETATION

Data once collected should be analyzed with the help of statistical techniques which yield certain results. This process leads researcher to draw a conclusion of the research problem. Therefore, attempt has been made in the present chapter to deal with the results and their corresponding interpretation in accordance to the hypotheses. Tabulated data is analyzed through statistical techniques to yield certain results. The depiction of results and their interpretation is considered to be the most important part of research work as it verifies the hypotheses and eventually leads to final conclusion of the study. The data, as such, has no meaning unless analyzed and interpreted by some dependable techniques. Analysis of data means studying the tabulated material in order to determine inherent facts on meaning. It involves breaking up of the complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. After collecting data from Rural and Urban School students, it was analyzed keeping in view the objectives and hypotheses of the study. This chapter shows the analysis and interpretation of data which is presented by following the below given sequence:-

This chapter deals with analysis and interpretation. A good research is characterized by the care taken in analysis and interpretation of data. Analysis of the data means studying the organized material in order to discover inherent facts. The data was studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open – mind. It is worthwhile to prepare a plan of analysis before the actual collection of data.

Once the data have been analyzed, the researcher can proceed to the stage of interpreting the results, and then formulating conclusions and generalizations on the basis of these results. The nature of study, its objectives and hypotheses, data gathering tools and

techniques and the type of the sample must be kept in view by the researcher while drawing conclusions and formulating generalization. The present research was focused on “study habits of secondary school students in relation to their home environment”.

Analysis and interpretation of data is covered under the following heads:-

The present study has focused on realizing the following objectives of the study:-

1. To compare the study habit of children of working and non-working mothers with respect to home environment.
2. To compare the study habit of children of working and non-working mothers with respect to gender and locale.
3. To study relationship between study habit and home environment of children of working and non-working mothers.

Hypotheses:-

- 1(a) Result pertaining to There exists a significant difference in the study habit of children of working and non-working mothers.
- 1(b) Result pertaining to There exists a significant difference in the study habit of children experiencing above average and below average home environment.
2. (a) Result pertaining to There exists a significant difference in male and female children on the variable study habit.
2. (b) Result pertaining to There exists a significant difference in rural and urban children on the variable study habit.
- 3(a) Result pertaining to There exists a significant relationship between study habit and home environment of children of working and mothers.

3(b) Result pertaining to There exists a significant relationship between study habits and home environment of children of non-working mothers.

1. Hypothesis:-

Result pertaining to difference in the study habit of children of working and non-working mothers.

Table 3.1

Showing mean, SD, t-value of score of children of working and non-working mother on variable study habit.

| S.no | N | Mean | SD | SEm | Df | t-value |
|---------------------------------|----|-------|-------|-------|-----|---------|
| Children of working mothers | 85 | 62.14 | 6.895 | 0.74 | 150 | 0.321 |
| Children of non-working mothers | 65 | 61.76 | 7.201 | 0.893 | | |

- Insignificant even at 0.05 level of insignificant
- Table value at 0.05 level of insignificant 1.98

Interpreted –

Table 3.1 Table depicts that mean score of study habit of children of working and non-working mothers is 62.14 & mean score of study habit of children of non-working mothers is 61.75. t-value for df 150 between the groups found be.0321, which when compared with table value for df 150, it was 1.98 which is greater than the calculated t-value so, hypothesis H1 which is stated as “There exists a significant difference in the study habit of children of working and non-working mothers is not accepted even 0.05 level of confidence.

1(b) Hypothesis:-

Result pertaining to difference in the study habit of children experiencing above average and below average home environment.

Table 3.2

Showing means, SD, t-value of score of study habit of children experiencing above average and below average home environment.

| | N | M | SD | SEm | Df | t-value |
|---------------|-----|-------|-------|------|-----|---------|
| Above average | 111 | 62.21 | 6.868 | 0.65 | 150 | 0.493 |
| Below average | 41 | 61.58 | 7.365 | 1.15 | | |

- Insignificant
- Table value at 0.05 level of insignificant 1.98

Interpreted – Table 3.2 Table depicts that mean score of study habit of children of experiencing above average and below average home environment is 62.21 & mean score of study habit of below average is 61.58. t-value for df 150 between the groups found be.0493, which when calculated with table value for df 150, it was 1.98 which is greater than the calculated t-value so, hypothesis H2 which is stated as “There exists a significant difference in the study habit of children experiencing above average and below average home environment”.is not accepted even at 0.05 level of confidence.

2(a) Hypothesis-

Result pertaining to difference in male and female children on the variable study habit.

Table 3.3

Showing means, Sd, t-value of the male and female children on the variable study habit.

| | N | Mean | SD | SEm | Df | t-value |
|--------|----|-------|------|-------|-----|---------|
| Male | 76 | 61.11 | 7.52 | 0.862 | 150 | 1.646 |
| Female | 76 | 62.97 | 6.32 | 0.724 | | |

- Insignificant at 0.05 level insignificant
- Table value at 0.05 level of insignificant 1.98

Interpreted-

Table 3.3 Table depicts that mean score of study habits male and female children of working and non-working mothers is 61.11 & mean score of study habit of children of non-working mothers is 62.97. t-value for df 150 between the groups found be.646, which when compared with table value for df 150, it was 1.98 which is greater than the calculated t-value so, hypothesis H3 which is stated as “There exists a significant difference in male and female children of working and non-working mothers on the variable study habit” is not accepted even 0.05 level confidences.

2(b) Hypothesis:-

Result pertaining to difference in rural and urban children on the variable study habit.

Table3.4

Showing Mean Scores, N, SDs, df and t-value of the Rural and Urban children on the variable study habit.

| | N | Mean | Sd. | SEm | Df | t-value |
|-------|----|-------|-------|------|-----|---------|
| Rural | 76 | 65.42 | 4.913 | 0.56 | 150 | 6.786 |
| Urban | 76 | 58.67 | 7.144 | 0.81 | | |

- Significance at 0.01 level significant
- Table value at 0.01 level of significant 2.61

Interpreted-

Table 3.4 Table depicts that mean score of the Rural and Urban children of working and non-working mother on the variable 65.42 & mean score of study habit of children of non-working mothers is 58.67 t-value for df 150 between the groups found to be 6.786, which when compared with table value for df 150, it was 2.61 which is less than the calculated t-value so, hypothesis H4 which is stated as “There exists a significant difference in rural and urban children of working and non-working mothers on the variable study habit is accepted at 0.01 level .

3(a) Hypothesis-

Result pertaining to relationship between study habit and home environment of children of working mothers.

Table 3.5

Showing Mean Scores, N, SD on the children of working mothers correlation of working mother’s children

| | Mean | SD | N |
|-------------|--------|-----|----|
| Study habit | 62.16 | 6.8 | 87 |
| Home Env. | 245.54 | 46. | 87 |

| | Study habit | Home environment |
|------------------|-------------|------------------|
| Study habit | 1 | 0.075 |
| Home environment | .075 | 1 |

Interpreted-

Table depicts that there is Positive, but insignificant correlation between study habit & home environment of children of working mothers.

Table depicts that r value between mean score of study habit & Home environment is found to be 0.075, which shows positive but insignificant correlation H5 which is stated as “There exists a significant relationship between study habit and home environment of children of working and mothers” Is not accepted.

3(b) Hypothesis

Result pertaining to relationship between study habits and home environment of children of non-working mothers.

Table 3.6

Showing Mean Scores, N, and SD on the relationship between study habit and home environment of children of non-working mothers.

| Variables | Mean | SD | N |
|------------------|-------------|-----------|----------|
| Study Habit | 61.83 | 7.20 | 65 |
| Home Environment | 253.07 | 48.27 | 65 |

| Variable | Study Habit | Home Environment |
|------------------|--------------------|-------------------------|
| Study Habit | 1 | 0.236 |
| Home Environment | 0.236 | 1 |

Interpreted-

Table depicts that there is Positive, but insignificant correlation between study habit & home environment of children of non-working mothers.

Table depicts that r value between the mean score of study habit & Home environment is found to be 0.236, which shows positive but insignificant correlation H6 which is stated as “There exists a insignificant relationship between study habit and home environment of children of non-working and mothers” is not accepted.

CHAPTER-IV

CONCLUSIONS, SUGESTIONS,

AND RECOMMENDATIONS

Once the data have been analyzed, the investigator can proceed to the stage of interpreting the results and then formulating conclusions and generalizations on the basis of these results. In the light of results, the investigator has to use all care and caution in formulating the conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of the study, and comparing them with the hypotheses. The generalizations drawn on the basis of research findings should be in agreement with the facts and should not conflict with known facts of nature. The suggestions for the application of research findings in practical settings and suggestions for conducting further research should also be provided with the conclusions and generalizations.

4.1 CONCLUSIONS

Conclusion is the essential part of every study. It is important for investigation as they provide finishing touch and review of the whole critical work. Scientific endeavors in any field of human knowledge yields certain results based on which the researcher draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in view

the result of the present study. Conclusions hold significant importance. Investigator conducted the study on “Study Habits of secondary school students in relation to their home environment”. Following conclusions were drawn on the basis of analysis and interpretation.

1. It is found that there exists no significant difference in study habits of children of working and non-working mothers. It is also revealed that there exists no significant difference in study habits of children experiencing above average and below average home environment.
2. The study revealed that positive but insignificant correlation between study habits and home environment of children of working mothers. It is also concluded that there exists a positive and insignificant correlation between study habits and home environment of children of non-working mothers.

4.2 RECOMMENDATIONS

The present study can prove beneficial for the students studying at secondary level. This study would help to provide information for curriculum designers and classroom teachers in order to utilize relevant approaches to enhance study habits and home environment of students. Based on findings and conclusions of the present study, the following recommendations are put forward-

- 1 It is recommended to parents and teachers that male and female secondary school students should be provided with similar type of opportunities to develop their study habits. In other words, there should be no discrimination on the basis of gender in developing the study habits among secondary school students.
- 2 It is recommended to teachers that rural and urban secondary school students should be provided with similar type of opportunities to develop their study habits. In other words,

there should be no discrimination on the basis of locality in developing the study habits among secondary school students.

- 3 It is recommended to parents that female secondary school students should be provided with equal opportunities like boys at home for rewards protectiveness, nurturance and conformity so that they can enjoy their home life and develop good study habits.
- 4 Study habits and home environment of secondary school students is positively correlated. Therefore it is suggested to parents that good home environment should be provide to male and female so that they can develop good study habits.

4.3 LIMITATIONS

The present study was focused on the investigation of study habits of children of working and non-working mothers in relation to home environment. The study suffers from certain limitations, which are mentioned below-

1. The present study for delimited to 152 secondary school students.
2. The present study was delimited to Kapurthla district of Punjab only.
3. The study was further delimited to 152 children of working and non-Working mother only.

4.4 SUGGESTIONS

Research is never ending process. Every research indicates new areas in which further research can be done. The investigator proposed following suggestions for further research:

1. It is suggested for further studies that the same study can be conducted on larger sample.
2. It is proposed for further studies that the study can be conducted on other states of Punjab.
3. It is suggested that similar kind of study may be replicated on private school also.

4. It is proposed that comparative study may be conducted between rural and urban Secondary school students.
5. It is suggested that the study habits of secondary school students may be investigated in relation to other variables like emotional maturity and social competency.
6. It is proposed that home environment of secondary school students may be investigated with other variables like achievement motivation and academic performance.

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