

Relationship between Study Habits and Parent-Child Relation among School Students

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Abstract: *The purpose of study is to find out the relationship between study habits and parent-child relation among higher secondary school students. The sample of 250 school students was randomly selected from 8 Government schools of Samba District (J&K). Standardized tools were used for data collection and Pearson's Product moment of Correlation was assessed. The study found that students having competent, affectionate and strict parent were possessing better study habits in comparison to students having aggressive parent.*

Key Words: *Study habits, Parent-child relations, Higher secondary school students.*

1. INTRODUCTION:

Study habits are learning tendencies that enable students to work privately. Azikiwe (1998) describes the study habit as “the adopted way and manner a student plans his private readings, after classroom.” Study habit is dedicated schedule and un-interrupted time to apply one’s self to the task of learning without it doesn’t grow and becomes self-limiting in life. The study habits are voluntary activities which depend upon home environment and arrangement of work, way of talking, common habits interests and school environment. Thus practice good and regular study habits will prevents various problems like truancy, day dreaming, with drawl behaviour and juvenile delinquency. In the last study habits inspire and enable the children and adults to their knowledge of literacy for further education and encourage them to profit by scheme of continuing education. Developing good study habits and organizational skills at an early age helps minimize stress on both children and parents. When children begin school, it is the parents’ responsibility to help them establish a routine that encourages and fosters meaningful study time in the home. When parents involve themselves with school and homework, children receive the message that homework and school work are important.

The specialization of research activities in field of study can be possible through constant study can be possible through constant study habits of the development and findings as their fields of specialization reported in the latest publication. Thus, practice in good and regular study habits will prevent maladjustment and serious behavioral problems like truancy, day dreaming, withdrawal and dropouts and in more than one way juvenile delinquency. Hence, study habits inspire and enable the children and adult to use their knowledge of literacy for further education and encourage them to profit scheme of continuing education. It is because of this habits are so important in teaching and learning process that a probe into study habits of the students is essential.

1.1 Parent- Child Relation

The term, “parent,” will refer to the primary parenting figure in a child’s life; it may refer to the child’s guardian or even to a small number of attachment figures who closely share parenting duties. The parent child relationship consists of a combination of behaviour, feelings and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child’s development. In the words of Thomson (1969.p35) “Home influences probably outweigh the effects of all other environmental impacts combined in determining the fundamental organization of children behaviour” Rosen (1964) defined that “parents transmit values to their children in several ways: explicitly through instructions and selective reinforcement or implicitly through their own behaviour”. The significance of home can also be inferred from the words of Miller (1973, p.35). “Home is the child’s world in which the personality is shaped his character formed. What the individual becomes depends to a large extent on the type of home in which he is born, upon the various environmental influences that play upon him within the domestic child during his earliest and most impressionable years.” Parents, in India, are understandably often anxious about what the future holds for their children. It would be hard to find a parent who does not hope that his/her adolescent child will excel in studies and be able to reap the fruits of academic success. It was found in the study by Rafiq, et al. 2013 also stated that, parental expectations have a great impact on students’ outcomes. The more parents are involved in the process of imparting education to their children, the more the children may excel in their academic career (12). Thus many parents try hard to bring as much comfort and resource as possible for their adolescent child to study well. Some parents assign special

places for the child to study. Other parents may suspend their own work and supervise their children's study. In contrast, in the natural way of the world, there may be some parents who provide all the demands of their children and expect them to study well. Yet, unfortunately, there may be other parents who neglect their children, and do not have a clue about their academic work. Ekeke et al. (2013) recommended that, good parents provide their children advantages that they actually need for their school career and that in turn, children develop proper aims and goals of future life. On the contrary, lack of parental care and love are factors which can affect students study habits (6). In this milieu, we can see that adolescents, with their varied needs and expectations from school, society, family, and most of all, from their parents are swimming in a stream. Some develop good study habits of concentration, good planning and eagerness and are further benefited with suitable study environment. Sustainable home environment can encourage the adolescent to develop positive attitude, about studies, planning, preparing the assignment etc. (13). On the other hand Neil (1965) found that, faulty environment produces faulty learning. Every family does not carry out its task of socialization with equal effectiveness. Thus that child is a product of his/her family environment and it is the nature of the home he/she comes from that determines the nature of the child to a great extent (2).

Finally, parents play an important role in arranging for young children's out of home learning Opportunities, by how they select a quality child care or preschool experience for their children and how they engage fully with the children and staff. Assuring language- and literacy-learning opportunities at child care or preschool or kindergarten involves parents' participation and collaboration with teachers and education professionals. Parents' regular participation in school activities, such as parent-teacher conferences, as well as involvement in class activities, observation visits, and take-home activities (songs, books, etc.) have been linked to young children's later academic success (Weiss, Caspe, Lopez, 2006; Pena,2000). However, successful home-school collaboration is the responsibility of both parents and education. Professionals and effective communication between parents and schools is critical to the successful bridging of home and school learning opportunities for children (Christenson; Sheridan, 2000); Epstein, Anders, 2000).

1.2 Dimensions of Parent- Child Relationship:

There are six dimensions of Parent-Child Relationship as follows.

- Parents aggression
- Affectionate parent
- Over indulgent parent
- Over strict parent
- Competence parent
- Denial parent

1.3 Rationale of The Study

The importance of adapting effective study habits of students in the whole process of learning has always been ignored. Although teachers and parents desire that students invest time in studies and show good progress, they hardly made aware of the requirements of higher education in term of their role to carry out self study. Thus, this study will help work on family patterns and adolescent personality structure. In one study shows that children of warm, democratic parents tend to be friendly (Pleak 1957). Study habit is strongly significantly and positively correlated with 'whole parenting', 'whole mothering', 'whole fathering' and nearly all the patterns of parenting there is taken as individually. Both boys and girls study habits are strongly affected by whole parenting. This shows that wise parenting can induce good study habits among adolescent. Kalhotra (2013) in his study the results reveals that High achievers are loved more by their fathers than low ones and are given due importance at home. In constant the mothers equally love both high and low achievers. Swarnali & Aditi (2014) found that there is a strong relationship between sagacious parenting and good study habit. In particular, to inculcate good study habits, parents need to be realistic about their expectation from their child as well as their own principles and actions in their daily lives. 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 et al.; 2009). From the perusal of related literature it is evident that few 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 present study a humble attempt has been made in this regard.

1.4 . Objectives Of The Study:

The following are the objectives for the present investigation:

1) To establish relationship between 'study habits' and 'parent-child relationship' with respect to the various dimensions of parent-child relationship questionnaire as below:

- i) Study Habits among students and Aggression among parent
- ii) Study Habits among students and Competence among parent
- iii) Study Habits among students and Affection among parent
- iv) Study Habits among students and Strictness among parent
- v) Study Habits among students and Identification among parent
- vi) Study Habits among students and Indulgence among parent
- vii) Study Habits among students and Denial among parent

Hypotheses Of The Study

Hypotheses for the present investigation were laid down as under:-

There will be no significant relationship between 'study habits' and 'parent-child relationship' with respect to the various dimensions of 'parent-child relationship' questionnaire as below:

- i) There will be no significant relationship between study habits and aggression among higher secondary school students.
- ii) There will be no significant relationship between study habits and competence among higher secondary school students.
- iii) There will be no significant relationship between study habits and affection among higher secondary school students.
- iv) There will be no significant relationship between study habits and strictness among higher secondary school students.
- v) There will be no significant relationship between study habits and identification among higher secondary school students.
- vi) There will be no significant relationship between study habits and indulgence among higher secondary school students.
- vii) There will be no significant relationship between study habits and denial among higher secondary school students.

2. LITERATURE REVIEW:

Some distinct and relevant research studies have been summarized as under:

Venkatachalam & Subramani (2019) in their study found that academic stress which was affecting students' mental health and well-being. From the results, it could be understood that parental expectations and fear of failure in exams which were used in the study were at top than other sources.

Swarnali & Aditi (2014) found that there is a strong relationship between sagacious parenting and good study habit. In particular, to inculcate good study habits, parents need to be realistic about their expectation from their child as well as their own principles and actions in their daily lives.

Chand (2013) in his study finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Kalhotra (2013) in his study the results reveals that High achievers are loved more by their fathers than low ones and are given due importance at home. In contrast the mothers equally love both high and low achievers.

Rani (2013) The present study was conducted on 100 secondary school science students to find out the relationship between study habits and home environment of the science students studying in secondary school of Haryana. The results of the study revealed that a significantly positive relationship of home environment components of rejection with study habits of boys was revealed, this means that it can be affected the study habit of boys. However, the correlation of other components of home environment is 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.

Kour (2004) found that the boys and girls show significant difference in study habits. The girls showed good study habits in comparisons to the boys..

Sanjeev (2003) found that the students studying in private schools have better study habits than the students studying in government schools.

Studies Related To Parent Child Relations

Anu, et.al (2019) in their study finding revealed that parenting styles correlate high with academic achievement and as such parenting styles have relationship with the academic achievement of students.

Schoppe, et..al (2018) in this study they found that more slowly father-child closeness declined, the more quickly girls' loneliness declined. These findings highlighted the role of father-child relationships in child loneliness for girls. Future research on child loneliness should take both maternal and paternal roles into consideration

Toor (2018) indicated that low achievers significantly perceive their mothers as rejecting, neglecting and gives object punishment as compared to high achievers because mean scores of low achievers is greater than high achievers in these dimensions.

Walia (2013) highlighted that female students get more involvement as compared to male students while **Mangore and Adsul (2015)** found that there is no significant difference between male and female students in parent-child relationship and academic achievement.

The survey study conducted by **Matheen (2011)** in Indian context to investigate the dynamics of parent child relationship and emotional maturity of the young girls utilized 49 city college students in the age group of 19-22. The findings showed that there is alarming presence of extremely unstable emotional maturity in the sample. All the dimensions except 'indifferent' of parent child relationships i.e., both father's and mother's relate significantly with the emotional maturity of the sample. There exist both positive and negative correlations at both 1% and 5% significant levels, in nine dimensions of the parent-child relationships with the five categories of emotional maturity. The results prove the statistical significance of the relationship between emotional maturity and the parent child relationships. There are both positive and negative relationships among the nine dimensions of parent-child relationships (*protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, loving, object reward, and neglecting*) of both father's and mother's with the emotional maturity including its five categories emotional instability, emotional regression, social maladjustment, personal disintegration, and lack of independence. The study also warrants further evaluation of the high risk nature of the emotional maturity of the sample.

De Haan, Prinzie and Dekovic (2010) examined how and why the children from age 6 to 15 years change in Aggression and delinquency. The study revealed that Aggression and delinquency showed differential, though interrelated development. Children who are less extraverted, benevolent and conscientious and more imaginative were found to be more susceptible to over-reactivity. It was concluded that parents of this type of children are in need of being supported in developing and maintaining effective disciplinary techniques.

Kuppens, Grietens, Onghena and Michiels (2009) studied the associations between parental control and children's overt and relational Aggression. The study revealed that parental physical punishment and parental psychological control were positively associated with overt aggression and relational aggression in children. The findings support the hypothesis of specialized associations between parental control and child aggression.

Kaushik and rani (2005) conducted a study entitled "motivation, home environment and parent child relationship of adolescent" and found that home environment and parent-child relationship affect the achievement motivation of the adolescent irrespective of their gender.

Garg et al (2002) who showed that the impact of family factors had their influence on shaping students' educational aspirations through their impact on extracurricular reading, attitudes towards school and homework and students' perceptions of their parents' educational aspirations.

3. MATERIALS AND METHODS:

Population

All the Students of Senior Secondary School of District Jammu constituted the population of the present research work.

Sample

First of all the investigator got a list of higher secondary schools from Chief Educational Officer's office. There are total 16 Government Higher Secondary Schools in Samba District (J&K). The sample of 250 Higher Secondary Schools students of the present investigation was randomly selected from 8 randomly selected Government Higher Secondary Schools of Samba District.

In every type of research the investigator needs certain instruments to gather certain facts and explore new fields. The instruments thus employed are called tools. Different tools are suitable for collecting various kinds of information for various purposes. In the present study instruments employed for the collection of data are:-

Study habit inventory

The study habits inventory used by the investigator in the present study has been prepared and standardized by Dr. B.V. Patel (1995) the inventory (Appendix I) consists of 45 items and each items consists of the 1, 2, 3, 4 and 5 columns. The subjects have to give response by putting cross in one of the box either at 1 or 2 or 3 or 4 or 5. It is an individual test suitable for use with both sexes. Scoring of the study habit inventory was done in accordance with instruction given in its manual and scoring key is provided by the author.

Indian adaptation of clark’s parent–child relations questionnaire

Originally this test has been prepared in English by Clarke and its Hindi version by Dr. Govind Tiwari. This test contains 131 items. Each item has three alternative responses. It aims at measuring parent-child relations in seven major areas like aggression, competence, affection, strictness, identification, indulgence and denial. This scale also measures 18 inter-actions areas. The reliability of the test was calculated by split-half method and test-retest method (N=200) with an interval of one month both boys and girls in equal numbers and which was 0.83 and 0.78 respectively. For determination of validity-coefficient of the test, the original as well as Hindi version of tests were administered to 100 children who know Hindi and English both, with an interval of one month. The validity-coefficient was found to be very high 0.82. To check the validity, the Hindi version of the test was again translated in English by other five experts who know very well both the languages and were administered on the same sample after one more month interval. The correlation of three versions were 0.81, 0.72 and 0.76.

4. DISCUSSION AND ANALYSIS:

Table: 4.1

Relationship between ‘study habits’ and ‘aggression’ among higher secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship(aggression)	250	248	0.18**
2	Study habits			

*Significant at .05 level

** Significant at .01 level

From the above table it can be interpreted that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is -0.18 at degree of freedom 248 which is equal to the table value at 0.01 level of significance. Thus, it can be pointed out that hypothesis 1(i) stating, “There will be no significant relationship between ‘study habits’ and ‘aggression’ among higher secondary school students”, is rejected at 0.01 level of significance. Hence, it can be concluded that there is negative and significant relationship between ‘study habits’ and aggression’ among higher secondary school students

Table: 4.2

Relationship between ‘study habits’ and ‘competence’ among higher secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship(competence)	250	248	0.26**
2	Study habits			

*Significant at .05 level

** Significant at .01 level

From the above table it can be inferred that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is 0.26 at degree of freedom 248 which exceeds the table value at 0.01 level of significance. Thus, it can be pointed out that hypothesis 1(ii) stating, “There will be no significant relationship between ‘study habits’ and ‘competence’ among higher secondary school students”, is rejected at 0.01 level of significance. Hence, it can be concluded that there is positive and significant relationship between ‘study habits’ and ‘competence’ among higher secondary school students.

Table: 4.3

Relationship between ‘study habits’ and ‘affection’ among higher secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship (affection)	250	248	0.20**
2	Study habits			

*Significant at .05 level

** Significant at .01 level

From the above table it can be indicated that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is 0.20 at degree of freedom 248 which exceeds the table value at 0.01 level of significance. Thus, it can be pointed out that hypothesis 1(iii) stating, “There will be no significant relationship between ‘study habits’ and

‘affection’ among higher secondary school students”, is rejected at 0.01 level of significance. Hence, it can be concluded that there is positive and significant relationship between ‘study habits’ and ‘affection’ among higher secondary school students. In another study also found that parents showed love and affection towards their high achievers children (Kalhotra, 2013).

Table: 4.4

Relationship between ‘study habits’ and ‘strictness’ among higher secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship (strictness)	250	248	0.21**
2	Study habits			

*Significant at .05 level

** Significant at .01 level

From the above table it can be inferred that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is 0.21 at degree of freedom 248 which exceeds the table value at 0.01 level of significance. Thus, it can be pointed out that hypothesis 1(iv) stating, “There will be no significant relationship between ‘study habits’ and ‘strictness’ among higher secondary school students”, is rejected at 0.01 level of significance. Hence, it can be concluded that there is positive and significant relationship between ‘study habits’ and ‘strictness’ among higher secondary school student.

Table: 4.5

Relationship between ‘study habits’ and ‘indulgence’ among higher secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship (indulgence)	250	248	0.004*
2	Study habit			

*Significant at .05 level

** Significant at .01 level

From the above table it can be analyzed that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is 0.004 at degree of freedom 248 which is less than the table value at 0.05 level of significance. Thus, it can be pointed out that hypothesis 1(v) stating, “There will be no significant relationship between ‘study habits’ and ‘indulgence’ among higher secondary school students”, is accepted at 0.05 level of significance. Hence, it can be concluded that there is positive and insignificant relationship between ‘study habits’ and ‘indulgence’ among higher secondary school student.

Table: 4.6

Relationship between ‘study habits’ and ‘identification’ among higher secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship (identification)	250	248	-0.12
2	Study habits			

*Significant at .05 level

** Significant at .01 level

From the above table can be interpreted that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is -0.12 at degree of freedom 248 which is less than the table value of 0.13 at 0.05 level of significance. Thus, it can be pointed out that hypothesis 1 (vi) stating, “There will be no significant relationship between ‘study habits’ and ‘identification’ among higher secondary school students”, is accepted at 0.05 level of significance. Hence, it can be concluded that there is negative and insignificant relationship between ‘study habits’ and ‘identification’ among higher secondary school students.

Table: 4.7

Relationship between 'study habits' and 'denial' among higher Secondary school students

S.No.	Variables	N	Df	R
1	Parent-child relationship (denial)	250	248	0.013
2	Study habits			

*Significant at .05 level

** Significant at .01 level

From the above table it can be analyzed that the calculated value of Pearson Product Moment Coefficient of Correlation (r) is 0.013 at degree of freedom 248 which is less than the table value at 0.05 level of significance. Thus, it can be pointed out that hypothesis 1 (vii) stating, "There will be no significant relationship between 'study habits' and 'denial' among higher secondary school students", is accepted at 0.05 level of significance. Hence, it can be concluded that there is positive and insignificant relationship between 'study habits' and 'denial' among higher secondary school students. Whereas other study revealed that private secondary school students significantly perceived that their fathers give them symbolic reward (t-value= 3.50, r=0.252, P <0.01) as compared to government school students (Toor, 2018).

5. FINDINGS:

The main findings after analysing the data of study habits and parent-child relationship among higher secondary school students with respect to the various dimensions of parent- child relationship are as below:

- There is negative and significant relationship between 'study habits' and 'aggression' among higher secondary school students.
- There is positive and significant relationship between 'study habits' and 'competence' among higher secondary school students.
- There is positive and significant relationship between 'study habits' and 'affection' among higher secondary school students.
- There is positive and significant relationship between 'study habits' and 'strictness' among higher secondary school students.
- There is positive and insignificant relationship between 'study habits' and 'indulgence' among higher secondary school students.
- There is negative and insignificant relationship between 'study habits' and 'identification' among higher secondary school students.
- There is positive and insignificant relationship between 'study habits' and 'denial' among higher secondary school students.

6. RESULT:

From the above findings we can conclude that the students whose parents were competent, affectionate and strict, were possessing the better study habits whereas the students whose parents were aggressive, were not possessing good study habits.

7. RECOMMENDATIONS:

On the basis of findings and conclusions following are the recommendations of the present study

Recommendations for students

This study is helpful for students study will come to know about their parent-child relations in relation to their study habits. This study helps the students to improve their study habits and also attain proper study habits so as to reduce the gaps among parents- child relations.

Recommendations for Parents

Parents should pay proper attention to their children they should guide or counsel their children in order to develop good study habits. They should not give any harsh or bad remarks to their children. There should not any pressure on them to get high marks in the examination. Parents can endeavour to develop better study habits among the children by implementing effective intervention programmes.

Recommendations for school institutions

The study is also useful for the future of students because schools are not only giving them bookish knowledge but also guide them for their future life. School should organize various counselling session for the students and head of the institution should maintain proper interaction among the students.

Recommendations for teachers

Teachers also play an important role to enhancing the parent-child relationships by arranging the parent teacher meetings, guidance and counselling sessions for both parents as well as students by this teacher will understand the need and level of student. This will be useful for increasing good study habits among secondary school students.

Recommendations for educational policy makers

This study is helpful for the curriculum developers and policy makers. The policy makers take desirable reformatories step to strengthen proper institutional climate and the practices being adopted in the schools there is a need to take programme of the country so that study habits of the students may be enhanced.

8. CONCLUSION:

The purpose of this study is to find out the relationship between study habits and parent-child relation among higher secondary school students with respect to the various dimensions of parent-child relationship questionnaire which includes aggression, competence, affection, strictness, identification, indulgence and denial. From the analysis and results we can conclude that the students, whose parents were competent, affectionate and strict, were possessing the better study habits whereas the students whose parents were aggressive, were not possessing good study habits. This study is recommended for students, parents, school institutions, teachers and educational policy makers

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WEB LINKS

- [Sunway.edu.my/university](http://sunway.edu.my/university). Parental Bonding and Parent-Child Relationship Among Territory Students.
- <http://www.healthofchildren.com/P/Parent-Child-Relationships.html>