

Study Habits of Children of Stay-at-Home Mothers and Working Mothers in East Sikkim

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ABSTRACT

Study habits are the pattern of behaviour that a student shows during a regular period of study which occurs in an environment. A student tends to learn systematically and efficiently thus making him/her retain the knowledge for a long time. It consists of one's home environment, reading and taking notes, making a strategy to study during the examination and doing homework, etc. Apart from all these, a favourable school environment does play its role in developing good study habits in students.

This study is an attempt to probe into the study habits of children of stay-at-home mothers and working mothers in the East district of Sikkim. For this study, 101 students who were studying in class X were randomly selected from 6 senior secondary and 2 secondary schools. Data were analyzed by using study habit inventory (English) constructed and standardized by Dr. B.V. Patel (1975) was used to assess the study habits of students. This study found that the majority of students have below normal or poor study habits. Further, it also found no significant difference in study habits of children of working and non-working mothers concerning all 7 components of SHI.

Keywords: *Study habits, Working mothers, non-Working mothers*

I. INTRODUCTION

Study habits are usually defined as a student's ability to manage time and other resources to complete an academic task successfully. It is a pattern of behaviour a student shows during a regular period either at home or in school. Students tend to learn systematically and efficiently thus making them retain the knowledge for a longer period. It consists of one's home environment, as in a congenial home environment child can study and do homework efficiently. Method of reading and taking notes in school also defines study habits. Making a strategy to study different subjects, by taking care of difficult subjects and not ignoring the easiest one, children can do just to their school subjects. How one prepares for exams is also one of the prominent habits of studying. Apart from all these, favourable school environment does play a crucial role in developing good study habits in students. The major components of study habits are home environment and planning, reading and note-taking, planning of subjects, habits of concentration, preparation for examination, habits and attitudes, and school environment.

II. REVIEW OF RELATED LITERATURE

Studies that are closely related literature with the undertaken study are being considered to be reviewed in this section and they are as follows:

Mamta Bisht (2021) conducted a study on 60 working mothers and 60 non-working mothers in Race Course, Dehradun to assess the behaviour problems of children of working and non-working mothers. Children of non-working mothers reported higher levels of anxiety and conduct problems. C. Chalthanmawii and Lalbaikdiki Hnamte (2019) initiated a study on randomly selected 200 secondary school students from 5 government schools in Champhai District, where 50 boys and 50 girls were children of working mothers and 50 boys and 50 girls were children of non-working mothers. This study inferred that majority of students were having satisfactory study habits and also no significant difference was found in the study habits of children of working and non-working mothers. A study on adjustment was conducted by Ambreen Syed and Mahmood Ahmad Khan (2018) on 800 randomly selected children of working and non-working mothers (taking 400 in each category) studying in elementary schools of Budgam and Srinagar district. The study found that children working and non-working mothers differ significantly so far as their adjustment is concerned. Smritikana Mitra

Ghosh (2017) undertook a study on 200 students where 100 were children of working mothers and 100 were children of non-working mothers, studying in class X in Ranchi town. This study revealed a significant difference between the adolescent students of working and non-working mothers where adolescents of working mothers had significantly better study habits. It also found that female adolescents had significantly better study habits than their counterparts.

III. NEED AND JUSTIFICATION OF THE STUDY

The study habit of students determines their success in the examination. The way they plan out their strategy to study and to do homework and classwork exhibit their inclination and interest. The home environment also has a great influence on developing study habits. Children from those homes where their mothers go for work may have a different pattern of study than that of those children who belong to stay-at-home mothers. Mother's education, socio-economic condition, school environment, time management may influence children's study habits. Keeping these observations in mind, the investigator attempts to find out the study habits of children of working and non-working mothers. This study holds importance as it is an attempt to assess and compare study habits of children of stay-at-home and working mothers.

IV. OPERATIONAL DEFINITIONS OF KEY TERMS USED

- i. *Study Habits:* Study habits are usually defined as students' ability to manage and other resources to complete an academic task successfully.
- ii. *Working Mothers:* Working mothers refer to women who are having children while they work outside the home as an employee in government or private sectors and other firms. They may also be engaged as daily wage earners and as workers in government projects like MGNREGA and likewise.
- iii. *Stay-at-home Mothers:* They are the mothers (SAHM) who stay at home to raise children while their partner is working outside the home. Other terms for SAHM are homemaker and housewife.

V. OBJECTIVES OF THE STUDY

- i. To find out the study habits of children studying in class X of SAHM and working mothers.
- ii. To describe the study habits of children of SAHM and working mothers regarding various components.
- iii. To study the difference in study habits between children of SAHM and working mothers in respect of the following components:
 - a. Home environment and planning.
 - b. Reading and note-taking.
 - c. Planning of subjects.
 - d. Habits of concentration.
 - e. Preparation for examination.
 - f. Habits and attitudes.
 - g. School environment.

VI. NULL HYPOTHESES

- i. There is no significant difference in study habits between children of SAHM and working mothers studying class X concerning the following components:
 - a. Home environment and planning.
 - b. Reading and note-taking.
 - c. Planning of subjects.
 - d. Habits of concentration.
 - e. Preparation for examination.
 - f. Habits and attitudes.
 - g. School environment.

VII. DELIMITATION OF THE STUDY

This study is delimited to students studying in class X in government schools in the East district of Sikkim.

VIII. METHODOLOGY

For the present study descriptive method of research has been used. Descriptive research may be characterized as simply the attempt to determine, describe or identify what is.¹ Descriptive research aims at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.²

In the present study, a sample of 101 students studying in class X was selected from 6 secondary and 2 senior secondary schools from the East district of Sikkim by applying a random sampling method. The facts regarding study habits of children of SAHM and working mothers were obtained and analyzed by administering the Study Habit Inventory (English) constructed and standardized by Dr. B.V. Patel.³

IX. DATA ANALYSIS AND INTERPRETATION

This section presents the analysis and interpretation of data keeping in view the objectives and hypotheses of the study.

i.

Table: 1

Classification of Study Habits of children studying in class X of SAHM and working mothers; (N=101)

C.I.	F	Statistics	Limits of Scores	No.	%	Grades and Interpretation
170 – 179	11	N = 101	199 & above	0	0	(A) Very good
160 – 169	17		180 to 198	0	0	(B) Good
150 – 159	31	M = 123	160 to 179	28	27.72	(C) Normal to Satisfactory
140 – 149	38		140 to 159	69	68.31	(D) Below normal or poor
130 – 139	2		139 & below	4	3.96	(E) Very poor
120 – 129	2	SD = 10.81				
i=10	101			101	100	

*as per the manual

The above table shows that the majority of students are having 'below normal or poor' study habits. None of the students are having 'good' or 'very good' study habits.

ii.

Table: 2

Description of study habits of children of SAHM and working mothers in respect of various components

Sl. No.	Area	Limits	No. of Students	%	Description
1	Home environment and planning	29 & above	19	18.81	Congenial environment and needs no guidance
		28 & below	82	81.18	Not congenial environment and need guidance
2	Reading and note-taking	30 & above	88	87.12	Good habits and needs no guidance
		29 & below	13	12.87	Improper habits and need guidance
3	Planning of Subjects	18 & above	66	65.34	Grading and planning of subjects is proper
		17 & below	35	34.65	Grading and planning of subjects is improper and needs guidance
4	Habits of	14 & above	43	42.57	Concentration is OK and needs no guidance

¹ D.E. Ethridge. *Research Methodology in Applied Economics*. John Wiley & Sons, (2005). 24.

² W. Fox & M.S. Bayat. *A Guide to Managing Research*. Juta Publications, (2007). 45.

³ B.V. Patel. *Study Habit Inventory (SHI)*. Agra Psychological Research Cell: Rashtra Bhasha Press, 1975.

	concentration	13 & below	58	57.42	Poor concentration and needs guidance
5	Preparation for examination	18 & above	19	18.81	Methods for preparation for examination are quite well. Hence needs no guidance
		17 & below	82	81.18	Inadequate methods of preparation and needs guidance
6	Habits and attitudes	26 & above	72	71.28	Proper habits and no guidance is needed
		25 & below	29	28.71	Improper habits and needs guidance
7	School environment	19 & above	82	81.18	A congenial environment and no improvement is required
		18 & below	19	18.81	Uncongenial environment and needs improvement

**as per the manual*

The above table shows that the majority of children have good habits of reading and note-taking. Their general habits and attitudes are good and they have a congenial school environment. There are good numbers of children who can plan their subjects suitably and can study with concentration.

On the other hand, the majority of students do not have a congenial home environment do not plan their studies. They cannot prepare for examination properly. These children need guidance.

iii. Difference in study habits between children of SAHM and working mothers studying in class X concerning the following components:

- a. Home environment and planning.
- b. Reading and note-taking.
- c. Planning of subjects.
- d. Habits of concentration.
- e. Preparation for examination.
- f. Habits and attitudes.
- g. School environment.

To analyze the difference between study habits of children of SAHM and working mothers concerning various components following null hypotheses were formulated:

Hypothesis 1(a): "There is no significant difference between study habits of children of SAHM and working mothers concerning home environment and planning".

Table: 3.1(a)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
Home environment and planning	SAHM	59	25.49	3.64	-1.06	-4.68	2.63	NS*
	Working mothers	42	24.43	3.51				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers have a congenial home environment and properly plan their timetable to study.

Hypothesis 1(b): "There is no significant difference between study habits of children of SAHM and working mothers concerning reading and note-taking".

Table: 3.1(b)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
Reading and note-taking	SAHM	59	34.37	4.56	-.61	-.696	2.63	NS*
	Working mothers	42	33.76	4.03				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers have habits of reading and note-taking are alike.

Hypothesis 1(c): “There is no significant difference between study habits of children of SAHM and working mothers concerning the planning of subjects”.

Table: 3.1(c)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
Planning of subjects	SAHM	59	18.49	3.43	.080	.120	2.63	NS*
	Working mothers	42	18.57	3.10				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers have similar habits of planning subjects.

Hypothesis 1(d): “There is no significant difference between study habits of children of SAHM and working mothers concerning habits of concentration”.

Table: 3.1(d)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
Habits of concentration	SAHM	59	12.81	3.52	.258	.388	2.63	NS*
	Working mothers	42	13.07	2.93				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers can properly concentrate on their studies.

Hypothesis 1(e): “There is no significant difference between study habits of children of SAHM and working mothers concerning preparation for examination”.

Table: 3.1(e)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
Preparation for examination	SAHM	59	15.64	2.09	.070	.130	2.63	NS*
	Working mothers	42	15.71	3.34				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers have similar ways of preparing for examinations.

Hypothesis 1(f): “There is no significant difference between study habits of children of SAHM and working mothers concerning habits and attitudes”.

Table: 3.1(f)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
Habits and attitudes	SAHM	59	27.68	3.74	-.821	-1.087	2.63	NS*
	Working mothers	42	26.86	3.74				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers' habits and attitudes are alike.

Hypothesis 1(g): “There is no significant difference between study habits of children of SAHM and working mothers concerning school environment”.

Table: 3.1(g)

Component	Variable involved	N	M	SD	Mean difference	Computed t-value	Table t-value	Significant level
School environment	SAHM	59	20.92	2.84	-.320	-.549	2.63	NS*
	Working mothers	42	20.60	2.94				

**not significant*

The null hypothesis is accepted. It means that children of SAHM and working mothers have similar school environments.

X. FINDINGS OF THE STUDY

The major findings of the study are:

1. It was found that none of the students are having 'very good' and 'good' study habits while 27.72% of the students are 'normal' and 'satisfactory' study habits. In a like manner, greater numbers of the students 68.31% are having 'below normal or poor' study habits. A minimum number of students 3.96% are having 'poor' study habits.
2. With a view to the various components regarding children of SAHM and working mothers, it has been found that in the area of the home environment and planning 81.18% of the students have proper home environment and planning. A majority of 87.12% of students have good study habits of reading and note-taking. Likewise in the area of planning of subjects, a maximum number of students (65.34%) can plan their subjects correctly. There are 42.57% of students who have good habits of concentration and a large number of students (71.28%) have suitable general habits and attitudes. It was also found that the majority of students 81.18% have a congenial school environment. On the other hand, 57.42% of students are having a poor habit of concentration, and 81.18% of students have inadequate methods of preparation for the examination. Thus they need guidance.
3. No significant differences were found between the study habits of children of SAHM and working mothers regarding all the various components.

XI. DISCUSSION AND SUGGESTIONS

Good Study habits are a must for students to ensure success in their academics. There are many ways which help students to develop their study habits.

1. Effective study habits can be learned to improve your abilities. These abilities include choosing the right environment, avoiding distractions, following an appropriate timetable, etc.
2. Home is the first place where we learn most of the things in life. So, for improving study habits home environment must be congenial. The home environment helps to gain better study habits.
3. Parents may help plan, organize, and manage time to benefit their children and develop good study habits. The nature of family should be positive because it directly influences children in developing any habits.
4. Students should focus on the areas that require the most attention. Students should devote more time to those subjects in which they are poor and should not neglect easy subjects.
5. Children often get distracted due to the use of the internet (social networking, vlogs, reels, short videos, YouTube, etc.), and distractions breaks concentration during the study. Parents can manage to create a distraction-free environment for their children to enhance their study habits.
6. Guidance and counselling programs to children could be provided periodically to identify the strengths and weaknesses of children.
7. Parents and teachers should encourage children not to completely rely on class notes and guide books to study for exams.
8. Students must be encouraged to make proper use of library books and read textbooks, magazines, etc. to develop good study habits and also encourage them to study on regular basis rather than studying excessively only during the time of exam.
9. Parents (working mothers) can monitor and supervise their children after a certain period to keep a vigil on their children's activities.

10. Motivation is also one of the key factors for improving study habits among students and then can be done by the teachers as well as parents and for that, the parents must be given proper counselling in the school, which can be done by conducting a parents-teachers meeting on a regular basis. This will not only help students to get better grades but will also help in making better career decisions.

XII. CONCLUSION

This study was determined to assess the study habits of children of SAHM and working mothers who are studying in class X in different government schools. The samples of 101 students were drawn out from the total number of students from 8 schools in and around Gangtok. These schools are affiliated with the Central Board of Secondary Education (CBSE). This study further investigates the various components of study habits and gives descriptions. It also appraises the difference between various components of study habits (home environment & planning, reading & note-taking, planning of subjects, habits of concentration, preparation for examination, habits, and attitudes, and school environment) of children of SAHM and working mothers.

XIII. REFERENCES

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