STUDY HABITS OF SECONDARY SCHOOL STUDENTS OF CHAMPHAI DISTRICT IN RELATION TO THEIR MOTHERS' WORKING STATUS

BY:

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Submitted

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CERTIFICATE

This is to certify that the work incorporated in this Dissertation entitled **"Study Habits of Secondary School Students of Champhai District in relation to their Mothers' Working Status"** is a bonafied research work carried out by **C. Chalthanmawii** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

29/7/19

Dated : Aizawl **(Prof. LALBIAKDIKI HNAMTE)**

The 29th July 2019 **Supervisor**

DECLARATION

MIZORAM UNIVERSITY

JULY, 2019

I, **C. Chalthanmawii**, hereby declare that the subject matter of the dissertation entitled **"Study Habits of Secondary School Students of Champhai District in relation to their Mothers' Working Status"** is a record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me, or to do the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/ Institution.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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CHAPTER - I

INTRODUCTION

1.1 Background of the Study

Education is a systematic process through which people move up and build their future by acquiring knowledge, experience, skill, attitude, values and beliefs. It is primarily concerned with learning. The main objective of educational institution is learning. The quality and efficient learning depends on a number of factors like personal, socio- economic, parent's education, school structure and resources, communication skills, guidance, willingness to learn, students' ability and study habits of the students. Study habit is one of the most important factors that effect a student's learning and their academic achievement.

Study habits are a well-organized and thoughtful way of study which has attained a form of regularity on the part of students towards understanding academic subjects and passing at examination. According to Good (1973), "study habits are the student's way of studying whether systematic, efficient or inefficient''.

Crede & Kuneel (2008) stated study habit as "study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment."

According to Wade, Trathen & Schraw (1990), "Study habits are commonly referred to as regular patterns in approaching study tasks. These patterns are made up of a combination of one or more individuals' tactics or techniques' such as note taking. When these techniques are used deliberately in particular study situations, they are called study strategies". Kail & bisanz (1982), states that "a study strategy

and in turn study habits, is a direct sequence of activities applied by the learner to a set of information rather than a single random event."

Ayodele & Adebiyi, (2013) defines study habits as "student's ways of studying whether systematic, efficient or inefficient implying that efficient study habits produce positive academic performance while inefficient study habits leads to academic failure".

Azikiwi (1998) describes study habits as "the adopted way and manner a student plans his private reading, after class-room learning so as to attain mastery of the subject". According to her "good study habits are good asset to learners because habits helps student to attain mastery in area of specialization and ensuring excellent performance, while the opposite becomes constraint to learning and achievement leading to failure".

Study habits adopted by the students are one of the most important factors the effect his/her scholastic achievement. Study habits can be good or bad. The progress of the student largely depends upon the formation of good study habits. Katelyn (2013) stated that, "good study habits are sometimes stated as positive or productive study habits. It means the direction for developing better study habits to produce good academic success. Fielden (2004) said that "good study habits help the students in critical reflection in skills outcomes such as selecting, analysing, critiquing and synthesizing.

John (2010) stated that bad study habits are negative or non-productive study habits which are undesirable and counterproductive to student's academic performance. When these are developed by the students, they have bad effect on the academic performance and success of the students.

In the field of education, academic achievement of the students is undoubtedly influenced by the study habits and is used as the chief criterion to judge the students' abilities and capacities. In the same manner as good study habits lead to good academic performance, having poor study habits at every level of education cause failure and backwardness of student. Despite many attempts made in many areas to maximize the potential of students, still there is a constant fluctuating performance and increase in the number of failure of students. There are many reasons for failure and fluctuation in academic performance; among which one of the common reasons is poor and ineffective study habits. Poor study habits hinder the progress of the students and make the students under- achievers. Habits like not doing home-assignment, skipping classes, distraction from other family members through watching TV, playing computer games, having wrong study partner, social networking (Facebook, WhatsApp, Instagram) during studying, no proper study time management, poor note taking skills, lack of organization, lack of preparation for schools are considered as bad study habits. Sirohi (2004) also pointed out from her study that underachievement of the students was caused by poor study habits adopted by the students. If students' study habits are developed and made it regular, academic performance would positively improve. Good study habits result in good academic performance and success.

Teachers and parents play a very important role in the formation of effective sstudy habits. Good study habits can be developed by active parents' involvement in guiding the students in his/her study and provide a supportive home environment. At school, several factors like teachers' commitment, encouragement given, the method employed to acquire learning, develop regular study habits in the students.

1.2 Status of Secondary Education in Mizoram.

Mizoram is located at the north-eastern part of India. It is bounded by Cachar District of Assam and the state of Manipur in North, Chin Hills of Myanmar in the East and South and Chittagong Hills of Bangladesh and the state of Tripura in the West. The state has an international boundary of about 722 km. The population of Mizoram was 1, 091, 014, which makes it the 2nd least populous state in the country with the literacy rate of 91.33 percent (census of 2011).

The formal education in Mizoram was started on 2nd April, 1894 by the two British Missionaries, J.H Lorrain and F.W Savidge at Aizawl. In 1944, the first Mizo High School was opened at Aizawl with Rev. D.E Jones as the first Head Master. The second-High School was established at Lunglei, in 1948, followed by Champhai Gandhi Memorial High School in 1949, Sialsuk High School in 1952 and St Paul's High School at Aizawl in 1954.

The office of school education for Mizoram was started in 1973 and became a separate wing as Directorate of school Education in 1989 at Aizawl. The structure of education in Mizoram is based on the national level pattern with 12 years (10+2) consisting of eight years of elementary education i.e. five years of primary and three years of middle school education for the age group of 6-11 and 11-14 years, followed by secondary and Higher secondary education of two years each, besides pre-primary education.

Mizoram Board of School Education is an autonomous body under the Department of Education, Govt. Of Mizoram. It has the authority on conducting state level examinations in schools. It evaluates students' progress by conducting two board examinations, one at the end of class 10 and the other at the end of class 12.

As per the State Economics and Statistics Survey 2017-2018, there are 669 High schools in Mizoram. Out of these schools, 11 central government high schools, 92 RMSA, 9 deficit schools, 129 private aided and 230 purely private schools are existing in Mizoram. The number of enrolment of students in High Schools in Mizoram is 37,407 with 4,274 teachers where the teacher pupil ratio is 1:09 (Statistical Handbook Mizoram, 2018, Directorate of Economics and Statistics, Government of Mizoram).

1.3 Profile of Champhai District

Champhai District is situated at the eastern most part of North Mizoram. The district is surrounded by Myanmar in the east and south, by Manipur in the north and by Aizawl and Serchhip districts in the west. A significant 'Tiau' river separates India and Myanmar. Champhai District came into existence in the year 1998 by elevating it from an administrative sub-division called Champhai Sub-division to a fully-fledged district with its headquarters at Champhai.

Champhai District has a population of 125745 (17 scheduled caste, 123,466 scheduled tribe and 2,262 others) with 95.91 percent of literacy rate. It has 93 high schools with 527 teachers and 4906 students enrolled in high schools ((Statistical Handbook Mizoram, 2018, Directorate of Economics and Statistics, Government of Mizoram).

1.4 Working Mothers and Non –Working Mothers

With the rise of new economic pattern, women from all corners have been inspired to have a career and are moving into salaried job. The entrance of women in the sphere of paid job was not only for career satisfaction but more importantly to satisfy financial requirements of the family. Many traditional housewives whose primary task includes looking after and taking care of the family now enter into the working class where she has to attend both her job in and outside her home and this ultimately bring changes in the structure and functions of the family.

A mother plays an important role in the development of study habits which directly influence her children's scholastic achievement. Her education also affects her children's academic achievement. Bransford (2000), stated that "mother's employment status is also related with child's result, it is through the family those effects take place. Outcomes of children are related with mother's sense of well-being and parenting style". It is believed by many people that working mothers generally do not spend time with their children which results in the low academic performance while children whose mother stay at home full time tend to achieve high academic achievement and develop a good study habit. Essortment (2002) also stated that "Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so". Mother who is able to adjust well with her job will definitely makes her children develop positive attitude towards academic achievement and will be able to set a high goal.

1.5 Rationale of the study

It is undeniable that parents play an important role in the development of the personality of the children. Parents who could provide happy home and positive attitude towards their children's education promote good academic performance. Berger (1991) stated that parents' involvement is often considered a pathway through which schools enhance the achievement of underperforming children. The quality of the family has important effect on the study habits of students with respect to preparation for examination and school environment. (Rajendran et al.,2009). It is a general perception that a mother plays the most crucial role in the development of a child. In every aspect of life much of the academic success of the child depends on the mother. The ability of a mother to plan and organise the study routine greatly determines the academic performance. Therefore, it is evident that parent's role is an important factor for the academic success of their children.

In an era of economic developments, a large number of women are now entering into the world of working class due to the financial needs of the family. Women who entered a salaried job are now responsible for two jobs - households and occupational jobs. It is also a general perception that if a mother who is chiefly responsible for nurturing and developing all aspects of the children is a working mother, she may not have sufficient time to look after her children and to attend to their educational needs when her presence is needed by her children. This could create a problem in respect of their study habits and academic achievement. A working mother is generally believed to confine herself only to earning and thus ignore her children which adversely affects the study habits of her children. A non-working mother who just stays at home, on the other hand, is believed to have

children who develop a positive attitude towards their education due to the full time given to them by their mother. Hoffman (1961) revealed that "children of working mothers had lower intellectual performance than matched group of children whose mother does not work".

On the other hand, if a working mother is content with her job and could afford her children's needs irrespective of her limited time as a parent as well as or better than who stayed at home just to attend her children's need. This could encourage her children to be more self- regulating, self-supporting and self – independent from an early age. Gershaw, (1988) also stated that "children of working mothers were found to have a feeling that they have control over their environment". Many researchers have measured the difference in the study habits of students having working and non-working mothers and indicate a mixed result. Therefore, it is important to find out if mother's working status affects the study habits of secondary school students.

Champhai district has a unique feature of being located adjacent to International boundary of Indo-Myannmar region which makes it an important centre of trade and commerce centre in Mizoram. Trade activities with the neighbouring places of Myanmar started flourishing since 1970, has substantially increased year by year and has largely changed the economic scenario of the district. As a consequence, to this, the role of women has changed considerably both in domestic and social life as compared to the past. A significant number of families have women as primary wage earner and higher numbers of women as secondary wage earners. As this is the change brought by competition for economic growth in Champhai District, the role of traditional mother as a nurturer and key influencer of child's

emotional and intellectual development have also changed. The changes brought by the changing role of mother is believed to have influence on the study habits and academic performance of the children. Therefore, the investigator has made an attempt to investigate the prevailing concern to reveal in-depth information about the study habits of secondary school students with regard to their mothers' working status. As any study of this kind has not been taken up in Champhai District so far, the results of this investigation will serve as guidelines for mother of secondary school students in Champhai District irrespective of their occupations, for intervention and corrective measures of better study habits as well as academic performance of their children. With all these justifications for carrying out the present study, the following research questions have been raised: -

1) What are the study habits of secondary students in Champhai district?

2) Is there any difference in the study habits of secondary school students with regard to their mothers working status?

3) Is there any difference in the study habits of secondary school boys of Champhai district with regard to their mother's working status?

4) Is there any difference in the study habits of secondary school girls of Champhai district with regard to their mother's working status?

1.6 Statement of the Problem:

In order to find out answers to the related questions raised above, the present study aims to assess the study habits of secondary school students in relation to their mothers' working status. At the secondary stage as the students are entering into the world of teenage, they need proper guidance and congenial environment ever before

from parents especially mother, pillar of the family for developing good study habits. This study attempts to acquire a clear understanding of study habits of students having working and non-working mothers.

The topic for the present study is thus stated as **"Study Habits of Secondary School Students of Champhai District in relation to their Mothers' Working Status".**

1.7 Objective of the study:

The study has been undertaken with the following objectives:

1. To find out the study habits of secondary school students in Champhai district.
2. To compare the study habits of students of secondary schools of Champhai district with regard to their mother's working status.
3. To compare the study habits of secondary school boys of Champhai district with regard to their mother's working status.
4. To compare the study habits of secondary school girls of Champhai district with regard to their mother's working status.

1.8 Hypothesis of the study:

In relation to the above objectives, the following hypotheses are formulated:

1) There is no significant difference in the study habits of students of secondary school students of Champhai district with reference to their mothers' working status.

2) There is no significant difference in the study habits of boy students of secondary schools in Champhai district with reference to their mothers' working status.

3) There is no significant difference in the study habits of girl students of secondary schools in Champhai district with reference to their mothers' working status.

1.9 Operational definitions of the term used:

a) **Secondary school students:** Secondary school students for the present study are students who are studying in High schools (Classes IX and X)

b) **Study habits:** Study habits in the present study refer to the time spent by secondary school students for completion of educational tasks/ curricular activities outside regular school hours.

c) **Working mothers:** For the present study working mothers means those mothers who have regular job with government or non-governmental organisations/corporations or companies and who are engaged in regular working hours in business or private entrepreneurship.

d) **Non-working mothers:** Non–working mothers for the present study means those mothers who do not have any regular job in government or non-government organisations/ corporations or companies and who are not engaged in any regular working hours in business or private entrepreneurship.

1.10 Delimitation of the Study:

The present study has been delimited to government schools taking only class IX students.

CHAPTER – II

REVIEW OF RELATED LITERATURE

A literature review is a study and evaluating of the literature in a given area of study. It is a brief survey of existing research that gives the researcher deeper insight to the work that is being carried out.

In this chapter an attempt has been made to review some studies related to study habits and mothers' working status of students taken up by many researchers all over the world.

Horwod and Ferguson, (2000) in their research paper, titled, "A longitudinal study of maternal labor force participation and child academic achievement", pointed out a small relationship between the extent of maternal labor force participation and scores on test of words recognition, reading comprehension and mathematical reasoning. The study also revealed presence of relationship between maternal labor force participation and success in school leaving examinations.

Ramachandra Reddy and Nagargi, (2001*)* made a study on "Influence of sex and locality on study habits of class X pupils" aimed at identifying the difference in the study habit between boys and girls and to study the difference in the rural and urban school pupil's study habits on a sample 200 pupils of Class X who were selected from district in Andra Pradesh. The researcher adopted descriptive survey methods as well as qualitative and quantitative approaches and also probability sampling method for the study. The result revealed that urban pupils were differed from the rural pupils in their study habits, no significant was found on the effect of

sex on the study habits and also found that no effect of sex and locality on the study habits.

Singh, (2001) in his research paper entitled, "Academic achievement and study habits of higher secondary students", an attempt was made to study the relationship between the study habits and academic achievement of higher secondary students on a sample of 100 students. The result of the study revealed that a significant difference was found between the mean scores of study habits and academic achievement of boys and girls and also found a correlation between study habits and academic achievement.

Aisha Riaz and Asma Kiran, (2002*)* did a study on "Relationship of study habits with educational achievements". The sample of the study comprised of 150 students of B.Sc., Home economics and M.sc, Home economics during the year 2000-2001. Data were collected by an interview schedule and was analyzed by x^2 text. Findings of the revealed positive relationship between educational achievement and proper study schedule drawn by the students.

Nneji. M, (2002), entitled, "Study habits of Nigerian University students focused on the study habits of university students in Nigeria". The study was conducted on a sample consists of 441 education students who were chosen from four federally owned universities in Nigeria. Data was collected with 35 item questionnaire which elicited students study habits. Time, they had put into studies, methods used in studying and contents of studies were used as the frame of reference for measuring their study habits. The study revealed that university students in Nigeria do not have proper study habits and read only for passing examinations.

Patel, (2002*)* investigated, "Study habits of the Adivasi students of secondary schools of Panchamahals District in relation to some psycho-socio variables". The aim was to study the study habits of the Adivasi students in relation to Area, sex, IQ, vocational Aspiration and SES on a sample of 1035 Adivasi (S.T) students of semi-government secondary schools of Panchmahals district who were selected randomly. The researcher used Desai- Bhatt's Group of study Intelligence Test, Vocational Aspiration measurement by Dr A.K. Shrivastas, scale of Socio-economic status by Patel and a study habits inventory constructed and standardized by the investigator for the tool of data collection. The collected data were analyzed by critical Ratio and Analysis of variance. The result of the study revealed that Area, I.Q and Vocational aspiration had affected the study habits of the students.

Raiz et al. (2002) conducted a study on "Relationship of study habits with educational achievement", in which he investigated the effect of study habits on achievement of students, in the University of Agriculture, Faisalabad (2000-2001). The sample of the study consist 150 students of B.sc, Home Economics and M.sc Home Economics. Interview schedule was used for data collection and analyzed by using x^2 test. The findings of the study revealed that there was a correlation between factors like schedule of study, habit of note taking and writing book and achievement of the students.

A study conducted by **Thakkar, (2003*)*** entitled, "A study of Academic Achievement, adjustment and Study Habits of Rural and Urban Students" attempted to find out the academic achievement, adjustment and study habits of rural and urban students on a sample of 200 students of standard IX from rural and urban localities and were selected by using simple random sampling. The researcher used

Adjustment Inventory by M.N. Palsane, Study Habit Inventory by M.N. Palsane and Academic achievement score was taken from their two unit tests, semester and final examination as a tool for data collection. The obtained data was analyzed statistically by employing correlation and t-test. The findings of the study revealed significant relationship between study habits of rural and urban students and academic achievement with regard to adjustment in the areas of home and family, personal, emotional and total adjustment. However, insignificant difference was found in the area of social and educational adjustment.

***Sirohi,* (2004)** did a study on "A study of under- achievement in relation to study habits and attitude**"** on a sample of 1000 students of elementary grade of 10 composite schools of south district of Delhi. The researcher employed General Mental ability Test by Jalota, Teachers made achievement Test and test of Study Habits and Attitude by Mathur for the tool of data collection. The finding revealed that all under- achievers are those students who have poor study habits.

Maria Jean N. Mendezabad (2005), conducted a study on "Study habits and attitudes". The aim of the study was to investigate the relationship of student's study habits and attitude and their performance in licensure examinations. The population of the study comprised of graduate in school year 2009-2010 from the different programs of the University which require licensure examination. Survey of Study Habits and Attitudes (SSHA) developed by Brown and Holtzman (1976) was used for collection of data. The result of the study revealed that there was correlation in the study habits (work methods and time management) and their success in Licensure examination of the students but pointed out that success in Licensure examination were not significantly related with study attitudes towards teachers.

In their research paper titled, "Study habits of higher secondary students in relation to the Home-climate", ***Amalraja and Ananda, (2006)*** investigated the relationship between study habits and home climate at the higher secondary level. The researcher collected the data from 1038 higher secondary students studying in 11^{th} and 12^{th} grade. Data was analyzed by percentage analysis and correlation analysis. Findings of the study revealed that Higher Secondary students in Kanyakumar district had average study habits, government schools were better than non-government schools with regard to dimensions of planning of subjects, reading and note making. The study also revealed insignificant relationship between study habits and home climate of higher secondary students scoring below 40% in Physics, Chemistry, Botany and Zoology and also pointed out that father's income highly effects the home climate.

Ch.Abid, (2006) in his study titled, " Effect of guidance service on study attitudes, study habits and academic achievement of secondary school students", conducted an experimental study to examine the effect of guidance service on student's study attitudes, study habits and academic achievement on a sample of 50 students of 9^{th} grade who were selected randomly using random table and then allocated into experimental and controlled group. For collecting data of study attitudes, study habits and academic achievement, Achievement Test, Study habits and Attitude Scale developed by National Institution of Psychology (NIP) was used and problem checklist to examine different problems in educational, personal, social etc. was also used. The collected data were analyzed by reliability of test forms and its analysis. Findings of the study revealed that guidance service have positively influenced the student's study attitudes, study habits and academic achievement.

Franklin, (2006) in his study titled, "Study habits of under-graduate education students", assess the study habits of undergraduate students who were enrolled in the initial phase of a teacher education programme at a large Urban University. For the study, a sample of 30 undergraduate students applied for teacher education programme were selected. Data collection was done using survey method and analyzed by frequencies and percentages. The findings of the study pointed out that a great number of student started to study at home from the night before an examination, rely on their classmates to answer examination questions and feel that an adequate amount of their time was spend on preparing for their academic classes.

Sud and Sujata, (2006) undertook a study on "Academic performance in relation to self-handicapping, test anxiety and study habits of high school children". The study was conducted on sample of 200 students from government senior secondary school of Himachal Pradesh. The researcher used Self-handicapping Questionnaire (Sujata, 2003) test anxiety inventory (TAT – H Sud & Sud 1997). For testing the study habit, Study Habits Inventory (Palsane& Sharma 1989) and academic performance of school marks were considered for the tool of data collection. The findings of the study revealed that girls were better in study habits than boys.

In the study conducted by **Dhall and Sahani, (2008**) titled, "Academic performance of elementary school children of working and non- working mothers**",** an attempt was made to find out the academic performance of elementary school children of working and non- working mother. For this study a sample of 700 students (370 of working mothers and 330 of non-working mothers) of class VII was selected. The researchers used cognitive stimulation scale developed by the

researcher, General Intelligence Test developed by S.M. Mohsin and marks of academic performance were obtained from school records for the tool of data collection. For analyzing data statistical techniques of mean, SD and t-test were employed. The major findings of the study revealed that children who were receiving high cognitive stimulation irrespective of having working and non-working mothers were better in academic performance as compared to those receiving low cognitive stimulation, children having working mothers having similar intelligence and receiving high cognitive stimulation were better in academic performance as compared to those receiving low cognitive stimulation.

Joseph Bentill et al. (2008) in their study on "Study habits of pupils of Public school: perception of the present and the future", assess the effect of study habits on the academic performance among Public Junior High Schools Ekumfi District, Ghana. A sample of 475 students were selected by employing stratified random sampling method. Data was collected by adopting the study Habits Inventory theory postulated by Bakare (1977). The researcher followed mixed sequential approach where both quantitative and qualitative data were collected and analyzed, t-test, one –way ANOVA and Multiple Regression were used to analyze the quantitative data while the Thematic Approach was used to analyze the qualitative data. The findings of the study revealed the area of the study habits of reading, note taking and time management significantly influence students' academic performance but the factors like contribution of examination, homework and assignments and concentration did not significantly contribute to students' academic performance.

A research paper by **Ozsoy et al. (2009**) titled, "Metacognition, study habits and attitude," investigate the relationship between metacognition, knowledge and

skills and study habits and attitude of fifth grade students. A sample of 221 students, 125 female and 96 males enrolled to six public primary school in Turkey were selected. Metacognitive skills and knowledge Assessment Inventory (2001) developed by Desoete, Roeyers & Buysse was used to measure student's metacognitive knowledge and skills and Study Habits and Attitudes (SHA) 1965 tools developed by Brown and Hottzman was used to assess the study habits. For analyzing the collected data Pearson r correlation was employed. The major findings of the study revealed that the relationship between metacognition scores and SSH score of students in medium level was significant and thus Metacognition scores were positively related to both study habits and study attitudes.

Prakash Alex, (2009*)* in his research paper titled, "Study habits and academic achievement of children from broken families with special reference to higher secondary school students", describes the study habits and academic achievement of children from broken families with special reference to higher secondary school students. A sample of 186 students studying class XI and class XII, of which 106 students belong to the broken families was drown through normative survey method. The findings of the study pointed out that with regard to academic achievement a significant difference were found between children of broken families and children of normal families, with regard to gender no significant difference was found from children belonging to broken families in respect of their academic achievement scores, However, the difference between boys and girls of broken families were significantly difference in their study habits of broken families but no significant difference was found in the study habits of urban and rural children of broken families.

Susai Rajendran, (2009*)* conducted a study on "Are study habits gender biased?" for the study, the study habits of High school students in Dindigal area, Tamil Nadu with respect to their home environment, reading, note taking, planning of subject, general habits and altitudes habit of concentration, preparation for examination and school environment have been investigated. The findings of the study revealed that boys and girls were not significantly different in their study.

A study conducted by **Kaur and Meenkshi, *(2010)*** entitled, "Social and emotional intelligence of school-going adolescents and working status of mothers" investigated social and emotional intelligence of school going adolescents in relation to working status of their mother. The sample consists of 100 school going adolescents (50 children of working mothers and 50 children of non-working mothers within the age of 13 to 16 years from three schools of Patiala district of Punjab was selected. Data was collected through Social Intelligence Scale developed by N.K Chaddha and Usha Ganesan and Mangal's Emotional Intelligence Inventory and was analyzed by using statistical techniques like mean, SD and "t" ratio, coefficient of correlation. The findings of the study revealed that emotional intelligence of school going adolescents having working and non-working mothers as a whole was at average level, and above average level in social intelligence. The study also revealed that school going adolescents having working mothers were significantly higher in emotional intelligence than those of school going adolescents having non-working mothers. It was also found that female school – going adolescents were significantly more socially intelligent than male. In respect of gender no significant difference was found between school going adolescents having working and non-working mothers. There was a positive and significant relationship

between social intelligence and emotional intelligence for total group as well as in school-going adolescents of working mothers, but this relationship was not significant in case of school-going adolescents of non-working mothers.

Tomar and Daka, (2010) conducted a study on "Problem of the students of employed parents" on a sample 200 students from four Higher secondary schools, Bughpat district. A self- developed questionnaire developed by the researcher was used for collection of data and were analyzed by using percentage as statistical technique. The overall findings indicate that children of employed parents do not get enough assistance and proper interaction which negatively affected the academic performance of children of employed parents.

Afsanch Hassanbeigi. et al. (2011) studied "The relationship between various study skills and academic performance of university students". For this study 179 male and female junior and senior medical and dental students participated. The instrument for collecting the data was Study skill assessment Questionnaire. Kruskal-WALLIS TEST was used for analyzing the collected data. The findings of the study showed that in all the seven study skills that are time management and procrastination, concentration and memory, study aids and note taking, test strategies and test anxiety , organizing and processing information, motivation and attitude, and reading and selecting the main idea) University students who had a grade point average (GPA) of 15 or more (out of 20) were statistically higher than those students with GPA of less than 15.

Omotere Tope, (2011) in his study titled, "The effect of study habits on the academic performance of students: a case study of some secondary schools in Ogun State", investigates the effect of study habits on the academic performance of

students. The sample of the study comprised of 200 students randomly selected from five senior secondary schools in ljebu-ode Local Government Area of Odun State. The researcher used study Habit and study Attitude scale (SHSAS) for the tool of data collection. The findings of this study revealed that the reading habit of students of secondary schools were effected by family background, peer group of study pressure, personality type of the student and the school environment.

Parua and Archana, (2011) conducted a study on, "Study habits of secondary school students in relation to their scholastic Achievement". The study aimed to explore the study habits of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana. A sample of 100 secondary school students was selected through simple random sampling technique. Finding of the study showed that as a whole and dimension wise of study habits of secondary school students there was a significant positive correlation between their study habit and scholastic achievement of secondary school students and also found a significant difference between high and low scholastic achievement of students on study habits in general.

Demir et al (2012) conducted a study on "The effect of curriculum for developing efficient studying skill on academic achievement and studying skills of learners", which examined the effect of development of efficient studying skills curriculum on academic achievements and studying skills of 7^{th} grade primary school students. The sample of the study comprised of 320 students of 7^{th} grade primary school and was determined according to purposive sampling. The obtained data were analyzed by employing Covariance Analysis (ANCOVA). The result of the study

found that curriculum significantly influence the students' efficient studying skills and their academic achievement.

Fazal,S. et.al. (2012) identified various study skills used by learners and ascertain which study skill is more related to academic achievement and compare the use of study skills between girls and boys in their study titled, "The role of study skills in academic achievement of students: a closer focus on gender". The sample of the study comprised of 300 intermediate students (173 girls, 127 boys) drawn from 10 colleges of Abbottabad, Pakistan. To identify study skills modified version of scale for study Habits and Attitudes was used. Marks scored by student in Annual examination was taken as an Academic Achievement. The findings of the study revealed that academic achievement and time management skills, reading and note taking skills were significantly related. The result of the study also pointed out that students with high academic achievement have used a wide range of study skills than students with low academic achievement, girls have better study skills than boys.

In their research paper entitled, "Study habits of secondary school students of working and non-working mothers,"***Mehraj Ud Din Sheikh and Qamar Jahan, (2012)*** attemted to find out whether the study habits of higher secondary school students of working mothers (WM) differ significantly from those of non-working (NWM), and also compare the study habits of higher secondary school students of working and non – working mothers on the basis of gender on a sample 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), who were selected randomly from different educational institutions of district Pulwama, Jammu and Kashmir. Study Habit inventory

constructed by Mukhopadhyaya, M. Sansanwal, D.N and self-constructed General Information Questionnaire were used for collecting data and the collected data was analyzed by employing mean, SD and t- test. The findings of the study showed that on the measure of the different dimension of study habits that are comprehension, interaction, drilling, recording, study sets and language no significant difference was found between secondary school students of working mothers and non-working motthers but found significant differences on the measure of concentration, task orientation and supports. Further the study revealed that the total study habits of higher secondary school students of working mothers were significantly better than those students having Non-working mothers also found that female students of working mothers had significantly better study habits followed by male students of working mothers, female students of Non-working Mothers and male students of non-working mothers.

Oluwatimilehin and Owoyele (2012) in their research paper titled "Study habits and academic achievement in core subjects among junior secondary school students in Ondo State, Nigeria" assessed the relationship between study habits including homework and assignments, time allocation, reading and note taking, study period procedures, concentration, written work, examination and teacher consultation and students' achievement in English language, Mathematics. Integrated Science and on a sample of 300 JS2 students by using simple random sampling technique. Findings of the study revealed that of all the study habits sub scales, 'teacher consultation was significantly influential than the other sub scale of 'time allocation exercise, concentration, note taking, reading and assignment to students' academic performance.

Osa -Edoh and Alutu, (2012) under took a study on "The usefulness of imbibing in the students' study habit as a means of enhancing their academic performance". The population for the study was made up of 50 students drawn from 5 private secondary schools in Egor Local government Area in Benin City. For collection of data study habit inventory developed by Bakare (1977) was used. Data analyzed was done by t-test, mean scores and Standard deviation scores were used to find out whether relationship exist or not between study habits and student's performance in academic work is high or low. The findings of the study revealed that a high correlation was existed between study habits and student's academic performance.

Ajay Kumar Attri, (2013*)* in his study, "Study habits of senior secondary students of working and non- working mothers" investigated the overall and component wise significant differences in the study habits of senior secondary school students of working and non-working mothers having rural background. A sample of 60 secondary school students (30 senior secondary school students of working mothers, 30 senior secondary students of non-working mothers) of the age group 16 t0 18 years belonging to rural background were selected randomly from five different senior secondary schools of district Mandi, Himachal Pradesh. Data was collected by study habit inventory constructed by Mukhopadhyaya, M and Sansawal, D.N. Data so obtained was analyzed by using statistical techniques like mean, SD and t- test. The findings of the study revealed no significant differences on the measure of overall comprehension, concentration, task's orientation, study interaction, drilling support, recording and language components of study habit between the rural senior secondary students of working mother and non- working mothers.

Aravind N. Chaudhari, (2013) made a study on "Study habits of higher secondary school students in relation to their Academic Achievement in the Banaskantha District of Gujarat". For the study a sample of 80 higher secondary school students was selected through simple random sampling technique. Data was collected by study habits inventory by P.P. Patel. The finding of the study pointed out that as a whole and dimension wise of the study habits a significant positive correlation existed between study habit and academic achievement of higher secondary school students. Further there is a significant difference between high and low academic achievement of student on study habits in general.

Arid.N. Chaudhari, (2013) in his paper entitled "Study Habits of higher Secondary School students in relation to their Academic Achievement," attempted to assess the study habit of higher school students and their academic achievement in the Banaskantha District of Gujarat. The result of the study revealed that study habits and academic achievement of higher secondary school students were significantly different.

Mandeep Kaur and Puneet Kaur, (2013) investigated the effect of parental education on the achievement, study habit and inferiority of children in their research paper entitled, "Achievement motivation, study habits and inferiority among children of high and low educated parents". In this study data was collected from a sample of 100 children (50 children of high educated parents and 50 children of low educated parents). The collected data was analyzed by t- test. The result of the study revealed that children of high educated parents were high in achievement motivation, high in study habit and low on inferiority complex as compared to children of low educated parents.

Mohammed Ahshan and Anand Kumar, (2013*)* in their research paper titled, "A study of the academic achievement of children belonging to working and non-working mothers," Mohammad Ahsan and Anand Kumar investigated the differences in academic achievement of children belonging to working and non-working mothers. Sample of 180 students of class XI were selected from Government and Non – Government schools and 30 students from each school were selected on the basis of working and non-working mothers. General information questionnaire was administered to the students, t-test were used as statistical techniques and to determine the significance between the means of two groups. The result of the study revealed that in terms of gender differences and as a whole, there was no significant difference between the academic achievement of children of working and non-working mothers. The study also revealed that male and female children of working and non-working mothers have no significant difference. Thus, the study concluded that mother's employment may not affect academic performance of the children.

Rani, Reena, (2013) in her research paper entitled, "Relationship between Home Environment and study habit of Senior Secondary School students" pointed out that there was a significantly positive relationship between home environment and components of rejection with study habits.

Sandeep Kumar and Asha Sohi, (2013) in their research paper, "Study habits of Tenth Grade students in relation to their academic achievement", a comparison was made on the study habits of male and female students of rural and urban area and their academic achievement employing stratified random sampling method. A sample of 100 students was selected from four school of Kamal district of

Harayana. The study pointed out that study habits and academic achievement of tenth grade students were highly and positively related.

Annu Singh and UV Kiran, (2014*)* in their study entitled, "Impact of mother working status on personality of Adolescent". Annu Singh and UV Kiran investigated the impact of mother's working status on personality of adolescents. Sample of 120 children (60 children of working mothers and 60 children of non-working mothers) were selected randomly from Shardanagar and Ashihana area of Lucknow District Self- made questionnaire was used for collection of data and 't' test was used for the analysis of data. The findings of the study highlighted that personality of children of working mothers were more effected by mothers working status than children of non-working mothers. It was also found that children of non-working mothers were more responsible for their routine work and they can handle conflicts around them more intelligently than the children of working mothers.

A.S. Arul Lawrence,(2014) in his research paper entitled, "Relationship between study habits and Academic achievement of Higher Secondary School students" attempted to find the relationship between study habits and academic achievement of higher secondary school students with reference to the background variables and found no significant difference between study habits and academic achievement of higher secondary school students.

Chamunadeswari S. et.al, (2014*)* studied "Self-concept, study habits and academic achievement of students". The study investigates the relationship between self-concept, study habit and academic achievement of students. A sample of 381 students were drawn from Higher Secondary level by Survey method. To assess the self-concept, the Self-concept Inventory (Deo, 1985), Study Habits Inventory (Gopal

Rao,1974) is used to assess study habit, and academic achievement marks scored by students in their quarterly examination were taken for academic achievement scores. The findings of the study revealed that self-concept, study habit and academic achievement of student were significantly correlated and a significant difference was found between students at higher secondary level in state, matriculation and central board schools pertaining to self- concept, study habit and academic achievement.

Chandana Aditya and Radha Ghosh, (2014) in their study of, "Study habits of secondary school students of working and non-working mothers", aimed to identify the environment and problem areas which affect the study habits of secondary students. For this study, the sample comprised of 45 students of working and non- working mothers and the findings of the study pointed out that the total study habits of students having working and non- working mothers were not significantly different and also found that maternal employment had great effect on area of study habits like, habits and attitudes, preparation for examination, home environment and planning.

A study conducted by **Indu Ruthee, (2014**) titled, "Study of academic achievement motivation of secondary school students of working and non- working mothers", attempted to find out the significant difference in the academic motivation of secondary school students of working mothers and non- working mothers from the sample of 200 secondary school students. To assess their academic achievement motivation, Academic Achievement Motivation Test by Sharma, T.R was used and the collected data were analyzed by using Mean, S.D and t-test. The findings of the study showed significant difference on the measure of academic achievement motivation between adolescent students of working and non- working mothers.

Manju Gera and Ms. Bandana Kumari, (2014) in their study entitled, "Mother's working status and academic achievement of secondary school students," attempted to compare the impact of working status of mothers on academic achievement of secondary school students (12-16). The sample of the study consisted of 100 secondary school students which were further divided into four groups, boys of working mothers, girls of working mothers, boys of non-working and girls of non-working mothers. Self- structured questionnaire was administered to know about the academic achievement The study found that academic achievement of children of working and non-working mothers, academic achievement of boys and girls of working mothers and academic achievement of boys and girls of non-working mothers were significantly different.

A research paper by **Suresh Chand, (2014**) titled, "Influence of parental occupation on study habits of secondary school students," attempted to assess the influence of parental occupation on study habits of secondary school students on a sample of 200 secondary school students by employing Mean, S.D and t-test for analyzing the collected data. The study reflected that there is no significant difference between students of working and non-working mothers on the total and components of study habits, home environment and planning of work, reading and note taking, concentration habits and interests, preparation for exam, school environment, also found that students of non- working mothers were better in subjects planning than students of working mothers.

A study done by **Amandeep Kaur and Raj Pathania, (2015)** titled, "Study Habits and Academic Performance among late Adolescents", aimed to find significant relationship between study habits and academic achievements amongst

college students. The sample of the study comprised of 113 adolescents between 17 to 22 years who were selected from the college of Home Science, CSKHPKV, Palampur, Himachal Pradesh. Data was collected with the help to Study habit Inventory (SHI) Mukhopadhyay and Sansanwal (1983) and marks obtained in the previous class as an academic achievement. The result of the study found a significant relation between academic achievement and study habits of late adolescents. Adolescents who were high achiever were found to perform better in comprehension, task orientation and recording. The factors affecting the study habits like age, family income and education were found to be significantly related.

Evans AtsiayaSiahi and Julius K. Maujo, (2015*)* in their study of "Study of the relationship between study habits and academic achievement of students. A case of Spicer Higher Secondary School", the researchers aimed to study the relationship between study habits and academic achievement of students. The target population included the 9^{th} standard students at Spicer Higher Secondary School. For this study stratified random sampling was used for selecting the sample and Study habits Inventory by N.M. Palsane and school examinations record was used as a tool for data collection. The collected data was analyzed by quantitative method and by using statistical techniques of Pearson's product moment coefficient of correlation. The major finding of the study revealed a positive relationship of 0.66 between study habits and academic achievement.

A research paper by **Rema Tokas, (2015)** titled, "Comparative study of Academic Achievement and study habit of Senior secondary students" compare academic achievement and study habit of senior secondary students on the basis of gender. It is an attempt to investigate the degree of relationship between study habits

and academic achievement of Senior Secondary School students. The results of the study pointed out the academic achievement and study habits of senior secondary students were positively related with high degree of relationship.

Ashan, (2016) conducted a study on "Effect of mother's employment status of educational adjustment and academic achievement of elementary students of District Rampur." This study is conducted on elementary level students from Rampur district, UP state. The study revealed that there is a significant difference in the academic achievement and educational adjustment of students of working and non-working mother

In the research paper entitled, "Academic achievement of adolescents in relation to study habits", **Reeta Arora, (2016**) investigated the relationship between academic achievement and study habits of adolescents. In this study, the researcher randomly selected a sample of 100 students studying in 9^{th} class from Senior Secondary School of Ludhiana district of Punjab. Data for the present study was collected by using Study Habits Inventory constructed by Dr. N.S. Yadav. The finding of the study revealed a strong positive correlation between academic achievement and study habits of adolescents.

Roya Sherafat and C.G. Venkatesha Murthy, (2016*)* made a study on " Study habits and academic achievement among secondary and senior secondary school students of Mysore city", to find out whether study habits affect academic achievement among secondary and senior secondary school students of Mysore and also to find out whether students at secondary level differ from senior secondary level on their study habits. The researchers took stratified random sampling as the sampling technique for collecting data on the sample of 625 students of Mysore city.

The results of the study indicated that the study habits facilitate higher academic achievement. It was also found that secondary school students are significantly better than senior secondary students on study habits.

A research paper by **S. Santhini Devi, (2016)** titled, "An Investigation into the study habits of high school students in relation to their academic achievement in tribal area of Yercaud", the investigator investigated the study habits of High school students in relation to their academic achievement in Tribal area of Yercaud by adopting normative survey method and a sample of 327 high school students were drawn from government, government aided and matriculation schools. For this study data was collected by using Study habits Inventory constructed by B.P. Patel and for academic achievement the scores of the students were obtained from the school records. The investigator employed t-test' 'F'- value and Pearson's product moment correlation for analyzing the collected data. The findings of the study a significant gender difference in study habits favoring girls among the students and students studying in government, government Aided and matriculation schools were significantly different in their academic achievement.

Ambreen and Ahmad, (2017) conducted a study on "Children of working and non- working mothers-their adjustment", on a sample of 800 children of working and non- working mothers. The sample were selected randomly by employing Bell Adjustment Inventory (1964, Urdu version). The findings of the study revealed significant difference in the adjustment of children of working and non- working mothers and also showed that children of working mothers have better emotional, social and home adjustment in comparison with children of non- working mothers.

A study conducted by **Ghosh, (2017*)*** entitled, "Impact of maternal employment on adolescent study habits," attempted to find out whether the study habits of school students of working mothers differ significantly from those of non-working mothers. Sample consisted of 200 school students (100 school students of working mothers and 100 school students of non-working mothers) studying in X^{th} of Ranchi town. Data was collected by study habit inventory constructed by Hassan (2003). The collected data was analyzed by employing mean, SD and t-test. The findings of the study stated that adolescent students of working and non-working mothers were significantly different where adolescents of working mothers had significantly better study habits than those of adolescent students of non-working mothers and also found that female students had significantly better study habits than male.

A study conducted by **Jasvir Kaur, (2017)** titled, "Academic Achievement of Adolescents in relation to achievement motivation and study habits", aimed to find the significance of relationship in academic as well as achievement motivation and study habits. A sample of 200 students from the four government Senior Secondary Schools of Ludhiana city were selected. Marks of 10^{th} class board examination were taken as Academic Achievement, Deo Mohan Achievement Motivation Scale (2002) and Study Habits Inventory (2002) by Mukhopadhya and Sansanwal were used for data collection and correlation approach was adapted to ascertain the relationship between academic achievement of adolescents in relation to academic motivation and study habits. Major findings of the study were that there is significance relationship between academic achievement of adolescents., and their achievement motivation and their study habits. Motivation and study habits conjointly predict

academic achievement significantly higher as compared to their separate prediction for Adolescent

Rabia, Mashwish. et.al, (2017) conducted a study on "Study habits and academic performance of students". The aim of this study was to examine the association between study habits and academic performance of students. A sample of 270 students from two colleges Govt. AllamaIgbal College for Women and Govt. Technical College for boys, Sialkot, Pakistan was drawn by using stratified sampling technique and data was analyzed by using Chi - square test. The study revealed significant relationship between study habits and academic performance of the students.

P. Raguraman and S. Suthakar, (2017*)* in their study titled, "Study habits and self-esteem of higher secondary school students in Thiruvallur District", investigated the relationship between study habits and self-esteem of Higher Secondary School Students in Thiruvallur District. A sample of 300 students was randomly selected. Data was collected by study habits inventory developed by Dr Rao (1971) and Self – esteem Inventory developed by Km Williams tested at 0.05 and 0.01 level of significance. The study revealed that study habits and self-esteem of higher secondary school students were positively related, significant relationship was also found with respect to gender, type of management, medium of instruction and type of family but found insignificant impact of location, order of birth on the study habits and self- esteem of higher secondary school students.

From the analysis of the review of related literatures that have been done so far, it is difficult to have a clear conclusion as the findings of the different studies revealed mixed results. However, it is obvious from these studies that a positive

correlation existed between study habits and academic achievement. Although the results of the previous studies related to the present study showed a mixed result, it can, however be concluded that mothers' working status is one of the many factors that have effect on the study habits of students. Review of these studies also reveals that study habits of secondary school student with regard to their mothers' working status has not been taken up in Champhai district, Mizoram. Hence, the researcher felt it necessary to study the study habits of secondary students in Champhai district regard to their mothers' working status.

CHAPTER – III

METHODOLOGY

Research Methodology is the way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. It is the orderly, theoretic analysis of the method applied to a field of study and comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative and qualitative technique.

This investigation is designed to assess the study habits of students of secondary school in Champhai district in relation to their mothers' working status. The present chapter deals with the method of study, which covers population and sample, research tools, procedure for collection data and statistical techniques used for data analysis.

3.1 Method of Study

As the present study is mainly concerned with description of what is existing, descriptive type of research has been employed for the present study. The descriptive method describes the present condition of people characteristics and behaviour of sample population; therefore, it was considered the most appropriate for gathering data about the study habits of secondary school students in relation to their mothers' working status.

3.2 Population of the study

The entire group from which the sample is drawn is known as population. The population of the study included all the Govt. Secondary schools in Champhai District. The number of schools and number of students enrolled in these schools at the time of study are:

Table 1: Status of govt. secondary schools in Champhai district.

Number of Govt. School	30
Number of students enrolled	1951
Number of male students	996
Number of female students	955

Source: Office of District Education Office, Champhai

3.3 Sample of the study

The sample of the present study comprised of 200 students i.e. approximately 10% of the total population who were from 5 government schools in Champhai district selected randomly. Out of which, 50 boys and 50 girls were students who are having working mothers and 50 boys and 50 girls were students who are having non-working mothers. Randomness was employed while selecting the schools. To get the desired number of samples, purposive quota sampling was employed. The selected schools are:

Table 2: List of the selected schools with sample distribution

Name of school	School Location	Boys		Girls		Total
		Working Mother	Non-working Mother	Working Mother	Non-working mother	
Govt. Champhai High School	Champhai	5	5	2	10	22
Govt. G.M High School	Champhai	21	8	32	11	72
Govt. Khawbung High School	Khawbung	10	23	7	9	49
Govt. R Hranga High school	Champhai	9	5	7	4	25
Govt. Ruantlang High School	Ruantlang	5	9	2	16	32
	Total	50	50	50	50	200

3.4 Tools used for data collection

Study Habits Inventory (PSSHI) developed by Palsane and Sharma (1989) was used to measure the study habits of secondary school students in Champhai District.

The inventory comprised of 45 statements in 8 different areas which are to be answered on a 3-point scale (Always or Mostly, Sometimes, Rarely or Never).

Table 3: Description of Study Habits Inventory (PISSI) Scale

Areas	Name of Areas	No. of Items	Item Number
1	Budgeting time	5	1, 2,3,4,32
2	Physical Condition	6	5,6,7,8,9,43
3	Reading Ability	8	10,13,14,15,16,17,22,28
4	Note taking	3	11,18,19
5	Learning Motivation	6	20,21,23,24,25,40
6	Memory	4	12,26,27,37
7	Taking examination	10	29, 30,31,33,34, 35, 36, 38, 39, 42
8	Health	3	41, 44, 45

The score for each statement is for 'Always' or 'Mostly' response score 2 is awarded, whereas 1 and 0 scores are to be given for 'Sometimes' or 'Never' responses respectively. In case of statement Nos. 6, 9.13,15, 24, 26, 34, 36, 37, 41 and 42 the 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.

Description of each area of Study -habits: The items of the inventory belong to the following eight areas.

1) Budgeting Time -It is very important to plan the budget of study time. Time schedule helps to adjust the study periods and other activities according to the needs of the individual. The best way to budgeting the time is to keep the record of all activities throughout the day for one week. The analysis of this diary will help in

budgeting the time. By budgeting time, students can optimise their success in study as well as their extra- curricular activities.

2) Physical Conditions for study- Physical conditions play an important part in study habits. The place for study should be calm and quiet. It should be clean and there should be proper illumination and ventilation. Furniture should be comfortable. There should be sufficient light. One should use diffused light. Study table should be clean and contain only and all the necessary things e.g. paper, pen, books, pencil, etc.

3) Reading Ability- Reading is the basic shill in any kind of study. Reading ability includes various factors as good vocabulary, speed of reading, comprehension, independent selection of appropriate material for reading and locating information. One should be able to read at least 300 words per minute in his mother tongue, 75 to 100 words in any foreign language. One must try to build up a good vocabulary by remembering the precise meaning of the words. Speed of reading is also an important factor. Silent reading is always faster than loud reading. It's necessary to adjust the speed of reading according to the importance of matter. Technical material requires more time than usual one. An individual should try to understand what he is reading. He should try to remember the ideas he has grasped while reading and should be able to summarise the main ideas.

4) Note Taking – Taking notes in the classroom is an important learning activity. Taking notes from book also helps a great deal in study. There are different ways of taking notes. One may copy everything from text book. One may take down only important paragraphs or one may take down the headings and sub- headings and important key paras to make an outline. Paraphrasing in one's own words and summarising is supposed to be the best way of making one's notes. It is a good

practice to combine class notes and notes from books to make a final note. With the help of regular practice note- taking can become a habit.

5) Factors in Learning Motivation- Apart from ability to learn, desire to learn is an important consideration. If one is genuinely interested in learning he may learn quickly and retain it for a long time. There are individual differences in capacity to learn. Everybody can improve with extra efforts. Spirit of competition and competition helps in learning. One learns better in a group.

6) Memory – Improving memory means learning better. Distributing learning periods is preferable to continuous or massed learning. The better we learn the longer we retain. Overlearning helps in remembering for a longer period.

7) Taking Examination – Most of our examinations are of essay type where a few questions are given and students are required to write long answers. It is good to prepare an outline and arrange the ideas properly, following a logical pattern of presentation. Use of simple language is advisable. Separate ideas should be discussed in paragraphs. Heading and sub- headings should be properly placed. Important words and phrases may be underlined.

(i) **Preparation for examination** – One should devote more time and attention to his weak points. A time schedule for study should be prepared. If one is regular in his study habits he is already prepared for the examination. Calm, cool and relaxed attitude towards the examination is necessary and can be achieved only after a good preparation

(ii) **Use of Examination Results** – From the results one can find out his strong and weak points. Knowledge of results can motivate an individual and direct his efforts.

8. Health – Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

Reliability:

The reliability of the inventory is determined by two methods:

i) 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 undergraduates' classes. The reliability coefficient was found to be .67 with an interval of 3 months on a sample of 60 girls studying intermediate classes.

ii) Using split half technique on 150 boys of intermediate and undergraduates' classes, the coefficient of correlation was found to be .56 between odd and even items.

Validity

The inventory has sufficiently high validity with other similar inventories and allied measures by other authors and has significant relationship with other variables which influence the study habits and academic performances. For research purposes, the inventory can be safely recommended for use with the sample for which it has been prepared.

3.5 Procedure for data collection

The investigator personally visited the schools selected for the study and obtained the permission from the Headmaster of each school. She then gives introduction about the test to the students and explained clearly the procedure

involved in testing their study habits. She also assured them of the secrecy of the information that they provide in the study habits Inventory. Finally, the investigator distributed the study habits inventory to each student and the test was administered. As the time limit for the test is 25 minutes, the response sheets were collected after 25 minutes.

3.6 Statistical techniques used for data analysis

The study being descriptive in nature, analysis of the obtained data was done with the help of descriptive statistics i. e. mean, standard deviation and inferential statistics- t' test to find out the differences between the two groups.

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data. As mentioned in the chapter 1, the objective of the present study includes finding out the study habits of secondary students in Champhai district, compare the study habits of govt. secondary schools with regard to their mothers' working status. The study also aims to compare the study habits of Govt. Secondary school girls with regard to their mothers' working status and study habits of Govt. Secondary school boys with regard to their mothers' working status.

Data for the present study were collected from the sample by administering Study habits Inventory constructed by Palsane and Sharma. The obtained responses were scored, tabulated and analysed. The analysis of data was carried out with the help Percentile norms provided in the manual, descriptive (mean, and standard deviation) and inferential statistics (t-test). The following table represent the norms for Study habits obtained on both sexes:

Table 4: Norms for study habits inventory

Percentile Level	Score		Category	Interpretation
	Boys	Girls		
100	75	72	A	Excellent Study Habits
90	60	60		
80	55	55		
75	54	54	B	Good Study Habits
70	53	53		
60	49	51	C	Average Study Habits
50	47	49		
40	45	46		
30	43	44	D	Unsatisfactory Study Habits
25	42	43		
20	39	42	E	Very Unsatisfactory Study Habits
10	37	38		
0-9	Below 37	Below 38	F	Extremely Unsatisfactory Study Habits

In the PSSHI manual, category for boys scoring below 37 and girls scoring below 38 is not specified, in the present investigation they were categorised F, which indicates 'Extremely Unsatisfactory study Habits

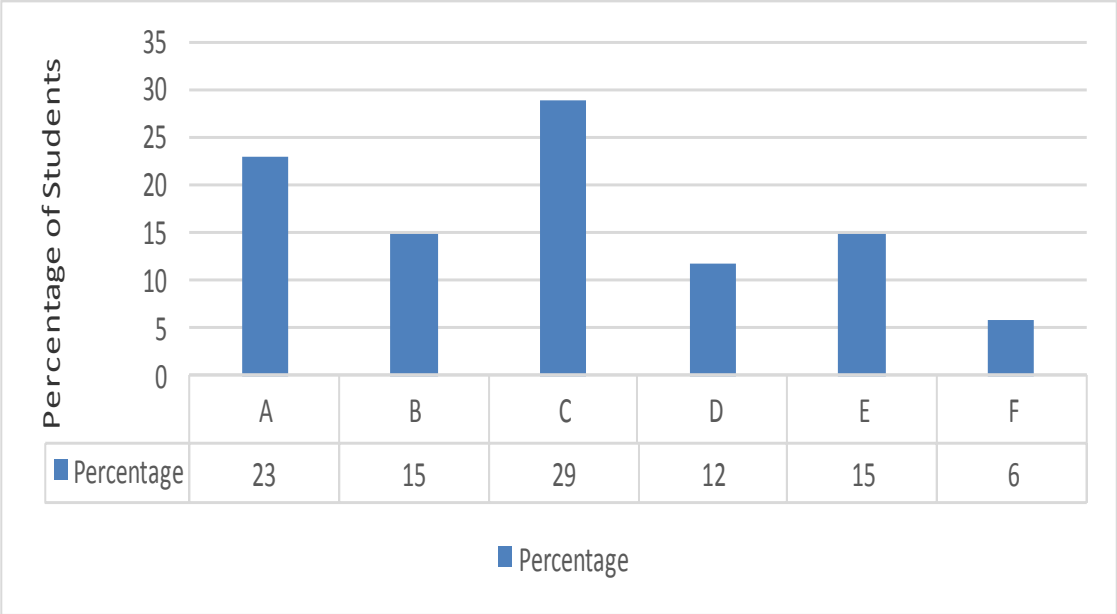
4.1 Objective No. 1: To find out the study habits of secondary school students in Champhai district.

In order to find out the study habits of secondary school students in Champhai district, the scores obtained from the Study Habits Inventory (PSSHI) are analysed and interpreted by the Percentile norms provided in the manual of the study habits inventory.

Table 5: Study habits of secondary school students in Champhai district categorised by percentile norms.

SL	CATEGORY	BOYS	GIRLS	TOTAL	%
1	A (Excellent Study habits)	24	22	46	23%
2	B (Good study habits)	15	15	30	15%
3	C (Average Study habits)	28	30	58	29%
4	D (Unsatisfactory Study habits)	13	11	24	12%
5	E (Very Unsatisfactory Study Habits)	13	17	30	15
6	F (Extremely Unsatisfactory Study Habits)	7	5	12	6%
	Total	**100**	**100**	**200**	

Figure 1: Study habits of secondary school students in Champhai district categorised by percentile norms.



From the above table 5 and figure 1 we can see that of all the sample of 200 students, 23% students have excellent study habits, 15% have good study habits and 29% are lying in category C having average study habits. They are 12% of students who have unsatisfactory study habits. The 15% of students have very unsatisfactory study habits and 6% are lying in category F, having extremely unsatisfactory study habits. It is quite evident from the above table and figure where secondary school students are categorised under different category that majority of the students of secondary schools in Champhai district have satisfactory study habits as 69% of students were categorised in the category of 'average', 'good' and excellent study habits.

Figure 2 : Comparison of study habit of boys and girls of secondary school students categorised by percentile norms

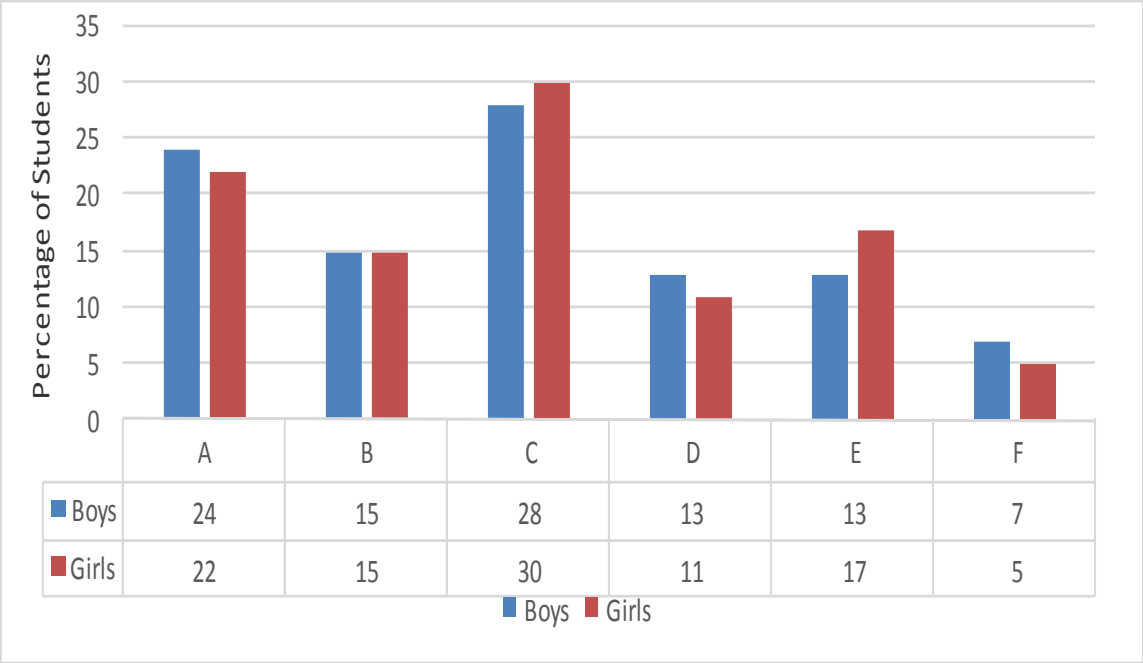


Figure 2 reveals the differences between boys and girls categorised by the scores they obtained in the 6 categories (Category A-F) of the study habits. The percentile score of boys in categories A (excellent study habits) B (unsatisfactory study habits) and F (extremely unsatisfactory study habits) were more than girls whereas in categories C & E, the percentile score of girls was higher. This means that there were more boys having excellent study habits than girls, at the same time, more boys were found to be in the category of unsatisfactory study habits and extremely unsatisfactory study habits. There were more girls in the category C (average study habits) and category E (very unsatisfactory study habits). The number of boys and girls falling in the category B (good study habits) were same.

4.2 Objective No. 2: To compare the study habits of students of Secondary Schools of Champhai district with regard to their mothers' working status.

In order to compare the study habits of secondary school students with regard to their mothers' working status in Champhai district, the hypothesis formulated was:

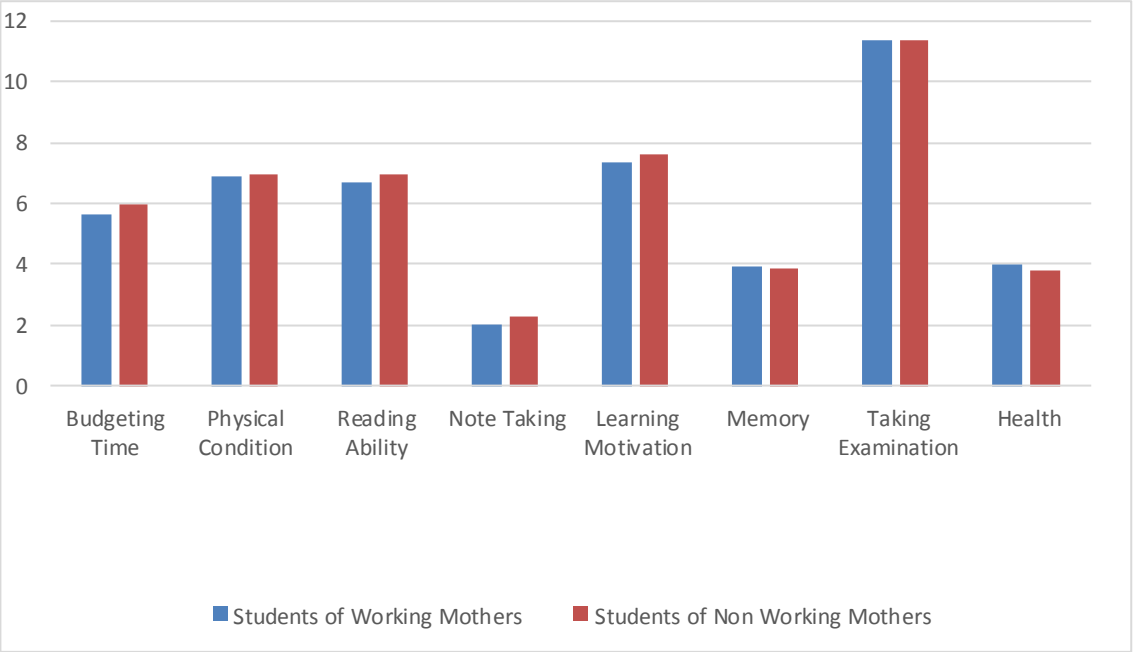
Hypothesis 1: There is no significant difference in the study habits of students of secondary schools of Champhai district with reference to their mothers working status.

The score of students of working and non- working mothers of secondary school students of Champhai district was compared using the mean and standard deviation. The mean difference was then tested by applying 't'-test.

Table 6: Comparison of study habits of secondary school students with regard to their mothers' working status in Champhai District.

Areas of study habits	Mothers' working status	No	Mean	Sd	t-value	Level of Significance
Budgeting time	Working	100	5.64	1.8323	1.41	N. S
	Non-working	100	6.00	1.7552		
Physical Condition	Working	100	6.92	1.7938	0.11	N. S
	Non-working	100	6.95	1.9182		
Reading Ability	Working	100	6.72	2.2088	0.81	N. S
	Non- working	100	6.99	2.4597		
Note Taking	Working	100	2.03	1.4221	1.45	N. S
	Non-working	100	2.31	1.2909		
Learning motivation	Working	100	7.33	1.9061	1.06	N. S
	Non- working	100	7.62	1.9305		
Memory	Working	100	3.91	1.1958	0.16	N. S
	Non- working	100	3.88	1.4447		
Taking examination	Working	100	11.36	2.1213	0.003	N. S
	Non- working	100	11.361	2.384		
Health	Working	100	4.01	1.0049	1.61	N. S
	Non-working	100	3.77	1.0959		
Total Study Habits	Working	100	48	8.4261	0.65	N. S
	Non- working	100	48.8	8.9587		

Figure 3: Comparison of the mean score of students of working and non-working mothers in different areas of study habits



From table 6 and figure 3 , it can be seen that:

i) The mean score of students of non- working mothers on 'Budgeting time' were higher than the mean score of students of working mother. However, the t-value of 1.41 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to budgeting time in the study habits scale.

ii) The mean score of students of non- working mothers on 'Physical condition' were higher than the mean score of students of working mothers. However, the t- value of 0.11 is lower than the required t-value to determine significance of the

difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to physical condition in the study scale.

iii) The mean score of students of non- working mothers on 'Reading ability' were higher than the mean score of students of working mothers. However, the t-value of 0.81 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to reading ability in the study habits scale.

iv) The mean score of students of non- working mothers on 'Note taking' were higher than the mean score of students of working mothers. However, the t- value of 1.45 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to note taking in the study habits scale.

v) The mean score of students of non- working mothers on 'Learning motivation' were higher than the mean score of students of working mothers. However, the t- value of 1.06 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to learning motivation in the study habits scale.

vi) The mean score of students of working mothers on 'Memory' were higher than the mean score of students of non- working mothers. However, the t- value of 0.16 is lower than the required t- value to determine significance of the differences.

This means that there is no significant difference between students of working mothers and non- working mothers with regard to memory in the study habits scale.

vii) The mean score of students of non-working mothers on 'Taking examination' were higher than the mean score of students of working mothers. However, the t-value of 0.003 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between students of non- working mothers and working mothers with regard to taking examination in the study habits scale.

viii) The mean score of students of working mothers on' Health' were higher than the mean score of students of non- working mothers. However, the t- value of 1.61 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between students of working mothers and non- working mothers with regard to taking examination in the study habits scale.

A look at the overall mean score also shows that although the mean score of students of non- working mother is slightly higher than the mean score of working mothers. The difference was found to be non- significant as was evidenced by the t-value which is 0.65. Hence, the hypothesis, "There is no significant difference in the study habits of government secondary school students of Champhai district with reference to their mothers' working status" is accepted.

4.3 Objective No. 3: To compare the study habits of secondary school boys of Champhai district with regard to their mothers' working status.

In order to compare the study habits of secondary school boys with regard to their mothers' working status, the hypothesis formulated was :

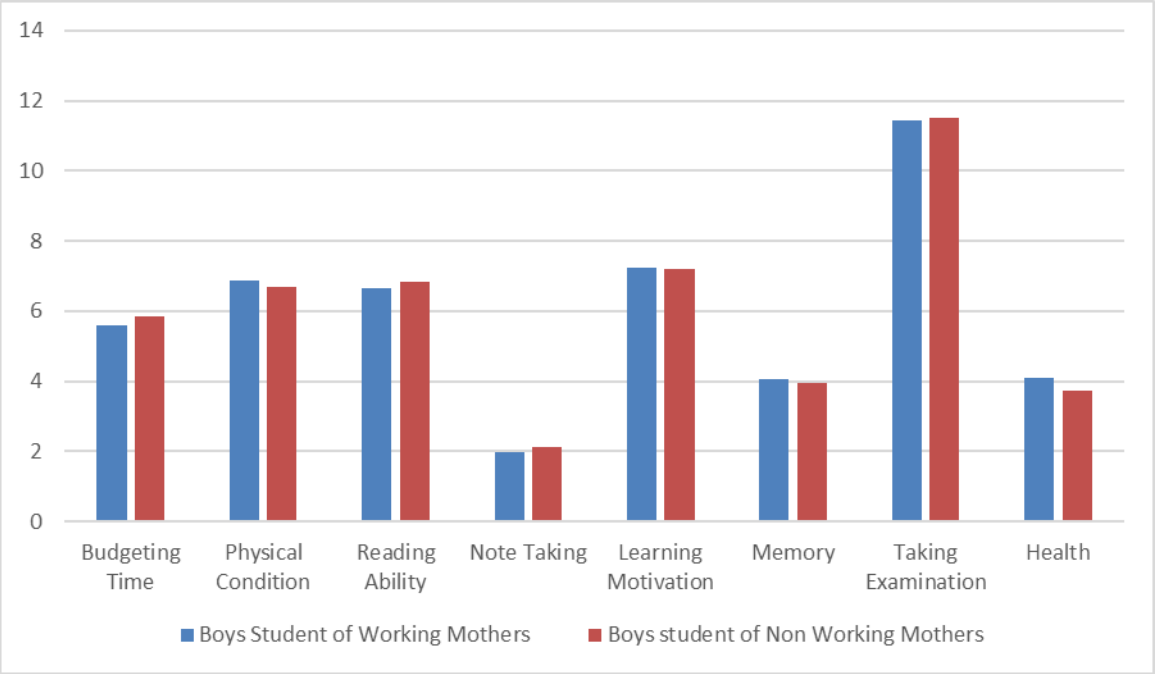
Hypothesis 3: There is no significant difference in the study habits of boy students of secondary schools in Champhai district with reference to their mothers' working status.

The difference between study habits of secondary school boys with regard to their mothers' working status in Champhai district was compared. For this, the values of mean, standard deviation were calculated and t-test was calculated between the two means.

Table: 7: Comparison of study habits of secondary school boys with regard to their mothers' working status.

Areas of study habits	Mothers' working status	No	Mean	Sd	t-value	Level of Significance
Budgeting time	Boys student of working mothers	50	5.58	2.0513	0.75	N. S
	Boys student of Non-working mothers	50	5.86	1.6289		
Physical Condition	Boys student of working mothers	50	6.86	1.8407	0.41	N. S
	Boys students Non-working mothers	50	6.7	1.9717		
Reading Ability	Boys student of working mothers	50	6.66	2.3871	0.31	N. S
	Boys students Non-working mothers	50	6.82	2.7232		
Note Taking	Boys student of working mothers	50	1.98	1.692	0.52	N. S
	Boys students Non-working mothers	50	2.14	1.3403		
Learning motivation	Boys student of working mothers	50	7.221	1.9409	0.002	N. S
	Boys students Non-working mothers	50	7.22	1.8327		
Memory	Boys student of working mothers	50	4.06	1.0956	0.40	N. S
	Boys students Non-working mothers	50	3.96	1.3547		
Taking examination	Boys student of working mothers	50	11.44	2.001	0.17	N. S
	Boys students Non-working mothers	50	11.52	2.6049		
Health	Boys student of working mothers	50	4.10	1.0351	1.67	N.S
	Boys students Non-working mothers	50	3.72	1.2296		
Total Study Habits	Boys student of working mothers	50	47.9	9.52331	0.10	N. S
	Boys students Non-working mothers	50	48.1	8.7344		

Figure 4: Comparison of the mean score of study habits of secondary school boys with regard to their mothers' working status



From table 7 and figure 4, it can be seen that:

i) The mean score of boys having non- working mothers on 'Budgeting time' were higher than the mean score of boys having working mothers. However, the t-value of 0.75 is lower than the required t- value to determine significance of the difference. This means that there is no significance difference between boys having non- working mother and working mother with regard to budgeting time in the study habits scale.

ii) The mean score of boys having working mothers on 'Physical condition' were higher than the mean score of boys having non- working mothers. However, the t- value of 0.41 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between boys having

working and non- working mother with regard to physical condition in the study habits scale.

iii) The mean score of boys having non - working mothers on 'Reading ability' were higher than the mean score of boys having working mothers. However, the t-value of 0.31 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between boys having non- working mothers and working mothers with regard to reading ability in the study habits scale.

iv) The mean score of boys having non- working mothers on 'Note taking' were higher than the mean score of boys having working mothers. However, the t- value of 0.52 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between boys having non- working mothers and working mothers with regard to note taking in the study habits scale.

v) The mean score of boys having working mothers on 'Learning motivation' were higher than the mean score of boys having non- working mothers. However, the t- value of 0.002 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between boys having working and non- working mothers with regard to learning motivation in the study habits scale.

vi) The mean score of boys having working mothers on 'Memory' were higher than the mean score of boys having non- working mothers. However, the t- value of 0.40 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between boys having working mothers and non- working mothers with regard to memory in the study habits scale.

vii) The mean score of boys having non- working mothers on 'Taking examination' were higher than the mean score of boys having working mothers. However, the t- value of 0.17 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between boys having non- working mothers and working mothers with regard to taking examination in the study habits scale.

viii) The mean score of boys having working mothers on 'Health' were higher than the mean score of boys having non- working mothers. However, the calculated t- value which is 1.67 is lower than the calculated value for 98df which is 1.98 at 0.05 level of significance. This means that there is no significant difference between secondary school boys having working mothers and non- workings mother with regard to health in the study habits scale.

A look at the overall mean shows that although the mean score of boys having non- working mothers is slightly higher than the mean score of boys having working mothers, the difference was found to be non- significant as was evidenced by the t- value which is 0.10. Hence, the hypothesis, "There is no significant difference in the study habits of secondary school boys of Champhai district with regard to their mothers' working status is accepted.

4.4. Objective 4: To compare the study habits of secondary school girls of Champhai district with regard to their mothers' working status.

In order to compare the study habits of secondary school girls with regard to their mothers' working status the hypothesis formulated was

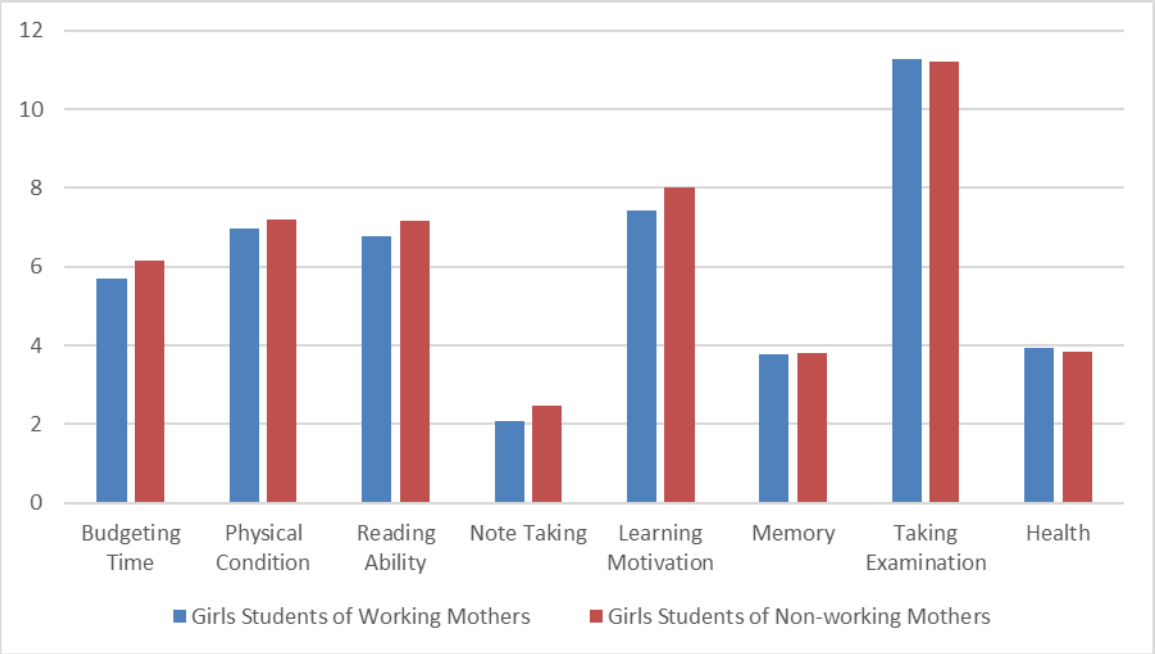
Hypothesis 4: There is no significant difference in the study habits of girl students of secondary school in Champhai district with regard to their mothers' working status.

The difference between study habits of secondary school girls with regard to their mothers' working status in Champhai district was compared. For this, the values of mean and standard deviation were calculated and a t-test was calculated between the two means.

Table 8: Comparison of the study habits of secondary school girls with regard to their mother mothers' working status.

Areas of study habits	Mothers' working status	No	Mean	Sd	t-value	Level of Significance
Budgeting time	Girls student of working mothers	50	5.70	1.5811	1.27	N. S
	Girls student of Non-working mothers	50	6.14	1.8627		
Physical Condition	Girls student of working mothers	50	6.98	1.7437	0.61	N. S
	Girls students Non-working mothers	50	7.20	1.8295		
Reading Ability	Girls student of working mothers	50	6.78	2.0131	0.91	N. S
	Girls students Non-working mothers	50	7.16	2.1510		
Note Taking	Girls student of working mothers	50	2.08	1.0850	1.73	N. S
	Girls students Non-working mothers	50	2.48	1.2162		
Learning motivation	Girls student of working mothers	50	7.44	1.8644	1.52	N. S
	Girls students Non-working mothers	50	8.02	1.9430		
Memory	Girls student of working mothers	50	3.76	1.2707	0.14	N. S
	Girls students Non-working mothers	50	3.80	1.5253		
Taking examination	Girls student of working mothers	50	11.28	2.2319	0.18	N. S
	Girls students Non-working mothers	50	11.20	2.1285		
Health	Girls student of working mothers	50	3.92	0.9655	0.52	N. S
	Girls students Non-working mothers	50	3.82	0.9409		
Total Study habits	Girls student of working mothers	50	48.1	7.1617	0.85	N. S
	Girls students Non-working mothers	50	49.5	9.1241		

Figure 5 : Comparison of the mean score of study habits of secondary school girls with regard to their mothers' working status



From table 8 and figure 5, it can be seen that:

i) The mean score of girls having non- working mothers on 'Budgeting time' were higher than the mean score of girls having working mothers. However, the t-value of 1.27 is lower than the required t-value to determine significance of the difference. This means that there is no significant difference between girls having non- working and working mothers with regard to budgeting time in the study habits scale.

ii) The mean score of girls having non- working mothers on 'Physical condition' were higher than the mean score of girls having working mothers. However, the t-

value of 0.61 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between girls having non- working mothers and working mothers with regard to physical condition in the study habits scale.

iii) The mean score of girls having non- working mothers on 'Reading ability' were higher than the mean score of girls having working mothers. However, the t-value of 0.91 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between girls having non- working mothers and working mothers with regard to reading ability.

iv) The mean score of girls having non- working mothers on 'Note taking' were higher than the mean score of girls having working mothers. However, the calculated t- value which is 1.73 is lower than the calculated value for 98df which is 1.98 at 0.05 level of significance. This means that there is no significant difference between secondary school girls having working mothers and non- working mothers with regard to note taking in the study habits scale.

v) The mean score of girls having non- working mothers on "learning motivation were higher than the mean score of girls having working mothers. However, the t- value of 1.52 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between girls having non- working mothers and working mothers with regard to learning motivation in the study habits scale.

vi) The mean score of girls having non- working mothers on 'Memory' were higher than the mean score of girls having working mothers. However, the t- value of 0.14 is lower than the required t- value to determine significance of the difference.

This means that there is no significant difference between girls having non- working mothers and workings mothers with regard to memory in the study habits scale.

vii) The mean score of girls having working mothers on 'Taking examination' were higher than the mean score of girls having non- working mothers. However, the t- value of 0.18 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between girls having working mothers and non- working mothers with regard to taking examination in the study habits scale.

viii) The mean score of girls having working mothers on 'Health' were higher than the mean score of girls having non- working mothers. However, the t- value of 0.52 is lower than the required t- value to determine significance of the difference. This means that there is no significant difference between girls having working mothers and non- working mothers with regard to health in the study habits scale.

A look at the overall mean score also shows that although the mean score of students of non- working mother is slightly higher than the mean score of working mothers, the difference was found to be not significant as was evidenced by the t-value which is 0.85. Hence the hypothesis, "There is no significant difference in the study habits of girls of secondary school students in Champhai district with reference to their mother's working status' is accepted.

CHAPTER - V

MAJOR FINDINGS, DISCUSSION, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES

5.1.0 Major findings of the study

The collected data, after detailed analysis and interpretation revealed the following information about the study habits of secondary school students of Champhai district in relation to their mothers' working status.

5.1.1 Findings on study habits of secondary school students of Champhai district:

i) Majority of secondary school students of Champhai district have satisfactory study habits as revealed by the total percentage (69%) of students falling in the category of average, good and excellent study habits. At the same time, there were 6% of students who were in the category of extremely unsatisfactory study habits, 15% had very unsatisfactory study habits and 12% had unsatisfactory study habits.

ii) Comparing the study habits of boys and girls by percentile norms boys categorised in category 'A' (excellent study habits), category 'B' (unsatisfactory study habits) and category 'F' (extremely unsatisfactory study habits) were more than girls.

iii) Comparing the study habits of boys and girls by percentile norms girls categorised in category 'C' (average study habits) and in category 'E' (very unsatisfactory study habits.) were more than boys.

iii) Numbers of boys and girls placed in category 'B' (good study habits) were same

5. 1.2 Findings on the comparison of the study habits of students of secondary schools of Champhai district with regard to their mothers' working status.

No significant difference was found between secondary school students of working and non- working mothers in respect of different areas of study habits. At the same time, it was found that the mean scores of secondary school students of non- working mothers in all other areas of study habits except on memory and health was higher than the mean scores of secondary school students of working mothers.

5.1.3 Findings on the comparison of the study habits of secondary school boys of Champhai district with regard to their mothers' working status.

No significant difference was found between secondary school boys having working and non- working mothers with respect to different areas of study habits. The mean score of secondary school boys of both having working and non- working mothers revealed that boys having non- working mothers scored higher in the areas of budgeting time, reading ability, note taking and taking examination than those having working mothers. At the same time, the mean score of secondary school boys having working mothers was found to be higher than the mean score of secondary school boys having non- working mothers in the areas of physical condition, learning motivation, memory and health.

5.1.4 Findings on the comparison of the study habits of secondary school girls of Champhai district with regard to their mothers' working status.

No significant difference was found between secondary school girls having working and non- working mothers with respect to different areas of study habits. The mean score of secondary school girls of both having working and non- working mothers revealed that girls having non- working mothers scored higher in the areas of budgeting time, physical condition, reading ability, note taking, learning motivation and memory than those having working mothers. At the same time, the mean score of secondary school girls having working mothers was found to be higher than the mean score of secondary school girls having non- working mothers in the areas of taking examination and health.

5.2 Discussion on the findings of the present study

1. Although the finding revealed a satisfactory study habits among the secondary school students of both working and non- working mothers of Champhai district, the finding that there were as many as 31% of students who fell in the categories of unsatisfactory study habits is one issue which is of concern. Students at the stage of secondary level of education are mainly adolescents who are in the formative years of character building. They are at a stage which is crucial for their future career. If study habits are not built up satisfactorily at this stage, the future may be quite bleak for them. Thus, it is important that parents, teachers and school try to help students to develop good study habits.

2. The finding of the present study revealed no significant difference in the study habits of secondary students in relation to their mothers' working status. In

support of the present findings, Chandana Aditya (2014) who conducted a study to find out the study habits of secondary students of working and non- working mothers also revealed no significant difference in the total study habits between students having working and non- working mothers. Suresh Chand (2014) on his study of influence of parental occupation on study habits of secondary school students also found no significant difference on the total and components of study habits between students having working and non- working mothers. On the other hand, against the findings of the present study, Mehraj Ud Din (2012) in his study of study habits of secondary school students of working and non- working mothers and the study conducted by Ghost (2007) on the impact of maternal employment on adolescent study found a significant correlation between study habits and working status of mothers.

3. In studies comparing the study habits of secondary school boys with regard to their mothers' working status and also the study comparing the study habits of secondary school girls with regard to their mothers' working status, no significant difference was found on the total relationship of study habits and their mothers' working status. This finding was however not consistent with the findings of Attri (2013) and Horwod and Furguson (2008) which stated that some of the areas of the study habits are affected by maternal employment and some are not.

4. The popular belief that working mothers tend to spend more time on outside home activities which adversely affect their children's education has been proved otherwise by the present study as it was found that the difference found between the secondary school students of working and non- working mothers in all the areas of study habits were negligible. At the same time, this finding may be taken

to mean that students of secondary school stage do not need the supervision and guidance of their mothers as against the popular belief.

5.3 Suggestions for improving study habits of students

1. Parents irrespective of their working status must be helped to aware that their support and contribution is vital for academic success of their children.
2. Parents should provide proper guidance and counselling in how to help their children in developing good study habits and improving the study environment for their children at home.
3. Parents should help their children in setting-up study routine and monitoring them in maintaining the study habits.
4. Parents should regularly enquire about the academic progress of their children at school by meeting their teachers.
5. Students should be encouraged to have a good study habits as regular timing of study results in academic success.
6. Students should be encouraged to avoid all forms of distractions which are not important for their studies.
7. Students should be helped in identifying their strength and weakness in the learning strategies by organising guidance and counselling service at school.
8. Students should be encouraged to read books and spend more time in the library.

9. Students should be encouraged to prepare their own notes without completely relying on teacher's note and guide book from the market.
10. Teachers should help the students in developing effective learning strategies taking into consideration the abilities, interest and potentials of the students.
11. Teachers should supervise the study habits of the students.
12. Teachers should be available and ready to render guidance service and consultation when it is needed by the students and parents.
13. Schools should be well-equipped with good educational infrastructure and create a learning environment.
14. Schools should have regular parents-teacher meetings.
15. Schools should have a programme for remedial classes for weak students.

5.4 Recommendations for further studies

1. Similar studies can be conducted at different levels of education – elementary, higher secondary schools and at under -graduates level.
2. Similar studies can be conducted at larger sample.
3. A comparative study of study habits of secondary school students between two districts.
4. Study of academic achievement of secondary school students of working and non- working mothers.
5. Study of factors influencing study habits of secondary school students

SUMMARY

Education is a systematic process through which people move up and build their future by acquiring knowledge, experience, skill, attitude, values and beliefs. It is primarily concerned with learning. The main objective of educational institution is learning. The quality and efficient learning depends on a number of factors like personal, socio- economic, parent's education, school structure and resources, communication skills, guidance, willingness to learn, students' ability and study habits of the students. Study habit is one of the most important factors that effect a student's learning and their academic achievement.

Study habits are a well-organized and thoughtful way of study which has attained a form of regularity on the part of students towards understanding academic subjects and passing at examination. According to Good (1973), "study habits are the student's way of studying whether systematic, efficient or inefficient''

.In the field of education, academic achievement of the students is undoubtedly influenced by the study habits and is used as the chief criterion to judge the students' abilities and capacities. In the same manner as good study habits lead to good academic performance, having poor study habits at every level of education cause failure and backwardness of student. Despite many attempts made in many areas to maximize the potential of students, still there is a constant fluctuating performance and increase in the number of failure of students. There are many reasons for failure and fluctuation in academic performance; among which one of the common reasons is poor and ineffective study habits. Poor study habits hinder the progress of the students and make the students under- achievers. Habits like not doing home-assignment, skipping classes, distraction from other family members

through watching TV, playing computer games, having wrong study partner, social networking (Facebook, WhatsApp, Instagram) during studying, no proper study time management, poor note taking skills, lack of organization, lack of preparation for schools are considered as bad study habits. Sirohi (2004) also pointed out from her study that underachievement of the students was caused by poor study habits adopted by the students. If students' study habits are developed and made it regular, academic performance would positively improve. Good study habits result in good academic performance and success.

Teachers and parents play a very important role in the formation of effective study habits. Good study habits can be developed by active parents' involvement in guiding the students in his/her study and provide a supportive home environment. At school, several factors like teachers' commitment, encouragement given, the method employed to acquire learning, develop regular study habits in the students.

Rationale of the study:

In an era of economic developments, large numbers of women are now entering into the world of working class due to the financial needs of the family. Women who entered a salaried job are responsible for two jobs - households and occupational jobs. It is also a general perception that if a mother who is chiefly responsible for nurturing and developing all aspects of the children is a working mother, she may not have sufficient time to look after her children and to attend to their educational needs when her presence is needed by her children. This could create a problem in respect of their study habits and academic achievement. A working mother is generally believed to confine herself only to earning and thus

ignore her children which adversely affect the study habits of her children. A non-working mother who just stays at home, on the other hand, is believed to have children who develop a positive attitude towards their education due to the full time given to them by their mother. Hoffman (1961) revealed that children of working mothers had lower intellectual performance than matched group of children whose mother does not work.

On the other hand, if a working mother is happy with her job and could provide her children's needs irrespective of her limited time as a parent as well as or better than who stayed at home just to attend her children's need. This could encourage her children to be more independent, self-sufficient and self –independent from an early age. Gershaw, (1988) also stated that children of working mothers were found to have a feeling that they have control over their environment. Many researchers have measured the difference in the study habits of students having working and non-working mothers and indicate a mixed result. Therefore, it is important to find out if mother's working status affects the study habits of secondary school students. With all these justifications for carrying out the present study, the following research questions have been raised: -

1) What are the study habits of secondary students in Champhai district?
2) Is there any difference in the study habits of secondary school students with regard to their mothers working status?
3) Is there any difference in the study habits of secondary school boys of Champhai district with regard to their mother's working status?
4) Is there any difference in the study habits of secondary school girls of Champhai district with regard to their mother's working status?

Statement of the Problem:

The statement of the problem is *"Study habits of secondary school students of Champhai district in relation to their mothers' working status".*

Objective of the study:

1. To find out the study habits of secondary students in Champhai district.
2. To compare the study habits of students of Government secondary schools of Champhai district with regard to their mother's working status.
3. To compare the study habits of secondary school boys of Champhai district with regard to their mother's working status.
4. To compare the study habits of secondary school girls of Champhai district with regard to their mother's working status.

Hypotheses:

1. There is no significant difference in the study habits of students of government Secondary School Students of Champhai District with reference to their mother's working status.
2. There is no significant difference in the study habits of boys of Secondary School Students in Champhai District with reference to their mother's working status.
3. There is no significant difference in the study habits of girls of secondary school students in Champhai district with reference to their mother's working status.

Delimitation of the Study

The present study has been delimited to class IX students of government secondary schools.

Method of Study

The investigator adopted a descriptive type of research for the present study.

Population of the study

The population of the present study consists of all students studying in Govt. Secondary Schools of Champhai district.

Sample of the study

The sample of the present study comprised of 200 students i.e. approximately 10% of the total population who were randomly selected from 5 government schools in Champhai District. Out of which, 50 boys and 50 girls were students who are having working mothers and 50 boys and 50 girls were students who are having non-working mothers. The sample were selected by simple random sampling. To get the required number of samples, quota sampling was employed.

Tools used for data collection

Study Habits Inventory (PSSHI) developed by Palsane and Sharma (1989) was used to measure the study habits of secondary school students in Champhai District. The self-constructed students' information schedule was also used to collect the general information of the students. It elicits information regarding sex, class, school family type (single Parent/ both parents) working status of mother, kind of work, number of working hours and educational status of mother.

The inventory comprised of 45 statements in 8 different areas which are to be answered on a 3-point scale (Always or Mostly, Sometimes, Rarely or Never).

The test measures the study habits in eight areas. They are:

1. Budgeting time
2. Physical Condition
3. Reading ability
4. Note taking
5. Learning motivation
6. Memory
7. Taking examination
8. Health

Collection of data:

The investigator personally visited the schools selected for the study and obtained the permission from the Headmaster of each school. She then gives introduction about the test to the students and explained clearly the procedure involved in testing their study habits. She also assured them of the secrecy of the information that they provide in the study habits Inventory. Finally, the investigator distributed the study habits inventory to each student and the test was administered. As the time limit for the test is 25 minutes, the response sheets were collected after 25 minutes.

Data analysis:

The study being descriptive in nature, analysis of the obtained data was done with the help of descriptive statistics i. e. mean, Standard deviation and inferential statistics- t' test to find out the differences between the two groups.

MANUAL

FOR

PALSANE & SHARMA STUDY HABITS INVENTORY

(P S S H I)

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Manual

for

PALSANE AND SHARMA 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 realised 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 optimisation 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.

Purpose

(1) When students want to know about their study habits they can use this inventory to find out whether they should make any improvements and if so in what direction.

(2) This inventory can be used by the teachers and counselors for giving proper guidance to the students who should improve their study habits. They can help these students in the optimum use of their valuable time and energy.

(3) Parents can also use this inventory to guide their children.

Description of each area of Study-habits

The study habits of the individual cover mainly the reading habits, learning techniques, memory, time-schedule, physical conditions, examination, evaluation, etc.

The items of the inventory belong to the following eight areas : —

(1) *Budgeting Time* – It is very important to plan the budget of study time. Time schedule helps to adjust the study periods and other activities according to the needs of the individual. The best way to budgeting the time is to keep the record of all activities throughout the day for one week. The analysis of this diary will help in budgeting the time. By budgeting time, students can optimise their success in study as well as their extra-curricular activities.

(2) *Physical Conditions for Study* – Physical conditions play an important part in study habits. The place for study should be calm and quiet. It should be clean and there should be proper illumination and ventilation. Furniture should be comfortable. There should be sufficient light. One should use diffused light. Study table should be clean and contain only and all the necessary things e. g. papers, pen, books, pencil, etc.

(3) *Reading Ability* – Reading is the basic skill in any kind of study. Reading ability includes various factors as good vocabulary, speed of reading, comprehension, independent selection of appropriate material for reading and locating information. One should be able to read at least 300 words per minute in his mother tongue, 75 to 100 words in any foreign language. One must try to build up a good vocabulary by remembering the precise meaning of the words. Speed of reading is also an important factor. Silent reading is always faster than loud reading. It's necessary to adjust the speed of reading according to the importance of matter. Technical material requires more time than usual one. An individual should try to understand what he is reading. He should try to remember the ideas he has grasped while reading and should be able to summarise the main ideas.

(4) *Note Taking* - Taking notes in the classroom is an important learning activity. Taking notes from book also helps a great deal in study. There are different ways of taking notes. One may copy everything from text book. One may take down only important paragraphs or one may take down the headings and sub-headings and important key paras to make an outline. Paraphrasing in one's own words and summarising is supposed to be the best way of making one's notes. It is a good practice to combine classnotes and notes from books to make a final note. With the help of regular practice note-taking can become a habit.

(5) *Factors in Learning Motivation*—Apart from ability to learn, desire to learn is an important consideration. If one is genuinely interested in learning he may learn quickly and retain it for a long time. There are individual differences in capacity to learn. Everybody can improve with extra efforts. Spirit of competition and co-operation helps in learning One learns better in a group.

(6) *Memory*—Improving memory means learning better. Distributing learning periods is preferable to continuous or massed learning. The better we learn the longer we retain. Overlearning helps in remembering for a longer period.

(7) *Taking Examinations*—Most of our examinations are of essay type where a few questions are given and students are required to write long answers. If is good to prepare an outline and arrange the ideas properly, following a logical pattern of presentation Use of simple language is advisable. Separate ideas should be discussed in paragraphs. Headings and sub-headings should be properly placed. Important words and phrases may be underlined.

(i) *Preparation for examination*—One should devote more time and attention to his weak points. A time schedule for study should be prepared. If one is regular in his study habits he is already prepared for the examination. Calm, cool and relaxed attitude towards the examination is necessary and can be achieved only after a good preparation.

(ii) *Use of Examination Results*—From the results one can find out his strong and weak points. Knowledge of results can motivate an individual and direct his efforts.

(8) *Health*—Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

The following table shows the items belonging to various areas.

Areas	*No. of Items*
1. Budgeting time	1, 2, 3, 4, 32
2. Physical condition	5, 6, 7, 8, 9, 43

3. Reading ability	10, 13, 14, 15, 16, 17, 22, 28
4. Note taking	11, 18, 19
5. Learning motivation	20, 21, 23, 24, 25, 40
6. Memory	12, 26, 27, 37
7. Taking examinations	29, 30, 31, 33, 34, 35, 36, 38, 39, 42
8. Health	41, 44, 45

Administration of the Inventory

The inventory can be administered to individuals as well as in groups of 25 to 50. Still larger numbers can be handled with the help of assistant supervisors and the public address system (Loud speakers).

The subjects should be seated comfortably and as far as possible should not have a chance to talk to other students or glance at their answers. There should be good ventilation and light in the room.

By explaining the purpose of the test, the supervisor should try to get full cooperation from the students. The inventory is self-administering. All the instructions are printed on the front page of the Inventory.

The supervisor should read these out to the students and explain to them whatever is necessary. The following points should be emphasized :

(i) The results are useful only if the subjects give honest answers.

(ii) The needed bio-data be filled on the first page of Inventory. The test administrator should see this personally.

(iii) Although there is no time-limit, the subjects should complete the entire inventory within 20 to 25 minutes.

(iv) The answers of the individuals will be kept confidential.

(v) If the subjects have any difficulty in understanding the meaning of the words or statements, the test administrator may be consulted.

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 'Sometimes' or 'Never' responses respectively. In case of statement Nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 & 42 the 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.

Reliability

The reliability of the inventory is determined by two methods :

(i) 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.

(ii) The reliability coefficient was found to be ·67 with an interval of 3 months on a sample of 60 girls studying in intermediate classes.

(iii) Using split half technique on 150 boys of intermediate and undergraduate classes, the coefficient of correlation 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)

	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. V. Patel	80	·74
4.	Study Involvement Inventory —Asha Bhatnagar	80	·83

(b) With other Variable Measures

1.	Verbal Achievement Motivation Test —V. P. Bhargava	50	·46
2.	Scholastic Achievement (total Marks in Annual Examination)	50	·42
3.	Level of Aspiration —Shah and Bhargava	50	·58
4.	Projective Test of Achievement Motivation—P. Deo	50	·53
5.	Reading Comprehension Test —Ahuja & Ahuja	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 performances. For research purposes, the inventory can be safely recommended for use with the sample for which it has been prepared.

Norms

The following are the norms obtained on students of both Sexes studying from Intermediate to Postgraduate levels

Percentile Level	*Boys*	*Girls*	*Category*	*Interpretation*
100	75	78		
90	74	73	A	Excellent Study
80	64	68		Habits
75 (Q3)	62	67	B	Good Study Habits
70	61	65		
60	60	64		
50 (Md.)	59	63	C	Average Study
40	57	60		Habits

30	55	58	D	Unsatisfactory
25 (Q1)	54	57		Study Habits
20	53	56		
10	50	53	E	Very Unsatisfactory Study Habits
N=	400	300		
Mean=	59·74	63·80		
Median=	59·21	63·02		
S. D.=	6·40	6·60		

From the above table, the percentile level or position of a Student category of his peformance and its interpretation can be made depending on his being a male or female.

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PSSHI

(English Version)

M. N. PALSANE (PUNE)
SADHNA SHARMA (AGRA)

Please give the following informations :—

Name... .....

Age.....Sex.....Class..... .....

College/School.....

INSTRUCTIONS

Much of your success in the examinations depend upon the way you study your School/ College subjects. Following are the statements describing your habits of study. We wish to know your study habits so that we may help you in getting better marks in your examination. Your active cooperation, therefore, is absolutely needed.

Please read the following statements. Three alternatives are given for your answers (a) Always or after, (b) Sometimes. (c) Rarely or never. The example will help you in understanding the mode of answers.

I take notes when I study :

	Alternatives		
	(a)	(b)	(c)
	(Always or Mostly)	(Sometimes)	(Rarely or Never)
	☐	☐	☐

If you take notes always, then select alternative (a) and cross mark it, if you take note 'Sometimes' then select alternative (b) and cross mark it, and if you rarely or never take notes, then select alternative (c) and cross mark it. There is no time limit, but give answers to all statements as honestly and as carefully as you can within 20 minutes.

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, Kacheri Ghat, Agra—282004. (India)

PSSHI

	(Always or Mostly) (A)	(Some-times) (B)	(Rarely or Never) (C)
1. I study every day.	☐	☐	☐
2. I study at a particular time of the day.	☐	☐	☐
3. I do my home work daily.	☐	☐	☐
4. If I have to study for a longer time, I take rest in between.	☐	☐	☐
5. I have all the required books and other relevant materials of study with me.	☐	☐	☐
6. For the time of study, I get disturbed by the surroundings at the time of the study.	☐	☐	☐
7. I develop automatic interest in the subject as soon I start studying it.	☐	☐	☐
8. I realise the importance of the subjects for my future career.	☐	☐	☐
9 Other stray thoughts gradually flow in, as soon as I settle down for the study.	☐	☐	☐
10. I read the main points before I read the chapter.	☐	☐	☐
11 I take down notes while reading.	☐	☐	☐
12. I try to recall the matter after reading it.	☐	☐	☐
13. I continue my reading despite the difficulties in understanding meaning of some of the words.	☐	☐	☐
14. I read very carefully in order to understand every point.	☐	☐	☐
15. I never read silently.	☐	☐	☐
16. According to the importance and difficulty of the subject matter, I change and adjust speed of my reading.	☐	☐	☐
17. I study figures and graphs very carefully while reading.	☐	☐	☐
18. During the class room teaching, I take down notes very sincerely.	☐	☐	☐
19. At home, I compare my class notes with the notes from the text books.	☐	☐	☐

PSSHI	(Always or Mostly) (A)	(Some-times) (B)	(Rarely or Never) (C)
20. I take help of anybody, if I do not follow any thing.	☐	☐	☐
21. I study the subject matter at home thoroughly before it is taught in the class room.	☐	☐	☐
22. I read books whenever, I get free time whether at home or in the school/College.	☐	☐	☐
23. I attend my classes regularly in time.	☐	☐	☐
●24. I frequently remain absent from class.	☐	☐	☐
25. If a matter is to be learnt by heart, I read and memorize it part by part.	☐	☐	☐
●26. I cram certain things without understanding.	☐	☐	☐
27. I revise the subject matter from time to time.	☐	☐	☐
28. I study in the library regularly.	☐	☐	☐
29. During examination days also, I sleep as usual in the night.	☐	☐	☐
30. Before writing the answers to the questions in the examination, I read very carefuly the entire question paper.	☐	☐	☐
31. In the examination, I answer the question in their serial order.	☐	☐	☐
32. I divide the time according to the matter to be answered in respect of the number of questions.	☐	☐	☐
33. Before examination, I read my own notes carefully.	☐	☐	☐
●34. I prepare for the examinations from the guides/-notes available in the market.	☐	☐	☐
35. I draw an outline of answers of each question, before writting answers to the questions in the examination.	☐	☐	☐
●36. I feel tense at the begining of the examination.	☐	☐	☐
●37. After the examination, I realise that I have made some mistakes in the answers I have written or I have forgotton some important points.	☐	☐	☐
38. Icarefully record my examination results.	☐	☐	☐

PSSHI	(Always or Mostly) (A)	(Some-times) (B)	(Rarely or Never) (C)
39. I single out my weak subjects on the strength of my examination results.	☐	☐	☐
40. I try to make up my deficiency in the weak subjects to my best.	☐	☐	☐
●41. I get disappointed, if the examination result is not favourable.	☐	☐	☐
●42. I have a tendency to compare my marks with others after the results are declared.	☐	☐	☐
43. I think that I can improve fairly my study habits.	☐	☐	☐
44. I get guidance about proper study habit from my teachers.	☐	☐	☐
45. I will take advantage if a guidance programme in study habits is arrenged.	☐	☐	☐

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TITLE OF DISSERTATION	**:**	**Study Habits of Secondary School Students of Champhai District in relation to their Mothers' Working Status.**
DATE OF PAYMENT OF ADMISSION (commencement of first semester)	**:**	**16th August, 2017**
COMMENCEMENT OF DISSERTATION	**:**	**January 2018**
APPROVAL OF RESEARCH PROPOSAL	**:**	
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