

STUDY HABITS AND ATTITUDE IN RELATION TO PARENTAL INVOLVEMENT OF NATIONAL INSTITUTE OF OPEN SCHOOL (NIOS) STUDENTS

Dr Nand Kishor

Principal, S. D. College, Hoshiarpur, Punjab

ABSTRACT

The present study was conducted to study habits and attitude in relation to parental involvement of National Institute of Open School (NIOS) students. A total sample of 200 secondary school students was studied from Ludhiana district of Punjab to collect the requisite data for the present study. Study Habits & attitude scale (TSHA) developed by C. P. Mathur and The Parental Involvement Scale (TPIS) by Chouhan and Arora was used for analysis and interpretation of data. Mean, Standard Deviation, t-test statistical techniques employed to find out the mean difference between different variables, coefficient of correlation and Z-ratio computed & graphical presentation. The conclusions have been derived from the present investigation that there is no significant difference in study habits and attitude between general & reserved, rural & urban, female & male students. There is no significant difference in Parental involvement between general & reserved, rural & urban, female & male students.

Keywords: NIOS, TPIS, Parental Involvement,

INTRODUCTION

Education is the process of developing the capacities and potentials of the individual so as prepare that individual to be successful in a specific society or culture. From this perspective education is serving primary as individual development function. Education begins at birth and continues through life. It is constant and ongoing schooling generally begins somewhere between the ages four and six. Study habits have important influence on the learning process. Study habit include home environment and playing of work reading and note taking habits, planning of subject, habits of concentration, preparation for examination, general habits and attitudes school environment. A good individual is one who has developed a good study

habit, which may inculcate the tremendous qualities in him to comprehend and understand the content of the courses of the studies. The regular study habits help the learners to do better works with less efforts in less time. Parent involvement is the participation of parents in every facet of children's education and development from birth to adulthood. Recognizing that parents are the primary influence in children's lives (PTA, Connecticut 2008) Children learn by copying what they see other people do. They are most influenced by the people who spend the most individual development function. Education begins at birth and continues through life. It is constant and ongoing schooling generally begins somewhere between the age's four and six. Study habits have important influence on the learning process. Study habit include home environment and Planning of work reading and note taking habits, planning of subject, habit of concentration, preparation for examination, time with them. Parents are effective role models for their children when they plan time with their children encourage them and spend time. Talking and listening to them about something that has meaning for both parent and child. Many parents believe that as children approach the teen year, believe that as children significantly. While it is true that parental influence does diminish, parents who continue to stay engaged in the lives of their children are still seem as an important resource and influence in the life of the child.

REVIEW OF LITERATURE

Rosenblatt & Palled (2002) Research indicates that parents contribute significantly to school effectiveness and to student's success. Especially parental involvement has been one of the most significant indicators of school effectiveness.

U. S. Department of Education (2003) young teens need parents in their life more than they admit (to the parents or themselves) although they may want parents to be present under different terms and conditions than they previously did some parents misread the signals that their children send and back off too soon.

National School Public Relations Association (2005) A recent report showed that enhanced parental involvement leads to better academic performance, better attendance, and improved behavior at home and school.

Keith and et. al. (2006) reported the parental involvement has a large and significant effect on student grade point average in standard. The pattern of influence of the variable was indistinguishable for boys and girls and had important effects for all ethnic groups.

Wang (2006) found the children with Involvement parents were less likely to complete academic work than those with involved parents. The education of children was studied in relation to level of parental education and pupil achievement. The results suggest that teacher perception of parents may be stereotyped and that such stereotype can clearly affect academic results.

Baumgartner (2007) what does it mean to be an involved parent? Group of parent's involvement as: Involvement, being involved in their lives, at school, coaching them, spends time together doing activities, attending, and listening to talking with them, reading together having meal together, going or vocation, and being there for them. Have the right mindset being interested in the child's activities, and loving them unconditional.

Kan and et. al. (2008) Patterns parental involvement were generally not associated with parent offspring relationship quality at about adolescent age 13, but this earlier parent offspring relationship quality moderated the associations between parental.

Young (2009) Examined how Korean home literacy practices are related to the growth of emergent literacy skills [vocabulary, Letter- name knowledge and phonological awareness] and conventional literacy skill [word reading, pseudo word reading and spelling] data was collected four times in the beginning, middle and end of the first year of preschool, and three months into the second year of preschool. The result showed that home reading and parent teaching were related to children's achievement in emergent literacy and conventional literacy skills at the end of the study, but were not rate of growth in the emergent and conventional literacy skills.

Weihua and et. al. (2010) This research examined whether various dimensions of parental involvement predicated 10 grade students' motivation results shows that both parents educational aspiration for their children and school initiated contact with parents on begin school issues had strong positive effects on all motivational outcomes.

Garry and et.al. (2011) through developing the model described in this article is has become evident that the issues of parental involvement in education is a complex matter require

educator to move beyond simplistic notions about the underlying factors which affect the effectiveness of parental involvement.

Froiland (2013) study conducted the researcher found that parent's expectations that their kindergarten aged children would succeed in college predicted eighth – grade achievement. The research nationwide. The study concluded that parent expectations then analyzed data of more than 7,600 parents and children.

Okado (2014) conducted a qualitative study examining how parent demoralization and support learning influence child school readiness. The findings of the study revealed that parent demoralization of education relates negatively with child school readiness, while parent support for learning was positively associated with child school readiness.

RATIONALE OF THE STUDY

Habit is the basis of social order and moral discipline. It acts as fly wheel of society. To maintain a good social order, social behavior, social practices, moral discipline and character formation of good habit is essential. Habitual action has a definite place for the people to maintain goods social order and moral discipline. Child's mind is the most plastic and impressionable to everything that occurs in the environment, The child who has not acquire the habit of cleanliness, Punctuality, Obedience, truthfulness, and respect for elders, industriousness, and study habits will seldom develop these in later time. Every individual must comprehend or understand the social situation he is in and from conduct patterns our habits that will bring him in to affective adjustment to that situation, frequently a person with plenty of mental ability to master a given set of facts, fails to do so. Parental involvement has a strong positive impact on the academic achievement, his social behavior, learning motivation and study habits of students. In researcher's view on the basis of related studies, parents play important role in student's life and study. If parents care in their study after that child take interest in study because parents solve all solutions which they want to solve. Researcher does realize that parents should be made that type of environment that their children take more and more interest in study. On the ground of related literature and conceptual background of problem, researcher feels the need of this study in the light of significance. This age of technology, both students study habits and their parents' involvement are interrelated for the fulfillment of their goals and development.

OBJECTIVES OF THE STUDY

1. To study the relation between study habits & attitude and parental involvement of National Institute of Open School students.
2. To study in difference of study habit & attitude between general and reserved category National Institute of Open School students.
5. To study the difference of parental involvement between general and reserved category National Institute of Open School students.

HYPOTHESES OF THE STUDY

1. There will be no significant relationship between study habits & attitude and parental involvement of National Institute of Open School students.
2. There will be no significant difference in study habit & attitude between general and reserved category National Institute of Open School students.
5. There will be no significant difference in parental involvement between general and reserved category National Institute of Open School students.

METHOD OF THE STUDY

In the present study survey method of research has been used.

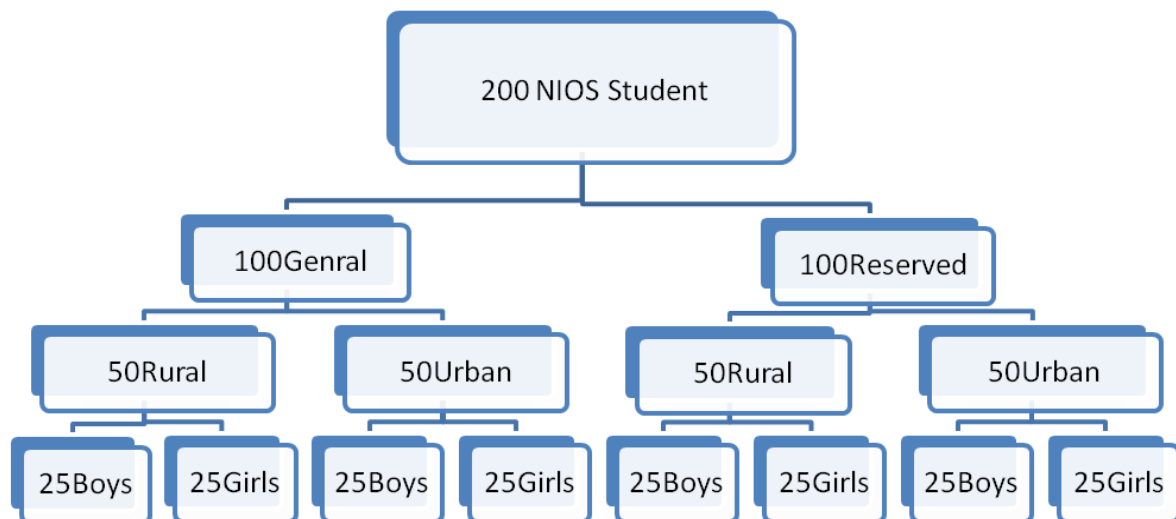
SAMPLE OF THE STUDY

The sample of the present study was 200 secondary school students belonging to Ludhiana, district which was taken through random sampling technique.

LIMITATIONS OF THE STUDY

1. The present study was confined to the Ludhiana district.
2. The present study was restricted to 200 Students.
3. The study was delimited to Secondary class students.
4. The study delimited General and Reserved category students.

DESIGN OF THE STUDY



TOOLS USED

1. The Study habits & attitude Scale (TSHA) developed by C.P. Mathur.
2. The Parental Involvement Scale (TPIS) prepared and standardized by Chouhan and Arora.

STATISTICAL TECHNIQUES APPLIED FOR THE ANALYSIS OF THE DATA

1. Descriptive statistics: Mean, Standard Deviation (S.D) t ratio computed.
2. Inferential Statistics Co- efficient of correlation and z ratio computed.
3. Graphical presentations were made.

DISCUSSION ON RESULTS

The purpose of present study is to investigate into study habits and parental involvement of secondary school students. For this purpose data was collected from a sample of 200 secondary school student from Ludhiana district by administration of study habits scale and parental involvement questionnaire. The data was represented both descriptively as well as statistically and results were obtained.

Hypothesis 1, “There exists no significant relationships between Study Habits & Attitude in Relation to Parental Involvement of National Institute of Open School Students.”

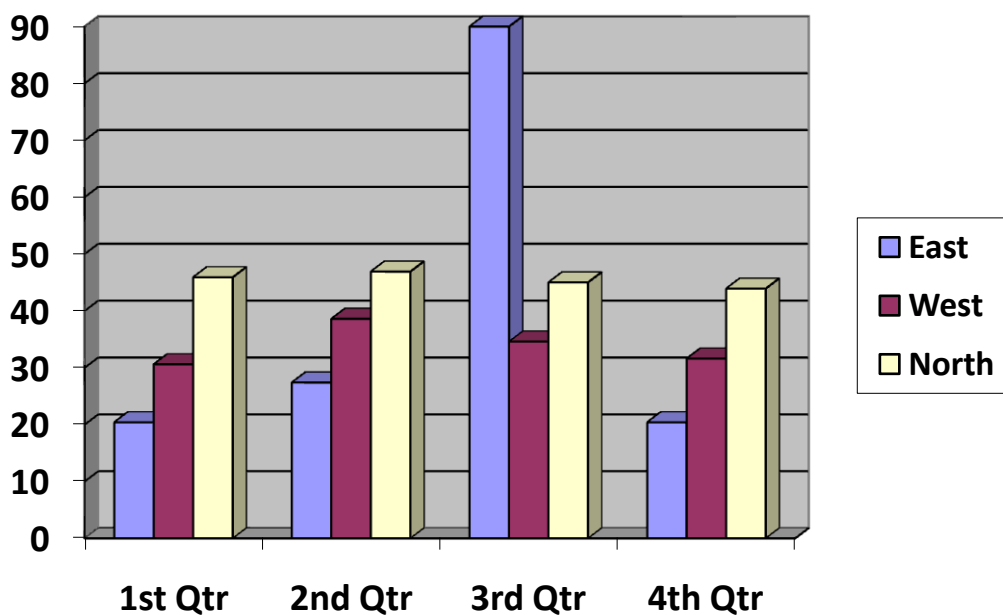
Table 1

Coefficient of correlation of Study Habits & Attitude in Relation to Parental Involvement of National Institute of Open School Students

Group	N	r	Level of Signification
Study Habits & Attitude	100	0.1	Not Significant
Parental Involvement	100		

In Table 1, the coefficient of correlation ‘r’ between study habits & attitude in relation to parental involvement of national institute of open school students is 0.1. it is not significant even at .05 level. Therefore, hypothesis stating, “There will be no significant relation between Study Habits and Attitude in Relation to Parental Involvement of National Institute of Open School Students.” Is not rejected or accepted.

Fig. 1



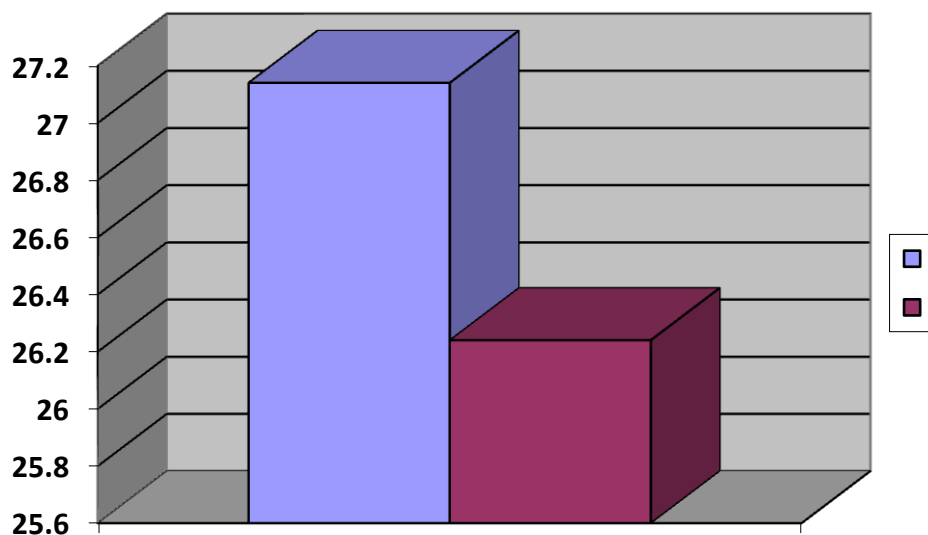
Hypothesis 2, “There exists no significant difference in study habits & attitude between general and reserved category National Institute of Open School students”

Table 2

Category	N	Mean	S.D	SE _D	Z-value	Level of Significant
General	100	27.1	4.9	0.6	1.4	Not significant
Reserved	100	26.2	4.0			

The table 2, it is clear that mean score of study habits & attitude between general and reserved category national institute of open school students are 27.1 and 26.2 respectively. S.D. is 4.9 general and 4.0 reserved respectively. Calculated SED is 0.6. The Z-value turns out to be 1.4 which is not significant at level 0.05 which means Hypothesis 2, “There exists no significant difference in study habits & attitude between general and reserved category National Institute of Open School students is retained.”

Fig. 2



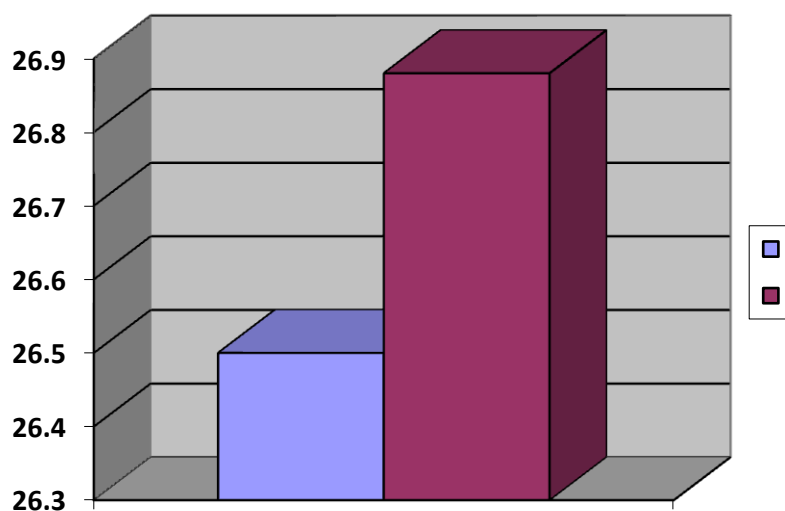
Hypothesis 3, “There exists no significant difference in study habits & attitude between rural and urban National Institute of Open School students.”

Table 3

Area	N	Mean	SD	SE _D	Z-value	Level of significant
Rural	100	26.5	4.1	0.6	-0.5	Not significant
Urban	100	26.8	4.8			

Table 3, it is clear that mean score of study habits & attitude between rural and urban national Institute of open school students are 26.5 and 26.8 respectively. S.D. is 4.1 rural and 4.8 urban respectively. Calculated SED is 0.6. The z-value turns out to be -0.5 which is not significant at level 0.05 which means Hypothesis 3, “There exists no significant difference in study habit & attitude between rural and urban National Institute of Open School students is retained.”

Fig. 3



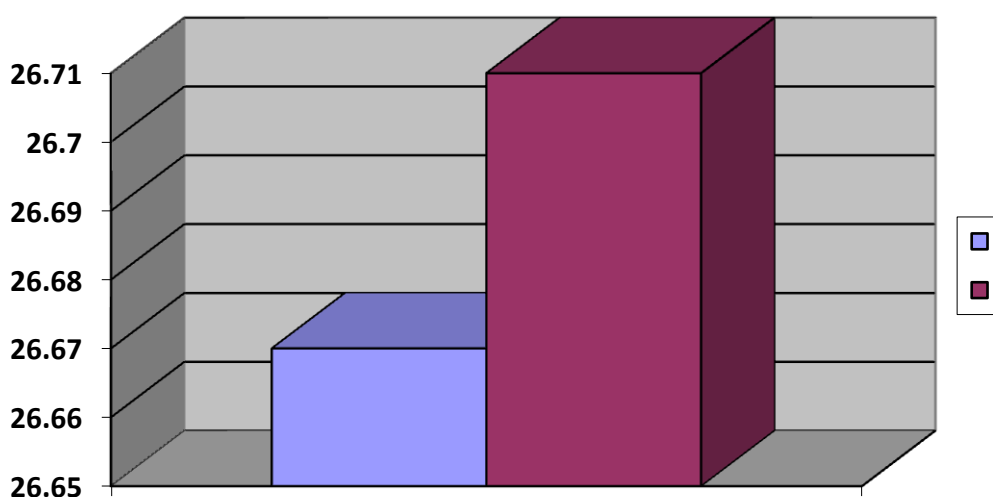
Hypothesis 4, “There exists no significant difference in study habit & attitude between boys and girls National Institute of Open School students.”

Table 4

Group	N	Mean	SD	SE _D	Z-value	Level of significant
Boys	100	26.6	4.9	0.6	-0.06	Not significant
Girls	100	26.7	4.0			

Table 4, it is clear that mean score of study habits & attitude between boys and girls national Institute of open school students are 26.6 and 26.7 respectively. S.D. is 4.9 boys and 4.0 girls respectively. Calculated SED is 0.6. The z-value turns out to be -0.06 which is not significant at level 0.05 which means Hypothesis 4, “There exists no significant difference in study habits & attitude between boys and girls National Institute of Open School students is retained.”

Fig. 4



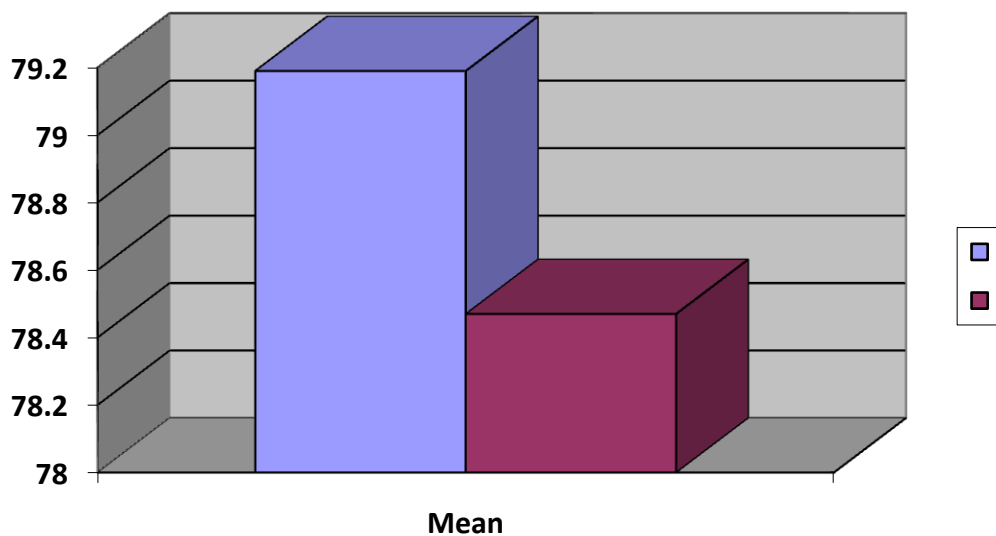
Hypothesis 5, “There exists no significant difference in parental involvement between general and reserved category National Institute of Open School students.”

TABLE 5

Category	N	Mean	S.D	SE _D	Z-value	Level of Significant
General	100	79.1	7.5	0.9	0.7	Not Significant
Reserved	100	78.4	6.05			

Table 5, it is clear that means score of parental involvement between general and reserved category national institute of open school students are 79.1 and 78.4 respectively. S.D. is 7.5 general and 6.05 reserved respectively. Calculated SED is 0.9. The z-value turns out to be 0.7 which is not significant at level 0.05 which means Hypothesis 5, “There exists no significant difference in parental involvement between generals and reserved category National Institute of Open School students is retained.”

Fig. 5



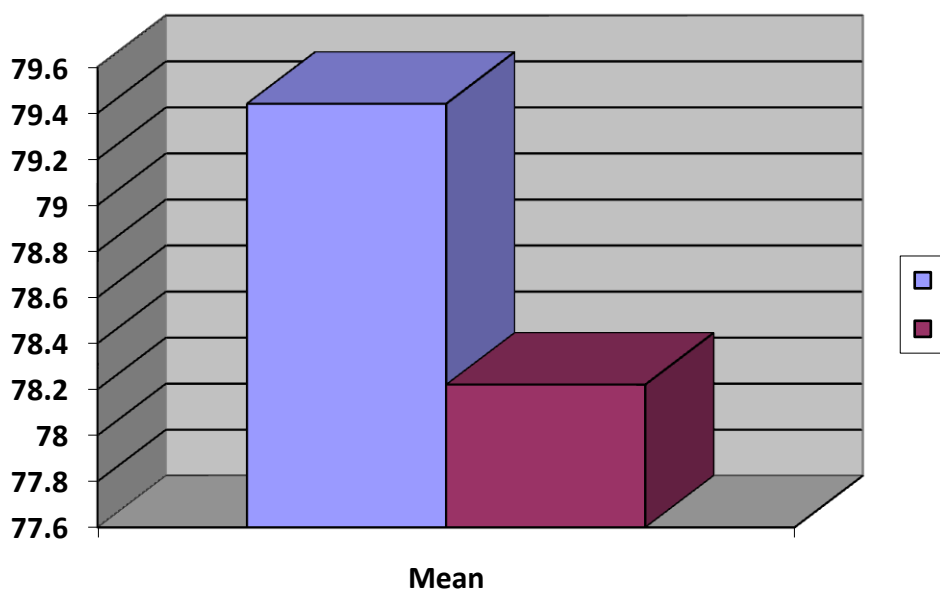
Hypothesis 6, “There exists no significant difference in parental involvement between rural and urban National Institute of Open School students.”

TABLE 6

Area	N	Mean	S.D	SE _D	Z-value	Level of significant
Rural	100	79.4	6.8	0.9	1.2	Not Significant
Urban	100	78.2	6.8			

Table 6, it is clear that mean score of parental involvement between rural and urban National Institute of Open school students are 79.4 and 78.2 respectively. S.D. is 6.8 rural and 6.8 urban respectively. Calculated SED is 0.9. The z-value turns out to be 1.2 which is not significant at level 0.05 which means Hypothesis 6, “There exists no significant difference in parental involvement between rural and urban National Institute Open School students is retained.”

Fig. 6



Hypothesis 7, “There exists no significant difference in parental involvement between

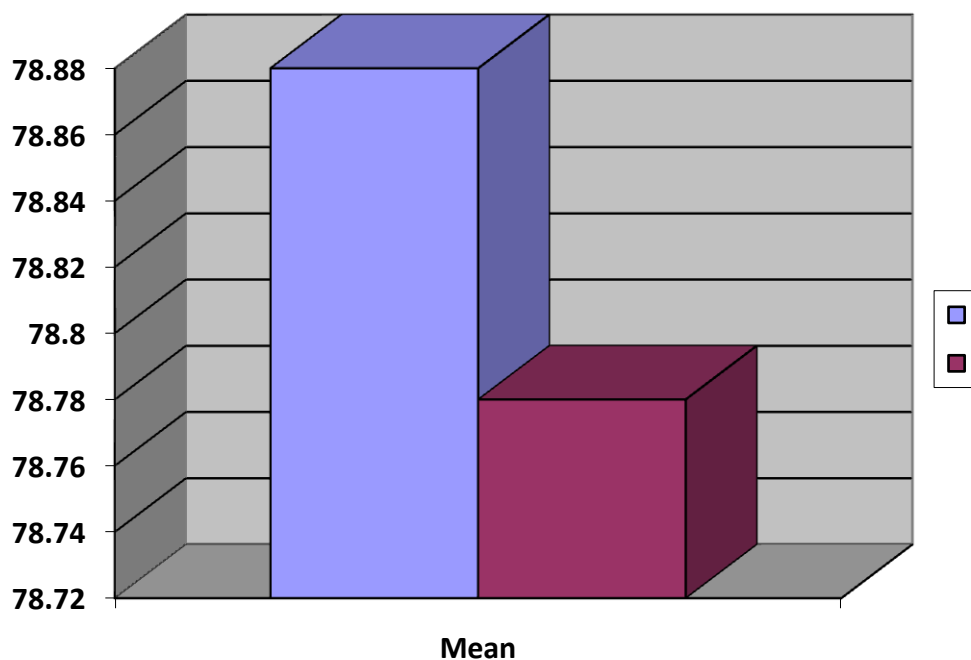
boys and girls National Institute of Open School students.”

Table 7

Group	N	Mean	S.D	SE _D	Z-value	Level of significant
Boys	100	78.8	7.1	0.9	0.1	Not Significant
Girls	100	78.7	6.5			

Table 7, it is clear that mean score of parental involvement between boys and girls national institute of open school students are 78.8 and 78.7 is respectively. S.D. is 7.1 boys and 6.5 girls respectively. Calculated SED is 0.9. The z-value turns out to be 0.1 which is not significant at level 0.05 which means Hypothesis 7, “There exists no significant difference in parental involvement between boys and girls National Institute of Open School students is retained.”

Fig. 7



FINDING OF THE STUDY

- There exists no significant difference in study habits and attitude between general and reserved student. Mean value of general students is higher than the reserved students. It means the general students have high study habits & attitude than reserved students.
- There exists no significant difference in study habits and attitude between rural and urban students. Mean value of urban students is higher than the rural students. It means the urban students have high study habits & attitude than reserved students.
- There exist no significant difference in study habits and attitude between girls and boys students. Mean value of girls' students is higher than the boys' students. It means the girls' students have high study habits & attitude than reserved students.
- There exist no significant difference in parental involvement between general and reserve students. Mean value of general students is higher than the reserved students. It means the general students have high parental involvements than reserved students.
- There exists no significant difference in parental involvement between urban and rural students. Mean value of rural students is higher than the urban students. It means the rural students have high parental involvement than urban students.
- There exists no significant difference in parental involvement between girls and boys students. Mean value of boys students is higher than the girls students. It means the boys students have high parental involvement than reserved students.

CONCLUSION

In the present study it is found that mean value of general students is higher than reserved students. It means the general students have higher study habit than reserved students. Reserved students should be guided for increasing self confidence. It is clear from the result

that mean value of urban students is higher for self confidence than the rural students. It observed that mean value of girls students is higher than the boys students. It means the girls students have higher study habit than boys students. Mean value of general students is higher than the reserved students. It means the general students have higher parental involvement than reserved students. Mean value of rural students is higher than the urban students. it means the rural students have higher parental involvement than urban students. Mean value of boys students is higher than the girls students. It means the boys students have higher parental involvement than girls students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- Various policies should be framed and programs should be organized to realize the potential in self.
- Guidance should be provided to students by parents and teachers to develop study habits.
- Motivation should be provided to students by parents and teachers by playing role model.
- The learner's technique and study habits need should be adjusted according to the changing demands of the students.
- Online library facilities should be provided with other learning materials for desired outcomes.

SUGGESTIONS FOR FURTHER STUDY

- ✓ The present study can be replicated on a large sample.
- ✓ The present study can be studied with other variable like academic achievement, creativity.
- ✓ The similar study can be conducted on teachers also.
- ✓ The similar study can be conducted on other district.

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