

Periodic Research

Effect of Parental Pressure on Study Habits of Senior Secondary Students

Abstract

Present study aimed to find out the effect of parental pressure and its dimension (parental control, parental expectation and parental dominating behaviour) on study habits of senior secondary students. Multistage random sampling was used to collect the 640 sample from Haridwar district in Uttarakhand. Data was gathered by using the Parental Pressure Scale and study habits inventory and analyzed by ANOVA in order to find the effect of parental pressure on the study habits. Finding of the study reveals that study habits of male students is not affected by parental pressure, whereas study habits of female student is negatively affected by Parental control and parental dominating behaviour.

Keywords: Parental Pressure, Parental Control, Parental Expectation, Parental Dominant Behaviour and Study Habits.

Introduction

On the basis of financial support there are two types of institutions of higher education in India namely government aided and unaided. The government aided colleges receive large amounts of subsidies but they cater only 38.9% of the total GER in higher education. These colleges are the first and the only affordable choice for the middle and lower class families as per their economic status. The financial burden on the families and the lack of opportunities after graduation leads to the parents pressurizing their children in the form of demand and bribes for better academic achievements.

The parents employ various strategies to control the spontaneous activities of their child. These types of strategies of parents are categorized as '*parental control*'. Students acknowledge the pressure from their parents who anticipate high expectations from them regarding their academic achievements. These expectations from parents regarding their child's achievement are termed as '*parental expectation*'. The third aspect which constitutes the component of Parental Pressure is the '*Dominant Behaviour*' of the Parents. It is the autocratic behavior of parents by which they coerce their choices and take decisions about their children's study in order to force them to perform better than their counterparts.

Study habits are a chain of behaviour that is systematically formed by the students at the time of learning. Study habits play a vital role in the success of students and it helps them to gain better academic.

Review of Literature

Lawrence, A.S.A (2014), Researcher investigates the relationship between Study Habits and Academic Achievement of higher secondary school students. Sample of the study was constituted of 300 students from 13 higher secondary schools. The finding shows that there was significant difference between study habits of day-scholar and hostellers at higher secondary level. Hostellers have better study habits than day-scholar students.

Sahani, M. (2016) surveyed the study habits of college students. Sample of the study was consisted of 150 male and 150 female students from six government aided colleges. Main findings of the study were as following:-

1. A significant difference was found between the study habits of male and female students.
2. There was significant difference in study habits of science and arts students.

Objectives of the Study

1. To study the effect of parental pressure and its dimension (parental expectation, parental control and parental dominating behaviour) on the study habits of male students at senior secondary level.



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- To study the effect of parental pressure and its dimension (parental expectation, parental control and parental dominating behaviour) on the study habits of female students at senior secondary level.

Hypotheses

Ho-1.

There is no significant effect of the parental pressure and its dimensions (parental expectations, parental control and parental dominating behaviour) on the study habits of male students at senior secondary level.

Ho-2.

There is no significant effect of the parental pressure and its dimensions (parental expectations, parental control and parental dominating behaviour) on the study habits of female students at senior secondary level.

Research Methodology

In present study researcher used descriptive survey method to find out the effect of parental pressure and its dimension on study habits of senior secondary students.

Population and sample

The Population of present study consists of regular students of senior secondary school

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studying in 11th and 12th class in private and government schools of CBSE and Uttrakhand board in Haridwar district of Uttrakhand. Among them 640 samples were selected by 'Multistage Random Sampling', which is executed in three stages viz. selection of the blocks, selection of the schools and selection of the sample

Tool Used

Tools used by researcher are as follows:-

- Perceived Parental Pressure Scale (developed by the researcher)
- Study Habits Inventory (M. Mukhopdya and D.N Sanswal)

Statistical technique

In order to fulfill the objective of the study and for testing the hypotheses mean, Standard deviation (S.D) and ANOVA analysis were used.

Analysis and Interpretation

Above hypotheses has been tested by following tables

Hypothesis Ho-1. has been tested by Table no – 1

Calculation of standard deviation, sum of square, mean square and f- value of study habits of the male students

Table No. 1

Variable	Population	N	Mean	SD		Sum of Squares	df	Mean Square	f-value	
Study Habits	PPE	High	93	159.5	22.55	Between Groups	958.50	2	479.25	0.94
		Moderate	189	163.39	23.11	Within Groups	138979.84	362	510.95	
		Low	83	159.98	21.19	Total	139938.34			
	PPC	High	47	161.30	21.91	Between Groups	508.85	2	254.42	0.49
		Moderate	233	162.62	22.67	Within Groups	139429.49	362	512.60	
		Low	85	159.3	23.21	Total	139938.34			
	PPB	High	119	161.01	22.31	Between Groups	364.503		182.25	0.36
		Moderate	189	162.50	22.01	Within Groups	139573.84	362	513.13	
		Low	57	158.82	26.81	Total	139938.34			
	PPP	High	117	159.76	23.15	Between Groups	2093.33	2	1046.66	2.07
		Moderate	167	164.50	21.08	Within Groups	137845.01	362	506.78	
		Low	81	157.58	24.75	Total	139938.34			

PPE= Perceived Parental expectation PPC= Perceived Parental Control
 PPB=Perceived Parental Dominating Behaviour
 PPP=Perceived Parental Pressure

The validity of above null hypothesis is checked by using f-values obtained in the table-1. Male students were divided in to three groups having high, moderate and low PPE, PPC, PPB and PPP. F-values obtained for the study habits having high, moderate and low PPE, PPC, PPB and PPP of male students are 0.94, 0.49, 0.36 and 2.07 respectively.

These values are less than critical value (3.04) at the 0.05 level of significance. Hence, null- hypothesis H₀-1 is accepted. Therefore, it can be conclude that there is no significance effect of PPE, PPC, PPB and PPP on the study habits of male students at senior secondary level.

Hence, null- hypothesis H₀-1 is accepted.

Hypothesis Ho-2 has been tested by Table no – 2

Calculation of standard deviation, sum of square, mean square and f- value of study habits of female students.

Table No – 2

Variable	Population	N	SD		Sum of Squares	df	Mean Square	f-value	
Study Habits	PPE	High	88	31.52	Between Groups	2384.41	2	1192.20	1.38
		Moderate	138	29.56	Within Groups	312850.49	272	864.228	
		Low	49	26.37	Total	315234.90			
	PPC	High	60	35.10	Between Groups	11680.01	2	5840.009	6.96*
		Moderate	149	28.98	Within Groups	303554.88	272	838.549	
		Low	66	24.87	Total	315234.90			
	PPB	High	108	31.48	Between Groups	5901.65	2	2950.82	3.45*
		Moderate	139	27.12	Within Groups	309333.25	272	854.512	
		Low	28	31.06	Total	315234.90			
	PPP	High	109	30.96	Between Groups	2312.36	2	1156.183	1.33
		Moderate	123	29.72	Within Groups	312922.53	272		
		Low	43	26.23	Total	315234.90			

* Significant at 0.05 level

The validity of above null hypothesis is checked by using f-value obtained in the table -2 female students were divided into three groups having high, moderate and low PPE, PPC, PPB and PPP. F-values obtained for study habits having high, moderate and low PPP are 1.38, 6.96, 3.45 and 1.33 respectively. F-values for PPE and PPP are less than critical value 3.04 at the 0.05 level of significance. Therefore it can be concluded that there is no effect of

PPE and PPP on the study habits of female students at senior secondary level. Further, F-value for PPC and PPB are greater than critical value 3.04. So, null-hypothesis Ho-2 is accepted for PPE and PPP and rejected for PPC and PPB. It can be inferred that there is significant effect of PPB and PPC on the study habits of female students at senior secondary level.

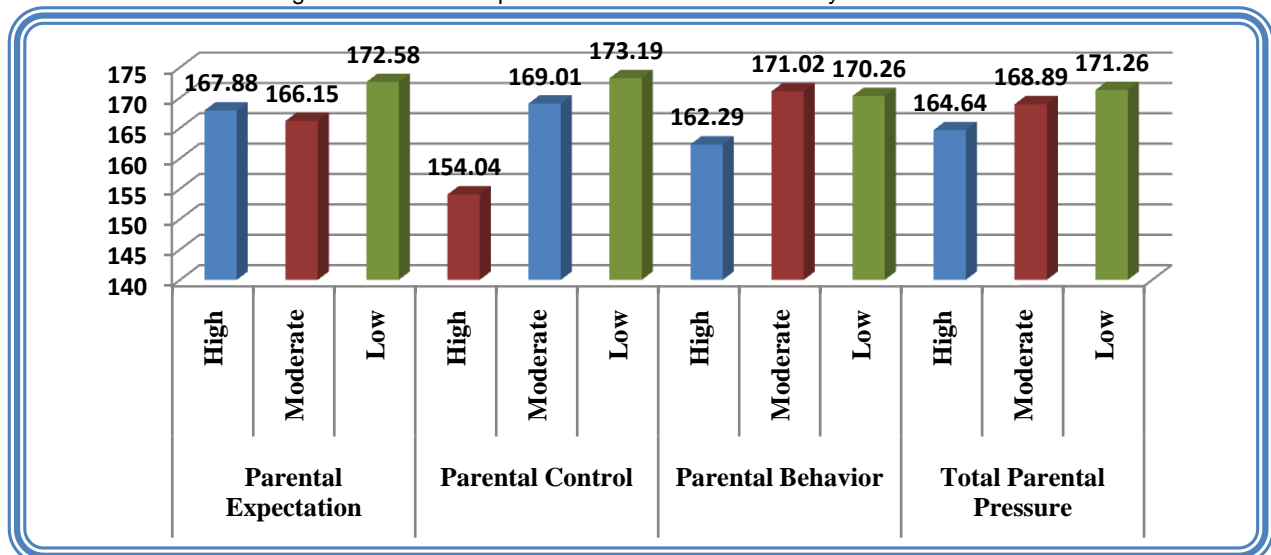
Figure -1 Graphical Representation of Mean Score of Study Habits of Female Students

Findings

The findings of the of the study are given below

expectation, parental control, parental dominating behaviour and overall parental pressure on the study habits of male students at senior secondary level.

Ho-1. There was no significant effect of parental



Ho-2.

There was no significant effect of parental expectation and overall parental pressure on the study habits of female students, while a significant negative effect of parental control and parental dominating behaviour was found on the study habits of female students studying in senior secondary level.

Conclusion and Discussions

On the behalf of above findings it can be concluded that the study habits of male students are not affected by parental pressure, however study habits of female students are negatively affected by parental control and parental dominating behaviour. This effect is negative because the study habits of low parental control (PPC) and parental dominating behaviour (PPB) group is better than high and average group as shown in Figure -1 but it is not affected by the parental expectations and overall parental pressure. In Previous research paper, researchers investigate that (Kumari.S and Maikhuri, R., 2016) "Female students perceive more parental pressure than male students". Due to this fact female students' study habits is affected by parental behaviour and control and male students' study habits are not affected by parental pressure and its dimensions.

Recommendations

The parents, teachers, administrators and policymakers should be made aware of the negative effect of parental pressure that they unwillingly put on their child in pursuance of their own expectation. The schools should be to recognize symptoms of stress and anxiety in their students and provide counseling to the student by involving their parents

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