

## HOW PARENTS' EDUCATION EFFECTS STUDY HABITS OF STUDENTS AT UNIVERSITY LEVEL

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### Abstract:

This study was design to find out the effects of parents' education in developing study habits among students at university level. Population of this study was all the students at University of Okara. The research concludes that on the basis of fathers and mother's qualification there is difference in time management, self-motivation and notes taking and consensus in planning study and self-assessment. The research concludes that on the basis of locality there is difference in time management, self-motivation, notes taking and planning study and consensus in self-assessment. The research concludes that on the basis of gender there is consensus in time management, self-motivation, notes taking, planning study and self-assessment. The research concludes that on the basis of overall Mean scores there is positive role of parents in developing study habits.

**Keywords:** Study habits, Parents education

### 1. Introduction:

For a child the education of his or her parents is such a motivating force which provides the way for his/her future. It is an observation that the students whose parents are well educated are more confident, resourceful and experienced than those students whose parents lack education. Many significant and reliable research studies have told that the status of parental education is the best predictor of academic achievements of a student.

In developing good study habits among students parental education is considered a most permanent aspect. Parents' education plays an important role in their children's academic progress. Most of their children's initial educational results and academic achievements are influenced by their parents' educational levels. The role of parents in instilling good study habits in their children is a predictor of their adult success. Human children, in comparison to other species, develop gradually or slowly, requiring years of instruction and support before they are ready to be on their own. In this aspect, the role of parents is critical. (Castro, M. et al., 2015).

As a result, parents, particularly moms, are very interested in their children and their studies. Mother's educational level has great influence on developing good study habits. So they always keep in touch with their children and try to make their study habits as effective as they can. Always a child first benefitted from his/her parents and then other members of society. All parents perform like a role model for their children. Parent's behavior, attitude, knowledge comes from their education and its quality so their children affects greatly (Garbacz, et al., 2017).

Parents have the long lasting and the most direct impact on their children's study and play a very important role in supporting their children in developing good study habits. When parents involved in their children's education children become more involved in their study and show better results. So in this regard parent's education level means a lot in developing good study habits among their children.

## **2. Statement of the Problem:**

Study habits are the predictors of the student's academic achievements. Both student's academic achievements and their study habits are correlated with one another. The students who don't have good study habits are not able to perform good in their academic session. Bad academic results falls a student below from a desired study standard (Asikhia, 2019).

The parents have significant role in developing good study habits among their children. Parent's involvement in their children's study is like a connection between their children's academic results and their good study habits. May parents are not actively takes part in their children's school activities regularly but they may take active part in counseling and guiding their children in their homework (Walker, 2018).

## **3. Methodology:**

This study was quantitative in nature. A questionnaire was developed for collecting data about the parental role in developing study habits among university students. This questionnaire was consisting on two different parts, first part was about the demographic detail of respondents and the second part was the statements about the role of parents in developing study habits. To conduct this study, the researcher divided the questionnaire in two parts. This questionnaire has five points Likert Scale, Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. In the process of questionnaire development the researcher tries to make it easy to understand and free from doubts. The researcher makes the question statement very clear and simple to avoid any kind of ambiguity. After the development of questionnaire it was checked and approved by the supervisor of this study.

## **4. Respondents:**

Population of study was all students studying at University of Okara. A random sample technique was used in this study. Every university student was invited to participate in the study. They were given an overview of the study and informed about their role in it. A total of 400 students who attended University classes were included in the study. For the selection of the respondents random sampling technique was consulted by the researcher. The students of University of Okara male and female were the respondents of this study. The size of the sample was 400 students of University of Okara.

## **5. Data Analysis:**

The results of this study which were collected through an online survey were analyzed by a computer software SPSS. The researcher chose this software because it is a valid, reliable and easy way of analyzing data. This software is also used by different research agencies because through this software they get most accurate, valid and reliable results of their studies. Five main aspects of parent involvement were covered by the survey questions. The questions for the different sub scales were randomized all through the table, and some were written in reverse form. It was hoped that by doing so, participants would be forced to read each question and provide a more accurate response instead of simply marking all about them as answered. We used all of the relevant descriptive statistics and made correlations. Mean, standard deviation, ANOVA were used to examine the data.

## 6. Results:

### *Comparison of Time-Management among Fathers having different level of Qualification*

Department	N	Mean	SD	F	Df	Sig
Under Matric	58	21.27	2.51			
Matric	241	21.44	2.11			
FA/FSc	47	20.27	3.38	5.336	394	.000
BA/BSc	20	20.50	3.30			
MA/MSc	27	19.81	2.89			
MPhil/PhD	7	18.42	2.57			
Total	400					

Table 4.16 shows that there exists significant difference ( $p = .000 < .05$ ) in the perceptions of fathers having different qualifications about time management of kids.

### *Comparison of Self-Motivation among Fathers having different level of Qualification*

Department	N	Mean	SD	F	Df	Sig
Under Matric	58	20.43	2.81			
Matric	241	20.13	2.37			
FA/FSc	47	19.25	3.05	8.946	394	.000
BA/BSc	20	18.25	2.97			
MA/MSc	27	17.62	2.38			

MPhil/PhD	7	17.00	2.38
Total	400		

Table 4.17 shows that there exists significant difference ( $p = .000 < .05$ ) in the perceptions of fathers having different qualifications about self-motivation of kids.

***Comparison of Notes Taking among Fathers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	58	19.43	3.17			
Matric	241	20.39	2.49			
FA/FSc	47	19.48	2.97	6.855	394	.000
BA/BSc	20	18.75	2.53			
MA/MSc	27	18.14	2.90			
MPhil/PhD	7	17.00	2.44			
Total	400					

Table 4.18 shows that there exists significant difference ( $p = .000 < .05$ ) in the perceptions of fathers having different qualifications about notes taking of kids.

***Comparison of Planning Study among Fathers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	58	20.32	2.66			
Matric	241	19.68	2.73			
FA/FSc	47	18.68	3.46	4.387	394	.001
BA/BSc	20	18.20	2.64			
MA/MSc	27	18.00	3.13			
MPhil/PhD	7	18.71	2.87			
Total	400					

Table 4.19 shows that there exists significant difference ( $p = .001 < .05$ ) in the perceptions of fathers having different qualifications about planning study of kids.

***Comparison of Self-Assessment among Fathers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	58	19.46	3.75	2.233	394	.040
Matric	241	17.90	3.73			
FA/FSc	47	17.63	3.72			
BA/BSc	20	18.60	2.34			
MA/MSc	27	17.55	2.56			
MPhil/PhD	7	17.28	3.54			
Total	400					

Table 4.20 shows that there exists significant difference ( $p = .040 < .05$ ) in perceptions of fathers having different qualifications about self-assessment of kids.

***Comparison of Time Management among Mothers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	239	21.45	2.30	3.894	395	.004
Matric	121	20.61	2.72			
FA/FSc	21	19.85	3.00			
BA/BSc	11	20.27	3.06			
MA/MSc	8	20.87	2.99			
MPhil/PhD	0	0	0			
Total	400					

Table 4.21 shows that there exists significant difference ( $p = .004 < .05$ ) in perceptions of mothers having different qualifications about time management of kids.

***Comparison of Self-Motivation among Mothers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	239	19.94	2.58	2.087	395	.032
Matric	121	19.76	2.61			
FA/FSc	21	18.61	3.59			

BA/BSc	11	18.72	3.00
MA/MSc	8	18.50	2.97
MPhil/PhD	0	0	0
Total	400		

Table 4.22 shows that there exists significant difference ( $p = .032 < .05$ ) in perceptions of mothers having different qualifications about self-motivation of kids.

***Comparison of Notes Taking among Mothers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	239	20.14	2.67			
Matric	121	19.55	2.87			
FA/FSc	21	18.95	2.88	1.875	395	.011
BA/BSc	11	19.09	2.38			
MA/MSc	8	19.25	4.26			
MPhil/PhD	0	0	0			
Total	400					

Table 4.23 shows that there exists significant difference ( $p = .011 < .05$ ) in perceptions of mothers having different qualifications about notes taking of kids.

***Comparison of Planning Study among Mothers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	239	19.53	2.91			
Matric	121	19.42	2.86			
FA/FSc	21	18.71	2.68	.427	395	.789
BA/BSc	11	19.63	2.46			
MA/MSc	8	19.12	4.61			
MPhil/PhD	0	0	0			
Total	400					

Table 4.24 shows that there does not exist significant difference ( $p = .789 > .05$ ) in perceptions of mothers having different qualifications about planning study of kids.

***Comparison of Self-Assessment among Mothers having different level of Qualification***

Department	N	Mean	SD	F	Df	Sig
Under Matric	239	19.53	2.91			
Matric	121	19.42	2.86			
FA/FSc	21	18.71	2.68	.488	395	.744
BA/BSc	11	19.63	2.46			
MA/MSc	8	19.12	4.61			
MPhil/PhD	0	0	0			
Total	400					

Table 4.25 shows that there does not exist significant difference ( $p = .744 > .05$ ) in perceptions of mothers having different qualifications about self-assessment of kids.

## 7. Findings:

A significant difference was found in perceptions of fathers qualification about time management ( $p = .000 < .05$ ). Similarly a significant difference was observed in perceptions of fathers qualification about self-motivation ( $p = .000 < .05$ ). In the same way there was also found a significant difference in the perceptions of fathers qualification about notes taking ( $p = .000 < .05$ ). A significant difference was observed in the perceptions of fathers qualification about planning study ( $p = .001 < .05$ ). There was a significant difference in perceptions about self-assessment ( $p = .040 < .05$ ).

The difference in mean scores of mothers' perceptions on the basis of qualification about time management was significant ( $p = .004 < .05$ ). A significant difference was found in perceptions of mothers qualification about self-motivation ( $p = .032 < .05$ ). In the same way a significant difference was also observed in the perceptions of mothers qualification about notes taking ( $p = .011 < .05$ ). No difference was observed in perceptions of mothers qualification about planning study ( $p = .0789 > .05$ ). In the same way not difference was found in the perceptions of mothers qualification about self-assessment ( $p = .744 > .05$ ).

## 8. Discussion:

For the assessment of association among attributes, T test and ANOVA was used and concluded the findings on the basis of  $p$ -values. This study was conducted on parental role in developing study habits among university students: a gender base comparison. As a result, parents, particularly moms, are very interested in their children and their studies. Mother's educational level has great influence on developing good study habits. So they always keep in touch with

their children and try to make their study habits as effective as they can. Always a child first benefitted from his/her parents and then other members of society. All parents perform like a role model for their children. Parent's behavior, attitude, knowledge comes from their education and its quality so their children affects greatly. The parents have significant role in developing good study habits among their children. Parent's involvement in their children's study is like a connection between their children's academic results and their good study habits. May parents are not actively takes part in their children's school activities regularly but they may take active part in counseling and guiding their offspring in their study.

### 9. Recommendations:

Many students of University of Okara agreed that their fathers and mothers played a very important role in developing their study habit. But some students disagreed with it. So the views of that students could not be ignored and try to solve their problems. A future research can be done to clear the issues of university students regarding parental role in developing study habits.

Furthermore, this research was support Pakistani context only. A comparative study could be proposed so that the researchers see the difference between role of Pakistani parents and non-Pakistani parents regarding developing study habits.

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