Chapter-II
Review of Related Literature

2.1.0 Meaning and Need

In the research methodology “literature” refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. “Review” means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field.

Review of literature is an essential aspect of a research work. It serves as a pointer to the lacuna in the concerned piece of research work. It is an evaluative report of studies found in the literature related to selected area. The review should describe, summarize, evaluate and classify this literature. It provides the basic ground to the researcher for any problem of research. It guides the researcher in the research to be undertaken and also helps to avoid the duplication of research. Any research without a review is like a building without any foundation.

Indeed, a review of related literature provides the academic guidance to the researcher in their own field. According to C. V. Good (1958), “Survey of related literature help us to know whether evidence already available to solve problem adequately without further investigation and thus may save duplication. It may contribute to general scholastic ability of investigation by providing ideas, theories and explanations, help in formulating the problem and
may also suggest the appropriate method of research.” (Koul, Lokesh; *Methodology of Educational Research*)

Review of the related literature helps the researcher in avoiding the duplication of the research works and also helps the researcher in methods to be followed, tools of data collection, procedure of statistical analysis, conclusion arrived at etc.

The research has gone through some of the important and relevant studies concerning to academic achievement and its relation with Parental Involvement and study Habit.

A careful review of research journals, books, dissertation and other sources of information on the problems investigated is one of the important steps in planning of the present study. The reviewed related literatures in relation to the present study have been grouped under the following headings:

2.2.0 Studies on Academic Achievement

2.3.0 Studies on Parental Involvement

2.4.0 Studies on Parental Involvement and Academic Achievement

2.5.0 Studies on Study Habit

2.6.0 Studies on study Habit and Academic Achievement

2.7.0 Overview of the Studies

In this chapter, the existing literature and earlier researches related to present study are presented. To make it more comprehensive and systematic, the present studies have been arranged in variable wise first and thereafter, in combination.
2.2.0 Studies on Academic Achievement

The formal education system has its own hierarchy based on academic achievement and performance. Academic Achievement is the performance of the students in the different subjects they study in the school. Academic achievement is an attained ability or degree of competence in school tasks of the students usually measured by test scores or marks assigned by the teacher in the examination. Quality of performance has become key factor for personal development of the students. Parents want their child to climb the ladder of performance as high as possible. Therefore, parents as well as guardians, teachers, policy makers and counsellors should give importance on improving academic achievement of students. Within the frame of this assertion, educational psychologists have defined, theorized and studied on academic achievement.

Shivappa, D (1980) studied the factors affecting the academic achievement at High School pupils of North Bangalore with the following objectives namely, To investigate the relationship between the predictor variables such as Self Concept (SC); Study Habit (SH); Personality Adjustment (PA); Educational Aspiration (EA); Manifest Anxiety (MA); Socio-Economic Status (SES); Need Achievement (N-Ach) and Intelligence of High School pupils of Standard X and their Academic Achievement. The important findings of the study revealed that study habits, educational aspirations, socio economic status, n-Ach and IQ have significant positive relationship whereas personality adjustment and manifest anxiety were found to have significant negative relationship. The study also found the factors that contributed to predicting academic achievement namely
IQ, n-Ach, MA, EA and SH. Among these factors Intelligence made the maximum contribution and n-ach the next.

Hirunval (1980) in his study measure the levels of academic motivation, self concept, classroom climate and academic performance of pupil found out that motivation was positively related. And also reported that pupils in rural areas were more academically motivated than those in the urban area and also pupils of missionary schools showed greater academic motivation than those of central schools or other private schools.

Sharma (1981) reveals that poor academic motivation, poor linguistic ability, poor planning of study work, Poor adjustment and emotion insecurity contributed to under achievement of rural girls in secondary schools of Haryana.

Joshi (1981) in his study found that from urban areas the high achievers were highly creative whereas for the rural areas, there was low relationship between the achievements score and the creativity scores.

The study of Shanmugasundaram (1983) reported that women students have higher intelligence, greater achievement motivation and better study habits. They were found to perform academically better than male students.

Mukhopadhyay, Dalip Kumar (1988) conducted a study entitled “identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of students of secondary school.” The main objectives were to identify the determinants of school climate, to examine the effect of school climate on scholastic achievement of students. Out of the nine determinants of school climate headmaster-staff
relationship, administrative capacity of the Headmaster, teachers ‘job satisfaction’ and ‘physical facility of the school ‘were found to contribute significantly. The other determinants, viz. Close supervision by the headmaster, teacher-student relationship, teacher-teacher relationship, dutifulness and punctuality of teachers and student-student relationship were not found to be statistically significant.

Mehta, P. H. & Bhatnagar, A. & Jain (1989) conducted a study entitled ‘Educational –vocational planning, academic achievement and selected psychological and home background variable of tribal high school students in and around Shillong (Meghalaya)”. The main objectives of the study were to acquire information and selected home background variables, psychological characteristics, problems and non-academic achievement and educational vocational planning of the tribal high school students of Meghalaya. Its objective is also to study those of selected psychological and environment variables in the educational and vocational development of high school student of various aspects of theories of vocational decrements which were propounded in the US which were very different in socio-economic and cultural factor. The findings of the study revealed that in some of the dimension like intelligence level, academic achievement and study habits, and the tribal were slightly inferior to the non-tribals, while on others, particularly those pertaining to vocational planning, the tribals had an edge over the non-tribal. It was also found that the environmental influences played an important role in the cognitive and affective development of the children.

Samal, N. (1990) conducted a study entitled “Relationship between planning and academic achievement of boys and girls: Effect of home –
environment variables.” The study examined the relationship between planning, sex and academic achievement, and to also whether home variable can explain the observed relationship between planning, sex and academic achievement. The findings of the study revealed that the academic performances of high planners were better than that of low planners. No significant difference has been found between boys and girls with regard to academic achievement. The children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability.

Koteswara, Narayana M. (1991) conducted a comparative study on the characteristics of high achievers and low achievers of 8th standard pupils with special reference to school and home factors. The main objectives of the study were to identify the specific characteristics of high and low achievers of 8th standard, to identify the specific characteristics of high and low achievers in vocabulary and comprehension separately and in the composite reading score, to compare the performance in the reading achievement, to compare the study habits of pupils in urban and rural areas, to identify the relationships between the reading achievement study habits and socio-economic status, to find out the relationships between reading achievement of pupils and other variables, viz. Personal, school, home conditions and socio-economic condition of their family, and to suggest some remedial measures to improve their reading achievement of low achievers. The findings of the study showed that urban students had a higher achievement in comprehension, vocabulary and composite reading ability than the rural students. Girls had a higher achievement in comprehension than boys but did not differ in vocabulary and composite reading ability. High scoring boys and high scoring girls
did not differ in their mean scores on vocabulary, comprehension and composite achievement. Low scoring boys and low scoring girls also did not differ in these reading abilities. Girls had better study habits than boys. Urban students had better study habits than rural students. Students with High scores in reading achievement had better study habits than low scores. There was no significant difference between the study habits of high achieving boys and high achieving girls on the reading achievement test. Low achievement girls had better study habits than low achievement boys.

Mohanty, S. (1992) conducted a study entitled “Causes of academic underachievement at the primary stage as viewed by teachers and parents of Puri Town.” The findings of the study revealed that Student’s personal factors have been viewed by the teachers as the most important cause of academic underachievement among the primary school children. This was followed by teacher factors, school factors, psychological factors, home and family factors, social and miscellaneous factors. Educational factors have been considered to be the least important cause of academic underachievement. School factors have been viewed by the parents as the most important causes of academic underachievement among the primary school children. This was followed by teacher factors, student’s personal factors, educational factors, psychological factors, home and family factors and miscellaneous factors. Social and economic factors have been considered to be the least important cause of academic underachievement.

Hsieu-Zu (1997); Lian and Yusoof (2006) found a positive effect of parental relationship on academic performance of children.
Varte, C, Lalfamkima, Zokaitluangi and Llhunawna (2005) conducted a study entitled “Intelligence and academic achievement in relation to parent child relationship”. They found out equal level of parent – child relationship, intellectual ability and academic achievement in boys and girls. Greater intellectual ability scores was found among adolescents in permissive family than in restrictive family adolescent and no difference emerge with regards to academic achievement.

Wani, Gulshan (2005) conducted a study entitled “Personality characteristic, vocational preferences, study habits and academic achievement of Kashmiri, Dogri and Laddakhi adolescent girls – a cross cultural study”. Major findings of study revealed that Kashmiri girls are in general more intelligent, phlegmatic, expedient, controlled and tensed. Kashmiri adolescent school – going girls are more intelligent, sensitive, self sufficient and tensed. Dogri adolescent girls are warm hearted, intelligent, matured and self sufficient. On other hand Laddakhi girls are obedient conscientious and controlled. Laddakhi are very low in their study habits as compared to Kashmiri and Dogri adolescent girls. Laddakhi girls are much below in their academic achievement score as compared to Kashmiri and Dogri girls.

Torubeli (2007) highlighted, that academic achievement of any student or society in general does not just emerge but with a combination of the variables, like, school quality, teacher quality, school environment, poor implementation of policy on education and provision of resources and the use of text books as having positive effect on student achievement. He found that the
child has unique position in determining his/her scholastic achievement. Thus, academic achievement is based on will and ability of the child to achieve.

The study of Devi, Uma (2009) on the relationship between problem solving ability and academic achievement of secondary school students found that there is no significant difference in problem solving ability of boys and girls and studying in private and government schools. A positive relationship is found between the problem solving ability and academic achievement of ninth standard students.

Bige, Yomgam (2009) undertook a study on the academic achievement of secondary school students in Arunachal Pradesh and found that there is wide gap among the students of different categories students’ viz. Male, Female, Tribal and Non-Tribal in their academic achievement in the subject of English, Hindi, Mathematics, Science and Social Studies.

Ganai and Mir (2013) compared the Adjustment and academic achievement of college students. The findings of the study revealed that the male and female adolescent differs significantly on mental health. However the two groups showed no difference on academic achievement.

Palyesh (2014) conducted a study entitled “A comparative study of the Introversion-Extroversion & Academic Achievement of the children in Govt. and Pvt. Schools”. The findings of the study showed that boys of Government school were better than girls. Private school boys were better achievers than government school boys. Private school boys and private school girls did not differ significantly in their academic achievement.
Abraham, Y. (2014) made a study on “Emotional Intelligence, Self-esteem and Academic achievement of Professional course students.” The results showed that the two variables compositely predicted academic performance of the professional course students. The study also revealed that there is a direct significant relationship between emotional intelligence and self esteem of professional course students.

The studies reviewed above appeared to suggest that Intelligence, Study Habit, Socio-economic status, emotional intelligence, Achievement Motivation, Home Environment, Parental Involvement and Self – esteem are the factors influencing academic achievement.

**2.3.0 Studies on Parental Involvement**

Parental Involvement was defined as parental participation in the educational process and experiences of their children. (Epstein, 2001; Henderson & Mapp, 2002). Involvement of parents towards the activities of child, enhance the child’s interest to achieve their educational goals.

Different author and various research evidences put forwarded the different report and findings on parental involvement which can be discussed are as follows:

Rahman, J.L. (2001) conducted a study on “The effect of Parental Involvement on student success”. The results of the study indicate that parents are somewhat more involved at home than at school. Parent’s level of education had little or no effect on their desires and expectations for their children. It is also found from the study that parents are concerned about their children’s success in
and out of school. The knowledge gained from the study may encourage changes that could improve the level of parental involvement in all aspects of children’s lives.

Desforges, C. & Abouchaar, A. (2003) conducted a study on “The impact of Parental Involvement, Parental Support and Family education on pupil achievement and adjustment: A literature Review”. The findings of the study revealed that parental involvement in children’s education confirms the long held view that the impact is large and the processes are well understood. What parents do with their children at home through the age range is much more significant than any other factor opened to educational influence.

Herrell, P.O., (2011), conducted a study on “Parental Involvement: Parent Perceptions and Teacher Perceptions”. From the findings of the present study, it is obvious that parents and teachers of this study have some similar perceptions and some differing perceptions of effective parental involvement. Within this study teachers with varying demographic factors had similar perceptions while parents’ perception varied depending on demographic factors. By being made aware of the similar and differing views among parents and teachers, the school system studied and others similar to it may develop more effective parental involvement practices, increasing effective communication between the home and the school in an effort of improving student’s academic achievement.

Chowdhury, S. & Ghose, Aditi. (2014) conducted a study on “Effects of patterns of parenting on study habit of Adolescents”. The result indicates that there is a strong relationship between sagacious parenting and good
study habit. In particular, to inculcate good study habit, parents need to be realistic about their expectations from their children as well as their own principles and actions in their daily lives.

2.4.0 Studies on Parental Involvement and Academic Achievement

The role of parent involves not only in the child’s physical needs but also their intellectual, emotional, social, moral and spiritual development. Parents are the first and life-long teachers and also guide for every child. One of the major factors of the development of child is the parent’s character, dedication, education, creativity, responsibilities, punctualities etc. A parent is the primary helper, monitor, co-coordinator, and observer, record keeper and decision maker for the child.

Different author and various research evidences put forwarded the different report and findings in relation to parental involvement and academic achievement. Most of the investigator found positive relationship between them. Following are the different result of findings. Focusing on the variable, parental involvement is an important factor of academic achievement. Agarwal, rekha, Kapoor, Mala et.al (1988) conducted a study entitled “Parent’s participation in children’s academic activities in relation to their academic achievement at the primary level.” The findings of the study revealed that Parent’s participation in children’s academic activities plays an important role in enhancing the level of the children’s academic achievement at elementary school level. Academic achievement of elementary school students can be improving by reducing the magnitude of extreme autonomy, negligence and ignorance and by enhancing the
potency of parental direction by their parents while participating in their academic activities.

Steinberg (1992) in his study reported about the impact of parenting style on adolescent (14 – 18 year olds) academic achievement, finding that parental involvement was more likely to predict success in an authoritative home environment.

Henderson and Berla (1994) in his study found that parental involvement in their children’s education affects their school attendance, more graduate, and behavior of students’ improves. Actually parents can encourage their child for better and regular learning.

Hickman, C.W., Greenwood, G& Miller, M.D (1995) conducted a study on “High School parent involvement: Relationships with achievement, grade level, SES, and gender” The study concluded that the only type of parental involvement positively related to achievement was the “home based type” (monitoring homework, editing homework etc.) as opposed to school based involvement. The study also indicated that parents of average and low achievement students are not actively involved in their children’s education.

Keith, T.Z., Keith, P.B., Quirk, K.J., Sperduto, J., &killings, S. et.al (1998) investigated on “Longitudinal of parent involvement on high school grades; similarities and differences across gender and ethnic groups”. The results of the study indicated that parent involvement has continuing and powerful effects on high school learning, as measured by grades, at least through the tenth grade level with no significant differences between boys and girls. Among ethnic groups,
stronger effects were noted for Native American adolescents, underscoring the value of parent involvement programs for these groups.

Ichado(1998) also agreed that the home environment can greatly influence their performance level academically in the school.

Desimone (1999) found that the effects of parental involvement on 8th grade students’ test scores varied depending on race and income. Though parent-child interactions were found to be most important for academic success of all students, the effect was highest for those who were White and middle class. Mark (2000) have found a positive relationship between parental involvement and middle and high school students’ engagement, especially when looking at homework completion and attitudes about school.

Simon, B.S. (2001) conducted a study on “Family Involvement in high school: Predictors and effectors”. Findings of the study indicated that after controlling for race, ethnicity, family structure, gender, and the influence of students’ prior achievement and socio-economic status, various forms of parent involvement resulted in adolescents earning higher grades in English and Mathematics, completing more course credits in English and Mathematics, having better attendance and behavior, and coming to class more prepared to learn. Although study habits, attitudes, and behavior patterns are typically set by students’ senior year, the study showed that even through the last year of high school, families continue to influence adolescents’ success.

Fan, X.T., & Chen, M. (2001) investigated a study on “Parental involvement and students’ academic achievement: A Meta analysis”. The findings of the study revealed a “moderate and practically meaningful” relationship
between parental involvement and academic achievement. The relation of parent involvement to achievement was also stronger as a “global indicator” of academic achievement than as a predictor of student achievement in specific subject areas.

Henderson, A.T., & Mapp, K.L. (2002) investigated on “A new wave of evidence: The impact of school, family, and community connections on student achievement” in Austin. The result of the study shows that families have a major influence on their children’s achievement in school and through life. When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Jeynes (2005) ranked parents as “highly involved” or “not involved” by summing high school seniors’ responses to four questions (attending school functions, communicating with students, expectations for future educational attainment and checking homework). Jeynes studies were restricted to African & American students. Both found that parental involvement positively affected academic achievement, though Jeynes’ results became insignificant when socio economic status was included in the model.

Jeynes, W.H. (2007), provided a meta-analysis on the relationship between parental involvement and urban secondary school student achievement. The result of the study indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables under study about .5 to .55 of a standard deviation unit.

Shapiro, Marjori. A. (2009) conducted a study on “Parental Education Level: Academic Involvement and Success”. Results of the study suggest that other factors may be more important in the academic success of an
individual than how involved a parent is in an individual’s education. A parent chooses the amount of involvement they wish to take in their child’s academic career. Their previous decisions and academic successes do not necessarily influence how involved they will become. In addition, a parent’s academic success does not have a strong connection to how his child succeeds academically. While an individual’s academic success is no doubt impacted by many factors, in future studies the variable factors should be examined in order to gain a better understanding of those factors that are especially important to achieving academic success.

Easton Jamie Deanne (2010) conducted a study on “Does Parental Involvement matter in High School?” The findings of the study indicate that parent-child communication and parental expectations exert positive effects on students’ academic achievement, but that parental monitoring of homework/setting of rules and communication with the school are associated with lower academic achievement.

Erlendsdottir Guolaug (2010) conducted a study on “Effects of Parental Involvement in Education: A case study in Namibia”. The findings of the study revealed that all the parents who were interviewed are highly involved with their children’s education. They have high expectations towards their children’s education and their future. All the parents are eager to know how their children spend his or her time outside of school. Most of the parents want to make good relationship with the child’s teacher. Homework is considered as most important for the child for each parent.
Horsford, S.D., & Holmes Sutton (2012) conducted a study on “Parent and Family Engagement: The Missing Piece in Urban Education Reform”. The findings of the study revealed positive connections between parental involvement and student attendance, academic achievement, social and emotional development, and other related positive educational outcomes.

Chowa Gina A. N., Masa Rainier D, Tucker Jenna (2013) conducted a study on “Parental Involvement’s Effects on Academic Performance: Evidence from the Youth save Ghana Experiment”. Results of the study suggest that Parental Involvement is a bi-dimensional construct consisting of home and school environment. The effect of parental on youth academic performance appears to be a function of the type of involvement. Home – based Parental involvement is associated positively with academic performance, while school based parental involvement has a negative association.

Rafiq, Hafiiz Muhammad Waqas, Fatima Tehsin, Sohail Malik Muhammad, Saleem Muhammad, Ali Khan Muhammad et al. (2013) conducted a study on “Parental Involvement and academic Achievement: A study on Secondary School Students of Lahore, Pakistan” findings of the study suggested that parental involvement has significance effect in better academic performance of their children.

Oundo, Edward Nyongesa., Poipoi Moses W., Were Dinah S. et al. (2014) investigated a study on “Relationship between Parents ‘attitude towards educational Involvement and Academic Performance of Day Secondary School Students in Samia – Keniya”. The findings of the study show that parental attitude towards education involvement affects academic performance of day secondary
school students in Samia district. The study concluded that parental attitude towards educational involvement affects students’ performance. The study recommended that school administrators and policy makers find ways of enhancing parental involvement towards education.

2.5.0 Studies on Study Habit

Study habits are fundamental to academic competence. Effective study habits are associated with positive outcomes of the learner.

Different author and various research evidences put forwarded the different report and findings on academic achievement.

Roch, LeslieJ., (1932) conducted a study on “The influence of Certain Study Habits on Students Success in Some College Subjects”. The findings of the study revealed that more students will form good study habit if provision is made for a systematic training in such habits. The study also suggested that in college courses where a great amount of supplementary reading material is required to the students. some habits of study such as outlining, formulation of questions on the lesson, selection of important points, and underscoring important passages seem to be effective methods of study in the perception of assignments and to bear some relation to the scholastic success of students in certain college courses.

Nagappa (1995) conducted a study on study habits of Government and Private School. The objective was to find out the study habit among class IX high school students in Mysore city. The findings of the study revealed that two third of students had only average study habits only 16.84% of students had good
study habits, whereas 21.43% of students had poor study habits. Children, both boys & girls studying in private schools were better than the both boys and girls studying in Government schools. Girls in good study habits groups has a high percentage than boys in poor study habit groups.

In the study of Azikiwe (1998), described study habit as “the adopted way and manner a student plans his private studies or reading, after classroom learning so as to attain mastery of the subject. Azikiwe further stated that “good study habit are good asset to learners because the habit assists students to attain mastery in areas of specialization and consequent excellent performance, while the opposite bad study habits, constitute constrain to learning and achievement leading to failure.

Kizlik (2001) defined that development of good study habits in children depends upon the combined efforts of parents and teachers.

While Fielden (2004) asserted that good study habits help the students in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing.

Mendezabal, M.J.N. (2013) conducted a study on “Study Habits and Attitudes: The road to Academic success” aimed to investigate the relationship of students’ study habits and attitudes and their performance in licensure examinations. Results of the study showed that the participants do not have favorable study habits and attitudes. The noted unfavorable study habits were insufficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers about their difficulties with school work and less effort to ask for their
help. The participants also demonstrated unfavorable attitudes towards teachers’ classroom behavior and methods. It was further revealed that their performance in licensure examinations was quite low. Significant relationship between study habits and attitudes and performance in licensure examination were clearly shown in this study. Further analysis revealed that study habits (work methods and time management) of the participants were correlated with their success in licensure examination while study attitudes (i.e. attitudes toward teachers and educational acceptance) were not significantly related to success in licensure examination. This indicates that students who have favorable study habits will likely pass the licensure examination.

2.3.0 Studies on Study Habit and Academic Achievement

Academic Achievement of a student also depends on his study habits. Better the study habits better will be the performance of the students in examination. So the existence of relationship between study habits as a variable contributing towards achievement is supported by a large body of research.

Cappella (1982) compared the relationship between study habits and attitudes to academic performance of 100 undergraduates. The survey of study habits and attitudes and academic test was determined and the scores were obtained. The findings of the study showed that student’s attitudes determine the productivity of that study time as well as academic success.

Patel Yashomati (1985) investigated a study on “impact of the study habits on academic achievement among 76 intellectually backward students in 8th standard at rural and urban schools in Gujrat-India”. Correlations analysis of
results revealed that study habits are an important determinant of school achievement for both boys and girls in rural as well as urban settings.

Ngailiankin, Caroline (1988) conducted a study on “Attitude and Study Habit related to achievement in Mathematics of class IX students in Shillong”. The main objectives were to find out difference in study habits of students with high, average and low Mathematics achievement. Male and Female students belonging to high, average and low score on Mathematics achievements did not show significant difference in the attitude as well as study habit scores. Non – Tribal students showed significantly higher attitude scores as well as higher achievement score on Mathematics, but did not show significant difference in their study habit scores as compare to the tribal students.

Lidhoo and Khan (1990) observed that poor study habits and low need achievement were associated with underachievement among bright students. Panda (1992) conducted a study on “Study Habits of disadvantaged and non-disadvantaged adolescents in relation to their sex and academic achievement.” The finding of the study reveals that Non – disadvantaged adolescents have better study habits as compared with disadvantaged adolescents. High achieving subjects had better study habits than low achieving subjects; boys had better study habits than girls.

According to Clark (1996) being smart is important for academic achievement than being intelligent and hardworking and involves being practical, having common sense and using better and application of good study habits. Gilbert and Rollick (1996) found good study habits to significantly enhanced academic performance of the pupils.
Yadav, V.S., Ansari, M.R., & Savant, P.A. (2000) made “A Critical Analysis of Study Habits and Academic Achievement of College Students” in Dharwad with the objective to identify the state of the aspects of study habits and their relationship with academic achievement. The results revealed that plan of study, method of study, concentration, preparation for examination and perfection of subject were significantly related to academic achievement. The students of 4th year B.SC were different from others in preparation for examination. On the whole, more or less 50 percents of the students were having problems in study of subjects, concentration and preparation for examination, 30 percent of the students were having problems in commitment to read, and perfection of subject, then 18 and 13 percent of the students were having problems in method of study and regarding their regularity.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The result showed that boys and girls differed significantly in drilling, interaction, sets and language dimension of the study habit inventory.

Abba and Tukur & Musa (2001) found that note taking leads to overall superior performance and retention of new materials.

Aisha, R. (2002) conducted a study aimed at determining the effect of study habits on the achievements of students and observed that positive significant relationship exists between achievement and a proper study schedule.

Sirohi (2004) concluded that poor study habits were one of the main causes for underachievement.
Nuthannap (2007) observed that academic achievement of students at different levels of education appears to be deteriorating every year. The goal of helping student’s scientific knowledge and the required skill may not achieve due to poor study habits, irregular habits and ineffective practical lesson among secondary school students in agricultural science.

Sawar (2009) in their analysis on “Study Orientation of High and Low Academic achievers at secondary school level in Pakistan” revealed that the high achievers had better study orientation, study attitude than the low achievers.

Nuthane & Yenage(2009) has examined the causes of academic performance among university undergraduate. some of these factors are identified as intellectual ability, poor study habits, achievement motivation, lack of vocational goals, self concept, low socio economic status of the family, poor family structure and so on.

Nalini, H.K and Bhatta H.S.G (2009) conducted a study on Study Habits and Students achievement in relation to some influencing factors. From this study the investigators found significant relationship between study habits and other influencing factors like intelligence socio economic factors, learning environments, adjustment, attitude etc.

Perveen (2011) examined that counseling play an important role in improving study habits of students. When the differences were examined in terms of gender, Pillai (2012) observed that significant difference exists in the study habits of male and female students. Moreover research studies revealed that female students were more successful academically than their male counterparts and they have better study habits and attitudes.
Dr. Choudhury, Ranjana & Das Dhiraj Kumar (2012) conducted a study on “Influence of Arithmetical Ability and Study habit on the Academic Achievement in Mathematics at Secondary Stage” in South Kamrup District, Assam. From this study, it has been found that the arithmetical ability and study habit influence the achievement in mathematics. Moreover the achievement in the subject mathematics mostly depends on pupils study habit. The teacher needs to improve their relationships with students to encourage good study habits through home – assignment.

Oluwatimilehin, J.T.B., Owoyele, Jimoh Wale (2012), conducted a study on “Study habits and academic achievement in core subjects among Junior Secondary School Students in Ondo State, Nigeria”. Findings of the study revealed that of all the study habits’ sub scales, ‘teacher consultation’ was most influential while the ‘time allocation’ , exercise, concentration, note taking, reading and assignments were regarded as less integral to students’ academic performances. Therefore, regular counselling services to train students on study skills strategies were advocated in order to boost their study habits and enhance their academic achievement.

Dange Jagannath. K. and Girish T.K. (2012) conducted a study on “A Study on the relationship between study habits and Academic Achievement among Post – Graduation Students in Kuvempu University” with the main objectives is to analyze the study habit of post graduate students and to compare it in relation to academic achievement, Gender and Faculty of the Post- Graduate students . The study found that there is no significant difference in the mean study habit in relation to gender, and faculties such as arts, science.
Sheikh, Mehraj Ud Din., Jahan Qamar (2012) conducted a study on “Study habits of Higher Secondary School students of Working and Non-working Mothers” with the aims at to find out whether the study habits of higher secondary school students of working mothers differ significantly from those of non-working mothers. The study further compared the study habits of higher secondary school students of working and non-working mothers on the basis of gender. The findings of the study revealed that insignificant differences between the adolescent students of WM and NWM on the measure of comprehension, study sets, interaction, drilling, recording and language dimension of study habit but significant differences were found between the students of working mothers and non-working mothers on the measures of concentration, task orientation and supports. Regarding the total study habits the higher secondary school students of working mothers had significantly better study habits than those having non-working mothers. Further the study revealed that female students of WM had significantly better study habits followed by male students of WM, female students of NWM and male students of NWM.

Chand, Suresh (2013) conducted a study on “Study habit of secondary school students in relation to type of school and type of family” with the objectives to find out the study habits of the students studying in government and private school as well as belonging from nuclear and joint family by taking a sample of 200 students drawn from 20 schools studying in 12th class in government and private schools. The findings of the study revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits.
Secondary school students studying in Govt. Schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private schools students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference is exists between Govt. and private school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

Anwar, Ehtesham (2013) conducted “A Co relational Study of Academic Achievement and Study Habits: Issues and Concerns” with the aim of studying the relationship between study habits and academic achievement of senior secondary school students. The study also wanted to compare the academic achievement of students having good and poor study habits. The finding of the study revealed that the academic performance of students having good and poor study habits differ significantly and good study habit resulted in high academic achievement. The study also recommended that necessary study skills must be taught to our students with a view in improving their academic performance.

Loneza Gas –ib Carbonel (2013) conducted a study on “Learning Styles, Study Habits and Academic Performance of college students at Kalinga – Apayao state College, Philippines”. The findings of the study revealed that there is a great impact of study habits on academic achievement of college students.

Ayodele, C.S. and Adebiyi,D.R.( 2013) conducted a study on “Study Habit as Influence of Academic Performance of University Undergraduates in Nigeria” with the objective to investigated the determinant of study habit among undergraduate as it influence students’ academic achievement. From this study,
it has been found that various factors such as method of study, family background, socio-economic status and environment, peer group and class, course of study and self-concept have been identified to act as determinants of undergraduate study habits. Moreover, the school, government and all stakeholders should make facilities and materials that facilitate studying available to students.

Muraina, Monsuru Babatunde, Nyorere, Ifeanyi, Emana, Inemesit, Muraina Kamilu Olanrewaju, (2014) conducted a study on “Impact of Note Taking And Study Habit on Academic Performance Among Selected Secondary School Students in Ibadan, Oyo State, Nigeria”. The findings of the study revealed that there is a great positive impact of note taking and study habits on academic performance of the students. Student’s academic performance can be improved through effective study habit and note taking in the school system. It was also discovered from the findings that study habit and note taking affect the academic performance. It is recommended that parents and teachers should encourage the students to inculcate positive attitude towards study habit. Also, the school counsellors, educational manager, school administrators and policy makers need to enlighten the students on how to improve their level of note taking and study habits in and outside the school.

Owusu- Acheaw, M., & Agatha Gifty Larson (2014) investigated a study on “Reading Habits among Students and its Effect on Academic Performance: A study of Kofordiuia Polytechnic”. The finding of the study reveals that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. The study recommended among others that lectures should be advised to stop providing
handouts to students but rather encourage them to use the library for research and also, the current system of assessing students should be given a second thought with respect to the formulae of assessment.

Chamundeswari, S., Sridevi, V and Kumari, Archana (2014) conducted a study on “Self Concept, Study Habit and Academic Achievement of Students” with the objective to find out the relationship between self-concept, study habit and academic achievement of students by taking a sample of 381 students at the higher secondary level. The result of the study shows a significant correlation between self-concept, study habit and academic achievement of students. A significant difference is found between students at the higher secondary level in state, matriculation and central board schools, pertaining to self-concept, study habit and academic achievement.

Chowdhury, Swarnali & Ghose Aditi (2014) conducted a study on “Effects of patterns of parenting on study habits of Adolescents” in Calcutta. The results indicate that there is a strong relationship between sagacious parenting and good study habit. In particular, to inculcate good study habit, parents need to be realistic about their expectations from their children as well as their own principles and actions in their daily lives.

Akpan, Nsini.A., Salome Emeya (2015) conducted a study on “Effect of Study Habit on Academic Achievement of Agricultural Science Student in senior secondary schools in Emohua local government Area of Rivers State, Nigeria”. The result of the study shows that (35.8%) of the students spent a maximum of 40 minutes to study while (17.9%) could study up to 6 hours. Also (41.1%) of the students studied best when they are alone, while (20%) of the
students prefer to study in groups rather than studying alone. Further analysis showed that (14.7%) of the students were influenced by their peer group, while (11.6%) were influenced by the absence of well-equipped library, lack of motivation, interest and poor facilities. The study recommended that in order to improve the study habits of the students in the area and academic achievement, Government should endeavour to make funds available for the provision of standard libraries, stocked with required up to date textbooks, a conducive learning environment with proper equipment to aid study habits that will translate to improve academic achievement.

Siahi, Evans Atsiaya and Maiyo, Julius K. (2015) conducted “Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India” with the objective to determine the relationship between study habits and academic achievement of students. Result of this study revealed positive relations of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

Razia, B. (2015) conducted a study on “Study habits of Secondary school Students in relation to their Socio-economic status and gender” in Aligarh with the objective to explore the relationship of study habits with socio economic status and gender by taking 224 students studying in class IX of Aligarh district. The findings of the study revealed that there exists significant difference in the study habits of student in relation to gender. Significant and positive relation
between study habits and socio-economic status but interaction effect of gender and SES was not found on study habits.

Nisar Naila & Mahmood and Husain Dogar Ashiq (2015) conducted a study on “Prevailing Study Habits at Secondary School: Students perceptions” with the aim to explore the relationship between Study Habits and Academic Achievement. The findings of the study revealed that study habits have impact on student’s performance at secondary school.

2.6.0 Overview of the studies

Most part of these studies revealed positive correlation of academic achievement with Parental Involvement and Study Habit. A few studies revealed no significant relation between these variables. It should be noted that population of these studies were different such as student with specific subject and specific area. Regarding the relationship of academic achievement, Parental Involvement, Study Habit, the literature findings were inconsistent.

Few researches showed the significant influence of gender on academic achievement without any direction and some studies showed significant gender difference regarding academic achievement, Parental Involvement and Study Habits as indicating that girls showed better achievement than boys and in some studies, it has been found that boy’s achievement is better than girls. But the present study revealed no significant difference between boys and girls regarding Academic achievement and Parental involvement.