Chapter – 5

Summary, Conclusion and Suggestions

5.1.0 Summary of the Study

5.1.1 Introduction

Educational achievement is one of the major achievements in human life. It is education which can develop a child to be a person who is physically, mentally, emotionally and also spiritually balanced and matured person and right attitude towards their life. After independence, crores of rupees have been spent to open new educational institution from school to college level of education and to provide adequate equipment, resources and other facilities. Different committees and commission have recommended a number of schemes to motivate the children towards schools and also suggested number of strategies and methods to bring qualitative improvement in education so that the student could achieve the required educational goals.

Individual difference is prevailed among the students at any age or level of education in respect of physical abilities, mental abilities, characteristics, behavior, psycho motor abilities, health, parental involvement, home environment, and socio-economic status etc. Every aspect of differences influences the child’s academic achievement. Academic achievement means how much knowledge the individual has acquired from the school. It may be defined as the performance of the students in the subjects they study in the school. The various factors which can effect on academic achievement of students are related with home, school, school
environment, parental involvement, parent-child relationship, socio-economic status, Intelligence, creativity, personality, self concept, emotional maturity, study habit, achievement motivation, study attitude and study involvement etc. All these have positive contribution for the enhancement of Academic Achievement of students. In the present study, parental involvement and study habits have been considered as important factors in the process of learning.

In the field of education, it has been shown that a burning problem at school level is the constant increase in the number of failures of student. The failure rate in various examinations, have many reasons but among those the two importance reasons are lack of parental support and poor and ineffective study habits. Parents and family background play a greater role in forming study habits of the children. Parents are the first and lifelong teacher for every child. Parents play a crucial role in nurturing their children’s educational aspirations. Research findings support the existence of a positive relationship between Parental Involvement and educational success especially in the secondary school students. Parental Involvement includes parent-child interactions that communicates positive attitude about school and importance of education to the child. Moreover, study habits are also the influencing factor of academic achievement of a child. Successful achievement in any form of activity is based upon study, interpretation and application (yoloye, 1999) and that study should have a purpose. Study habit helps the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.
Therefore, one of the purposes of this research work is to identify ways in which Parental Involvement and Study habits can improve the student’s achievement in school life.

Secondary level of education is the most important stage of education because the link between the primary education on the one hand and the higher education on the other. A child can develop his or her innate talent at this stage. Secondary stage helps an individual to get knowledge from different aspect and helps to create a sociable individual. A child can prepare himself for the future living from this stage of education. At this stage students are in Adolescence period. Stanley Hall defined adolescence period of human life as a stage of “storm and stress”. Proper guidance is very much essential for every child to form a right attitude towards life. Therefore, the present study was investigated about the effect of Parental Involvement and Study habit of secondary school student on their academic achievement.

5.1.2 Significance of the present study

The present study has been designed to study the effect of Parental Involvement and Study Habits on academic achievement of secondary school students in Lakhimpur and Dhemaji district of Assam. Here, Academic achievement refers to the performance of students in the HSLC examination conducted by SEBA.

The pass percentage of High School Leaving Certificate examination, 2014 conducted by SEBA in Assam was 61.42%, in 2013 it was 70.71%, in 2012 it was 69.63%, in 2011 it was 70.38%, in 2010 it was 63.21 and in
The present study seeks to investigate if there exists any relationship among academic Achievement, Parental Involvement and study habits. The role of parents is to provide care, love. Parents are involved not only in the child’s physical needs but also their intellectual, emotional, social, moral and spiritual development. Parents are the first and lifelong 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, coordinators, and observer, record keeper and decision maker for the child. Moreover in addition to the parental involvement, the personal factor like study habit of the student is also considered to be an important factor of academic achievement. Several studies have already found a relationship between parental involvement and academic achievement and also study habit and academic achievement. Keeping in view the influence of parental involvement and study habit, it is also felt that the socio-demographic factors like sex, location of schools, management type, districts, level of education of father and mother and different communities to which the students belonged are expected to have an influence on the academic achievement, parental involvement and study habits of students. Thus, attempt has been made to compare the students based on the various classifications. The findings of the present study will throw light in to the role of parent as a support system, the study habit as a personal factor and socio demographic factors like sex, location of schools, management type, districts, and
level of education of father and mother and different communities in the academic achievement of students.

Every institution aims to improve the quality of education and high academic achievement and high pass percentage in school board examination are significant indicators of quality of education. Thus, the effort to understand academic achievement in relation to the support children service from parents, their personal study habits and those socio-demographic factors will be significant in bringing qualitative development in school education of Assam. The findings will also help in filling the research gap in relation to school failure and low quality of education. Since, no such study had been taken up in Assam in general, and in Lahimpur & Dhemaji district in particular, the present study is undertaken. Therefore, the present study attempts to examine the effect of parental involvement and study habits on the academic achievement of students.

5.1.3 Statement of the Problem

The problem under study is stated as; “Effect of Parental Involvement and Study Habits on Academic Achievement of Secondary school students in Lakhimpur and Dhemaji district of Assam”.

5.1.4 Objectives of the study

The following are the main objectives of the present study:

1. To analyse and compare the academic achievement of secondary school students in relation to sex, location, level of education of father and mother, community, management and districts.
2. To study and compare the parental involvement of secondary school students in relation to sex, location of schools, level of education of father and mother, community, management type and districts.

3. To study and compare the status of study habit of secondary school in relation to sex, location of schools, level of education of father and mother, community, management type and districts.

4. To compare the academic achievement of secondary school students grouped on parental involvement level as: High and Average, Average and Low, High and Low.

5. To compare the academic achievement of secondary school students grouped on study habit as: Above average and Moderate, Moderate and Below Average, Below Average and Above Average.

6. To examine, if there exists, any relationship among the three variables viz, parental involvement, study habit and academic achievement of secondary school students.

5.1.5 Conceptual Definitions of the terms used

1) **Parental Involvement:** Parental involvement is important for students, teacher and parents. Parental involvement in education was defined as “parent’s interactions with schools and with their children to promote academic success” (Hill, 2004, p.1492).

2) **Study habits:** Study habits are a well-planned and deliberate pattern of Study which helps a student to achieve his or her educational goals.
3) **Academic Achievement:** It is defined as the academic performance of the student in the examination. It is measured in terms of their school grades in different subjects.

4) **Secondary school students:** A student admitted to class X and appearing SEBA examination to be conducted in the year 2015

5) **Effect:** A result or consequences (Word Power Dictionary).

6) **Rural school:** The school existed in rural and remote areas.

7) **Urban school:** The school which are found in urban areas

8) **Rural students:** The students who are admitted in the rural school.

9) **Urban students:** The students who are admitted in the urban school.

5.1.6 **Operational Definition of the term used**

1. **Academic Achievement:** It is the marks obtained by students in the High School Leaving Certificate (HSLC) examination (Class X) conducted by Board of Secondary Education Assam (SEBA).

2. **Parental Involvement:** It is the score obtained by the students from the administration of Parental Involvement Scale (PIS).

3. **Study Habits:** It is the score obtained by the students from the administration of Study Habit Inventory (SHI).

4. **Secondary school student:** The students who are studying in the class X and appeared High School Leaving Certificate (HSLC) examination conducted by Board of Secondary Education Assam (SEBA) in the year 2015.
5.1.7 Variables of the Study

The present study involves the following variables i.e. Academic Achievement, Parental Involvement and Study Habit.

(a) Academic Achievement

Academic Achievement may be defined as the performance of the students in all academic discipline. The term Academic Achievement has been defined by different persons in various ways. Some of the definitions are given below:

Wolman’s Dictionary of Behavioural Science defines that “Academic Achievement as the level of proficiency attained in scholastic or academic work. According to Mellinger and Heggard (1959), “Academic Achievement is an expression of one what the individual learns, to utilise his energies, given certain innate potentials and a particular pattern of a socialising pressure.”

Verma and Upadhya (1981) defined achievement as the attainment or the accomplishment of an individual in some particular branch of knowledge after certain period of training. The achievement score of a student indicates towards the future success of the individual.

Analysing the definitions mentioned above, it can be concluded that Academic Achievement is the outcome of education, the extent to which a student, teacher or institutions has achieved their educational goals. It means student’s success or failure in curricular aspects or school subjects.
(b) Parental Involvement

Parental Involvement means participation of parent in the activities of children such as helping children in reading, encouraging them to do their homework independently monitoring their activities inside the house and outside the four walls of their house and providing coaching services for improving their learning in different subjects.

Moreover, Parental Involvement in education includes contribution to their children’s home-based activities (helping with homework, encouraging children to read, and promoting school attendance) and school-based activities (attending Parent teachers’ Association meetings, Parent teacher conferences and participating in fund-raising activities).

Family background is an important determinant of success of the child as the child is born in a family. The foundation of a child’s future life is laid in the family. The infant begins their life under the fostering affection and care of his parents and other member of the family. His/Her development process always depends upon the family. The child receives the first lesson of speech in the family. In fact research reviews find that home environment is the most important factor that influences academic performance.

c) Study Habit

Study Habit is a well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing at examination. The different aspects of study habit are homework and assignment, time allocation, reading and note
taking, study habit procedure, concentration, written book, examination, teacher consultation of students.

Crede & Kuneel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing rehearsal of learned material and studying in a conducive environment. Good study habit act as a strong weapon for the students to excel in life.

Though academic achievement—a key factor of educational development, influenced by the personal and environmental factors, personal factors, as the student himself is key to success. It is observed that although students are engaged in uniform curricula or syllabus, instructional facilities along with time, resources and guidance but students score differently in examinations. Even a good student, who has the potentiality to achieve better, may or may not be able to achieve as per expectation, if s/he fails to proper time allocation for study, allocation of weightage to various subjects, proper reading habit, note taking, concentration etc.

Thus, that study habit is an important factor in determining the academic achievement of students.

5.1.8 Statement of Hypothesis:

Research Hypothesis 01 : (a) There is no significant difference among the secondary school students in their mean scores of academic achievement in relation to sex, location of schools, management type and district.
Sub Hypotheses:

i. There is no significant difference between male and female secondary school students in their mean scores of academic achievement.

ii. There is no significant difference between urban and rural secondary school students in their mean scores of academic achievement.

iii. There is no significant difference between government and provincial secondary school students in their mean scores of academic achievement.

iv. There is no significant difference between Lakhimpur and Dhemaji district’s secondary school students in their mean scores of academic achievement.

v. There is no significant difference between male and female Secondary school students in their mean score of Academic Achievement in different subjects namely, Assamese, English, General Science, Mathematics and Social Science.

vi. There is no significant difference between urban and rural Secondary school students in their mean score of Academic Achievement in different subjects namely, Assamese, English, General Science, Mathematics and Social Science.

vii. There is no significant difference between Government and Provincial Secondary school students in their mean scores of Academic Achievement in different subjects namely, Assamese, English, General Science, Mathematics and Social Science.
viii. There is no significant difference between Lakhimpur and Dhemaji district’s Secondary school students in their mean score of Academic Achievement in different Subjects namely, Assamese, English, General Science, Mathematics and Social Science.

**Research Hypotheses 01 (b):** There is no substantial difference among the secondary school students in their mean scores of academic achievement in relation to level of education of father, mother and community.

**Sub Hypothesis:**

i. There is no substantial difference among the secondary school students in their mean scores of academic achievement in relation to level of education of father.

ii. There is no substantial difference among the secondary school students in their mean scores of academic achievement in relation to level of education of mother.

iii. There is no substantial difference among the secondary school students in their mean scores of academic achievement in relation to community.

**Research Hypothesis 02(a):** There is no significant difference among the secondary school students in their mean scores of parental involvement in relation to sex, location of schools, management type and district.

**Sub Hypotheses:**

i. There is no significant difference between male and female secondary school students in the mean scores of parental involvement.
ii. There is no significant difference between urban and rural secondary school students in the mean scores of parental involvement.

iii. There is no significant difference between government and provincial secondary school students in their mean scores of parental involvement.

iv. There is no significant difference in the mean scores of secondary school students of Lakhimpur and Dhemaji district in their mean scores of parental involvement.

**Research Hypotheses 02(b):** There is no substantial difference among the secondary school students in their mean scores of parental involvement in relation to level of education of father, mother and community

**Sub Hypotheses:**

i. There is no substantial difference among the secondary school students in their mean scores of parental involvement in relation to level of education of father.

ii. There is no substantial difference among the secondary school students in their mean scores of parental involvement in relation to level of education of mother.

iii. There is no substantial difference among the secondary school students in the mean scores of parental involvement in relation to community.

**Research Hypothesis 03(a):** There is no significant difference among the secondary school students in their mean scores of study habit in relation to sex, location of schools, management type and district.
Sub Hypothesis:

Research Hypothesis 03(b): There is no substantial difference among the secondary school students in their mean scores of study habit in relation to level of education of father, mother and community.

Sub Hypothesis:

i. There is no substantial difference among the secondary school students in their mean scores of study habit in relation to level of education of father.

ii. There is no substantial difference among the secondary school students in their mean scores of study habit in relation to level of education of mother.

iii. There is no substantial difference among the secondary school students in the mean scores of study habit in relation to community.

Research Hypothesis 04: There is no significant difference between the mean scores of academic achievement of secondary school students grouped on parental involvement level as: High and Average, Average and Low, High and Low.

Research Hypothesis 05: There is no significant difference between the mean scores of academic achievement of secondary school students grouped on study habit status as: Above Average and Moderate, Moderate and Below Average, Below Average and Above Average.
Research Hypothesis 06: There exists no significant relationship among the three variables viz. Parental involvement, study habit and academic achievement of secondary school students.

Sub-Hypothesis: 6. (i)

a) There exists no significant relationship between parental involvement and academic achievement of male secondary school students in different school subject.

b) There exists no significant relationship between parental involvement and academic achievement of female secondary school students in different school subject.

c) There exists no significant relationship between parental involvement and academic achievement of urban secondary school students in different school subject.

d) There exists no significant relationship between parental involvement and academic achievement of rural secondary school students in different school subject.

e) There exists no significant relationship between parental involvement and academic achievement of government secondary school students in different school subject.

f) There exists no significant relationship between parental involvement and academic achievement of provincial secondary school students in different school subject.
Sub- Hypothesis: 6. (ii)

(a) There exists no significant relationship between study habit and academic achievement of male secondary school students in different school subject.

(b) There exists no significant relationship between study habit and academic achievement of female secondary school students in different school subject.

(c) There exists no significant relationship between study habit and academic achievement of urban secondary school students in different school subject.

(d) There exists no significant relationship between study habit and academic achievement of rural secondary school students in different school subject.

(e) There exists no significant relationship between study habit and academic achievement of government secondary school students in different school subject.

(f) There exists no significant relationship between parental involvement and academic achievement of provincial secondary school students in different school subject.

5.1.9 Population and Sample

The population of the present study included all the higher secondary schools in Lakhimpur and Dhemaji districts of Assam. As per the data obtained from School Inspector Office, Lakhimpur and Dhemaji (2013), the total
number of higher secondary schools happened to be twenty six (26) in Lakhimpur district and fifteen (15) in Dhemaji district. These schools were located in both the rural and urban areas. While drawing the sample, care had been taken to give representation of the two districts, as well as urban and rural schools.

From the total higher secondary schools a random sample of 13 schools forming 31.7% of the total higher secondary schools representative of the two districts covering both urban and rural areas was taken. For the purpose of the study, all the students enrolled in class -X in the academic session (2014-15) in these 13 sample schools were taken as the sample. Thus the final sample consisted of 998 students. Initially 1000 students formed the sample as test for Parental Involvement and Study Habit was administered to them. But it was found that 2 students could not appear for the Final examination. Thus, a total of 998 students studying in class – X formed the final sample. Further the classification of 998 secondary school students was made in view of sex, location of schools or residence, level of education of father and mother, community, management type and students from two districts. Out of the total sample, there are 505 male and 493 female, out of them 395 (173 male and 222 female) students from urban schools and 603 (332 male and 271 female) students from rural schools. Students belonging to categorising students into different groups based on their community, it is found that there are 370 students belonging to General category, 288 students belonging to Other Backward Classes (OBC), 125 students belonging to Schedule Caste (SC), 215 students belonging to Schedule Tribe (ST).The details of the sample of the present study is shown in Table- 5.1 and Table-5.2
### Table 5.1
Details of the Sample of the present study

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Variables</th>
<th>Category</th>
<th>Total No. Of Students</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sex</td>
<td>Male</td>
<td>505</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>493</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Location of Schools</td>
<td>Urban</td>
<td>395</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural</td>
<td>603</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Management Type</td>
<td>Government</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provincial</td>
<td>886</td>
<td>998</td>
</tr>
<tr>
<td>4.</td>
<td>District</td>
<td>Lakhimpur</td>
<td>627</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dhemaji</td>
<td>371</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Community</td>
<td>General</td>
<td>370</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBC</td>
<td>288</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SC</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ST</td>
<td>215</td>
<td></td>
</tr>
</tbody>
</table>

### Table 5.2
Details of the Sample of the present study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Illiterate</th>
<th>Under Matriculate</th>
<th>HSLC</th>
<th>HSC</th>
<th>Graduate</th>
<th>Post Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of education of Father</td>
<td>148</td>
<td>105</td>
<td>170</td>
<td>167</td>
<td>278</td>
<td>130</td>
</tr>
<tr>
<td>Level of education of mother</td>
<td>173</td>
<td>200</td>
<td>140</td>
<td>145</td>
<td>220</td>
<td>120</td>
</tr>
</tbody>
</table>
5.1.10 Tools used in the study

The following tools used in the present study:


The total marks obtained by students in the High School Leaving Certificate (HSLC) exam conducted by Board of Secondary Education Assam (SEBA) in the year 2014-15 were taken as the score of Academic achievement. The marks of students were collected from the school record of the sample schools.

5.1.11 Statistical Techniques Used in Analyzing Data

The statistical techniques used and purposes are presented in its tabular form:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statistical techniques used</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean and Standard Deviation</td>
<td>To examine the differences among groups.</td>
</tr>
<tr>
<td>2.</td>
<td>‘t’ test Analysis</td>
<td>To examine the significant differences between groups.</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of Variance (one-way ANOVA)</td>
<td>To examine the significant differences among groups.</td>
</tr>
<tr>
<td>4.</td>
<td>Pearson’s Co-efficient of Correlation</td>
<td>To find out the significant relationship between variables.</td>
</tr>
</tbody>
</table>
5.2.0 Findings of the Study

The summary of findings of the present study is as follows:

1. The level of academic achievement in the High School Leaving Certificate (HSLC) conducted by Secondary Educational Board of Assam (SEBA) of secondary school students declared pass in the said examination revealed that the pass percentage as a whole is 89.4%. But very few of percentage (7.81) of students passed in 1st division, (29.1) of students passed in 2nd division and half of the students passed in 3rd division.

2. Comparison of male and female students showed no significant difference in their Total Academic Achievement but male students scored higher mean score in General Science and Mathematics and female scored higher in Assamese. When the parental involvement scores of the sample of present study were compared in terms of sex, it has been found that no significant differences found between male and female. The result of the study also indicated that male students scored highest in study habit than female students.

3. Comparison of urban and rural students showed a significant difference in their academic achievement in different subjects namely, Assamese, English General Science, Mathematics and social science and also in their level of parental involvement. In study habit, rural students were found to have scored higher than urban students.

4. Comparison of government and provincial school students showed a significant difference in their academic achievement in all the school subjects except in Social science, in their parental involvement and status
of study habit with students of government school showed higher mean score than students of provincial school. Thus, it is found that type of management of school significantly affects the Academic Achievement and Parental Involvement, study Habit.

5. Comparison of Academic Achievements of two districts showed a significant difference in their Academic Achievement in Assamese, English General Science and Mathematics and social science where the students of Lakhimpur district scored highest mean scores in Assamese, English and General Science; whereas students from Dhemaji district scored higher mean score in Mathematics and Social Science.

6. The result of the present study revealed positive impact of high level of education of father and mother significantly influence on academic achievement of secondary school students. The student whose father and mother is Post Graduate scored highest mean score in academic achievement than those groups whose fathers and mothers are Illiterate, Under Matriculate, HSLC, HSC, and Graduate.

Similarly, Level of education of father and mother are found to influence parental involvement score of secondary school students. It has been found students’ whose fathers and mothers are post graduate scored highest mean score in parental involvement than other HSC, then HSLC, then Under Matriculate and Illiterate parents.

Regarding Study Habit, it is also found that the students whose fathers are post-graduate scored highest mean score in Under Matriculate and Illiterate.
On the other hand, it is also found from the present study that the students whose mothers are Post Graduate scored highest mean score followed by Graduate, then followed by HSLC, then HSC, then Under Matriculate and Illiterate.

7. When the comparison of Academic Achievement made among the students of different community it was found that OBC students showed higher mean score followed by SC, ST and then General.

As regards the variable of parental involvement, it has also found that OBC students showed high mean score followed by General, then SC and ST. Similar result has also be found in study habit in which OBC students scored highest mean score then General ST and SC

8. When academic achievement scores of the sample of present study were compared in terms of High, Average and Low parental involvement, it is found that higher level of parental involvement resulted to higher academic achievement.

9. When academic achievement scores of the sample of present study were compared in terms of Above Average, Moderate and Below Average study habit groups, it is found that the academic achievement scores of Above Average group is highest indicated that study habit influenced the academic achievement of secondary school students.

10. The relationship between academic achievement and parental involvement and study habit indicated a positive trend. A positive relationship was noted between parental involvement and academic achievement, study habit and academic achievement. Looking at the Table-4.47, it has been found that
the $r$ value is found to be highest between parental involvement and academic achievement, followed by study habit and academic achievement. Lowest ‘$r$’ value is indicated in relationship between study habit and parental involvement.

5.3.0 Educational Implications

Following are some of the educational implications of present Study –

1. Financial assistance must be provided to promising students of socially and economically disadvantage students for their full participation in secondary education.

2. Trained subject teacher for English subject need to be appointed by the State Government to improve the academic performance of secondary school students.

3. Educational awareness programme for parents should be organized by the schools, NGO’s and Government. More interaction between parents and students, parents and teachers should be encouraged at the school and community level.

4. Parent’s qualification has more influence on Academic Achievement of the student. Higher level of education of father led to high level of parental involvement, above average study habits and high academic achievement. Therefore, it is needful to organise some educational programme for those parents whose level of education is low through National Adult Education Programme (NAEP), Non-Formal Education (NFE), Distance Mode of Education (DME) etc.
5. Teaching of Mathematics, English and Science must be taken care right from the elementary level of education in order to give every student a sound foundation for higher performance at other level of education.

6. Proper monitoring of homework, assignment and test should be made by the class teacher to inculcate good study habits.

7. Better library facilities should be provided for students so that they will be encouraged to devote their time for study.

8. In order to increase the academic achievement of the students, the environment of the school should be improved.

9. Parent teachers meeting should be conducted on regular basis. Illiterate and unawareness parents should be helped to prepare separate home time table for their children. Tuition and more supporting materials and calm atmosphere should be created at home.

10. Government should ensure the provision of guidance and counselling cell in every school run by qualified and trained counsellors.

11. Regular guidance services for students to develop study skills strategies are important in order to boost their study habit and enhance their academic achievement.

5.4.0: Conclusion

Education is essential for the development of individual and society as a whole. The more educated the people of a society leads better advancement of the society. Family and home environment plays a significant role in all rounds
development of children. The more the parents are involved in the process of imparting education to their children the higher to their children achievement in their academic achievement. Study Habit is also an important factor of academic achievement.

The findings of the study show that there was significant relationship between academic Achievement and Study Habit, Academic Achievement and Parental Involvement. Parental Involvement and Study Habit have made a significant positive contribution for the better academic achievement of secondary school students.

The courses at Secondary level of education generally aim at training and producing students for tertiary institutions and manpower for national development. The findings of the study may be helpful for the students of secondary and higher secondary classes for preparing for board examination. If they have good study habits with parental support then possibilities to achieve in their academic endeavour appeared to be higher.

5.5.0 Delimitation of the study

The study has been delimited to:

1. A sample of 998 secondary school students appeared in HSLC examination conducted by SEBA in 2015.

2. The academic achievement of class X students in 2015 in different subjects- Assamese, English, General Science, Mathematics and Social Studies.
3. Comparison on the basis of sex, location, level of education of father and mother, community, management type and in district wise.

4. Assam State Government and Provincial higher secondary schools of Lakhimpur and Dhemaji districts.

5.6.0: Suggestions for further study

The following suggestions were presented for further research:

1. Similar study can be undertaken in other districts of Assam.

2. Studies may be undertaken to find out school factors which cause difference in academic achievement.

3. Studies may be undertaken to find out the home environmental factor which cause difference in the academic achievement of students.

4. Similar study can be undertaken on elementary school, college and university students of Assam.

5. Variables other than the one considered in the present investigation may also be studied in relation to academic achievement of student like achievement motivation, creativity, intelligence, anxiety, aspiration, personality, interest, socio-economic status, emotional maturity, multiple intelligence, study–involvement etc.

6. In depth students may be conducted to find out the factors that influence study habits and parental involvement level of students. Assamese, English General Science and Mathematics and social science.