CHAPTER - I

INTRODUCTION CONCEPTUAL FRAMEWORK

1.1 EDUCATION

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing. That is why Kothari Education Commission stated in the opening sentence of its report ‘the destiny of India is now being shaped in her classrooms’. Through education alone the necessary changes in the knowledge, skills, interests and values of the people as a whole could be brought about, which is basic to every programme of social and economic betterment of people, of which India stands in need.

Education is the most important factor in achieving rapid economic development and technological progress. Education programmes have a fourfold perspectives to prepare an individual for assuring their role as responsible citizens; to develop in them scientific outlook; awareness of their rights and responsibilities as well as consciousness of the process of the development. The progress of a nation in the world of today is more than ever dependent upon the quantity and quality of the education received by the people. Education has the dual function of transmitting to the new generation the heritage of the past with its accumulated wisdom and preparing it for the present and the future that the emergent needs of society and individuals whole before us.

According to Vivekananda, “Education is the manifestations of perfection already in man” (Syed 2007 P.219).

Gandhiji’s philosophy of education is a dynamic concept. It provides for the fulfillment of man’s needs, biological, sociological and psychological. He believed that education should bring about the development of the whole man. Such a thing can happen only when a man has his basic needs fulfilled. According to Gandhiji,
“Education is an all–round drawing out of the best in child and man–body, mind and spirit” (Syed 2007 P.230)

Rabindranath Tagore says, “Education means to enable the child to find out the ultimate truth……..making truth its own and giving expression to it’. In the words of John Dewey, “Education is the development of all those capacities in the individual which will enable him to control environment and fulfil his responsibilities”.

According to T.P.Nunn, “Education is the complete development of the individuality of the child, so that he can make this original contribution to human life according to the best capacity”.

Education is the dynamic process and life long process. It is now believed that every individual is born with latent talents. Education plays a vital role in the development of those potentialities. Education is the most potent instrument of bringing about social, political, economic and cultural transmission of an individual. The important activities of educational institutions include student teaching, evaluation and also creating a positive attitude towards student perception about their achievement. Education is a powerful instrument of change and progressive improvement of human behaviour. It has played an important role in shaping the destinies of societies. It tends to create a social order based on values of freedom, social justice and equal opportunity and fits a man perfectly for the time. Education in 21st century has to meet the emerging needs of mankind, as it progresses from the “local community to a world society” from social cohesion to democratic participation, from economic growth to human development, from unsustainable development to sustainable development.

1.1.1 Goals and Purpose of Education

Education in the true sense is helping the individual to be matured and to flower in love and goodness. Love and understanding should be fostered so that these can bring about important communication among human being. The purpose of education is to create right relationship, not only between individuals, but between the individual and society.
There are instinctive fears in every child as he grows up. They dominate his attitude and judgment and create many problems. The right kind of education must take into consideration this question of fear, because fear warps our whole outlook. True education is concerned with individual freedom which alone can bring about cooperation with the whole and many. But this freedom is not achieved through the pursuit of one’s own aggrandizement and success. Freedom comes with self-knowledge. It is the function of education to help each person to discover his own inner psychological resources and to develop his own individual strengths, as well as realize his weakness without imposing upon him.

1.1.2 Scope of Education

Scope of education is vast as life itself. In fact all education is life and all life is education. Education is formal, non-formal and informal. Likewise agencies of education are formal, non-formal and informal. Every year, every moment, step by step we learn from every source. Education is concerned with the aesthetic, cultural, ethical, intellectual, physical, religious, social, spiritual and vocational development of the individual. Education has moved away from preparing people to fit into a particular society but it seeks to take them feel they belong to the larger world family.

1.1.3 Higher Secondary Education

Meaning of Higher Secondary Education

After Kothari Education Commission (1964-66) recommendations were accepted, our country opted for the uniform pattern of education i.e. 10+2+3. That is one year P.U.C. has been shifted to schools, making school education of 12 years duration. Now the present Indian educational structure is 5 years of primary stage, 3 years of Lower secondary stage and 2 years of secondary stage (Classes IX and X) constituting 10 years of school education. It is followed by 2 years of ‘Higher Secondary Education’ (Classes XI and XII) provided in higher secondary schools. Thus higher secondary stage constitutes the terminal stage for majority of pupils who are to take up jobs and the rest pursue collegiate education in arts and science colleges or professional colleges.
Recommendations of Kothari’s Education Commission

According to Kothari Commission’s Report the new educational structure should consists of

(a) Pre-school education otherwise known as pre-primary education.
(b) A 10 year period of general education
(c) A higher secondary education stage of 2 years (age group of study 16 to 18 years) of general education or one to three years of vocational education. Thus higher secondary education will form the preparatory stage for Higher Education and Professional Degree Education.

The major aims for higher secondary education should be

(i) Preparation for higher education and professional education.
(ii) Strengthen the vocational stream of education so that pupils coming out of schools join the labour force and enhance its efficiency for productivity.
(iii) Development of social and national integration, and consolidation of democratic way of life.
(iv) Striving to build character by cultivating social, moral and spiritual values.
(v) Training in citizenship and rational thinking.

1.1.4 Adolescents

The secondary school students are usually adolescents. These adolescents are in a stage of sorting out their childhood habits and values and laying the foundation for a mature adult personality. They are receptive to guidance though they resist domination. They want to take initiative and responsibility.

As children develop towards maturity, they have certain personal development goals or tasks to the accomplishment of which the schools should contribute. A developmental task, briefly defined, is a skill that a person must learn at a particular time in his life if he is to function adequately as an individual and as a member of society. If he can be permitted to follow his own growth pattern, rather than being forced to attempt the task before he is ready, he brings a maximum of his own resources into action.

All developmental tasks are inter-related. The individual works at them more or less constantly no matter what other pressures may be imposed upon him. His goals do
not always coincide with the goals of the school, in some cases, there are considerable
discrepancies and conflicts. If the student is unable to work at a developmental task
when the time is ripe for accomplishing it, the chances are that when he does turn to it,
it may be more difficult.

The way in which adolescents develop and exercise their personal efficacy
during this transitional period can play a key role in setting the course of their life
paths they take. Adolescents have to manage major biological, educational, and social
role transitions concurrently (Bandura 2006). The transition to middle-level schools
involves a major environmental change that taxes personal efficacy.

Adolescents differ in attitudes and interests. During adolescence there are
changes in mental and social characteristics, in attitude towards school, towards
teachers, towards friends, towards authorities and towards the parents. Interests and
attitudes of the adolescents differ in appreciation of literature and social system. It is
guidance, which helps the adolescents to develop right attitude and interest on the basis
of individual difference. (Dash 2007, P.160)

1.2 CONCEPTUAL FRAME WORK
1.2.1 Study Habits

Study is a part of life for any one who goes to school or college and every
person studies in different ways to some degree or the other. Webster’s New World
Dictionary defines ‘study’ as following: “the act or process of applying the mind so as
to acquire knowledge or understanding, as by reading, investigating, etc, or careful
attention to, and critical examination and investigation of, any subject, event, etc.” This
definition makes it clear that study is an intellectual activity involving the application
of our minds for the purpose of gaining knowledge or understanding.

Habits help the individual to do something with less effort and thought. They
are important and play a crucial role in shaping the personality of the individual. In the
field of education habits of thinking regularly, proper reasoning, concentration on
study, punctuality etc, help the students in their proper adjustment and learning.

Fieldman (2006) states that good study habits help the student in critical
reflection in skills outcomes such as selecting, analyzing and synthesizing.

Students who are very successful in their desired career have good study habits.
(the how-to-study.com 2009).
According to Percival and Ellington (1984), study habit refers to the method or techniques of effective learning which in turn involve a set of study skills as organization of time, effective use of time, reading skills, essay writing, report writing skills, note-taking, examination techniques and even job-hunting skills.

The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one’s life. The success of an individual depends upon his study habits.

“General ability is mostly concerned with an innate ability while habits are generally formulated, acquired, cultivated and fixed by repeated effort. There may be a sizable number of pupils below the line of average general ability. However, they might get good scores in their school achievement because of their good study habits. Not all pupils having above average general ability with poor study habits may be expected to do better in the studies. Their potential general ability is got to be transmuted into a kinetic one. The medium through which this transformation is possible is study habits”. (Patel 1997, P.74)

“Study habits mean the ways of studying whether systematically or unsystematically, efficiently or otherwise. Study can be interpreted as a planned program of subject mastery” (Gelat 1997, P. 205).

According to Ron Fry (2000), “studying is a skill process. Like any other process, studying has certain characteristics. They are as follows:

a. An individual makes use of an appropriate study skill in various stages of his life.

b. Studying is not to study harder, just smarter.

c. Studying is breaking a complex process into easy-to-follow simple steps.

d. Studying is more difficult if one is tired, hungry, unhealthy, drunk or stoned. So, studying needs usage of common sense.

e. A good studying needs one’s responsibility for creating his own study system.

f. An effective studying is based on the usage of available study time.

g. Studying prefers ‘listening’ to seeing, to have little problem on getting the necessary knowledge” (P. 15).
According to Jamuar (1974), “the task of learning is not dependent on the teacher alone. It is not only the teacher’s responsibility, but also the responsibility of the pupils. Efficient learning depends not on good teaching alone, but on satisfactory learning procedures also. Efficient learning depends upon the learner’s ability to schedule his time, the plan of his study, the habit of concentration, note-taking, mental-review, over-learning, the judicious application of whole and part method, massed and distributed learning and so on. In other words, learning involves the development of proper study habits and skills” (P. 3)

1.2.2 Study Habits - A Long Term Process

Education is not received, but achieved and so are study habits. Good study habits are to be achieved by an individual in his academic period for a bright future. Developing good study habits insure a good chance for school success. The least objective used by many experimentalists and educationist to study human development is one’s study habits, which decide the totality of learning.

According to the first social-learning Theorist John.B.Watson (1913) “Well-learned associations between external stimuli and observable responses, called habits are the building blocks of human development. It is the study responses which represent the stable aspects of one’s attitude in learning” (P. 54).

Learning is a fundamental developmental process. Human learning is an active process rather than a passive process. Habituation and observational learning, for example, require subjects to actively attend to the environment and to retain what they have experienced to show any evidence of learning. Moreover, human studying is often a cognitive process rather than a non-cognitive, reactive one in which responses are “stamped in” or “stamped out” by their reinforcing or punishing consequences. According to these responses, they themselves achieve certain study habits.

According to Griggs (1991), “Students who discover and understand their personal learning styles can often do apply such information with great success and enthusiasm.” (P.124) Thus attending to good study habits can be an ongoing consideration and aid in attacking new or difficult learning situations and the processing of information. According to Thomson, Barbara S, Mascazine and John R.
“Science educators can utilize such findings in small but significant ways” (Pp. 4-6). And while many elements of individual learning styles may be obvious to educators, students may not be aware or appreciative of them. Thus it is important for educators to help individual students to discover, utilize and appreciate their own unique learning styles.

According to Elaine Elliott and Carol Dweck (1988) “Children pursue either of two goals in achievement situations”:

1. Performance goals in which they seek to display their competencies (or avoid looking incompetent), and

2. Learning goals, in which they seek to increase their abilities or master new tasks. Both these goals are monitored by their study habits” (P.482).

Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a life long process, and one should be ready to modify one’s method of study according to the need of the time.

The study habits of a learner denote the ability to schedule his time, the plan of his study, the reading style, the habit of concentration, note making, mental review and the judicious application of various methods of survey, such as whole and part method, issued and distributed learning.

1.2.3 Formation of Study Habits

An individual may be doing poorly in school though actually putting in a reasonable amount of study time, on account of poor study habits. No one knows where or when he acquired them, but failure has, to some extent, become a habit.

Not only can bad habits be broken, but they can be replaced by good habits relatively easily. The steps by which good study habits can be formed are given below:
i) It is much easier to replace one of our habits than to break it entirely. So, one should not attempt to stop poor study habits, but just to learn the good ones that substitute them.

ii) Go on practising. There is no way around it. The more we do something, the more ingrained it becomes.

iii) It is better to seek the help of friends and family to look into one’s new practice of a study habit regularly followed. Added pressure by others is a good motivator.

1.2.4 The Teacher’s Role in Developing Study Habits

The teacher’s emphasis will change the way of one’s study. Effective teaching with its four components, knowledge, understanding, application and skill fulfilled, can definitely elevate one’s study habits. Some teachers encourage the students to memorize and some others emphasize the need for learning by understanding, avoiding memorization. Hence, in developing a study habit, it’s not only a student who performs, but also a teacher.

Teachers are unique in their teaching approach. Accordingly a student adopts a particular approach in a particular class. As is the teacher, so is the student.

1.2.5 The Parent’s Role in Developing Study Habits

Ron Fry (2000) says, “The parent’s involvement is absolutely essential to a child’s eventual success. A parent not even for a minute, underestimate the importance of his commitment to his child’s success” (P.14).

Nancy L. Weishew (2003) points out, “parents can help improve their children’s behaviour in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions” (P.14). It is clear that parents have a specific role in developing one’s study habits.
1.2.6. Effective Study Habits

There are many different types of effective studying techniques. The technique suitable for one is not suitable for others. It is important to find study habits that work well for an individual and provide the results that one expect.

One popular study technique is called the SQ3R method. The “S” and “Q” stand for “survey” and “question”, and the “3R” stands for “read, “recite”, and “review.” This method is taught in many introductory Psychology courses and is a good way to prepare for tests in almost any course.

Step-1: Survey

Before plunging into the reading itself, the topic headings in the chapter should be glanced over, so that a general overview of the material is got.

Step-2: Question

On looking at the heading of the first section, it can be converted into a question. Asking questions relevant to the chapter gets one actively involved in reading and helps to identify the main ideas.

Step-3: Read

Only the specific section that one has decided to tackle should be read. Reading is to be with an eye toward answering the questions, which have been just formulated.

Step-4: Recite

The key question could be answered, reciting the answer out loud in one’s own words. Until the first section is fully digested with all the main ideas, the next section should not be moved on to.

Step-5: Review

After reading the entire chapter, it is necessary to refresh one’s memory by going back over the key points, for the retention of the main ideas.
The SQ3R method does not have to be applied rigidly. One can be flexible in the use of the SQ3R technique realizing the nature of the topic, degree of task-orientation and so on. So, study habits should be acquired gradually, with practice.

Tips to increase concentration in study

A few other things that help to concentrate better and study better are,

(i) Having a place set apart for studying which is away from the busiest part of the house

(ii) Having a regular routine of reading and studying

(iii) Having all things in the room like water, books, pencils etc.,

(iv) Taking rest breaks

(v) Revising

(vi) Over learning and

(vii) Other memory-increasing measures like involving as many senses/activities as possible in the process of studying/learning.

1.2.7 Study Habits and Academic Achievement

The extent of student learning in academics may be determined by the grades, a student earns for a period of learning has been done. It is believed that a grade is a primary indicator of such learning. If a learner earns high grade it is concluded that he may also have learned a lot while low grade indicates lesser learning. However many experiences and studies found that there are also several factors that would account for the grades. No single factor can be definitely pointed out as a predicting grade. It has been an interplay of so many factors – gender, IQ, study habits, age, year level, parents’ educational attainment, community, number of siblings, birth order etc.,. In fact, almost all existing environmental and personal factors affecting the academic achievement of students.
1.3 PARENTAL SUPPORT

In an age of momentous changes and stiffer competitions the old views regarding parents’ role in the upbringing of children demand appropriate alterations as the circumstances, in which children grow up, have undergone drastic changes. With the embarrassing influences of the cine world, TV channels and the internet, the responsibilities of parents towards children with regard to transmission of culture, inculcation of values, shaping of proper attitudes and outlooks etc. need a serious consideration.

Gonzalez-Pienda et al. (2002) stated that parental support criteria are developed according to six dimensions that are strongly associated to students' behavior at school and the attitude towards learning.

The six dimensions are

(a) Parents' expectations about their children's achievement.
(b) Parents' expectations about their children's capacity to achieve important goals.
(c) Parents' behaviors that reveal interest in their children's school work.
(d) Parents' degree of satisfaction or dissatisfaction with their children's level of school achievement.
(e) Parents' level and type of help provided when their children do homework.
(f) Parents' reinforcement behaviors of their children's achievements.

Adolescence has always been referred to as a period of stress and strain, strong and strife but there is a considerable increase in the number of stress factor now. The abundant interpersonal competitions, corrosive power of rivalry, far too many objectives chasing too few abilities disproportionate emphasis on marks, unjust comparisons and outright condemnation as dullards, lack of confidence, feelings of worthlessness etc., are only a few among the long list of stress factors that torment our youngsters. The quality and nature of parental nurturance that a child receives will
profoundly influence its development – its vulnerability to frustrations and anger, aggressions, anxiety and hopelessness or helplessness it experiences under various conditions (Lidz, 1970). According to the Attachment Theories of Psychology, a secure attachment with parents would provide the child with a sense of security comfort and predictability, which facilitates a child’s affective regulations and other copying skills whereas problematic or insecure attachments would make the child less likely to face challenges with confidence.

Within the last decade researches in psychology, sociology and education have shown that parental influence does not decline as children mature into adolescents (Astone and McLanahan, 1991; Steinberg et al., 1994; Reuter and Conger, 1995). General parenting styles and specific parenting practices continue to shape the development of adolescent competence. In the day-to-day life, parents need to be extremely conscious about their important involvement with the adolescents. The old authoritarian or disciplinarian parent has no place in the modern world. Parents are to become more authoritative and democratic, trusting but not permissive, helping but not indulgent, friendly but firm, easy going yet vigilant.

1.3.1 Major Theories on Parenting

Contemporary research on parental influence at adolescent stage derives from Paumrind’s (1971) well known studies of children and their families. Her parenting style typology is based on major parenting elements such as warmth, involvement, maturity demands and supervisions. She identifies three qualitatively different patterns of parental authority- authoritarian, authoritative and permissive. Maccoby and Martin (1983) categorized families according to their levels of parental demands (control, supervision and maturity) and responsiveness (warmth, acceptance and involvement). The four-fold typology thus produced includes authoritarian, authoritative, indulgent and neglectful parents.

The home environment produced by each type of parenting has its own effects on adolescent functioning. Authoritatively reared adolescents consistently score higher on measures of psychological competence and school achievement and lower on measures of internal distress and problem behaviours, than do adolescents from non-authoritative families (Paulson, 1994; Strinberg et al., 1994). Adolescents with
neglectful parents show the level of adjustment among the four types of parenting styles. These adolescents are the most disadvantaged with respect to measures of social competence, academic achievement and psychological adjustment.

The social systems theory (Sameroff, 1983) emphasizes the interdependence of family and peer system. Findings from a number of studies indicate that parents who are warm, responsive and consistent disciplinarians have children who are more competent than those with parents who are harsh, rejecting and/or excessively permissive (Winder and Rau, 1962). It has been theorized from a number of studies that emotions are important in peer relations (Sroufe, 1982) and that families are important contexts in which children learn about emotions (Lewis and Saarni, 1985).

According to the family economic stress theories, economic hardships disrupt parents’ emotional well-being consequently affecting relationships within the family. Economic pressures generate tensions and conflicts in families, which are associated with decreased parental warmth, increased irritability and greater anger (Elder and Caspi, 1988). Such parental behaviours in turn are related to negative developmental outcomes for adolescents such as antisocial behaviours (Patterson et al., 1989), depressive symptoms and low self-esteem (Whitbeck et al., 1991; Conger et al., 1992).

Recent research approaching the effect of parenting from the framework of self-determination theory suggests that parents promote intrinsic and internalized motivational orientations toward achievement in their children by supporting their inherent needs for autonomy, competence and relatedness (Grolnick and Ryan, 1989).

The work socialization theories argue that substantive working conditions affect family interactions directly through psychological consequences on parents (Rogers et al., 1991; Menaghan and Parcel, 1995) and indirectly by diminishing their time and energy for active interactions with children.

1.3.2 Importance of Parental Support in Child Development

Each child develops in his or her own ways, while all children follow a similar path in the acquisition of speech, motor skills and emotional maturity. There is wide variation in how and when these milestones are achieved.
During the first year, infants learn to control their attention and movements, sharpen their vision and hearing, and develop beginning on communication skills. Toddlers work at bonding with parents, learning to separate from them and developing autonomy. The school years are time for mastering physical skills and language, using imagination as a means of interpreting the world, developing the world, and developing relationships with their children.

For school age children, physical developments slow down, while intellectual and emotional growth gets accelerated. Children at this stage learn to balance their developments against their own needs and those imposed by society.

The translation from childhood to adulthood involves major physical changes, development of sexual feelings and growth of responsibility. In early adolescence (age 10-13), children begin to establish an identity separate from their parents. Children in middle adolescence (age 14-16) establish a sexual identity and develop a self-image and definition of personal values separate from those of family and society.

Some children experience delays in development, such delays may be detected by teachers or health care providers. Because parents know their children better than anyone else, doctors encourage parents to discuss any concern they have about their children’s development. If delays are present, timely intervention can help a child reach his full potential.

Helping in children’s growth takes enormous energy and patience. Understanding what commonly occurs at each stage of development can be a great help when you are concerned about your children’s behaviour. This allows everyone to realize they are just acting their age, and offers them an opportunity to reinforce positive behaviours.

1.4 ACADEMIC ACHIEVEMENT

Academic achievement is very important component to assess the progress of the individual in the whole educational process. The sense of achievement of individuals leads to the moulding of the personality skills. Sometimes a high sense of achievement serves as a source of encouragement for achievement. It stimulates
further activity. It gives meaning to one’s life and also leads to improve one’s self respect. On the other hand, a low sense of achievement serves as a source of discouragement and even leads to nervous breakdown as it gives him the feeling that he is an inferior individual, especially in the present context. It is therefore the responsibility of the parents to motivate and provide their children for good education for the academic success. In fact, academic achievement is considered to be composite criterion, and also it is not unitary one.

Academic achievement has become an index of child’s future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al., 2000). Academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000).

Kohli (1977) has stated that a study involving very few achievement related factors can contribute very little. She has added that it is in fact that the dynamic interplay of all the determinants, which are responsible for the academic performance and all the achievement related variables contribute to the ultimate academic success.

Gupta (1973) has classified the factors which influence academic achievement into three groups as follows:

(i) Abilities – intelligence and scholastic aptitude
(ii) Effort-drive, achievement motivation and aspiration
(iii) Environment-social and economical condition of house and school

Factors like intellectual status, special abilities, aptitudes, interests, motivation, health, method of study, medium of instruction, system of examination, socio economic status and other similar factors might play a vital role on determining one’s success in the examination.
1.5 PARENTAL SUPPORT AND ACADEMIC ACHIEVEMENT

The parental support makes significant contributions to the scholastic achievement. When parents give support in their children’s education at home they do better in school, and when parents are involved in school affairs, children move further and further towards their goal. The assessment of academic achievement is essential for the prediction and estimation of the possibilities for further progress.

Fan (2001) demonstrated that parents’ educational aspiration for their children proved to be strongly related to students’ academic achievement.

Haseen (1999) found that social class, parent child interaction and dependency behaviour had significant effect on academic achievement. The educational status of the parents has been found to be positively related to academic achievement of students in Arts, Science and Commerce.

Laxmi (1997) found that children belonging to more educated parents were academically more motivated. Parental responsiveness seems to be the most important factor related to achievement among adolescents.

Chaturvedi (1996) found that a maternal role perception was related to achievement. Also the adolescents of professional and non professional mothers differed in aspirations. Maternal role perception and achievement adolescence getting parental discipline with a focus on induction have been reported to have higher level of academic achievement.

1.6 NEED AND IMPORTANCE OF THE STUDY

Habit is something which is acquired through repetitions. It is semi-mechanical and automatic. Cultivation of proper study habits is the sole aim of education. In the field of education, habits of thinking regularly, proper reasoning, concentration on study and punctuality help the students in their proper academic achievement. There are major differences in the study habits from one student to another and those differences can have a significant bearing on the totality of learning. Unless a teacher can pinpoint exactly “what” a child needs to study and “how” he could develop unique study habits
to establish a most successful pattern of studying, any attempt on individualized instruction is like a shot in the dark.

Students’ needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students. Our educational institutions should take into account basic human differences in their studying and thinking to seek better means of individualized instruction for more effective studying. Hence, the investigator has tried to explore the study habits of the higher secondary students.

Parents are the primary educators of children. Because modern education being child centred, it emphasizes on the all round development of the child, it is made feasible in a suitable environment at home, having right parent child relationship, Parents’ behaviour towards the children is important to the educational foundation on which children formal school learning is built.

Parent’s desire is that their children should achieve in the educational level. They should climb the ladder of performance to as high a level as possible. This desire on the part of the parents put lot of pressure on students, teachers, and schools in the system of education. The entire system of education revolves around the academic achievement of students. Achievement refers to one’s valued accomplishments, is the objective result of a person’s activity. Scholastic or academic achievement is important for future learning and personality development.

The higher secondary level is that where the completion of the moulding of a genuine personality takes place. It is the highest level of the school educational system, which releases specific citizens into the immediate society. It is the period in which the student expresses his totality not only in learning, but also in social, cultural, emotional and behavioural aspects. Hence, the higher secondary students form a definite, specialized sample.
After acquiring ten years of general education, at the higher secondary level, the students are focused to a diversification of subjects. Hence, they automatically develop into students following certain new study habits, which suit their change in the academic field. Many students undergo private tuition to improve their performance, but this improvement cannot be achieved overnight. What they need is improvement in studies by various ways and means. This can be achieved only by means of having proper and regular study habits. So, a survey of the study habits of higher secondary students can be carried out and hence the investigator has launched the investigation.

The quality of performance is the determinant for success in the growing competitive world. In the opinion of Buch, the whole system of education is centred on academic achievement and has become a fertile ground for research work to identify the factors and their influence on achievement.

Kothari Education commission has rightly pointed out “The destiny of nation is being shaped in the classrooms”. So, true citizens work for themselves and for the welfare of people around them. Educational Institutions have been set up only to help students acquire necessary skills, desirable habits and attitudes which make them individually good citizens. Only in an educational institution, the student is helped to become achievement oriented and productive oriented. Only then he plans, proceeds and achieves an excellent student as well as a future citizen. Study habits and Parental support plays a vital role on the academic achievement of higher secondary students. So the investigator carried out this investigation.

1.7 STATEMENT OF THE PROBLEM

**EFFECT OF STUDY HABITS AND PARENTAL SUPPORT ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS**

1.8 IMPORTANT TERMS AND EXPLANATIONS

Study habits

Habit is something that is done and on a scheduled, regular and planned basis that it not regulated to a second place or optional place in one’s life. In the field of
education, habits of thinking regularly, proper reasoning concentration on study, punctuality etc., help the students in their proper learning.

Study habit refers to the method or technique of effective learning which in turn involves a set of study skills as organization of time, effective use of time, reading skills, essay writing, report writing skills, note taking, examination techniques and even job –hunting skills.

Parental support

According to Gupta R, “Parents can assist in learning in an infinite number of ways. Parents can be involved both inside and outside of the classroom. Just a few of the roles for parent include coaching, tutoring, classroom assistant and providing physical, emotional and moral help”.

Academic achievement

“The term achievement is often naively understood in terms of pupils’ scores on a certain school subject. Achievement means one’s learning attainments, accomplishments, proficiencies, etc. According to Denis Baron and Harold W. Bernard, the concept of achievement involves the interaction of three factors namely aptitude for learning, readiness for learning and opportunity for learning. Achievement in education precisely speaking implies one’s knowledge, understanding or skills in a specified subject or a group of study of subjects”. (Anice James, 2006, P300)

According to Good (1959), academic achievement is “the knowledge attained or skills developed in the school subjects which are usually determined by test scores or by marks assigned by teachers or both”.

According to Chaplin (1975), academic achievement is “the specified level of attainment or proficiency in academic work as evaluated by the teachers by standardized tests or by combination of both”.

Achievement may be defined as the change in the behaviour of students in a desired direction. It is an important and essential constituent in the process of
education. ‘Achievement means one’s learning attainments, proficiencies and accomplishments.

The dictionary of education defines achievement as ‘accomplishment or proficiency of performance in a given skill or body of knowledge’.

In this present study the investigator means the academic performance of Higher secondary students.

1.9. OBJECTIVES OF THE STUDY

Section - I

1. To find out the level of study habits and its dimensions of higher secondary students with reference to background variables such as class, gender, group of study, religion, birth order, community, medium of instruction, type of school, nature of school, residence and study habits in total.

2. To find out the level of parental support and its dimensions of higher secondary students with reference to background variables such as class, gender, group of study, religion, birth order, community, medium of instruction, type of school, nature of school, residence and parental support in total.

3. To find out the level of academic achievement of higher secondary students with reference to background variables such as class, gender, group of study, religion, birth order, community, medium of instruction, type of school, nature of school, residence and for total sample.

Section –II

1. To find out whether there is any significant difference between Class XI and XII students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total.

2. To find out whether there is any significant difference between male and female higher secondary students in their study habits and its dimensions -
planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total.

3. To find out whether there is any significant difference between Tamil and English medium higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total.

4. To find out whether there is any significant difference between rural and urban area higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitudes, attitude towards examination and study habits in total.

5. To find out whether there is any significant difference among higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total with reference to group of study.

6. To find out whether there is any significant difference among higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total with reference to religion.

7. To find out whether there is any significant difference among higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total with reference to community.

8. To find out whether there is any significant difference among higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitudes, attitude towards examination and study habits in total with reference to birth order.

9. To find out whether there is any significant difference among higher secondary students in their study habits and its dimensions - planning, reading style, note
making, general habits, study attitude, attitude towards examination and study habits in total with reference to type of school.

10. To find out whether there is any significant difference among higher secondary students in their study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total with reference to nature of school.

11. To find out whether there is any significant difference between class XI and XII students in Parental support and its dimensions moral support, curricular activities, co-curricular activities, enrichment activities, support at home and community involvement and parental support in total.

12. To find out whether there is any significant difference between male and female higher secondary students in Parental support and its dimensions moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total.

13. To find out whether there is any significant difference between Tamil and English medium higher secondary students in Parental support and its dimensions moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total.

14. To find out whether there is any significant difference between rural and urban higher secondary students in their Parental support and its dimensions moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total.

15. To find out whether there is any significant difference among higher secondary students in their parental support and its dimensions - moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total with reference to group of study.
16. To find out whether there is any significant difference among higher secondary students in their parental support and its dimensions - moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total with reference to religion.

17. To find out whether there is any significant difference among higher secondary students in their parental support and its dimensions - moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total with reference to community.

18. To find out whether there is any significant difference among higher secondary students in their parental support and its dimensions - moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total with reference to birth order.

19. To find out whether there is any significant difference among higher secondary students in their parental support and its dimensions - moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total with reference to type of school.

20. To find out whether there is any significant difference among higher secondary students in their parental support and its dimensions - moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total with reference to nature of school.

21. To find out whether there is any significant difference between higher secondary students in their academic achievement with reference to class, gender, medium of instruction and residence.
22. To find out whether there is any significant difference among higher secondary students in their academic achievement with reference to group of study, religion, community, birth order, type of school and nature of school.

Section - III

23. To find out whether there is any significant association between father’s education and study habits and its dimensions – planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students.

24. To find out whether there is any significant association between mother’s education and study habits and its dimensions – planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students.

25. To find out whether there is any significant association between father’s occupation and study habits and its dimensions – planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students.

26. To find out whether there is any significant association between mother’s employment status and study habits and its dimensions – planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students.

27. To find out whether there is any significant association between parent’s income and study habits and its dimensions – planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students.

28. To find out whether there is any significant association between father’s education and parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home and community involvement and parental support in total of higher secondary students.
29. To find out whether there is any significant association between mother’s education and parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total of higher secondary students.

30. To find out whether there is any significant association between father’s occupation and parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total of higher secondary students.

31. To find out whether there is any significant association between mother’s employment status and parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total of higher secondary students.

32. To find out whether there is any significant association between parent’s income and parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total of higher secondary students.

33. To find out whether there is any significant association between Father’s education and academic achievement of higher secondary students.

34. To find out whether there is any significant association between Mother’s education and academic achievement of higher secondary students.

35. To find out whether there is any significant association between Father’s occupation and academic achievement of higher secondary students.

36. To find out whether there is any significant association between Mother’s employment status and academic achievement of higher secondary students.
37. To find out whether there is any significant association between Parents’ income and academic achievement of higher secondary students.

**Section – IV**

38. To find out whether there is any significant correlation between Study habits and its dimensions and academic achievement of higher secondary students for total sample.

39. To find out whether there is any significant correlation between Parental support and its dimensions and academic achievement of higher secondary students for total sample.

40. To find out whether there is any correlation between study habits dimension-planning and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

41. To find out whether there is any correlation between study habits dimension-reading style and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

42. To find out whether there is any correlation between study habits dimension-note making and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

43. To find out whether there is any correlation between study habits dimension-general habits and academic achievement of higher secondary students with
reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

44. To find out whether there is any correlation between study habits dimension—study attitude and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

45. To find out whether there is any correlation between study habits dimension—attitude towards examination and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

46. To find out whether there is any correlation between study habits in total and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

47. To find out whether there is any correlation between parental support dimension—moral support and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

48. To find out whether there is any correlation between parental support dimension—curricular activities and academic achievement of higher secondary
students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

49. To find out whether there is any correlation between parental support dimension-co-curricular activities and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

50. To find out whether there is any correlation between parental support dimension-enrichment activities and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

51. To find out whether there is any correlation between parental support dimension-support at home and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

52. To find out whether there is any correlation between parental support dimension-community involvement and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

53. To find out whether there is any correlation between Parental support in total and academic achievement of higher secondary students with reference to class,
gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

1.10. HYPOTHESES OF THE STUDY

SECTION- I

PERCENTAGE ANALYSIS

1. The level of study habits and its dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students is average with reference to background variables.

2. The level of parental support and its dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total of higher secondary students is average with reference to background variables.

3. The level of academic achievement of higher secondary students is average with reference to background variables.

SECTION – II

DIFFERENTIAL ANALYSIS

4. There is no significant difference between Class XI and XII students in their study habits and its dimensions.

5. There is no significant difference between male and female higher secondary students in their study habits and its dimensions.

6. There is no significant difference between Tamil and English medium higher secondary students in their study habits and its dimensions.
7. There is no significant difference between rural and urban area higher secondary students in their study habits and its dimensions.

8. There is no significant difference among higher secondary students in their study habits and its dimensions with reference to group of study.

9. There is no significant difference among higher secondary students in their study habits and its dimensions with reference to religion.

10. There is no significant difference among higher secondary students in their study habits and its dimensions with reference to community.

11. There is no significant difference among higher secondary students in their study habits and its dimensions with reference to birth order.

12. There is no significant difference among higher secondary students in their study habits and its dimensions with reference to type of school.

13. There is no significant difference among higher secondary students in their study habits and its dimensions with reference to nature of school.

14. There is no significant difference between class XI and XII students in their parental support and its dimensions.

15. There is no significant difference between male and female higher secondary students in their parental support and its dimensions.

16. There is no significant difference between Tamil and English medium higher secondary students in their parental support and its dimensions.

17. There is no significant difference between rural and urban area higher secondary students in their parental support and its dimensions.

18. There is no significant difference among higher secondary students in their parental support and its dimensions with reference to group of study.

19. There is no significant difference among higher secondary students in their parental support and its dimensions with reference to religion.
20. There is no significant difference among higher secondary students in their parental support and its dimensions with reference to community.

21. There is no significant difference among higher secondary students in their parental support and its dimensions with reference to birth order.

22. There is no significant difference among higher secondary students in their parental support and its dimensions with reference to type of school.

23. There is no significant difference among higher secondary students in their parental support and its dimensions with reference to nature of school.

24. There is no significant difference between higher secondary students in their academic achievement with reference to background variables such as class, gender, medium of instruction and residence.

25. There is no significant difference among higher secondary students in their academic achievement with reference to background variables such as group of study, religion, community, birth order, type of school and nature of school.

SECTION III

ASSOCIATION ANALYSIS

26. There is no significant association between Father’s education and study habits and its dimensions of higher secondary students.

27. There is no significant association between Mother’s education and study habits and its dimensions of higher secondary students.

28. There is no significant association between Father’s occupation and study habits and its dimensions of higher secondary students.

29. There is no significant association between Mother’s employment status and study habits of higher secondary students.

30. There is no significant association between Parents’ income and study habits and its dimensions of higher secondary students.
31. There is no significant association between Father’s education and parental support and its dimensions of higher secondary students.

32. There is no significant association between Mother’s education and parental support and its dimensions of higher secondary students.

33. There is no significant association between Father’s occupation and parental support and its dimensions of higher secondary students.

34. There is no significant association between Mother’s employment status and parental support and its dimensions of higher secondary students.

35. There is no significant association between Parents’ income and parental support and its dimensions of higher secondary students.

36. There is no significant association between Father’s education and academic achievement of higher secondary students.

37. There is no significant association between Mother’s education and academic achievement of higher secondary students.

38. There is no significant association between Father’s occupation and academic achievement of higher secondary students.

39. There is no significant association between Mother’s employment status and academic achievement of higher secondary students.

40. There is no significant association between Parents’ income and academic achievement of higher secondary students.

SECTION – IV

CORRELATION ANALYSIS

41. There is no significant correlation between Study habits and its dimensions and Academic achievement of higher secondary students for Total sample.
42. There is no significant correlation between Parental support and its dimensions and academic achievement of higher secondary students for Total sample.

43. There is no significant correlation between the study habits dimension-**planning** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

44. There is no significant correlation between the study habits dimension-**reading style** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

45. There is no significant correlation between the study habits dimension-**note making** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

46. There is no significant correlation between the study habits dimension-**general habits** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

47. There is no significant correlation between the study habits dimension-**study attitude** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education,
mother’s education, father’s occupation, mother’s employment status and parents’ income.

48. There is no significant correlation between the study habits dimension - **attitudes towards examination** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

49. There is no significant correlation between **study habits in total** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, Birth order, Medium of instruction, type of institution, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

50. There is no significant correlation between the Parental support dimension- **moral support** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

51. There is no significant correlation between the Parental support dimension- **curricular activities** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

52. There is no significant correlation between the Parental support dimension- **co-curricular activities** and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s
education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

53. There is no significant correlation between the Parental support dimension - enrichment activities and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

54. There is no correlation between the Parental support dimension - support at home and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

55. There is no significant correlation between the Parental support dimension - community involvement and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, birth order, medium of instruction, type of school, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.

56. There is no significant correlation between Parental support in total and academic achievement of higher secondary students with reference to class, gender, group of study, religion, community, Birth order, Medium of instruction, type of institution, nature of school, residence, father’s education, mother’s education, father’s occupation, mother’s employment status and parents’ income.
1.11 LIMITATIONS

The investigator has used only 5% level of significance for testing the hypothesis.

1.12 DELIMITATIONS

- The present study is restricted to higher secondary students in Tirunelveli district only.

- The study habits inventory measures the study habits and its dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total.

- The parental support Questionnaire measures the parental support and its dimensions-moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total.

- Quarterly examination scores have been considered as Academic achievement.