CHAPTER - II

REVIEW OF RELATED STUDIES

2.01 INTRODUCTION

Review of related studies promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It is an indispensable part of any research project. It is also an important prerequisite to actual planning and then execution of any research work. The key to the vast house of published literature of India and abroad opens doors to sources of significant problems, explanatory hypothesis and provides helpful orientation, paving the way for the insights and much higher level of generalizations. Besides, it provides comparative data in this light of which the investigator enables to compare and interpret his findings. A researcher would know what is already known about the problem and how others have investigated it. A summary of the writings of recognized authorities and of previous researches provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and as such do not report any new or original experimental work. (www.en.wikipedia.org/wiki/Literature_review)

A literature review is a critical and in depth evaluation of previous research. It is a summary and synopsis of a particular area of research.

A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypothesis, what questions are being asked, and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research but rather it supports on other findings. (www.emeralsinsight.com)
According to Aggarwal (1966), “study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual’s planned research project” (p.87).

According to Good (1959), “The keys to the vast house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking”. (p.112)

According to John W. Best (2009), “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds up on the accumulated and recorded generations; man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”.

Koul Lokesh (1984) says, “The review of related literature gives the researcher an understanding of the research methodology, which refers to the way, the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promoting in the previous study it also to provide insight in to the statistical methods through which validity of result is to be established” (p.89)

Research takes advantage of the knowledge which has accumulated in the past as the result of constant endevour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher.

Hence the investigator has tried to collect relevant information from literature related to her topic. The investigator visited a number of libraries, made use of research journals, books, dissertations, internet and collected materials from Indian and International Research Abstracts.
2.02 IMPORTANCE OF THE RELATED STUDIES

Study of related literature serves the following:

1. A review of the related literature studies makes the scholar familiar with what is already unknown and with what is unknown and unproved.

2. The review of the related literature enables the researcher to define the limits of his field; it helps the researcher to delimit and defines his problem.

3. It brings the researcher up to date on the work.

4. It helps to avoid unfruitful and useless problem areas.

5. It helps to avoid duplication of well established findings.

6. It gives the researcher an undertaking of the research methodology.

7. It helps to know about the tools and instruments which proved to be useful and promising in the previous studies.

8. To know about the recommendations of previous researches listed in their studies for further research.

A researcher, to be original and truly creative must read extensively and critically as a stimulus of fine thinking. Hence the review of related literature is a powerful instrument in the hands of an investigator for the successful completion of his research work.

2.03 CLASSIFICATION OF REVIEW OF STUDIES

The review of studies classified into two groups. They are

(i) Indian Studies

(ii) Foreign Studies
2.03.1 INDIAN STUDIES

STUDIES RELATED TO STUDY HABITS

Study No. 1

Parua and Archana (2011) conducted a study on “study habits of secondary school students in relation to their Scholastic Achievement”. This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement student on study habits in general.

Study No. 2

Neeru Mohini Aggarwal and Vinay Kumar (2010) conducted a study on “Study habits of secondary level Arts and Science students”. The objectives of the study were to study the comparison in study habits of secondary level students belonging to Arts and Science streams, to study the comparison in study habits of secondary level Male students belonging to Arts and Science streams and to study the comparison in study habits of secondary level Female students belonging to Arts and Science streams. This study was conducted on a sample of 144 secondary school students of class XI. The subjects of the study were selected from eight different secondary schools of District Hardwar of Uttarakhand by using stratified random sampling technique. A Study Habit Inventory by Dr. B.V. Patel was used as a tool to measure the study habits of students. Reliability and validity of the Inventory are satisfactory. The ‘t’ test of significant was used to determine the significance of difference mean scores of total study habits in respect of secondary level Arts and Science students. The study reveals that Secondary level students of Arts and Science streams differ significantly in their total study habits. Since the Mean of science students was higher than that of Arts students it may be said that overall study habits of
Science students were better than that of Arts students. ii) Secondary level male students of Arts and Science streams differ significantly in their total study habits. Since the mean of Male Science students was higher than that of male Arts students it may be said that overall study habits of male Science students were better than that of male Arts students and iii) Secondary level female students of Arts and Science streams differ significantly in their total study habits. Since the mean of female Science students was higher than that of female Arts students it may be said that overall study habits of female Science students were better than of female Arts students.

**Study No.3**

_Nalini, Ganesha Bhatta (2009)_ conducted a study on “Study habit and students achievement in relation to some influencing factors”. This study aimed at finding the relationship between study habits and student achievement in relation to socio economic status, learning environment, school adjustment and intelligence. The investigator found that there is significant relationship between study habits and these influencing factors.

**Study No. 4**

_Susai Rajendran (2009)_ conducted a study on “Are study habits gender biased?”. In the present work the study habits of high school students in Dindigul area, Tamil Nadu, with respect to home environment, reading , note taking , planning of subject, habit of concentration, general habits and attitudes, preparation for examination and school environment, have been investigated . A standardized tool was used for this study. The finding revealed that no significant difference was found between boys and girls in their study habits.

**Study No. 5**

_Amirthagowri, Sivakumar (2009)_ The Study aims at to find the “Relationship between study habits and academic achievement of post graduate students”. For the study, the investigator randomly selected 100 post graduate students from Govindammal College Tiruchendur. Data are collected using appropriate tools and
analyzed by two-tailed “t” test. The results indicate that there is a significant relation between study habits and academic achievement.

**Study No. 6**

*Prakash Alex (2009)* conducted a study on study habits and academic achievement of children from broken families with special reference to higher secondary school students.

The major objective of the study was to analyse the academic achievement and study habits of children belonging to broken families. Normative survey method was used for this study. The sample comprised of 186 students studying in class XI and class XII, of which 106 students were belonging to the broken families. The students were studying in different higher secondary schools located in Kollam district was taken as sample. The major findings were: (i) there is significant difference between children from broken families and children from normal families with regard to their academic achievement. (ii) there is no significant difference with regard to gender from children belonging to broken families in respect of their academic achievement scores. (iii) there is significant difference between boys and girls of broken families in respect of their study habits and there is no significant difference between urban and rural children of broken families in respect of their study habits.

**Study No. 7**

*Jagannath and Dange (2007)* made a study on “Study habits and Achievement in Physics of Students of Class XII”. The objectives of the study were to find out the difference between boys and girls in their study habits, to find out the difference between government and private college students in their study habits, to find out the difference between boys and girls in their achievement in Physics, to find out the difference between government and private college students in their achievement in physics and to find out the relationship between study habits and achievement in physics of XII standard students. The researcher has adopted stratified random sampling method. Five colleges have been selected from Shimoga district. One is government and remaining four are private colleges. A standardized ready-made tool prepared by Palsane and Shaima was used to find out the study habits of XII students’. The major findings of the study were that there is no significant difference between
boys and girls in their study habits. There is significant difference between boys and girls in their achievement in Physics. There is significant difference between government and private college students’ achievement in Physics. There is a relationship between study habit and achievement in Physics.

**Study No. 8**

Amalraj and Ananda (2006) conducted a study on “Study habits of higher secondary students in relation to the - Home climate”. The objectives of the study were to analyze the level of study habits of higher secondary students in Kanyakumari Revenue district in terms of background variables, such as locality of student, location of school, type of school and group of study, to find the significant association between home climate of higher secondary students and their parent’s education, occupation and income and to find out the significant relationship between study habits and home climate of higher secondary students in terms of achievement in Physics, Chemistry, Botany and Zoology. The statistical techniques employed were percentage analysis and correlation analysis. The population of the study was the higher secondary students in 11\textsuperscript{th} and 12\textsuperscript{th} students studying science subjects Physics, Chemistry, Botany and Zoology in Kanyakumari Revenue District of Tamil Nadu. 1038 higher secondary students comprising the educational districts Nagercoil, Thuckalay and Kuzhithurai were selected. Major findings were the level of study habits of higher secondary students in Kanyakumari district is average. The level of study habits with reference to dimensions of planning of subjects, reading and note making in terms of the background variables namely type of school is high. Government schools score higher than the non-government schools. No significant relationship is found between study habits and home climate of higher secondary students scoring below 40% in Physics, Chemistry, Botany and Zoology and father’s income highly influences the home climate.

**Study No. 9**

Yenagi (2006) conducted a study on “Study habit is a function of self-perception among intellectually gifted and non-gifted students”. A sample of 1020 pre-university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habit inventory by Patel (1976) and self-
perception inventory by Soars and Soars (1976) were considered for data collection. The results revealed that the overall study habit was significantly differed from gifted and non-gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits, habits of concentration were also found to be significant.

**Study No.10**

Annaraja and Mohanan (2006) studied the “Inter-relationship among academic achievement, study habits and level of Aspiration: A study on higher secondary students”. Objectives of the study were to find out whether there is any significant difference between female and male students in academic achievement, study habits and level of aspiration, to find out whether there is any significant difference between private and government school student’s study habits and level of aspiration and to find out whether there is any significance and relationship among academic achievement, study habits and level of aspiration. The study used stratified random sampling technique to select a sample of 211 students (109 females and 102 males). The data for the study have been collected using three tools, namely i) Personal Information Schedule ii) Level of aspiration scale developed by Sananda Raj, Annaraja and Mohanan (2001) and iii) Study habits Inventory developed by Sananda Raj and Annaraja (2001). The statistical techniques used for analyzing the data were, ‘t’ test for large independent samples, and Pearson’s product moment-correlation. The major findings of the study were there is a significant difference between the female and male students in academic achievement, study habits and level of aspiration. The female students have high academic achievement, study habits and level of aspiration compared to the male students. There exists significant difference between private and government school students in academic achievement, study habits and level of aspiration. The private school students have high academic achievement, study habits and level of aspiration compared to the government school students. There exists significant and positive correlation among academic achievement, study habits and level of aspiration. There is substantial or marked correlation between academic achievement and level of aspiration. There is substantial or marked correlation between study habits and academic achievement.
Study No. 11

Malathi and Malini (2006) conducted a study on “Learning Style of Higher Secondary Students of Tamil Nadu”. The objectives of the study were to find out the learning style of students in Classes XI and XII, to find out the relationship of learning style with achievement of students and to see the learning style of higher secondary students in terms of their sex, classes and type of school. The sample consisted of 160 higher secondary students from private and government schools. The tools used in this study for data collections were Felder’s Learning Style Inventory by Barbara A. Soloman, Cronbach’s alpha test, and ‘t’-test was used for data analysis. The study revealed that the learning style of higher secondary students was found to be good and there was no significant difference in the learning style of higher secondary students in terms of their class and type of school. There was significant difference in the learning style between boys and girls studying in higher secondary schools and the correlation is higher between learning style and achievement which indicates that higher the achievement scores, the better the learning style among higher secondary students.

Study No.12

Suda and Sujata (2006) conducted a study on “Academic performance in relation to self-handicapping, test anxiety and study habits of high school children.” The sample consisted of 200 students from government senior secondary school of Himachal Pradesh. The scales used were self handicapping questionnaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys were poorer in study habits than girls.

Study no. 13

Arockiadoss (2005) conducted a study on “Study habits and academic performance of the college students”. The study was carried out to find out the level of study habits prevalent among the college students, the influence of personal and institutional background on study habits and the correlation between study habits and academic performance of college students. A stratified sample of 925 undergraduate
final year students were selected from 25 Arts and science colleges affiliated to Madurai Kamaraj University in TamilNadu. A study habits inventory was used for the study. The statistical techniques employed for the analysis were ANOVA and t-test. The major findings of the study were majority of the students have only average level of study habits. Women and Art students have better study habits. Private college and women’s college students have better study habits and the academic performance of the college students are influenced by study habits.

**Study No. 14**

**Misra (2005)** conducted a study on “Factors Related to Achievement in Physics with Special Reference to Secondary School Students in the City of Lucknow”. The objectives of study were to construct an achievement test in Physics to assess achievement in Physics, to study the relationship of achievement in Physics with some demographic factors, like, sex, age, caste, birth-order, and family type, to study the association of achievement in Physics with some social-psychological factors including socio-economic status, intelligence, scientific aptitude, achievement-motivation, attitude towards the subject Physics and study habits, to assess the relative contribution of social psychological factors to explain the variance of achievement in Physics, to assess the existing facilities of the institutions (like laboratory and library) and to relate these factors with achievement in Physics.

The findings of study reveal that the sex plays an important role in achievement in Physics. Boys are found to score significantly higher than girls. Mean value of achievement in Physics is higher (maximum) in caste category-1 followed by caste category-2 and caste category-3. The relationship between caste category-1 and caste category-2 and caste category-1 and caste category-3 is significant, while it is not significant in case of caste category-2 and caste category-3. Birth-order does not play any role in achievement in Physics. Family type (family size or joint family and single family) does not play an important role in case of combined sample as well as for girls sample though it is significant in case of boys sample. Age gives a positive correlation with achievement in Physics in case of combined sample as well as in case of girl’s sample, age is negatively correlated with achievement in Physics and age is not significantly correlated with achievement in Physics.
Study No. 15

Sirohi (2004) conducted a study on “Under achievement in relation to study habits and attitudes”. A sample of 1000 elementary grade students were taken from X composite schools of South District, Delhi. Tools used were general mental ability test by Jalota, teachers made achievement tests and test of study habits and attitudes by Mathur. The results found that guidance programmes shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilized.

Study No. 16

Digumati Bhaskara Rao and Sema Surya Prakas Rao (2004) conducted a study on “Study habits of secondary school students”. The main objective of the study was to study the study habits of secondary school students. To compare the study habits of boys and girls, private and government school students and students of residence and non-residence schools. The sample consisting of 200 secondary school students was selected by stratified sampling. The finding of the study revealed that secondary school students are possessing high study habits. It is the duty of the teacher to make the students excel in academic achievement, as the secondary school students possess high study habits. The students of government and private secondary schools possess high study habits without any significant difference. The students of residential and non-residential secondary schools possess high study habits without any significant difference between them. The teachers should guide the students in developing good study habits. The parents should provide the necessary facilities to the students to complement their plan of action in their studies. The students should also develop right study habits to achieve academic achievement.

Study No. 17

Guruvaiah (2004) conducted a study on “Study Habits of Residential and Non-Residential Pupils of X Class in relation to certain Psycho-Sociological Factors”. The objectives of the study were to identify the differences in the study habits of residential and non-residential pupils of X class, to study the influence of self-concept, personality factors and academic achievement on the study habits of residential and non-residential
pupils of X class and to examine the impact of certain personal and socio-demographic factors on the study habits of residential and non-residential pupils. The sample consisted of 730 residential and 570 non-residential pupils studying X class in the state of Andhra Pradesh. The 2 x 2 x 3 factorial design was used with 2 divisions of the residence, 2 divisions of gender and 3 divisions of region. It was a survey and presage-product study. The tools used for the study were: Study Habits Inventory (SHI) constructed by the investigator, Socio-demographic Scale (SDS) developed by the investigator, Self-concept Scale (SCS) by Mukta Rani Rastogi and adapted in Telugu version by the investigator, High School Personality Questionnaire (HSPQ)-Form A by Cattell and adapted in Telugu by the investigator and the SSC (X class) public examination marks taken from the school records. The inferential statistical techniques used to analyze data were t-test, F-test and Regression Analysis. The findings of the study show that the residence and region have significant influence on the study habits of X class pupils. Gender does not have significant influence on the study habits. The main effects, namely, locality, caste, self-acceptance, HSPQ factor-C (emotionally less stable vs. emotionally stable), HSPQ factor-Q4 (relaxed vs. tense) have significant influence on the study habits of residential and non-residential pupils. The interaction effects, namely, Residence x Region; Residence x Gender; Residence x Mother’s education; Residence x Birth Order; Residence x Health and Sex Appropriateness; Residence x HSPQ factor-A (Reserved vs. outgoing); Residence x HSPQ factor-B (less intelligent vs. more intelligent); Residence x HSPQ Factor-E (obedient vs. assertive); and Residence x HSPQ Factor-Q3 (Undisciplined vs. controlled) have significant influence on study habits of the residential and non-residential pupil.

Study No. 18

Rajani (2004) conducted on “Study Habit of Intermediate Students in Relation to Certain Psycho-Sociological Factors”. The objectives of the study were: (1) To identify the influence of academic achievement of students on their study habits. (2) To study the influence of personal and socio-demographic variables on study habits. (3) To develop multiple regression equations in order to predict the study habits score of intermediate students with the help of different sets of independent variables. The sample consisted of 1200-second year intermediate students of the state of Andhra Pradesh. The 2 x 2 x 3 factorial design was used with two divisions of gender, two
divisions of locality and three divisions of region. It was a survey and presage-product study. The tools used for the study were: Study Habits Inventory (SHI) constructed by the investigator; High School Personality Questionnaire (HSPQ) Form-A by Cattell adapted in Telugu by the investigator; Self-concept Scale (SCS) by Mukt Rani Rastogi adapted in Telugu by the investigator; Socio-economic Scale (SES) developed by the investigator, and intermediate public examination marks taken from college records. The inferential statistical techniques used were t-test, F-test and Regression Analysis.

The findings of the study revealed that most of the self-concept areas show significant influence on study habits of the students, all the academic achievement scores have significant influence on study habits of the students and caste, native place, father’s educational qualifications, mother’s educational qualifications, father’s occupation, total children of parents, and annual income of the family have significant influence on study habits of the students.

**Study No. 19**

Sirohi (2004) conducted a study on “A study of under-achievement in relation to study habits and attitude”. Main objective of this study was to study under-achievement in students in relation to their study habits and attitudes. The study was carried out on a sample of 1,000 students of elementary grade of 10 composite schools of south district of Delhi. The tools used were (a) General mental ability test by Jalota, (b) Teachers made achievement test and (c) Test of Study Habits and Attitude by Mathur. The General Mental Ability test was administered on 1,000 students followed by achievement test in Hindi, Mathematics, Social studies and Environmental Science. On the basis of raw scores, strainer of both intelligence and achievement for each student were compared to identify underachiever. A student with a stain difference of 3 was identified as an under-achiever. Thus, out of 1,000 students, 81 were identified as under-achievers. Thereafter, the study Habits Test was administered on these under-achievers to look in to the contribution of nine areas related to study habits and various attitudes in under-achievement. The findings of the study were all under-achiever indicated deficiency in study habits. 98.7% of the under-achievers tend to possess unfavourable attitude towards teachers and needed guidance. 97.5% had poor concentration. 92.5% of them indicated deficiency in school and hence environment.
96.2% lacked proper attitude towards examination. 72.8% faced mental conflicts. 72.8% were low in self-confidence. 70.3% had problems related to home assignments. 24.6% indicated deficiency in attitude towards education.

**Study No.20**

*Vinecta Sirohi May (2004)* conducted a study of “Under achievement in relation to study habits and attitudes”. The main objective of the study was to study under achievement in relation to study habits and attitudes. The sample consisted of 1000 students of elementary grade of composite schools of south district of Delhi. The tools administrated in the study were: a. General mental ability test by Jalota, b. Teachers made achievement test and c. Test of study habits and attitudes by mother.

The finding of the study revealed that in schools the teaching learning process is catering to the needs of only the average students where special groups like creative, slow learners, first generation learners, and under achievers are neglected. There is an urgent need to look into the needs of those special groups. Individual and group counseling may also help in improving the general achievement. Group guidance procedure can be used to improve study habits and study skills.

**Study No. 21**

*Thakkar (2003)* conducted “A Study of Academic Achievement, Adjustment and Study Habits of Rural and Urban Students”. The objectives of study were (1) To find out the academic achievement of rural and urban students (2) To compare the study habits of rural and urban students with their academic achievement. (3) To know the relationship between adjustment and academic achievement of rural and rural students. (4) To compare the effect of therapeutic training on the students of both the segments of society. (5) To compile a profile of academic achievement, study habits and adjustment between rural and urban students. (6) To understand the significant difference between same sexes of both the segments of society with regard to academic achievement, study habits and adjustment.

The present study was experimental type. The sample comprised of 200 students from rural and urban locality of standard IX were selected by using simple
random sampling. To all members of the group of study, 16 sessions of one hour were given as therapeutic training consisted of imparting the knowledge of good study habit. Tools used were Adjustment Inventory by M.N. Palsana, Study Habits Inventory by M.N. Palsana and Academic Achievement scores on the basis of their two unit tests, semester/terminals and final examinations. Correlation and t-test techniques were used for data analysis.

The findings of study reveal the following: (1) With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there is positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference is not significant. (2) There is no significant correlation between academic achievement and study habit among rural and urban locality. (3) There is no significant correlation between academic achievement and adjustment habit among rural and urban locality. (4) There is no significant correlation between study habits and adjustment among rural and urban locality. (5) Positive significant difference between the study habits of low and high achieving students among the rural students.

Study No. 22

Patel (2002) made an investigation into the “Study Habits of the Adivasi students of secondary schools of panchmahals Districts in Relation to some psycho-socio variables”. The objective of the study was to study the study Habits of the Adivasi students in relation to Area, Sex, I.Q., Vocational Aspirations and SES. The Methodology used in this study was descriptive in nature. Survey method was employed. 1035 Adivasi (S.T) students of semi-government secondary schools of panchmahals district were selected randomly. The tools used for measuring the variables were Desai-Bhatt’s Group of study intelligence Test, Vocational Aspiration measurement by Dr. A.K. Shrivastav, scale of Socio-economic status by Patel and a study Habits Inventory constructed and standardized by the investigator. The test-retest reliability was found 0.82. For data analysis, critical Ratio and Analysis of variance were used as statistical technique. The findings of the study showed that there is significant effect of Area, I.Q., and Vocational aspiration on study Habits.
Study No. 23

**Aisha Riaz and Asma Kiran, (2002)** found the “Relationship of study habits with educational Achievement”. The objective of the study was to find the relationship of study habits with educational achievement. The sample consisted of 150 students of B.Sc., Home economics and M.Sc., Home Economics during the year 2000-2001. The data were collected with the help of an Interview schedule and analyzed by $\chi^2$ test to draw the conclusions. Findings of the study revealed that there is significant positive relationship between the achievement and proper study schedule drawn by the students.

Study No. 24

**Vyas (2002)** conducted a study on “A Study of Learning Style, Mental Ability, Academic Performance and Other Ecological Correlates of Under Graduate Adolescent Girls of Rajasthan”. The objectives of the study were to compare the academic performance of students in respect of different learning styles and to study the interactive effect of ecological correlates and learning style on academic performance of girls. A sample of 500 girls from Class XII of 16 Government Sr. Secondary schools of Baran, Bundi, Jhalawar and Kota District in Rajasthan was taken. Under the ecological category the investigator has opted the area (urban/rural) and the level of parent’s education, their occupation and income. The tools used include Learning Style Inventory by K.K. Rai and K.S Narual, Mental Ability Test by S. Jalota, SEs Scale by R.A. Singh And S.K. Saxena and academic performance marks obtained by the students in board examination. The statistical techniques used were Mean, Standard Deviation, ‘t’ test and ‘F’ test for data analysis.

The major findings of the study were i) the environmental, emotional, sociological dimension of learning style do not affect significantly the academic performance of girls. ii) Residence as urban/rural and ecological correlates has significant effect on the academic performance of girls. Parents’ education, occupation and income do not affect significantly the academic performance of girls. Parents’ education, occupation and income do not affect significantly the academic performance of girls. iii) The environmental dimension of learning style preference does not affect the academic performance where as mental ability influence the academic performance
of students and iv) An ecological factor namely, residence and its interaction with environmental has found significantly contributing towards the better learning style of academic performance.

Study No.25

Kumaran and Kamala (2001) conducted a research which deals with the study habit variables such as study habits, study involvement, science interest and scientific attitude on the successful and unsuccessful learning of science subjects by higher secondary students. The sample consisted of 319 students drawn from six different types of higher Secondary schools in the city of Chennai. Four standardized tools were used to measure the variables. The achievement scores in the science subject on the basis of which the students in the sample were classified as successful and unsuccessful learners were collected from the school records. The data were subjected to statistical analysis such as descriptive differential the discriminant. Findings of the study revealed that there is significant relationship between the study habits and achievement in science subjects.

Study No.26

Ramachandra Reddy and Nagaraju (2001) conducted a study on “Influence of Sex and Locality on Study Habits of Class X Pupils”. The objectives of the study were to identify the difference in the study habit between boys and girls and to study the difference in the rural and urban school pupils’ study habits. Descriptive survey methods as well as qualitative and quantitative approaches were adopted in the study. The sample was taken from 200 pupils from Class X, Kurnool district in Andhra Pradesh, using probability sampling method for the study. The major findings of the study were i) Urban pupils differed from the rural pupils in their study habits. ii) There was no significant impact of sex on the study habits and iii) There was no interaction effect of sex and locality on the study habits. Study habits need to be improved among the high school students.
STUDIES RELATED TO PARENTAL SUPPORT

Study No. 1

Zarina Akhtar and Shamsa Aziz (2011) conducted a study on “the effect of peer and parent pressure on the academic achievement of University students”

The study aims at exploring the effect of peer and parent pressure on the academic achievement of university students. The male and female university students of Masters class were the population of the study. 156 students were selected by using cluster sampling technique from three departments of university (Business Administration, Computer Science and Economics) as a sample for the study. An opinionnaire was used to elicit the opinions of the students regarding peer and parent pressure. The findings of the study were the parent pressure effect positively and peer pressure effects negatively the academic achievement of students and especially female university students. No effect of peer and parent pressure was found on the achievement male students. The parent’s pressure has positive effect on the academic achievement of Business Administration students.

Study No.2

Roopamala koneri & Patted (2010), studied the “Relationship between parental involvement and emotional intelligence of secondary school adolescents”. The objective of the study was to study the influence of parental involvement in the development of following components of Emotional intelligence of adolescents. i) Interpersonal, ii) Intrapersonal, iii) Stress management, iv) Adaptability, v) General mood, vi) Positive impression and vii) Total EQ.

A simple stratified random sampling technique was used to draw a sample of 800 students studying in Bangalore urban and rural schools. Sample comprised of 400 boys and 400 girls studying in 10th standard. Bar – On Emotional Quotient inventory youth version; Bar On and Parker (2000) and Parental involvement Rating scale prepared by the researcher were used for the study. The major finding of the study was the secondary school adolescents with high and low parental involvement differ significantly with respect to Inter personal, Intrapersonal, Stress management, Adaptability, General mood, Positive impression and Total Emotional Quotient.
Study No.3

Chandra vathana (2009) studied “The academic achievement of the children of working and non-working mothers”. The sample used for random sampling techniques, a total number of 400 samples out of whom 200 were boys and 200 were girls were selected from nine schools located in rural and urban areas of Udumalpet. The total number of students selected for the study was given a questionnaire consisting of two parts, the first part dealing with personal details and the second part relating to the academic achievement level, their home environment, etc. Their responses were analyzed statistically. Findings: i) The children of the non working mothers showed a better performance than the children of the working mothers in the rural area. ii) In the urban area the children of the working and non working mothers do not differ significantly in their academic achievement. They have performed more or less equally. iii) The children of the non working mothers studying in aided schools do not differ significantly. The same is the case with the children studying in the government schools. iv) The children of the non working mothers studying in matriculation schools performed better than the children of the working mothers. v) There is no significant difference between the female and male children of the working mothers as far as their academic achievements are concerned, where as the female children of the non working mothers show a better performance than the male children and vi) The education qualification of working and non working mothers has got a significant influence on the academic achievement of their children. The children of working and non working mothers with PG/Professional qualification are found to have high scores.

Study No.4

Neha Acharya and Shobana Joshi (2009) studied the “Influence of parental education level on academic achievement motivation of adolescents”. A total of 200 intermediate students belonging to parents having four levels of education (high school, intermediate, graduation and post graduation) were administered Deo-Mohan achievement scale. The result indicated that parental education level influences the achievement motivation in academic area. Higher the level of parental education, better the achievement motivation in academic area. Other areas were not found to be significantly influenced by the level of father’s and mother’s education.
Study No. 5

Balu and Kaliamoorthy (2008) conducted a study on “A Study on higher secondary students’ achievement in Accountancy and their parental encouragement”. The objectives of the study were, to find out whether there is any significant difference exists in the following sub samples with respect to higher secondary students achievement in Accountancy and their parental encouragement a) Gender, b) Locality and c) Family type and to find out the relationship between the Higher Secondary Students achievement in Accountancy and their parental encouragement. In the present study the investigators adopted Normative Survey method.

Sample of 700 Higher Secondary Students were randomly selected for the present investigation from different schools of Cuddalore, Villupuram, Nagapattanam and Trichy Districts of Tamilnadu. In the present investigation the investigators used Accountancy Test (2006) prepared and validated by investigators. Investigators used Parental Encouragement Inventory prepared and validated by Dr. (Mrs) Kusum Agarwal (1999) to measure the quantum of Parental Encouragement. Descriptive, differential and correlation analysis were used to find out the results of the study.

The major findings of the study were, there is significant difference exist in respect of gender and male higher secondary students show higher parental encouragement than that of their counterparts and there is no significant relationship exists in respect of their parental encouragement and achievement in Accountancy of female students, urban students and students belong to joint family system.

Study No. 6

Sunitha and Khadi (2007) conducted a study on “Academic learning environment of students from English and Kannada medium High schools”

The objectives of the study were to investigate the academic learning environment at home and school, of co-educational high school students from English and Kannada medium schools and its influence on academic achievement. The sample consisted of 240 students, selected from 8 co-educational high schools in Dharwad city, Karnataka state. The results revealed that students with English medium of instruction were
significantly higher in students involvement, had higher qualified teachers in schools, received significantly better parental encouragement and care and had significantly better facilities in home (separate room to study, table, light, ventilation, and surrounding environment), had significantly better academic achievement than students of Kannada medium schools. Further, home learning environment had positive and significant influence on school learning environment of students among Kannada medium schools. Socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment of students of both Kannada and English medium schools.

Study No.7

Vamadevappa and Usha (2006) studied the “Impact of parental involvement on academic achievement of higher primary students”. 200 students studying in VI standard consisting of 100 boys and 100 girls were selected from four higher primary schools of Davangere city in Karnataka. Random sampling technique was used to select the sample. The sample was drawn from four English medium schools selected on a random basis. The major findings were: i) there was a positive and significant relationship between parental involvement and academic achievement. ii) There was a significant difference in the achievement scores of boys and girls of high parental involvement group of study. iii) There was no significant difference in the achievement scores of boys and girls of low parental involvement group of study. iv) There was a significant difference between high achievers and low achievers with respect to parental involvement and v) There was a significant difference between boys and girls in their academic achievement.

Study No.8

Chopra and Kalita (2006) conducted a study on “Adjustment Problems of Elementary School Children of single parent and Intact Parent Families”. The objective of the study was to find out the emotional, social and educational adjustment of elementary school children of single parent and intact parent families and family structure affects the development of children. The random sample of 100 students studying in Classes VI, VII and VIII were taken from six elementary schools of Kurukshetra District where as subjects were selected by the techniques of purposive
sampling. Out of 100 students, 50 were taken from single parent families and 50 were taken from intact parent families. Adjustment Inventory for School Students (AISS) by A.K.P. Sinha and R.P. Singh (1993) was used in the study. The data analyzed by mean, Standard Deviation (SD) and ‘t’ test. The findings reveal that the emotional, social, and educational adjustments of elementary school children of single parents have severed problems rather than intact families and affect their development.

Study No. 9

Saini (2005) conducted a study on “Family Environment and Academic Achievement of Adolescent Children of Working and Non-working Mothers”. The objectives of the study were to study and find out the difference in the family environment of adolescent children of working and non working mothers and to study and compare the academic achievement of adolescent children of working and non-working mothers. The present study was conducted on a sample of 415 adolescents selected from the government and private senior secondary schools of the U.T., Chandigarh, within the age group of study of 14-17 years. The technique of stratified random sampling was used for the selection of the sample. The tools used were Family Environment Scale (FES) by Moos and Moos (1986) and Battery of Achievement Tests by Anand (1971) for data collection. The statistical tools used were mean, standard deviation and ‘t’ test for data analyzing of this study. The major findings of the study were the family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children of non-working mothers’.

Study No. 10

Pande (2005) conducted a study on the influence of Gender Differences in Perception of Parental Behaviour. The objectives of the study were to study the perceived parental behaviour dimensions such as loving, dominating, rejecting, protecting, punishing, and disciplining and to study the differences in the perception of parental behaviour regarding boys and girls. The sample was consisted 170 boys and girls, age group of study below 15 years, studying in an institution of Pauri Garhwal,
Uttaranchal. The tool used for data collection was P.C.R.Q by R.A. Singh (1981) and statistical techniques like mean, S.Ds, and ‘t’ test was applied for analysis of data.

The study reveals that Parental behaviour changes with respect to the gender of a child. Boys perceived their parents as more dominating in comparison to girls while perception on loving variable is nearly the same and both boys and girls perceived their fathers as more disciplining than mothers. On the other hand girls perceived mothers as more loving and less dominating.

**Study No. 11**

**Sangwan and Seela, (2002)** conducted a study on “Adolescents’ perception of parental attitude”. The study was carried out to identify the parental attitude towards adolescents, and find out the difference in parental attitudes towards boys and girls in Hisar city of Haryana in 2001. 180 adolescents (90 boys and 90 girls) in the age group 18 to 21 years were taken as the sample. Family Relationship Inventory Method, developed by Sherry and Sinha, was used to conduct the study. Results showed that parents considered adolescents as full-fledged members of the family, who had the capacity to assume responsibilities. It was also found that parents did not neglect or reject the adolescents. They gave them proper care and attention, and satisfied their needs. Girls received higher scores on parental acceptance rating than boys. Parents placed heavy demands on boys to perform beyond their capacities. Data revealed that acceptance, concentration and avoidance patterns of fathers were less than that of mothers, for both boys and girls. In Indian society, fathers were more concerned with outside work and they were busier in social activities. It can be said that adolescents had good relationships with their parents and had positive perceived parental attitude.

**STUDIES RELATED TO ACADEMIC ACHIEVEMENT**

**Study No.1**

**Mawthoh Iaisan, Deepak Kumar (2011)** conducted a study on “Study Habit of Post-Graduate Students in Relation to Gender, Faculty and Academic Achievement” The Paper examines the impact on study habit of post-graduate students of Ravenshaw University in relation to Academic achievement, Gender and Faculty. The main
objectives are to analyze the study habit of postgraduate students and to compare it in relation to Academic Achievement, Gender and Faculty of the Post-Graduate Students. It is a quantitative in nature. The Investigators selected randomly out of 100 students- 60 were boys and 40 were girls. Out of these 100 students- 50 were Arts faculty, 30 were Science Faculty and rest 20 were from Commerce faculty. The Researchers administered the questionnaire for collecting data from the Post-Graduate students and t-test as statistical method was used for analysis of data. The study found that there is no significant difference in mean study habit in relation to gender, and various faculties such as arts, science and commerce. Thus, the present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance have better study habits which is essential for their survival in this competitive world. They should take also special care for the development of the better study habit.

Study No.2

Kunjan Trivedi and Richa Bhargava (2010) studied the “Relation of Creativity on Educational Achievement of Adolescence. The objective of the study was to find the influence of academic achievement on creativity; a study was conducted on adolescents in a sample of 240 students, (120 male students and 120 female students) of ages 15 to 17 years from Senior Secondary schools of Jodhpur city. Passi’s Tests of Creativity (PTC) was used to measure the creativity level; Educational Achievement was measured on the basis of percentages of aggregate marks obtained by the subjects in their previous examination. The results indicate that (i) the high achiever group of adolescents were more alike and shared similar traits overriding the impact of gender, when gender differences between high achiever group on creativity was observed. (ii) There were gender differences among low achiever group on creativity. (iii) Gender is less impacting than the level of achievement.

Study No.3

Lakshmana Rao S.V (2010) analysed the “Impact of Academic Motivation and Perceptions of Classroom Climate on Academic Achievement”. The objective of this study was to determine the impact of Academic Motivation and Perceptions of
Classroom Climate on Academic Achievement. Various studies were reviewed both related to Indian and foreign and comprises of Academic Motivation, Academic Achievement, Classroom Climate and different combinations of them. Descriptive Survey method has been used in this study. The sample consists of 480 students from North Coastal Andhra Region using non-proportionate Stratified Random Sampling Method. Students completed two questionnaires namely Motivated Strategies of Learning Questionnaire (MSLQ) and Classroom Life Instrument (CLI), both the tools were used in modified versions. The data were analyzed using various statistical methods like correlation, t-test, ANOVA and Regression by SPSS package. The percentage of marks obtained by the students in their half-yearly exams was made use of this study under Academic Achievement. Their responses were correlated with Academic Achievement. The scores obtained by different groups were compared across the variables like Class, Sex, Area, Management and District and selected aspects of Classroom Climate Co-operative Learning, Individualistic Learning, Competitive Learning, Feeling of Alienation from School and Social Support. The results indicated that there is a positive strong correlation among Academic Motivation, Perceptions of Classroom Climate and Academic Achievement. Positive impact was found. Girls, students from rural area and students studying in Government schools were found to be at low scores and were to be improved in various aspects.

**Study No. 4**

_Vasanthi A (2010)_ conducted a study on “Learning environment and academic achievement of higher secondary Physics students”. The objective of the study was to find the relationship between learning environment and academic achievement, learning environment and socio economic status of higher secondary Physics students of Thoothukudi district, Tamil Nadu. A random sample consisted of 223 students of which 112 boys and 111 girls were selected. The investigator found that the correlation between learning environment and academic achievement, and learning environment and socioeconomic status vary significantly.
Study No.5

Meenakshi Metha (2009) conducted a study on Personality needs and academic achievement of senior secondary students. The major objectives of the study were: (i) To find out the relationship between n-achievement and academic achievement. (ii) To find out the relationship between n-exhibition and academic achievement and (iii) To find out the relationship between n-autonomy and academic achievement. The population for this study has been designed as all class XI students of public schools of Ghaziabad city. The investigator selected 50 high achievement students and 70 low achievement students. Thus 120 students were selected out of 1200 students. Meenakshi Personality Inventory (MPI) constructed by Meenakshi Bhatnagar measuring only 10 needs and containing 100 pairs of items was used. The major findings were: The present study had revealed that need achievement, need-dominance, need-nurturance, and need-endurance were positively and significantly related to students to academic achievement while needs-succorence, affiliation, abasement and aggression were significantly, but negatively related to academic achievement.

Study No.6

Bibi and Sadananthan (2009) conducted a study on family relationship and academic achievement among higher secondary students. The major objectives of the study were: (i) to find out the level of family relationship among higher secondary students. (ii) to find out the level of academic achievement among higher secondary students. (iii) to find out the significant differences between higher secondary students with respect to family relationship based on gender, subject group, location of the school, type of school and type of family. (iv) to find out the correlation between family relationship and academic achievement among the higher secondary students. The population consisted of the 12th standard students of higher secondary schools of Trivandrum district. Random sampling technique was used. The sample consisted of 300 higher secondary level students. The major findings were: (i) the level of family relationship of higher secondary students is average. (ii) the level of academic achievement of higher secondary students is average. (iii) there is significant difference between family relationship and the variable (location of the school, type of school and type of family). (iv) there is no significant correlation between family relationship and academic achievement among the higher secondary students.
Study No.7

Thilagavathy (2008) conducted a study on academic achievement of adolescents in relation to their self-esteem.

The major objectives of this study were: (i) to assess the academic achievement of first year higher secondary students. (ii) to examine the difference, if any, in self-esteem among high, average and low achievers. (iii) to infer the difference, if any, in self-esteem scores between and girls; students of private and government schools and students of rural and urban schools. (iv) to find out the relationship between academic achievement and self-esteem. The study was conducted in Cuddalore district in Tamil Nadu and the descriptive survey method was employed. Out of the population of 5181 first year higher secondary students belonging to 24 schools, 500 students belonging to the general education stream were selected as sample. The major findings were: (i) the academic achievement of first year higher secondary students is average. (ii) students of high, average and low achievement groups significantly differ among themselves in respect of their self-esteem scores. The high achievers have secured a greater mean score than the average and low achievers. (iii) Girls seem to have comparatively higher self-esteem than boys. (iv) Students belonging to private schools have a higher self-esteem than those of government schools. (v) urban school students have higher self-esteem than rural school students. (vi) Academic achievement and self-esteem are found to be positively and significantly related.

Study No.8

Dhanya and Mary Vijayakumar (2007) conducted a study on academic achievement of high school students in relation to self acceptance.

The major objectives of the study were: (i) to find out the level of self acceptance among high school students, (ii) to find out whether there is any significant difference in the self acceptance of high school students based on medium of instruction. (iii) to find out whether there is any significant difference in the self acceptance of high school students coming from joint and nuclear families. (iv) to find out whether there is any significant difference in self acceptance of high school students from government, aided and private schools. (v) to find out the relationship between self acceptance and academic achievement among high school students. A stratified random sampling technique was adopted for the selection of the sample. The
schools selected for this study were divided into different strata namely government, aided and private schools. 300 students were taken for the study. The major findings were: (i) English medium students have better self acceptance than the Malayalam medium students. (ii) Students from nuclear family have better self acceptance than the students from joint family. (iii) Self acceptance scores for the high school students studying in different types of management differ significantly with each other. (iv) Private high school students have better self acceptance than the government and aided school students. (v) There is significant relationship between self acceptance and academic acceptance.

Study No.9

Chamundeswari and Deepa Franky (2007) conducted a study on adjustment pattern and academic achievement among students at the secondary level.

The major objectives of the study were: (i) to investigate the possible differences between boys, girls and co-education students of state, matriculation and central board schools at the secondary level with respect to adjustment pattern. (ii) to investigate the possible differences between boys, girls and co-education students of state, matriculation and central board schools at the secondary level with respect to academic achievement. The sample consisted of 317 students from different categories of schools in the city of Chennai. The major findings were: (i) there is no significant difference in adjustment pattern among students in boys, girls and co-education schools, but these students differ significantly in academic achievement. (ii) in matriculation schools at the secondary level, students differ significantly in adjustment pattern, and academic achievement. (iii) Students in co-education schools always exhibit better adjustment pattern because of the presence of both the gender among students and teachers. But with regard to academic achievement in matriculation schools students in boys’ schools perform significantly better due to less distraction and better support at schools. (iv) in central board schools at the secondary level the students differ significantly with regard to adjustment pattern and academic achievement.
Study No.10

Nirmala Antony et. al (2006) conducted a study on “Optimization of Academic Achievement in Mathematics”: A Linear Program Approach. The objectives of the study were to study the contributing factors of academic achievement in Mathematics and to study the optimizing variables of academic achievement in Mathematics using linear programming approach. Normative method is employed to describe and interpret the factors. It involves discovering relationship between the existing non-manipulated variables. The normative study to educational problem is one of the most commonly used approaches. For the purpose of the present study, 36 schools have been selected from in and around Chennai district by giving due representation to the management (11 Government schools, 2 Corporation schools, 12 private aided schools and 11 private unaided schools), type (10 boys, 17 Girls and 9 Co-educational schools) and board affiliation of the schools (28 schools belonged to state board and 8 to matriculation). In this study 900 students from Higher Secondary classes were selected randomly by giving due representation to the student related variables such as subject group of studies, sex, community parental education, etc. Different scales were used to collect data regarding Mathematics Information Processing Skills (MAPS) by Kenneth C. Bessant; Decision Making Skills (DMS) by Scott and Bruce; Attitude towards Mathematics (ATM) by Fennema Sherman; Academic Achievement Test in Mathematics (AATM) by the researcher. In the present study, it is observed that Mathematics information skills, decision making skills and attitude towards Mathematics have made a significant contribution towards the academic achievement.

Study No.11

Pazhanivel (2004) conducted a study on “A Study of the Impact of Modular Approach on Achievement, Study Habits and Attitude of Students towards Tamil Grammar at Secondary Level. The objectives of the study were to prepare and validate the Modular Approach to teach Tamil Grammar at Class IX and to study the habits of students. Experimental method was adopted for the study. Qualitative and quantitative approach was used in the study. A sample of 80 students from Class IX was selected through probability sampling method for this study. The ‘t’ test and Product moment
correlation were used in the study for data analysis. The major findings of the study were: i) Control group of study and experimental group of study students differ in their achievement in Tamil grammar and study habits. ii) There was significant relationship between the achievement and study habits and iii) The Modular Approach was effective in enhancing the academic achievement and study habits.

**Study No. 12**

Alam (2001) conducted a study on “Academic Achievement in Relation to Socio-economic Status, Anxiety Level and Achievement Motivation: A Comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh”. The objective of the study was to compare the data on academic achievement, socio-economic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. The incorporated method and procedure opted for investigation. Various tools/questionnaires, were used such as Socio-economic Status Scale by Dr. Beena Shah; Comprehensive Anxiety Test by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj and Dr. Mahesh Bharagava (1992). Achievement Motivation Scale by Dr. Beena Shah was administered for collection of the data. The Data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test, and skewness through computer.

The findings of the study revealed that significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement and positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts. The non-Muslim children have less anxiety in comparison to Muslim children. On the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children.
Study No. 13

Ellekkakumar and Elankathirselvan (2001) studied an “Achievement Motivation of Higher Secondary Students and their Achievement in Physics”. The objectives of the study were i) To assess the achievement motivation of higher secondary students in Physics and achievement in Physics: ii) to find out whether there is any significant difference between mean scores and achievement scores of boys and girls and in Tamil medium and English medium and iii) to find out the nature of relationship between the components of achievement motivation and achievement of higher secondary students in Physics. Descriptive-Normative survey method was employed in the study. The sample was 530 students studying in Physics in the second year of higher secondary school, in Cuddalore district in Tamil Nadu, using probability sampling method for the study. Tools were used such as Achievement Motivation Inventory (Prayag Mehta, 1969) and Academic Achievement for the study.

The major findings were: i) the mean scores of achievement related motivation was higher for girls than boys. ii) There was no significant difference between the students studying in Tamil medium and the students studying in English medium. iii) There was no significant difference in achievement mean scores in Physics between (a) Boys and Girls, (b) A group of study and B group of study, (c) Tamil medium and English medium and iv) The positive correlations were found between the achievement related motivation and Achievement marks in Physics in respect of (a) girls, (b) students studying in Tamil medium.

Study No.14

Mohapatra and Mishra (2000) studied the “Gender Effect on Achievement in Science with a Special Reference to Mechanism from Primary to Secondary School Years–A Study under Indian Conditions”. The objective of the study was to find out the gender difference in achievement problems related to mechanics under Indian conditions. Descriptive survey method, qualitative and quantitative approaches were used for the study. The sample consisted of 25 boys and 25 girls of Classes V, VII, IX of D.M. School, Bhubaneswar, and using probability sampling method for the study. The major findings of the study were i) There existed large difference in achievement
in mechanics. ii) In Class IX the ‘t’ value was 0.09 and D value was 0.02 which showed there was almost negligible difference in achievement in mechanics by boys and girls and iii) It found drastic change in achievement in mechanics that occur for girls but such remarkable change existed for boys. Eight references were cited in the study.

**Study No. 15**

**Mohanasundaram and Kumar (2000)** conducted a study on “Hemisphericity and Achievement of Class XI Students Studying History in Higher Secondary School”. The objective of the study was to find out the correlation, if any, between hemispheroid and achievement of Higher Secondary students in history. Descriptive normative survey method was adopted in the study. A sample of 300 students studying History at Class IX in Higher Secondary schools in Thanjavur District in Tamil Nadu, using stratified random sampling technique was adopted for the study. The tools used were Style of Learning and Thinking Test and Achievement Test.

The study showed that there was no significant difference in achievement in history between the students with left and right and left and integrated hemisphere dominance and there was significant correlation between right and integrated hemisphere dominance and achievement in history of the students. It inferred that the right hemisphere dominance contributes more to the achievement than the integrated hemisphere dominance. The study suggested for further study that by activating the right hemisphere of the brain, the achievement of the students in History subject can be improved. It can be implemented in other subjects also.

**Study No.16**

**Yadav (2000)** conducted a study on “The Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement. The objective of the study was to find out the relationship of vocational preferences with intelligence and achievement. Descriptive survey method as well as qualitative approach was adopted for the study. The sample was taken 200 intermediate students of 4 intermediate colleges of Agra, using probability sampling method for the study. The tools were R.K. Tandon’s Group of study Test of Intelligence; Thurston’s Interest Schedule; and
Achievement Test used for data collection. The study showed that achievement and intelligence had good correlations with the area of physical science and executive jobs.

Study No. 17

Pada (2000) conducted a study on “Analysis of Relationship between Academic Achievement and School Interventions of Class IX students”. The objectives of the study were to find out the effect of school interventions on academic achievement in different categories of schools and to assess interrelationship between academic achievement and interpretations provided in different categories of schools. Descriptive survey method, qualitative and quantitative approaches were adopted for the study. The sample was taken as 55 Headmasters and 550 students of Class IX from different categories of schools in the district of Phenkani, Orissa, using probability sampling method for the study. The tools were used such as achievement test of annual examination. The major findings of the study were i) All categories of school differed significantly from one another as regards the academic achievement of the learners. ii) There is no significant difference in school intervention score between government and non-government schools. iii) There is no significant relationship between academic achievement and school intervention in government and non government schools and iv) There is marked relationship between academic achievement and school intervention in the schools managed by ST and SC Development Department. It concluded that there was no significant relationship between academic achievement and school intervention in the schools of Dhenkanai district.

2.03.2 FOREIGN STUDIES

STUDIES RELATED TO STUDY HABITS

Study No. 1

Naeemullah Bajwa1 Aijaz Ahmed and Muhammad Ramzan (2011) done “a comparative study of the study habits of the students from formal and non-formal systems of education in Pakistan” The study was conducted in order to determine the difference between the study habits of students from Formal and Non-Formal systems of education in Pakistan. Five hundred students The Islamia University of Bahawalpur and 500 students from the Bahawalpur region of the Allama Iqbal Open University
were taken as sample. A forty item questionnaire on five stages scale was administered to the students and questionnaire was divided into seven clusters i.e. (Time management, Class attendance & participation, General study strategies, Exam preparation, Goal setting & motivation, Textbook reading and Note taking). Data was analyzed by using SPSS XII the reliability of the questionnaire was 0.869 (Cronbach’s alpha). Students of formal system are significantly better on time management. Students of non-formal system are significantly better on class attendance and participation. Students of non-formal system are significantly better on general studying strategies. Students of formal system are significantly better on exam preparation. Students of non-formal system are significantly better on general setting and motivation. Students of non-formal system are significantly better on text book reading. Students of formal system are significantly better on note taking. Over all students from non-formal system of education are significantly better than the students of formal system.

Study No.2

**Omotere Tope (2011)** conducted a study on “The effects of study habits on the academic performance of students”. A case study of some secondary schools in OGUN state: The study investigated the effect of study habits on the academic performance of students’ using some selected senior secondary schools in Ijebu – Ode Local Government Area of Odun State as a case study. Two hundred students were randomly selected from five senior secondary schools in the area. The instrument utilized for the study was a questionnaire named ‘study Habit and study attitude Scale’ (SHSAS). Four hypotheses were tested and the result showed that family background, peer group of study pressure, personality type of the student and the school environment all affect the reading habit of students in secondary schools.

Study No.3

**Deborah A.Sleight and Brain.E. Mavis (2009)** conducted a study on “Study skills and academic performance among second year Medical students in problem based learning”. The purpose of this research highlights the relationship between study habits and exam performance of second year medical students. The study revealed that study habits were more similar than different when compared by exam performance.
A majority of students used study aids as a memory aid for revision, but students who performed in the top third of the class were less likely to use them at all.

**Study No. 4**

*Marcus Crede and Nathan R.Kuncel (2009)* conducted a study on “Study habits, skills and attitudes: The third pillar supporting Collegiate Academic performance.” The meta analysis (N=72, 431, K=344) examines the construct validity and predictive validity of 10 study skill measures improved prediction of academic performance more than any other non cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success.

**Study No.5**

*Kim, ChanMin; Keller, John (2008)* did a study on “Effects of Motivational and Volitional Email Messages (MVEM) with Personal Messages on Undergraduate Students' Motivation, Study Habits and Achievement”. This study investigated what kind of supportive information can be effective in improving the situation where there were severe motivational challenges. Motivational and volitional email messages (MVEM) were constructed based on an integrated model of four theories and methods, which are Keller's ARCS model, Kuhl's action control theory, Gollwitzer's Rubicon model of motivation and volition, and Visser & Keller's strategy of motivational messages, and distributed with personal messages created based on audience analysis to a large undergraduate class. In order to examine the effects of the messages on motivation for the course, study habits (study time), and achievement (test grade), MVEM were sent to 30 students (Personal Message Group of study: PMG) with personal messages and to 71 students (Non-Personal Message Group of study: Non PMG) without personal messages. Results indicated that PMG showed a higher level of motivation, especially in regard to confidence, than Non PMG. Also, the mean test grade of PMG increased so that the initial difference of the test grade between the two groups significantly decreased. Although there was no difference between the two groups in study habits, the findings suggest that personal messages addressing specific individual problems raise the positive effects of MVEM constructed based on the integrated model.
Study No. 6

Johnson, Genevieve Marie (2007) did a study on “Learning Style under Two Web-Based Study Conditions”. A sample of 48 college students prepared for in-class examinations using two web-based study conditions. The A condition used web-based study groups and the B condition used web-based quizzes. The Index of Learning Styles positioned students on four dimensions of learning style (active-reflective, visual-verbal, sequential-global, and sensing-intuitive). Students who were more active than reflective expressed a preference for face-to-face study groups rather than online study groups and for online quizzes rather than pencil-and-paper quizzes. Students who were more visual than verbal expressed a preference for online quizzes rather than online study groups. Such preferences were validated by decreased achievement in the less-preferred study condition. At college level, students are aware of their learning style and understand the conditions that facilitate their mastery of course content. Instructional applications of web-based technology may provide mechanisms for more consistently accommodating student-learning style in higher education.

Study No. 7

Anton Aluja and Angel Blanch (2007) conducted a study on “Socialized personality, scholastic Aptitudes, study habits, and Academic achievement: Exploring the Link”. This study analysed the relationship among Cattellian personality factors, scholastic aptitudes and academic achievement. A total of 887 volunteer students from primary education (453 males and 434 females) enrolled in 29 public schools, participate in this research. The relationship between personality and academic achievement seems to be mediated by study habits. Moreover, females obtained higher academic achievement scores than males. These diffusions could be explained by the fact that females showed a more socialized personality pattern and better study habits.

Study No.8

Watters, Dianne J. Watters, James J. (2007) conducted a study on “Approaches to Learning by Students in the Biological Sciences: Implications for Teaching”. This study is an investigation of the epistemological beliefs and study habits of students undertaking first-year courses in Biological Chemistry and Biochemistry. In
particular, we were interested in the relationship between students' epistemological beliefs about learning and knowledge, approaches to learning, and achievement. The study adopted a mixed-methods approach in which quantitative and qualitative data have provided complementary insights into the beliefs and approaches adopted by these students. Findings indicate that most students tend to adopt beliefs that knowledge and learning involves the accumulation of information and the capacity to reproduce on demand in examinations. Approaches to learning reflect these beliefs and are dominated by rote learning and preference for assessment by examination. Few students adopt strategies that emphasize the relationship of concepts to those already learnt or to applications relevant to biological science. Implications of this study for reform of university teaching practices as well as secondary practices are discussed.

Study No. 9

Yumusak, et al (2007), conducted a study on “Turkish High School Students' Biology Achievement in Relation to Academic Self-Regulation”. This study aimed at investigating the contribution of motivational beliefs, cognitive and meta-cognitive strategy use to Turkish high school students' achievement in Biology. In order to investigate the specified purpose of the study, 519 tenth-grade students were administered the Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, & McKeachie, 1991) and a Biology Achievement Test developed by the researchers. Results of multiple linear regression analyses showed that extrinsic goal orientation, task value, rehearsal strategy use, organization strategy use, management of time and study environment, and peer learning contributed significantly to the prediction of achievement scores.

Study No.10

Abid Hussain (2006) studied the effect of “Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students”. The substantive aim of the study was to examine the effect of guidance services on students’ study attitudes, study habits and academic achievement. An experimental study was devised for the purpose. A guidance Programme for secondary school students was developed by the researcher. An experiment was conducted to explore the effectiveness of guidance services in terms of improvement in students’ study attitudes,
study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on students’ study habits, study attitudes and academic achievement in five subjects. All the hypotheses were tested at 0.05 level of significance. The results of the study indicated that the guidance services have significant effect on the students’ study attitude, study habits and academic achievement.

Study No. 11

Camahalan, Faye Marsha (2006) did a study on “Effects of Self-Regulated Learning on Mathematics Achievement of Selected Southeast Asian Children”. This research was based on the conceptual framework that students' low Mathematics achievement in school is related to their poor study habits. Thus, the intervention titled "Mathematics Self-Regulated Learning Program” aimed to help selected children from Southeast Asia (the Philippines) improve their Mathematics achievement, Mathematics self-regulated learning, and Mathematics school grade. This research focused on the following difference scores: (1) Mathematics achievement, Mathematics self-regulated learning, and Mathematics school grade between experimental and control groups (N = 60); and (2) Mathematics achievement, Mathematics self-regulated learning, and Mathematics school grade between younger and older groups (N = 60). The main result supports self-regulated learning theory that states that when students are given opportunities to self-regulate and explicitly taught of self-regulated learning strategies, academic achievement is more likely to be positively affected. The study confirms that students as active agents of their behaviors can be trained to be responsible learners and thus acquire the goal of life-long education which is learning not just "what" to learn but more importantly "how" to learn.

Study No.12

Chen, et al (2005) conducted a study on “Are leaning styles relevant to virtual reality?” This study aims to investigate the effects of a virtual reality (VR) – based leaning environment on learner’s with different leaning styles. The findings of the aptitude – b – treatment interaction study have shown that learners benefit most form the VR (guided exploration) mode irrespective of their learning styles. This shows that the VR – based environmental offers different learning styles to learners.
Study No.13

Hulburt and Graham (2005) conducted a study on “Study Habits and Attitudes of Indian Students: Implications for Counselor Involvement”. Study habits and attitudes of American Indian students were related to classroom achievement and classroom behaviours, and strategies for improving study skills and attitudes were discussed. The Survey of Study Habits and Attitudes Form H (SSHA) were administered to 160 American Indian students in grades 7 through 12 at a reserve school in Manitoba, Canada. Classroom achievement and behaviour were measured by teacher ratings of student academic achievement, cooperation, and work habits. The SSHA was found to be valid and reliable for use with Indian students. Poor study habits and poor study attitudes, especially in the junior high school years and among boys, were found to be related to teacher ratings of lower achievement, less cooperation, and poorer work habits. Low scores on SSHA scales indicated needs for more Indian teachers and role models, relevance in school curriculum, and help with time management and study skills. Improved teacher referrals, better feedback to teachers about student needs, and use of the SSHA to identify students needing assistance were additional suggestions to counselors working to improve American Indian student achievement and to prevent American Indian students from dropping out.

Study No.14

Garavalia, Linda; Ray, Marilyn, (2003) conducted a study on distinctions among Subgroups of Developmental Students: Differences in Task Value, Self-Regulated Learning, and Grade Expectations”. Reports of the study showed that only low-achieving and low-aptitude students differed significantly from their peers, indicating that subgroups may have a greater need for remediation in basic study strategies.

Study No. 15

Nneji , M (2002), conducted a study on “Study habits of Nigerian university students”. The purpose of this study was to investigate the study habits of university students in Nigeria. The sample consists of 441 education students chosen from four federally owned universities in Nigeria. They responded to a 35 item (3–point scale)
questionnaire which elicited students’ study habits. Time put into studies, method used in studying and contents of studies were used as the frame of reference for measuring study habits. Descriptive analysis of data showed that students put some reasonable length of time into reading; some students used memorization technique; majority of the students depended on their course handouts or lecture notes as the main sources of information and read mostly for the purpose of passing examinations or tests. They read to absorb information as given by their lecturers and not necessarily to search for new or additional information. It was concluded that although university students in Nigeria read mostly for the purpose of passing examinations and they do not seem to pursue their studies correctly and thoroughly, they were found to be diligent. Some recommendations were made as to how to make university education in Nigeria more beneficial.

**Study No.16**

**Ehrlish mark Edward (2000)** conducted a study on “Tran Theoretical model of change. Application to college students’ study habits”. The study examines the relationship between stages of change and the variables that porches and college colleagues have identified for on educational behavior of college students’ study habits. Students in undergraduate Educational Psychology classes were supervised twice during a semester to assess their level of studying stage of change, use of process of change and self-efficacy for changing their study habits. Cross-sectioned methods were used to test specific production regarding the relationship between stage of change and each Tran theoretical variable for each round of data collection. Result indicated that most of the relationship found in between stage of change and specific Tran theoretical variable apply to college students’ study habits.

**Study No. 17**

**Medo, Mary Anne (2000)** conducted a study on “The Status of high school students’ learning strategies what students do when they read to acquire knowledge”. The study investigated in learning strategies used by high school juniors when they study Social Studies. The sample included 230 juniors enrolled in Social Studies classes in three schools and were identified by school, gender, and reading achievement. All of the students completed a survey with open-ended questions about
strategies and a self-report consisting of statements about strategy used with liked scale responses about the frequency with which they used each strategy. A small group of study of 72 students kept study log and were interviewed. Several methods were used to analyze the data; strategies mentioned on the survey were tallied and categorized. The most frequently mentioned strategies were used to compile items for the self-report and study log. Data from the self-report were analyzed by doing chi-square on each item by school, ability and gender. Information from study logs and interview transcripts were analyzed to provide facts to complement the result of the chi-square analysis.

The results show that between 50% and 91% of students said that they ‘always’ or sometime use 30 of the 36 strategies listed on the self-report, and used 9 those strategies suggest the students consider task demands and select strategies accordingly. Private school students report spending more time on studying and use more strategies than suburban and urban school students. Private school students are more likely to report using deep-processing strategies than urban and suburban students. While urban students are more likely than suburban students to report using surface level strategies. Good and average readers mentioned using more strategies than poor readers. But poor readers reported spending more time in studying than good and average readers. Average readers look more like poor readers in terms of using surface-level strategies. Female students mentioned using more strategies and spending more time in studying than male students and female students are more likely than male students to say that used a variety of sound strategies. This report concludes with several suggestions for further research and students’ use of learning status.

**Study No. 18**

**Roberston Nichole (2000)** conducted a study on “Differences in eleventh grade students’ perception of the condition affecting students’ aspiration is Messisspi”. The major objective was to find out the relationship between students’ perception of the condition affecting student aspiration in Messisspi public high school. The sample includes 357 U.S History students from 17 public high schools in Messisspi. Data for his study were computed from responses to survey instrument, student speak, my education of variance tests, t-test and one factorial analysis of variance test. The major
finding was that the conditions affecting student aspiration were belonging, sense of accomplishment, leadership and responsibility and school environment.

STUDIES RELATED TO PARENTAL SUPPORT

Study No. 1

**Kassim Ajayi, Muraina (2011)** investigated the extent to which parents’ education, occupation and Real Mother’s age as predictors of students’ Achievement in Mathematics in some selected secondary schools in Ogun state, Nigeria. The target population for this study comprised all the Senior Secondary School one students (SSS 1) in Ogun state. Ex-post facto research design was adopted for this study. The findings show that parents’ education has significant influence on academic achievement.

Study No. 2

**Hsien-Yuan Hsu (2010)** “Distinguishing the Influences of Father’s and Mother’s Involvement on Adolescent Academic Achievement: Analyses of Taiwan Education Panel Survey Data”. Using a sample drawn from Taiwan, this study evaluated the role of mother and father involvement in adolescent academic achievement. The participants were drawn from the Taiwan Education Panel Survey (TEPS) and consisted of 8,108 adolescents who studied seventh grade in 2001. Father and mother involvement related to academic achievement was measured by four types of involvement: career plan discussion, listening to adolescent thinking, monitoring academic progress, and participation in school activities. The results indicated that mothers were more involved than fathers in education and that mother involvement had more predictive power of adolescent academic achievement.

Study No. 3

**Ms Bushra Iqbal Chohan and Rehana Masrur Khan (2010)** conducted a study on “Impact of parental support in the Academic achievement performance and self concept of the student.” The objectives of the study were to examine the linkage between academic achievement and educational support provided to the child at home and to determine whether this support directly or indirectly affects child’s self concept.
The sample comprised of 305 grade 4 students in the urban primary and elementary public schools. Statistical package for social sciences, t-test, bivariate statistical analysis were used to analyze the data. The findings of the study reveal that parent’s contribution to their children’s education has a consistent effect on academic achievement and on the self concept.

Study No.4

John Kha Lee (2008) attempted to explore “Hmong Parental Involvement and support: A comparison between Families of High and Low Achieving High school seniors”. The Hmong are some of the newest refugees who have settled in the United States with population estimates around 300,000. Unfortunately research had shown many Hmong children are not as successful in their education as their peers. Parental involvement in education has consistently been shown to impact academic success and attendance in higher education programmes. Little is known about Hmong parental involvement in their children’s education process. Therefore, this study was done to compare and contrast the general family characteristics, parenting methods, parental involvement philosophies, parental involvement experiences, and parental education expectations in Hmong families of high school students classified as either high academic achievers or low achievers. Students were classified into either higher or lower academic achievement groups based on their group of study from school cumulative GPA. Five students were randomly selected for each group and a qualitative research interview method was used to interview the students and both of their parent (n=30).

The findings showed the parents of the higher academic achieving students were younger, had higher levels of education, and had better relationships and trust with the students. Parents from both groups did not have any written rules for their children to follow at home, they mainly became involved in their children’s education during the elementary and middle school years, and they did not have any specific preferences of an educational level, career or school for their children after high school. Recommendations for ways Hmong families can be encouraged to participate more in education are made.
Study No. 5

**McGhee Cynthia (2008)** conducted a descriptive study on “Teacher and parental attitudes towards parent involvement at an elementary school in Delaware”. The purpose of this applied research descriptive survey study was to identify and analyze the attitudes and belief of teachers and parent regarding in this type of parent involvement practices that currently exist between Delaware elementary school and the home setting based on Epstein’s six major types of involvement. The sample comprised of 26 teachers and 78 parents. The survey instrument used provided information on current parental involvement in school activities. The results indicate, teachers and parents value the importance of parent involvement in education. There were similarities between teachers and parent regarding what they reported as important. However, there was statistical significance to responses in the area of communication, student learning collaborating with the community.

Study No. 6

**V.O Uwaifo (2008)** conducted a study on “The effect of family structure and parenthood on the Academic Performance of Nigerian University students”. This study examines the effects of family structure and parenthood on the academic performance of Nigerian university students. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of “Guidance and Counseling Achievement Grade Form” was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at 0.05 level of significance. The results showed that significant differences existed between the academic performances of students from single parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures.
Study No. 7

Lawal and Adediran (2007) has determined “The effects of single parent on academic achievement of secondary school students in Ibadan South-East local government Area of Oyo state, Nigeria”. The whole of secondary school students in Oyo state represent the sample population. In carrying out the study, ex-post facto or casual survey design was adopted. Stratified proportional random sampling technique was used in selecting the subjects used for the study. The reliability and validity of the instruments were determined before used by the investigator.

The study revealed that there is no significant difference between children in step-families and their level of academic achievement. There is no significant difference between the academic performance of the students from favourable home environment and their counterparts from unfavourable home environment. The following are included in the recommendations in the study. The husband and wife should be made to realize that it is their joint responsibilities that can see their children through their educational achievement. Class and subject teachers should be sensitive to significant changes in any student behaviour and attitudes. The school should ensure that information on the child’s circumstances is regularly checked and updated in conjunction with the parents.

Study No. 8

Dyesoji A.Aremu, Adeyeinka Tella, Adeledeji Tella (2007) conducted a study on “Relationship among Emotional Intelligence, Parental involvement and academic achievement of secondary school students in Ibadan, Nigeria”. The purpose of this is study was to investigate the relationship among emotional intelligence, parental involvement and academic achievement of secondary school students. 500 senior secondary school students in Ibadan, Nigeria ranged in age between 14 and 18 years are randomly selected for this study. The study reveals that both emotional intelligence and parental involvement could predict academic achievement. Similarly, there was a significant positive relationship between emotional intelligence and academic achievement.
Study No. 9

Vonda (2007) conducted a quantitative case study on “Parental involvement in two elementary schools”. The purpose of this study was to explore parents’, administrators’ and guidance counselors’ perceptions of parental involvement title I elementary school and Non- title II elementary school. The findings of this study suggested that parents in both elementary schools have very similar perceptions of parental involvement. Parents in both the schools expressed a desire for more parent involvement and perceived some parents are not having an equal opportunity to participate in school functions.

Study No. 10

Chambell, Bernice Virgenis (2007) conducted a study on “Parental involvement as an explanation of mathematics and reading achievement in kinder gardens. The objectives of the study were, to determine how well parent involvement as a form of social capital, made up for familial differences in human (educational) and financial (income) capital thereby influencing reading and Mathematics achievement scores. This study comprises 14952 kinder garden students. Multiple regression analysis was used by the investigator. The major findings were the variables explain 1.2% of overall variance in reading gain scores. Predictor variables found to have an influence on overall Mathematics gain.

Study No.11

Mc. Laugltin, Michel Dennis (2007) conducted a study on “An analysis of the relationship between parental involvement and student achievement in Rhode Island elementary Schools”. The objective was to investigate the relationship between parental involvement in Rhode Island public elementary school and student achievement. The study used a secondary analysis of the parental inventory. Construction of a pair-wise correlation matrix and multiple regression methods are adopted to analyze the data. The study reveals that after socio economic status was accounted for parental involvement in general was associated to student achievement in general, while specific relationship between variables were either non existent or meaningless once socio-economic status was considered.
Study No. 12

**Lawal and Adediran (2007)** has determined “The effects of single parent on academic achievement of secondary school students in Ibadan South-East local government Area of Oyo state, Nigeria”. The whole of secondary school students in Oyo state represent the sample population. In carrying out the study, ex-post facto or casual survey design was adopted. Stratified proportional random sampling technique was used in selecting the subjects used for the study. The reliability and validity of the instruments were determined before use by the investigation.

The study revealed that there is no significant difference between children in step-families and their level of academic achievement. There is no significant difference between the academic performance of the students from favourable home environment and their counterparts from unfavourable home environment. The following are included in the recommendations in the study. The husband and wife should be made to realize that it is their joint responsibilities that can see their children through their educational achievement. Class and subject teachers should be sensitive to significant changes in any student behaviour and attitudes. The school should ensure that information on the child’s circumstances is regularly checked and updated in conjunction with the parents.

Study No. 13

**Barr, Jennifer Jill., (2005)** had done a study on “Correlation design to explore the relationships between parental involvement and parent trust in school, the school a student attends, student grade and achievement”. Furthermore, parent trust significantly affects parent’s decision to be involved at some schools and not others. In general, the school, a child attendance was a better predictor of parent involvement than parent trust in school. Student achievement and grade level were not related to parent involvement. Based on these findings, educators should focus on creating school-wide comprehensive involvement programs, creating a greater number and higher quality of interactions open to all parents. The greater number of involvement opportunities may aid in facilitating greater parent trust.
Study No. 14

Cardova, Victor (2005) examined “Latino parents perceptions of nature, purposes and consequences of their involvement (or lack thereof) in elementary and middle schools and in their children’s education”. Parents also provided their conceptualization education as well as the positive and negative factors perceived to affect their involvement: aspects of parents own situation and institutional contextual factors. This study focused on the views and experiences of parents of the two major Latino groups of Chelsea (Puerto Rieans Central Americans) with children in schools of Chelsea, Massachusetts. Thirteen families were interviewed, including nine couples, three single mothers and a grandmother. The selection of the participants was guided by prior involvement in the community and by advice elicited form key members of the Chelsea community. Thematic analysis was employed to analyze the data collected.

Study No. 15

Colley and Albert Sanders (2005) has studied “To determine factors that influence parents to become involved in schools, more specifically school decision making. Parent involvement is an age old discussion in education” It is especially relevant in today’s schools setting with emerging trend of parent involvement in school decision making in areas such as curriculum, textbook selection, Principal selection etc., Most teachers, administrators, and school district and central office personnel agree that parents need to agree upon is how parents would be involved and to what extent. Additionally, an issue for many administrators is how to get parent involved. What motivates parents to want to become involved in school matters? To this end, research ensued in regards to the reasons that parents are motivated to become involved in their child’s education with specific focus on school decision making. The research involved parents who served on Chicago local school councils. To determine the motivations as well as reasons for participation or non-participation in school endeavours of parents, the researcher employed a survey questionnaire for parent participants to complete with follow up personal interviews. This study also recorded and reported on additional findings and information regarding reasons for involvement or lack of involvement by parents. Ideas were voiced from parent perspectives on
topics such as the meaning of parent involvement; difficulty of getting parents involved; community control of schools, monitoring of teachers and schools.

**Study No.16**

*Norman and Ulvette (2005)* conducted a study on “Relationship between parental involvement and student mastery of core subjects (English and Mathematics), and student attendance”. Additionally, the perceptions of parents and principals were examined to determine if parental involvement is a strategy employed by principals. Ten alternative secondary discipline schools, grades 6-12, located in the southeast region of the state of Texas were selected to participate in this research. The sample included 200 parents of students attending alternative secondary discipline schools, grades 6-12, and 10 principals. The relationship between parental involvement and achievement in English and Mathematics and the relationship between parental involvement and student attendance were examined. Perceptions of parental involvement in alternative secondary discipline schools, grades 6-12, were also assessed.

The findings investigated that the relationship between parental involvement and student mastery of English and Mathematics in alternative secondary discipline schools, grades 6-12. The result indicated that parental involvement had a positive correlation with student achievement in both core subjects as suggested in previous studies regarding parental involvement and student academic performance.

**Study No.17**

*Mills Debra A Ed, D (2005)* conducted a study on “The relationship among school transition, parental involvement and student achievement”. The purpose of this study was to examine the relationship among scheduled transitions, student achievement and parental involvement across school districts with different number of scheduled transitions by eighth grade. The post-hoc study analyzed data from the Division of Elementary and Secondary Education’s website. Data from the website were aggregated and analyzed using Pearson product-moment correlation, and Analysis of Variance and Analysis of Covariance. The findings of this study suggest that having
students transited between the buildings in the same district may disrupt academic achievement and parental involvement.

**Study No. 18**

*Bertram and April (2005)* studies “The role of parent post-diverse adjustment and parent involvement on the school performance of the children, namely their academic achievement and motivation”. 107 parents and teachers of third to fifth grade children in Oklahoma and Texas participated in the study. Parents completed questionnaires including the Parent Child Relationship Inventory and the Divorce Adjustment Scale. Teachers completed the Teacher Rating of Academic Achievement Motivation. In addition, standardized achievement test data was collected for participating children.

The result of this study indicated that divorced children have lower motivation and achievement than children from intact homes. Specifically, children from divorced families were less likely to complete work unprompted, persevere with difficult tasks and master academic material. Math and language scores were lower in divorced children. These findings were mostly unchanged when SES was co varied. The study also found that children with uninvolved parents were less likely to complete academic work than those with involved parents. In divorced families, low cognitive skills, work completion and Math achievement scores were associated with uninvolved and poorly adjusted parents across socio economic levels. This study shows the importance of encouraging parental involvement and promoting positive post-divorce parent adjustment. School psychologists should consider the findings of this study when intervening with children from divorced homes.

**Study No. 19**

*Kimiko Fujita (2005)* conducted a study on “The effects of extracurricular activities on the academic performance of junior high students”. The purpose of the study was to determine whether or not the activities in which junior high school students choose to participate have an effect on their academic performance. The study’s survey instrument which was distributed to students enrolled in grades 6 through 8 at Walnut Creek Christian Academy during the 2004-2005 school year. The
data revealed that, according to the students surveyed, playing sports, watching television and participating in community service improves academic performance, while playing a musical instrument does not improve academic performance. Therefore, it was concluded that extracurricular activities affect academic performance and that the effect depends on the specific activities in which the student is involved.

Study No.20

Graziella Michele Pagliavulo (2004), Conducted a study on “The influence of parental involvement on the educational aspirations of first-generation college students”. This study examines the influence of parental involvement in the educational aspirations of first generation college students. For this study, longitudinal data from a nationally representative sample of students generated by the National Educational Longitudinal Study 1988-2000 (NELS: 88/2000) was used. Statistical measures employed included multiple regression, repeated measures ANOVA, and cross-tabulation. Results indicated that parental involvement, among other variables, explained some variance in first-generation students’ educational aspirations. Additionally, these student’s educational aspirations increased over time, and, for the most part, students did not attain their aspirations. Differences in aspirations and attainment by race, gender, and SES were also discovered.

Study No. 21

Stair and Esther (2004) conducted a study on “The impact of the subjects’ perceptions of parent involvement on their levels of achievement as measured by the standardized national ACT test”. The sample comprised of 127 seniors in a diverse suburban high school. Independent samples ‘t’ tests were then used to assess whether there were any differences in achievement as reported in national test scores among students with a perception of a high level of parent involvement, students with a perception of a low level of parent involvement, and home school students.

The findings of the study were that the perception of a high level of parent involvement does have a significant impact upon achievement. Students who perceived a high level of parent involvement performed significantly better on the national ACT exam than students who perceived a low level of parent involvement. There was no
difference in academic achievement between public school students who perceived a high level of parent involvement and home school students.

Study No. 22

Arelí Dohner-Chávez (2004) studied the “Connections between Parental Involvement and academic achievement among Hispanic and Non-Hispanic Students”. The aim of the study was to investigate how parental involvement and ethnicity (Hispanic vs. non-Hispanic) is related to the academic achievement (measured by grade point average) of college students. Participants included 48 Hispanic and 40 non-Hispanic college students who were asked about parental involvement received during their primary education. A 2 x 2 ANOVA indicated a significant main effect of ethnicity on academic achievement ($F = 6.88; p < .05$), in that non-Hispanics had a higher mean GPA than Hispanic college students. However, there was not a significant main effect of parental involvement ($F = .00; p = .996$) and no significant interaction between parental involvement and ethnicity ($F = .69; p = .41$).

Study No. 23

Jennifer et.,al (2003) conducted a study on “Parental support and pressure and children’s extracurricular activities; relationships with amount of participation”. This study examined children’s perceptions of their parent’s involvement in all type of extracurricular activities, extending research beyond the sports domain. The parental Involvement in Activities Scale (PIAS) was developed to measure children’s perceptions to their parental involvement. Perceived parental support positively predicted participants amount of extra curricular activities involvement.

Study No. 24

Erlanger et.,al (2002) conducted a study on “Parental influences on Academic performances and attitudes towards achievement”. The objective of this study was to study the relation among parenting style, academic achievement and attitudes towards achievement. The sample comprised of 213 college students enrolled in Psychology courses at Texas. Regression analysis was used for data analysis. The results indicated a relation between authoritative parenting and academic achievement, such that after a
student enters the college, parents continue to influence a student’s academic motivation and behaviour.

**Study No. 25**

**Romaine and Karan Marie Koskamp (2002)** conducted a study on “How the parent-adolescent relationship is impacted by a designed interactive experience”. The purpose of this study was to analyze the differences between the relational perceptions of parents and early adolescents participating in a enhancement program. The study used the data collected by South Carolina Community in schools from one of the program that target the parent-child relationship with in a designed interactive experience. The result shows a lack of congruence between the parent and adolescent youth scores.

**Study No. 26**

**Novey and Daniel Anthony (2001)** conducted a study on “Parental involvement in middle and elementary school; Parental and school expectations”. The purpose of this study was to determine if there is a change in the perception of parents’ role and participation as children advance through elementary school to the middle school. The sample comprised of parents and teachers in Southeastern Pennsylvania associated with children in 5th or 7th grade. The tool used was the Questionnaire based on the parental involvement Questionnaire used by Nancy Chavkin. The study found that there appeared to be little significant difference between the roles practiced or recommended for parents at the 5th or 7th grades. There were, however differences in the perception of parent involvement between parent and teachers.

**Study No. 27**

**Xivao Fan and Michael Chen (2001)** conducted a study on “parental involvement and student’s academic achievement”. The idea that parental involvement has positive influence on student’s academic achievement is so intuitively appealing that society in general, and educators in particular, have considered parental involvement is an important ingredient for the remedy of many problems in education.
A meta analysis was conducted to synthesize the quantitative literature about the relationship between parental involvement and student achievement. The findings reveal a small to moderate, and practically meaningful, relationship between parental involvement and academic achievement.

**Study No.28**

Dania S Clark-Lempers (2000) conducted a study on “Family financial stress, parent’s emotional affective support for their children and academic achievement and depression symptoms”. The purpose of this study is to investigate the relationship among family financial stress, parent’s emotional affective support for their children and academic achievement and depression symptoms. 105 sixth, seventh and eighth graders from farm and non farm families are used as sample. ANOVA, multiple regression methods were used to analyze the data. The findings of this study showed that parent from farm families reported higher levels of family financial stress and depression than parents from non farm families.

**STUDIES RELATED TO ACADEMIC ACHIEVEMENT**

**Study no. 1**

Lola Baydala and Carmen Rasmussen (2011) investigated “Self-Beliefs and behavioural development as Related to Academic Achievement in Canadian Aboriginal Children”. The objective of the study was to find the relationship between measures of self-belief, behavioural development, and academic achievement in Canadian Aboriginal children. Standardized measures of intelligence are unable to consistently predict academic achievement in students from indigenous populations. Exploring alternative factors that may be both predictive and amenable to improvements with interventions is therefore important in order to address the growing educational disparity in Canadian Aboriginal children. In this study, significant correlations were found between the Self-Perception Profile for Children rating of behavioural conduct and close friendships, the Behaviour Assessment Scales for Children ratings of leadership and study skills, and the Wechsler Individual Achievement Test measures of academic achievement. A school environment that provides opportunities for developing social skills and creating friendships as well as culturally appropriate
interventions that support the development of leadership and study skills may provide Canadian Aboriginal children with the tools they need to achieve academically

Study No. 2

Mohd. Ghani Awang an Suriya Kumar Sinnadurai (2011) conducted “A Study on the Development of Strategic Tools in Study Orientation Skills towards Achieving Academic Excellence”. The purpose of this research is: to measure: the study orientation skills: and to provide remedial tools in correcting respondents’ study orientation skills faults. The research also measures the relationship between study orientation skills and the academic performance among first year students of University Malaysia PAHANG. The measurement of study orientation skills is done by innovating a website based on a survey of study habits and attitudes questionnaire (SSHA); The students’ study orientation skills are analyzed and sorted into three groups of achievement; the higher achiever, normal achiever and lower achiever. The treatment tools comprise of the treatment website; (Study Orientation Skills in Action, Ghani format of note-taking, DVD on the study orientation skills and lecture on study orientations skills aspects. The assessment on the academic performance is based on grade point average (GPA) scores of UMP undergraduates from their first semester and second semester results. 59 respondents are randomly selected from two groups of undergraduate students from the Faculty of Computer Science & Information Technology and from the Faculty of Civil Engineering & Natural Resources. The research uses Quasi-experimental design with a pre-test and post-test by comparing both group samples. The finding has shown that the study orientation skills (SOS) website was able to measure SOS effectively among the respondents in the two groups. There is a significant difference in SOS and academic performance between pre-test and post test scores of the respondents. The results also show that there is a correlation between SOS and GPA scores in pre-test and post-test within and between each group.
Study No.3

J.M. Muola (2010) conducted “A study of the relationship between academic achievement motivation and home environment among standard eight pupils”.

The objective of this study was to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and home environment. A significant (p < 0.05) positive relationship was found between six of the home environmental factors, that is fathers’ occupation (r = 0.22), mothers’ occupation (r = 0.26), fathers’ education (r = 0.15), mothers’ education (r = 0.14), family size (r = 0.26) and learning facilities at home (r = 0.23) and academic achievement motivation. Parental encouragement was the only factor that was not significantly (r = 0.03) related to academic achievement motivation. Although these correlations are low, they showed that pupils’ motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Study No.4

Habibollah, Naderi (2010) conducted a study on “Relationship between creativity and academic achievement: A study of gender differences”. The objective of this research is to examine if a relationship exists between creativity and academic achievement and if the relationship differs between males and females. Two research questions are examined in this paper: (1) what is the relationship between different aspects of creativity and academic achievement? (2) Is there any significant gender differences regarding the relationship between different aspects of creativity and academic achievement? Participants (N= 153; male = 105 and female = 48) completed creativity test. Cumulative grade point average (CGPA) was used to select the participants. Creativity was measured using the Khatena-Torrance Creative Perception Inventory (KTCPI). Pearson Correlation analysis indicated that aspects of creativity are related to academic achievement for both males and females.
Study No. 5

Kustere, Katherine De Meo (2009) conducted a study on Impact of parenting styles on academic achievement: Parenting styles, parental involvement, personality factors and peer orientation.

Research has demonstrated a relationship between parenting styles and academic achievement in children and young adolescents. Global measures of parental involvement have also been shown to mediate this relationship. However, there is little research that examines these relationships within an older adolescent population or that has studied specific components of parental involvement. This study evaluated the relationships between four parenting styles and academic achievement as well as the mediating effect of three types of parental involvement was assessed. A total of 136 students, 72 from a university and 64 from a high school, completed self-report questionnaires. In addition, the relationships between personality characteristics and academic achievement and peer orientation and academic achievement were also evaluated. The mediation model proposed was only partially supported. Only one of the components of parental involvement, described as parental support of academic endeavors, was found to mediate the effect of parenting styles on academic achievement. This relationship existed when school attitudes were used as the outcome. However, these findings were not significant. Though this study has limitations, the findings provide another layer of data within this field of research.

Study No.6


Self-regulated learning is an individual’s ability to initiate strategies to facilitate learning and to adjust those strategies based on learning situations (Zimmerman & Martinez-Pons, 1990). This study explored the relationship between self-regulated learning and academic achievement. Ethnic and socio-economic differences in the types of self-regulated learning strategies used were also examined. Eighty-nine middle school students completed a modified version of the Motivated Learning Strategies Questionnaire (MSLQ). A subset of 26 African American and European American
students from high and low socio-economic status was administered the Self-Regulated Learning Interview Schedule (SRLIS). Results from the MSLQ indicated there were no correlations between self-regulated learning and academic achievement. There were also no self-regulated learning differences found between African American and European American students and between students form high and low socio-economic status. However, results from the SRLIS showed high achieving students reported using more self-regulated learning strategies and more advanced strategies than low achieving students. There were few differences found in the use of self-regulated learning strategies by ethnicity. Students from high socio-economic status reported using more self-regulated learning strategies and different strategies than students from low socio-economic status.

Study No.7

Flowers Tiffany and Flowers Lamont (2008) conducted a study on “Factors Affecting Urban African American High School Students' Achievement in Reading”. Data analyzed from the Educational Longitudinal Study of 2008 indicated that reading achievement of urban African American high school students is positively influenced by the amount of hours spent doing homework and by parents’ expectations of their child's future educational attainment. Implications for practice and research are provided.

Study No.8

Loyens, et al (2007) conducted a study on “The Impact of Students' Conceptions of Constructivist Assumptions on Academic Achievement and Drop-out”. This study investigated the impact of students' conceptions of constructivist learning activities on academic achievement and drop-out. Although constructivism represents an influential view of learning, studies investigating how students conceptualize this perspective have not been conducted before. A structural equation modeling approach was adopted to test different models relating students' conceptions to their achievement in the university setting. Results suggested an indirect relationship between conceptions and achievement, mediated by actual learning activities. What students believe about the role of knowledge construction in learning predicts the actual learning activities
they undertake. How important they consider inability to learn and motivation for learning predicts their study time.

**Study No.9**

**Hohl, Michael, F (2006)** has employed “A correlation design to explore the relationship between school climate and academic achievement”. The objective of the study was to find the relationship between school climate and academic achievement. Student achievement and cognitive skill level measured using nationally standardised test. Findings of the test revealed that school climate correlated with academic achievement and performance of 8\textsuperscript{th} graders, but not 6\textsuperscript{th} graders.

**Study No.10**

**Drago, Judy M (2004)** studied “The relationship between emotional intelligence and academic achievement in nontraditional college students”. This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the State-Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT), and the Student Demographic Survey (SDS). Bivariate and multivariate correlation and regression analyses were used to test the study’s statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students’ ability to recognize, use, and manage their emotions.
Study No.11

Branch and Jasan Luther (2003) conducted a study on extracurricular activities and academic achievement. The purpose of this study was to examine the academic achievement of students who participate in school sponsored extracurricular activities and students who do not participate in school sponsored extracurricular activities using cumulative grade point average as a measure. Race, socioeconomic level, family standing, grading subjectivity or other variables were not examined and received no initial consideration at the time of the systematic selection.

The subjects in this study were 1100 students at a large southeastern metropolitan high school with a population that exceeds 3000. The 1100 students in the study were divided into three groups-students who participated in school sponsored athletic extracurricular activities, students who participated in non-athletic school sponsored activities, and students who did not participate in any school sponsored extracurricular activities. Each group encompassed approximately 200 or more students. The information collected was compared using SPSS data analysis software to conduct a one-way ANOVA using Tukey’s post hoc test at a significance level of .05.

The results of the study indicate that there was a significant difference between the academic achievement of students who participated in school sponsored extracurricular activities and students who did not participate in school sponsored extracurricular activities. Specifically, students who participate in school sponsored extracurricular activities and a higher cumulative grade point average than students who did not participate in any school sponsored extracurricular activities. Students participating in athletic extracurricular activities. Outperformed non-participants and non-athletic extracurricular participants achieved at a higher rate than non-participants as well. In both cases, the lowest achieving subgroup in both the athletic participants and the non-athletic participants still had a higher overall grade point average than the non-participant group.
2.4 CRITICAL REVIEW

The investigator reviewed altogether 111 related studies of which 54 are Indian and 57 are foreign studies. The review of literature shows that study habits was studied in majority of the investigations. In some of the studies, background variables such as sex, community, locality of the school are used. Class, group of study of study, medium of instruction as background variables in terms of study habits have been treated very rarely. These studies have been conducted on secondary schools, undergraduate and post graduate college students.

As far as parental support is concerned, very few Indian studies are focused on parental support on academic achievement of school students. Foreign studies are focused on parental involvement in mastery of core subjects, doing home work, student attendance, reading achievement in kindergartens and self concept of students. These studies have been conducted on kindergarten students, elementary school students of different grades, secondary school students and first generation college students.

Another major inference drawn from this collected studies are that the studies on parental support conducted in India as well as in foreign universities have attempted to assess the parental support in general. Students who may differ in their parental support in different dimensions like moral support, curricular activities, co curricular activities, enrichment activities, support at home and community involvement are not considered separately.

From the analysis of the studies given above, it is clear that the present study stands distinctly different from the studies in population, sample, tool, variables and dimensions conducted so far. Hence the investigator was of the opinion that the present study would be able to provide information necessary for the teachers and parents to understand the importance of study habits and parental support to improve the academic achievement of higher secondary school students.