CHAPTER II

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2.1 INTRODUCTION

The review of related literature is a crucial aspect of the planning of the study and the time spent in such a survey invariably is a wise investment. For any worthwhile study, in any field of knowledge, the research worker needs an adequate familiarity with the literature related to the area selected for study. Wiersma (1991) says, “With the amount of information available from a variety of sources, the review of the literature is by no means a trivial task. It is a systematic process that requires careful and perceptive reading and attention to detail. In the review of the literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to the research problem at hand”. A familiarity with the literature helps the researcher to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing, and what problem remains to be solved.

A study of the related literature implies locating, reading and evaluating reports of research, as well as reports of observation and opinion that are related to the individuals planned research project. According to the Turney & Robb (1971), “the identification of a problem, the development of a research design and determination of the size and scope of the problem, all depend to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research”. 
The present study intends to explore the role played by family in the education of tribal students. An attempt has been made to review the literature related to the present study which are arranged under the appropriate heads as follows:

2.2 Studies related to education of tribes in India

2.3 Studies related to the attitude of parents to education

2.4 Studies related to the involvement of parents in the education of children

2.5 Studies related to child rearing practice

2.6 Studies related to parent-child relationship

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2.2 STUDIES RELATED TO EDUCATION OF TRIBES IN INDIA

Education is the cornerstone of development. The Indian Constitution identifies for special consideration certain ethnic minority groups, traditionally referred to as tribes who constitute around 8.2 per cent of the total population of the country. Education among tribal is given highest priority for the simple reason that it is key to socioeconomic development of the tribal. Education enables them to perform their role to be useful citizen in democracy. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development, including education. The reason for the educational backwardness of tribal people are varied and complex. There have been many studies and reports on different aspects of tribal education in India, using both primary and secondary
data. A brief review of some of the studies undertaken in the recent past is presented below.

Studies pertained to learning outcome and associated psycho-social factors influencing academic achievement of tribal children are fairly well documented in the literature. Earlier studies on learning achievement of tribal children at primary classes had shown lower levels of achievement compared to non-tribals (Govinda & Varghese, 1993; Sujatha, 1998), although empirical evidence suggest that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. The low achievement levels among tribals are attributed to school-related variables as in the case of non-tribal students. Tribal students had additional disadvantages arising out of social and location factor (Sujatha, 1998).

Singh (1996) and Singh & Jayaswal (1981) have argued that low levels of parental education, occupation, income and deprivation, are mainly responsible for poor performance of tribal children in the school. Other roadblocks include negative parental attitude to education, less parental support in schoolwork, low level of motivation and poor self-esteem of children. Sinha & Mishra (1997) argue that tribal children can perform well in school if the intervention programmes directed at them can overcome their deprivation. However, learning achievement surveys conducted in DPEP show that in a majority of the districts the gap between achievement levels of ST children and other children has been reduced to less than 5%. The situation is better in language than in Maths.

There is a need to evolve sensitive model of tribal education rooted in the psychological strengths of tribal children. Studies indicate that, in comparison to other groups, hunters and gatherers possess a high level of visual and tactual differentiation, they demonstrate capacity for fine judgement of shape and size of stimuli as well as spatial relations, and produce the categorization of an array of objects (Mishra et
al, 1996). These abilities are greatly required for success in science, art, music, dance, athletic activities, and vocations like carpentry, tailoring, wood and stone crafts. These skills need to be utilized not only for education of tribal children in schools, but also in the broader economic spheres of tribal life. Such attempts will be helpful in generating and promoting the sense of competence, self-efficacy, self-respect, and positive self-image among tribal children in general (Mishra, 2002).

Panda (1996) has made sincere attempt to study the personality adjustment, mental health, attitude and academic achievements of more accultured Saora tribes. Through an in-depth analysis, this book gives practical suggestions to teachers, and policy makers to realise the pros and cons of tribal acculturization. Thus the findings have obvious implication for policy makers in tribal education and development.

Kulkarni & Shivagunde (2012) undertook a study in three ashram schools in tribal areas of Ahmednagar district, Maharashtra state. Total 60 male and 120 female students were included in the study. The data related to school infrastructure was collected with help of schedule for School Profile and parents and teachers were interviewed with respective interview schedule. The marks of students in semester exam were compiled to understand their performance in curriculum-based assessment while test for Minimum Level of Learning was administered to measure the basic competencies attained at respective grades. The group tests, namely Culture Fair Intelligence Test (CFIT) and Draw-a-Man Test of Intelligence (DMTI) was administered for assessing learning abilities.

The pilot study of Varghese & Nagaraj (2013) was intended to investigate tribal children’s backwardness in English language and to find out causes thereof. The study was conducted in one of the most educationally backward tribal pocket of Palakkad District, Keral. The lack of proficiency in English language is
identified as a major obstacle to the education of Schedule Tribe learners. The inappropriate syllabus and teaching method of English develops a negative attitude in learners towards learning. The fear of learning a foreign language is one of the factors to stop their education because English language is a criteria rather than an option at higher level. It is clear that tribal learners are not motivated well. They have adjustment problems with school curriculum and teaching of English language. Though the Government can provide grants and scholarships for the betterment of learners, the responsibility of their educational development are ultimately in the hands of teachers.

The major objectives of the survey undertaken by Rajam & Malarvizhi (2011), in Indian context, was: (a) to study the formal level of education and achievement among the Tribal group; (b) to study the parental objective in educating the children; (c) to find out the reasons for taking education; (d) to find out the knowledge about the reservation of seats for Scheduled Caste and financial aid for children; and (e) to assess the difficulties faced by them. The study made use of sample of 600 girls in the Nilgris selected by adopting purposive random sampling technique. The study concluded that though the educational opportunities are adequate in Nilgris, the given opportunities for education were not utilized fully; sometimes they were opposed by their own caste people, which resulted in conflicts, problems and tensions. The study suggested that, Massive community programme could be taken with a view to change the aspiration levels of the disadvantaged children and a crèche attached to the school may lighten the domestic burden of school girls.

The major objectives of the study undertaken by Garnaik & Barik (2012) was to investigate the socio-economic background of the tribal students and to evaluate the facilities of Ashram School. The study was conducted in a selected block of Jharsuguda District which comes under the Tribal Sub Plan area. Data
were collected from a representative sample of 100 students from different Ashram Schools in the block. The study reported poverty as a major contributing factor for their educational backwardness of tribal children. Ashram Schools have evolved to cater the socio economic and educational needs of the tribal children by providing free boarding and lodging facilities. But an assessment of the children’s educational expenditure other than fooding and lodging also include expenditure on purchase of note books, reference books and stationeries, dresses for student, money for better treatment in private hospital and traveling from home to school and back to home by the students during holidays and vacation, private tuition fees for various causes like celebration of *puja* and picnic etc. These put economic pressures on parents though these are incidental expenses as viewed by some parents. It has been observed that the number of tribal children enrolled is less in number in lower classes and in the higher classes like class V, VI and VII student’s enrollment is more. The highest enrollment in class VI is due to the outside students entering in class VI directly with very poor standard. The number of student’s decreases in higher class VII. When they entered into high schools they are identified with very poor results. Very few students have secured somehow pass marks in high school examinations.

**Mukherjee (2009)** conducted a qualitative research study explores the cultural dissonance promoted in Indian tribal students by participation in the mainstream Indian educational system and the changes this has brought to their lives. The study used a non-experimental, cross-sectional research design with the main tools of data collection being observation and personal interviews. The study was conducted on the Santal, Birhor, Kharia and Lodha tribes located in Bankura, Birbhum, Puruliya, and Paschim Medinipur districts of the state of West Bengal in India. Personal interviews were conducted with tribal students, graduates, parents, teachers, and principals of tribal schools. The research revealed that the modern education system makes little attempt to address cultural specificities in designing
education policies for tribal students which results in the development of a negative self-image. Moreover, although claimed to be free by the Indian government, achieving success in the education system involves subsidiary costs like private tuition which represents an obstacle for poverty stricken tribal families. The problem is further complicated due to the unempathetic attitudes and beliefs of teachers and the ill-conceived developmental policies designed by educational planners that fail to incorporate curricular elements compatible with tribal culture.

The Indian study of Chattopadhyay & Durdawale (2009) focuses on the situation of primary school attendance of tribal children in some selected villages of Nandurbar district. The main objectives of the study are: to assess the situation of non-attendance of schools among tribal children aged 6 - 12 as reported by their parents and the reasons behind such non attendance and to understand the quality of schools of the selected villages. The study also examines the gender difference in schooling. The sample constituted parents (father or mother) of tribal children in the age range 6 -12 selected from the households of Khadki and Toranmal villages of Nandurbar district, Maharashtra. The total number of households selected was 183 and total number of children (6 - 12 years age) residing in that 183 households were 245. The study utilized both primary and secondary data collected by using both qualitative and quantitave tools. Besides infrastructural improvements, the study strongly favors introduction of tribal languages for basic education, provision of personnel for clerical works and proper maintenance of records that reflects the reality of primary schooling. Economic uncertainty and financial hardship are the contributing factors for the age-old disinterest in education among the tribes. Thus increasing the sources of income is the only way to encourage willing participation in basic education.

The study of Debi & Mahesh (2009) aims at examining the educational status of tribals in Orissa and also makes an attempt to study the role of The
Panchayats Extension to Scheduled Areas (PESA) Act, 1996 in the development of education of the tribals. The study analyses the results using (i) Sopher’s disparity Index, (ii) Co-efficient of Equality and (ii) Gender parity index. The analysis of the results mainly concentrates to two groups of districts i.e (i) Scheduled districts (more than 50 % tribal population) and (ii) Non-Scheduled districts (Less than 50 % tribal Population). The main findings of the study are: (a) the literacy rate of male, female and total population of scheduled tribes in the scheduled districts is lower than the non scheduled districts with an exception to one of the scheduled districts (Sundergarh). The tribal female literacy rate was found to be as low as 7.5 percent in Malkangiri district (scheduled district), which is really a matter of serious concern; (b) about 27 percent of the habitations with predominantly scheduled tribe population did not have a primary school within a radius of one kilometer; (c) the gender parity index indicates that it is the lowest in the Scheduled Districts and highest in non-scheduled districts. The survival rate (47 percent ) of ST children is found to be the lowest when they reach class-V while the same is 65 percent among others; (d) the percentage of tribal teachers is only 8.4 percent in the state and only 16 percent in tribal dominate areas, which are considered to be below the prescribed norm (e) the PESA Act of 1996 after more than a decade does not seem to empower the tribals to realise their basic rights particularly in respect of education, health etc.

The purpose of the study conducted by Mitra & Singh (2001) was to highlight the differences in literacy and schooling attainment among the Scheduled Tribe women in India. The paper used secondary data from the Census of India, Department of Education in India, and National Human Development Report prepared by the Government of India. It was reported that the high status of women among the tribal groups in the northeastern states has important effects on the literacy rates, enrollment ratios and dropout rates of girls in that region. High poverty rates pose to be significant obstacles in attaining literacy and education
among tribal women in India. However, large differences in literacy rates in the various states in India show that social and cultural norms, proximity to the mainstream Hindu culture, and the role of women are also important determinants in achieving literacy among tribal women.

Jayaswal et al (2003) conducted a study in Indian context with objectives to examine the role of parental support on academic achievement of tribal school student; to explore the impact of parental need for achievement on academic achievement of tribal school students; and to explore the impact of parental aspiration, interest and behaviour on academic achievement of tribal school students. The study utilized a sample of 300 children (270 tribal Christian and 30 tribal Sarnas) selected from Ranchi town by using a multi-stage sampling procedure. The parents both father and mothers of 30 high achievers and 30 low achievers were selected as the parental sample. The tools used in the study were personal data questionnaire, academic achievement test, and parental support scale. They reported that: (1) the parents of high achievers tribal Sarnas as well as tribal Christian exerted significantly more support in their children’s studies than the parents of low achievers students; (2) The parents of high achievers have greater work commitment concern with the quality of performance and inclination to learn lessons from others. On the other hand the parents of low achievers are more fatalistic, lacking a role model and having low self-confidence and initiative; (3) the parents of high achievers have higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return. But the parents of low achievers were not strongly ambitious of children’s upward mobility; (4) the parents of high achievers have more interest in children’s educational success. On the other hand, the illiterate parents are unable to guide in homework hence they manage to get some educated persons and relatives to help the child as revealed during the course of data collection; (5) the high achievers parents believed in counseling for correct behaviour whereas the parents of low
achievers believe in physical punishment, like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

The major objective of the study done by Vijayalakshmi (2003) was to identify the problem areas of tribal students in secondary schools. It was also intended in the study to identify most and least affecting problems of high school tribal children; to identify the problems in relation to the sex of the students and management of the school; and to suggest remedial measures to overcome the problems identified. The required data was collected with the help of a checklist from a random sample of 240 high school students selected from 4 AP Tribal Welfare Residential Schools, 4 Ashram Schools and 4 Zilla Parishad High Schools. The findings of the study reveal that the tribal students had more problems with regard to their parents and family followed by personal, infrastructural and facilities, academic and teachers related. The individual problems students faced were low social status of the parent lack of education of parents, cultural backwardness of the family, and low educational levels of the siblings and nomadic life of parents. The least 5 affecting problems in order, which the students faced, were lack of academic help from the teachers, non-availability of teachers, insect bites in the school premises, inconvenient school timings and absence of teachers in the school. The study also revealed that the boys had more problems as compared to girls. The sex of the student and management of the school had significant influence on the problems of the high school students.

The research of Rao (2005) focused on the status of primary education among scheduled tribes in Andhra Pradesh. The major objectives of the study were: (i) to compare ST literacy rate with the overall literacy rate; (ii) to estimate and compare the rate of growth of enrollment of STs and all children; (iii) to examine the district-wise enrollment ratios of ST children and all children; (iv) to
Review of Related Literature

analyse the proportion of ST teachers to all teachers, district wise; (v) to estimate the student teacher ratio at the district level in the state. The study utilized secondary data pertained to the number of children enrolled and number of teachers working in primary schools by caste group was obtained from official sources. The study came out with major findings that: (1) while females generally lag behind males in literacy rate, the disparity in the rate between all persons and STs was higher among females than among males; (2) government initiatives aimed at motivating the tribals to enroll their children in increasing numbers were bearing fruit especially in respect of enrollment of boys; (3) enrollment ratio did not seem to be related to the development of a region. In fact the backward Telangana region was found to have recorded high enrollment in respect of boys; (4) Cultural taboos seemed to constrain tribals from enrolling their girls in schools; (5) The drop-out rate among ST girls was much higher than ST boys and, between all children and ST children, it was much higher for the latter. (6) Student-teacher ratio, as seen from the district-level averages, seems promising. (7) Females were yet to gain considerable foothold as teachers in schools and this was much more so in respect of tribal females.

**Kumar (2005)** studied the factors facilitating retention of tribal children of Ashram and other schools. The objectives set for the study were: (i) to identify and compare factors facilitating retention of tribal children of Ashram Tribal School (ATS) and non-residential schools (NRS); and (ii) to identify and compare competencies of teachers of ATS and NRS. Teachers, school children and parents of students of ATS and NRS of Sonebhadra were covered in the study. A school information schedule, open-ended interview schedule and an observation schedule of teacher’s competencies were used for data collection. The major findings were: (1) the government provided miscellaneous facilities for increasing retention of tribal children in ATS and NRS; (2) ATS had better retention rate due to hostel and mess facilities as compared to that of NRS; (3) free textbook supply and
scholarship distribution emerged as prominent factor for retention in NRS; (4) teachers employed in NRS and ATS were found homogeneous with regard to Teacher’s competencies; (5) school facilities contributed towards retention of children whereas it remained indifferent about teacher effectiveness.

**Abdulraheem (2011)** made an assessment of the education for the economically and socially disadvantaged groups in India. For promotion of educational and economic interests of Scheduled castes and Scheduled Tribes and other weaker sections, the State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation. In order to achieve inclusive growth, the Centrally Sponsored Schemes for elementary education have been streamlined and rationalised, through a Zero-based budgeting exercise and all the schemes have been converged under five major schemes: District Primary Education programme (DPEP), and the subsequent Sarva Shiksha Abhiyan (SSA) launched in 2001; National programme for Nutritional Support to Primary Education (Mid-Day Meals Scheme); Teachers Education Programme; Kasturba Gandhi Balika Vidyalaya (KGBV); and Mahila Samakhyamost of these activities under the National Literacy Mission as well as special programmes for promotion of Early Childhood Care and Education, Inclusive Education etc. Therefore, some concerted effort is all that is required in particular in rural areas where the problem is at large to improve the quality of education for the weaker sections.

**Erigala (2012)** in his discussion paper presents the different parameters leading to the exclusion of scheduled tribes in India with reference to education. Scheduled Tribes are more vulnerable and exposed to problem of social exclusion due to various factors one among them is education. Due to lack of education, groups or individuals exploited and the excluded from the main stream of the life,
hence human resources of that groups minimized. Scheduled Tribes face many barriers in attaining education, literacy compared to rest of the Indian society due to several exclusionary processes. The exclusionary processes include social, economic, political, and cultural which has made it difficult for these groups to access to education. The exclusionary processes also comprise isolation, health, education, hierarchy, displacement, migration, and marketing etc. The paper reveals that, there will be a severe case of social exclusion which acts as an impediment in the development of education of the Scheduled Tribes. There is slow growth of education among the Scheduled Tribes as there is no relevant social policy for eradicating the social exclusion. There is a need for new and innovative policies and programs to be initiated to bring about inclusiveness for the education of Scheduled Tribes.

In the discussion paper Gautam (2003) blames the medium of instruction for higher dropout rates among tribal children in India, by sharing experiences of Janshala, the joint programme of the Government of India and five UN agencies (UNDP, UNICEF, UNFPA, UNESCO and ILO) for the universalisation of primary education among educationally underserved communities. A major reason for the high dropout, as pointed out by the researcher, is that in most states the medium of instruction is the regional language. Most tribal children do not understand the textbooks, which are generally in the regional language. The author substantiates that tribal children do possess the basic cognitive abilities and psychological dispositions necessary for successful participation in school. Yet tribal children have very low levels of participation and success in school education programmes. This point to the failure to develop a sensitive model of education that is rooted in the psychological strengths of tribal children. Education for tribal children should consider the special cognitive skills they possess. These skills need to be utilized not only for education of tribal children in schools, but also in the broader economic spheres of tribal life. Such attempts, the author points out, will be helpful
in generating and promoting the sense of competence, self-efficacy, self respect and positive self-image among tribal children in general.

Rani et al (2011), in their theme paper made an attempt to analyse the educational status of tribal women in India based entirely on secondary sources of information, mainly drawn from various research studies conducted in this field. The main aim of education, the authors consider, is to change the cultural norms and patterns of life of tribal women to make them economically independent, to organize themselves to form strong groups so as to analyse their situations and conditions of living, understand their rights and responsibilities and to enable them to participate and contribute to the development of women and the entire society. With regard to the literacy rates, female literacy has raised considerably in the past four decades both in urban as well as rural areas. Moreover the percentage of Schedule Tribe girls in higher education has been gradually increasing. The fact remains that a large number of tribal women in rural areas might have missed educational opportunities at different stages and in order to empower them varieties of skill training programmes have to be designed and organised. The skill could be for assuming political leadership or for economic self-reliance or even social transformation.

In their theme paper, Sengupta & Ghosh (2012) analyses the extent of social exclusion of tribal children in education in India and addresses for a comprehensive policy response which highlights the barriers to accessing education of this group. The present paper documents the disadvantaged status related to accessing school education of Scheduled Tribe children which remain largely unaddressed and remain as significant barriers to attend school. Furthermore, physical remoteness, social exclusion, severe poverty, psycho-social determinants act as impeding factor of accessing education. The paper also suggests some holistic measures such as more primary schools and classrooms,
shifting systems, evening classes and flexible interventions towards schooling, monitoring, accountability mechanisms and incentives through school governing bodies and increasing information flows to them, literacy programmes for uneducated tribal parents, community awareness and community mobilization etc. as remedy.

In a discussion paper Swamy (2010-a) presents the challenges of educating scheduled tribes in Kerals with facts and figure generated from secondary data. The author held that Education in Kerala is heavily biased against the Scheduled Tribes. Although a few ST students do benefit from education, they represent the cream of the community and not the masses. The children of the poor, less educated parents with low income occupations are only marginally represented. Decentralization of educational management is an aspect that needs special consideration in the context of tribal areas. Skill development, competency building, and teacher’s motivation also need to be strengthened for nourishing educational development. The teacher should be made the centre of educational transformation, and therefore, must remain the primary facilitator. Careful and calculative measures must be taken keeping in view the educational measures and the cultural orientation of the tribals side by side with their economic development. The researcher has emphasized the need for providing proper education and awareness programme along with facilities and grants to ensure quality education to tribal students.

The review of literacy rates among ST population in comparison with that of the general population, conducted by Swamy (2010-b) in Kerala with special reference tribal people Wynad, indicates a growing gap between literacy rates of these communities. The contrast in educational achievements for the general and STs is crucial in assessing their respective development experiences and reform programmes. Decentralization of educational management is an aspect that needs
special consideration in the context of tribal areas. In fact, considering the geographical terrain and communication problems in tribal areas, it is crucial to restructure the existing system of educational management. The author concludes that the present education system for adivasis has failed to meet the educational needs of adivasis. Shortages of trained teachers, reading materials, poor infrastructure facilities etc are the prime causes behind this. Finally, the study finds that educational system must suit with the rural and agricultural base- towards a knowledge skills-based economy.

2.3 STUDIES RELATED TO THE ATTITUDE OF PARENTS TO EDUCATION

The importance of parents’ educational attitudes and behaviours on children’s educational attainment has been well documented, especially in the developmental psychology literature. In such research different elements of parents’ educational attitudes and behaviours, such as the provision of a cognitively stimulating home environment, parental involvement in children’s activities, and parental beliefs and aspirations, have been identified as having a significant effect on children’s levels of educational achievement.

Gorman (1998) conducted a study to investigate the impact of social class on parents, attitude towards their children’s education. The results suggest that attitude of parents towards higher education have the potential to influence their children’s attitude towards education.

Yang & Shin (2008) utilized semi-structured in-depth interviews with 34 participants to explore the potential influence of parental attitudes towards education on their children's daily life and their development in Korea. The findings suggest that the desire of the parents for the educational success of their
children is profound and it has a huge impact on their actual behavior towards their children. Although there was a contrast between what parents should want and the underlying preoccupying concern, all of the parents placed great importance on their children's academic achievement as a means to acquire personal advancement, higher social status, and wealth. The children's developmental needs for leisure, pleasure, and sleeping are overlooked. Their psychological and emotional well-being tends to be ignored. Focusing on the best interests of children is going too far for some in Korean society. This study concludes that behind the idea of well-being of children and fulfilling each child's potential must lie fundamental values concerning the needs, interests and welfare of children.

**Biglin & Wilson (1972)** conducted research investigation in American context to investigate parental attitudes towards specific aspects of the school program including the teachers, the curriculum, school policies, the control of schools, and rankings of the various types of educational systems on the reservations. Testing the significance of the differences in attitudes of parents as a function of race, educational level, and social class membership was also a major aim of the study. A 97 item attitude instrument was used to collect responses from 520 parents stratified on the basis of race, with 13% of the sample being non-Indian and 87% Indian. The result indicated that majority of the parents evidenced tremendous support for public education on the reservation and believes that it is the key to a better life for their children. They desire a curriculum in which the local language, people, history, culture and traditions play a central respected role. The parents desire to be included, consulted, and respected as equals in the educational process, but are reluctant to come to school. The parents believe that the primary purpose of all education should be to prepare their child to earn a living. They desire a school program that is locally controlled, administered and responsive to their needs. It was also revealed in the study that there are many
significant differences among the parents in their attitudes towards school as a function of race, educational level, and social class membership.

Recently a research study was conducted by Puhan & Malla (2012) in Indian context to study the attitude of tribal parents to the education of their daughters by sampling tribal people from Keonjhar district of Odisha. They posed the research questions: (a) How do tribal parents define the significance of girls' education in Keonjhar district? (b) What type of role they wish to contribute for their daughters' education? (c) What type of role they are now contributing for their daughters' education? (d) What could be possible measures to enhance tribal parents' role for their daughters' education? A total number of 300 tribal parents and 50 literacy workers constituted the sample for the study. Data were collected through descriptive survey method with the help of questionnaires, interview schedule and focus group discussions. The study revealed that majority of parents have favourable attitude toward the education of their daughter. The result of the study showed that 70% of the tribal parents realize that they are counted as backward section of the society due to lack of proper education. Almost half of the respondents held that education will help tribal women in giving proper care to their children and also contribute to the economic development of the family.

The results of the study conducted by Sinha (2005) shows that 97 % of the tribal girls and their parents do not have favourable attitude towards the education of girls. The descriptive study was conducted by interviewing a random sample of tribal girls between the age 11 -14 years, their parents and teachers from various tribal villages of Orissa. The study revealed that lack of family support and prevailing negative attitude of parents towards the education of girls are the major constraints of education of girls in the tribal society.
Samal (2012) conducted a study in Indian context to investigate to examine the attitudes of parents towards schooling and education of their children. The other objectives of the study were: (a) to compare the parents belonging to tribal and non-tribal communities with regard to their attitude towards children’s schooling and education, (b) to examine whether there exists a significant gender difference in attitudes of parents towards children’s education, and (c) to examine the future planning and aspirations of the parents with regard to their child’s education. The sample for the study consisted of 116 tribal and 29 non-tribal parents in the age range of 25-35 years, who had one or more than one school going children. The data was collected through a 23 item questionnaire developed by the author. The study revealed that the attitude of the parents was found to be moderately favorable towards schooling and education of their children. The results also indicated that the tribal and non-tribal parents do not differ significantly with regard to their attitude toward education. However, significant difference was found to exist in their planning with regard to providing higher education for their children. Compared to the tribal people the non-tribal parents were found more optimistic in providing their children the scope for higher studies. It was also found in the study that the mothers were in as favor of schooling and education of their children as the fathers did.

Morris et al (1999) undertook a critical review of research evidence, published since 1993, relating to young people’s attitudes to education, employment and training. The aim of the review was to provide systematic overview and analysis of research material in a coherent image of young people’s attitudes, highlighting the causal factors that influenced their attitudes and subsequent behaviour and to examine the extent to which these varied according to specific identified variables. The review revealed a series of conflicting attitudes of students towards education, training and employment. Their attitudes are subject to broad societal influences and parental and sibling attitudes, and reflect the
noticeable time lags in changes in public attitudes. The literature indicated a number of critical variables, innate as well as socio-demographic, that are influenced upon young people’s attitudes and behavioural responses. Considerable difference was found to exist between above 16 age group and below 16 age group students’ attitudes towards different aspects of their education and schooling. Positive attitudes to school were sometimes counter-balanced by more negative attitudes to particular aspects of the curriculum. Students at the lower socio-economic strata of the society displayed the most negative attitudes to employment, in terms of their chances of gaining work, and the support and advice they receive.

**Dalziel & Henthorne (2005)** carried out a telephone survey to investigate the attitudes of parents/carers towards pupil attendance, with particular emphasis on determining how the attitudes of parents/carers whose children are persistent poor attenders differ from those of parents/carers whose children are good attenders at school. The sample comprised 2,000 parents/carers of school-aged children. A 20 minutes long questionnaire covering important areas such as attitude toward education, attitude towards parenting and caring, attitudes towards attendance, and demographic information about the family were administered on the sample. The study revealed that the views of parents’/carers’ were relatively homogeneous and it was not possible to identify statistically reliable clusters of respondents with distinctive attitudes. The study confirmed that parents/carers share positive attitudes about the value of education, and the importance they place on ensuring that their child receives a good education. Further analysis revealed that parents who had the poorest attendance at school had a greater proportion of children with poorer attendance.

**Gallagher & McKeown (2000)** conducted a study on the attitudes of pupils to their schools. Relevant information was collected from a sample of 2130 Year
12 students by a questionnaire developed by the Australian Council for Educational Research. The questionnaire includes two general scales measuring general satisfaction and negative affect, and five more specific scales measuring attitudes to teachers, relevance of the curriculum, sense of success, sense of prestige and social integration. It was found that girls are more positive than boys in their general attitudes to school. In particular, girls are more likely than boys to feel that the relationship between teachers and pupils is good, that they are likely to be successful in school and to feel that they get along well with others in their school.

Kinloch (1987) studied the attitude of different classes towards education in a small Midwestern town in Indiana. An interview schedule containing questions regarding type of education parents wanted for their children, major goals, and emphases was administered on a sample of 330 randomly selected residents. The questions were designed to compare an emphasis on a general, idealistic, thought-provoking, and ability developing type of education (the expressive view) with a more vocational, skill-oriented, and job-related approach (the instrumental perspective). The results revealed a fairly high positive relationship between social class and parental emphasis on ideals, critical thinking, and the development of special abilities rather than knowledge or obtaining a better job. Overall, professional and middle-class families indicated somewhat more interest in the expressive rather than instrumental functions of education.

Marks (1998) conducted a study to investigate the attitude of students to school life by utilizing secondary data from the first two waves of the 1995 year 9 cohort in the Longitudinal Surveys of Australian Youth (LSAY) project. The study examined four dimensions of attitude to school: students’ general satisfaction with school, their attitude to their teachers, their views on the opportunities their school provides, and their sense of achievement. The study revealed that there have been a
declined between mid-1980s and mid-1990s in year 9 student’s general satisfaction with school and a smaller decline with their attitude to teachers. Students’ whose parents have more education are generally happier with school. Girls show higher levels of general satisfaction with school life, are more positive about their teachers and are more satisfied with their achievement at school. Aboriginal students show no difference compared to other students on the General Satisfaction, Teacher and Opportunity scales but are less satisfied with their achievement at school. It was also found in the study that both the General Satisfaction and Sense of Achievement scales positively influence self-perceived achievement.

**National Literacy Mission (1999)** examined the causes of non-enrollment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system. The study was conducted in 3 districts of Rajasthan namely Bharatpur (Kaman), Dungarpur (Sagwara) and Jaisalmer (Pokharan). Data was collected through interviews of 600 people, of whom 300 were children aged 6-14 years and 300 were the parents/guardians of these children. Out of 300 children who comprised the sample, 63 were literate in terms of both literacy and numeracy, and the remaining were illiterate. A class-wise analysis revealed that the proportion of under-age and over-age children in individual classes was much more in Classes I-V than the number of suitable age children. In Class I, 54% children were either under-age or over-age. Children mostly stagnated in Grade I, and 40% of the children enrolled in primary classes of the 11 sampled schools were in Class I alone. 141 children had dropped out from school during the last academic session. There were 15 Non-Formal Education (NFE) centres in the 12 sampled villages, and all centres distributed free textbooks to their pupils. Of the 15 instructors in all the centres, only 2 were female, and only 3 centres were running at night. Among the 15 local leaders (of whom 3 were women), 4 were not sending their daughters to school. Women leaders were illiterate and were not aware of the relevance or importance
of education. The main reason for non-enrolment according to local leaders was the lack of awareness and perception of parents regarding education. According to NGOs the main reason for backwardness of the area was lack of education and lack of Government development activities. Awareness generation programmes should be launched by local Governments, with the help of NGOs for parents, families and community members of vulnerable sections.

Yadappanavar (2002) conducted a case study to identify the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Girls' education was not given importance as compared to boys. Infrastructure facilities including toilet, drinking water, and playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrollment of children. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of roads/transport, upgradation of lower primary schools into primary and higher primary school and good infrastructure was also recommended by the investigator.

Buzdar & Ali (2011) investigated the parents’ attitudes toward their daughters’ education in tribal areas of district Dera Ghazi Khan (Pakistan). The focus of the research questions was to examine the significance of girls’ education for tribal parents. Existing and expected role of tribal parents as well as contribution from government and community for girls’ education was also aimed to explore in research questions. Sample comprised thirty parents and five teachers/educational workers. The data was collected through semi-structured interviews and was analyzed using content analysis approach. The findings
disclosed the parents’ positive perceptions toward their daughters’ education but at the same time severe scarcity of human and physical infrastructure for girls’ education was also presented in the area. The paper recommended several empirical steps to overcome these problems including provision of new school locations and ensuring the availability of school buildings, supporting infrastructure and teachers for already functioning schools in the area. Financial aid for poor students was also proposed in the study.

Bose & Bose (2009) conducted a survey research to explore the motivation of parents with regard to education for female children. Along with other objectives, two important objectives were to explore parental attitude regarding the level of education required for children of both sexes, and parental attitude to education beyond primary level for children of both sexes. The results show that while there is little evidence of gender disparity at or below the primary level, there is persistent gender bias at higher levels, with significantly higher dropout rates of for girls. There is also a persistent gender gap in the resource allocation for education in favor of boys. These results may be explained partly by the universal awareness of the benefits of some education for both boys and girls, as well as parental perception of education as a tool to pursue traditional gender roles.

The aim of the research investigation conducted recently by Kotwani (2012) in Indian context was to study the attitudes of parents towards the girl’s education in Indian context. Comparisons of the subsamples based on gender, locale and literacy level of the parents were also made. A total of 200 parents from urban and rural areas of Akola and Amravati districts of Maharashtra have been chosen randomly, as sample for present study. An educational attitude scale, developed by the investigator for the purpose of the study was used for collecting relevant data. It was revealed that the parents have high attitude towards girl’s education. No significant difference was found in the attitude of mothers and fathers towards the
Review of Related Literature

education of their daughters. It was also found that neither the level of literacy nor the locale of residence of parents is decisive in the attitude of parents towards the education of girls.

Elffers & Oort (2012) in their study examined students’ educational attitudes upon the transition to Dutch senior vocational education (SVE), a transition associated with high dropout rates in the first year. The specific research questions posed were: (a) Do the educational attitudes of students upon the transition to Dutch SVE differ according to socio-demographic background characteristics?, (b) What is the role of the school orientation and support in students’ home environment in their educational attitudes upon the transition to SVE?, (c) What is the role of students’ prior academic pathway and experiences in their attitudes upon the transition to SVE?, (d) Do the abovementioned factors interact in their relationship to students’ educational attitudes? The data needed for the study were collected from a sample of 1438 first year students in SVE in the Netherlands by using a self-report questionnaire developed by the investigators. The study revealed that students have very positive educational attitudes upon their transition to SVE. Ethnic minority students express particularly positive attitudes. School-related encouragement and support at home plays an important role in students’ attitudes, but the attitudes of students from lower educated or ethnicminority communities are less related to this support. Prior school experiences play an essential, but occasionally counterproductive, role in students’ attitudes upon transition, depicting the transition as a fresh new start for some, and an unwelcome threshold for others.

Dogar et al (2011) conducted a survey in Pakistan to survey the attitude of parents towards the education of their girl child. The other objectives of the study were: (a) To ascertain the prejudice and bias of parents against female education, (b) To find out the importance of the parents attachment to the teaching and
learning of their girls, (c) To find out the relationship between education and the attitude of parents, (d) To find out the relationship between income and attitude of the parents, (e) To find out the difference in attitude of fathers and mothers towards education of their girl child. The data required for the study were collected by using a Likert type attitude scale developed by the investigators from parents of 100 girls enrolled in elementary classes living in three communities (Model Town, Township, and Shahdra) of different socio-economic levels. The study revealed that parents have highly positive attitude towards the education of their girl child. Mothers have comparatively better attitude towards the education of their girl child than fathers. Parents belonging to the higher socio-economic status have more favorable attitude towards the education of their girl child. It was also found that neither the increase in level of education nor the increase in income of parents do not increase the positively of the attitude towards the education of their girl child.

**Hussain et al (2003)** designed a study to identify the factors, which are affecting the parents’ attitudes towards the education of their daughters. A total number of 150 respondents selected by following multilevel stratified random sampling procedure from Faisalabad tehsil constituted the sample for the study. It was concluded from the study that majority of the parents have a positive attitude towards daughters education. However, some administrative difficulties obstruct in acquiring education by the girls.

**Blanka & Nada (2007)** found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. They examined the students’ attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and
gaining knowledge, educational interests and plans for further education. The sample consisted of 1,464 eighth-grade sample students, aged 15, from 34 primary schools in Serbia. The data were collected by the use of questionnaires filled in by the students and school principals. The results indicated a trend of interrelatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

2.4 STUDIES RELATED TO THE INVOLVEMENT OF PARENTS IN THE EDUCATION OF CHILDREN

In recent years, there have been an increasing number of studies focusing on the involvement of parents in the education of their children. Increasing parents' involvement in their children's education is the foremost way to improve academic achievement and development in schools. In the last several decades, studies have examined the possible impact of parental involvement in their children education. There is a sizable body of research literature supporting the involvement of parents in educational settings and activities. Since the existing literature base on parent involvement is large and growing, the investigator has chosen to present few representative studies in order to establish a framework underpinning the legitimacy of present study.

Recently Hayes (2012) carried out a study to examine parental ratings of a multidimensional construct of parental involvement by taking 145 African American parents as sample. The aims of the study were to determine: (a) which involvement behavior (home-based, school-based, or achievement values) better predicted the achievement outcomes of urban African American adolescents, (b) what impact did the different parental involvement behaviors have on the
achievement outcomes of younger and older high school adolescents, and (c) what influence did specific family demographic variables (parent education, parent employment status, parent marital status, and family income) have on how parents' involvement behaviors predicted the achievement outcomes of urban African American adolescents? Results indicated that of the three involvement measures examined, home-based involvement was the only involvement behavior that predicted adolescents' grades and the number of days missed from school. None of the parental involvement measures were significant predictors of discipline referrals received. In addition, parental involvement behaviors had the largest impact on the achievement outcomes of older adolescents. Specifically, older adolescents with greater home-based involvement missed fewer days of school and had fewer discipline referrals while older adolescents with greater school-based involvement had more discipline referrals. Finally, as for the family demographic variables, they had minimal impact on the achievement outcomes of the urban African American adolescents in the current study. The only significant relation found was between parents' employment status and adolescents' grades.

In Indian context, Singh (2012) conducted a study to find out the relationship between academic achievement and parental involvement among higher secondary school students. The required data was collected from random sample of 400 higher secondary school students (200 male students and 200 female students) taken from Bathinda and Mansa district in Punjab by administering Parental Encouragement Scale. The study revealed a significant positive relationship between academic achievement and parent involvement.

Shamsa et al (2011) conducted a study in Pakistan to explore the perceptions of parents, teachers and students regarding involvement of parents in the education of their children and also to bring out its bearing on their achievement. Standardized tools developed by the investigators were administered
on a sample of 110 persons comprising randomly selected group of students, their parents and teachers from Islamabad. Achievement scores of students were obtained from their result of 9th Grade. The result of the study indicated presence of highly positive relationship between both the parents' and students' perception about the involvement of the parents into the studies of their children and childrens' achievement, but there was a weak relationship between perception of teachers about parent involvement and students' achievement.

The first attempt to discuss the definition and the parameters of parental involvement through a research article was made by Georgiou (2007). The paper looks at the psychological aspect of the concept of parent involvement while it recognizes the importance of sociological factors such as the school climate, the teachers’ resistance, and the societal demands that contribute to its development. By presenting a series of empirical evidence, the author argues that demographic factors like gender, educational level, socio-economic status etc. could facilitate or hinder involvement. The role played by the beliefs and attitudes are also brought to limelight. It was suggested in the paper that intervention programs that aim at the strengthening of parental involvement could take advantage of existing knowledge on attitude change.

In an Indian study by Sreekanth (2010), the investigator provides a mechanism through which parental involvement is evaluated from an ethnocentric approach. Participatory observations of parent-teacher interaction followed by semi-structured interview of participants were the method adopted to collect qualitative and quantitative information from parents and teachers on matters of parent involvement. A brief note of case studies leading to a conceptual frame of parental involvement is presented in this paper. The study revealed that parental involvement for the education of their children can be evaluated through indicators, which may not be absolute in nature, but relative and contextual to the
setting of the study. Higher the involvement, reasonably better the success of the child in education, as it involves stretching their capacity for the well being of their children, which serves as a positive reinforcement in the children’s education. High-level of parental involvement has possibility of influencing the environment at home and also the outlook of the children’s education in school.

**Vellymalay (2011)** conducted a study to identify the relationship between Indian parents' education level and their involvement in their children's education. He utilized a stratified random sample of 150 Indian students studying in National Schools in the district of Kerian, Perak, Malaysia. Structured interviews were conducted with the respondents. Questionnaires were used by the researcher to obtain quantitative data related to the parents' socioeconomic background, the parents' involvement and the strategies the parents implemented for involvement in their children's education. The findings of the study indicate a moderate relationship between the parents' education level and the strategies the parents implemented. The higher the standard of parents' education, the higher the educational aspirations held by the parents regarding the academic achievement of their children. In addition, parents with a higher level of education tend to utilise various strategies of involvement at home and at school to foster academic excellence in their children.

**Vellymalay (2012)** studied the effects of parental involvement at home on their child’s academic achievement at school among the Indian parents. A purposive sampling was done to select a sample of 80 students (40 low achievers and 40 high achievers) identified based on the previous final year school examination results. The quantitative data regarding parental involvement in learning at home were collected from the parents of the students by using a questionnaire. The study revealed that parental involvement at home has a positive and significant relationship on their child’s school performance. The children
achieve better results at school when their parents show more involvement in their education at home.

Sui-Chu & Willms (1996) in their study identified four dimensions of parental involvement and assessed the relationship of each dimension with parental background and academic achievement for a large representative sample of 24599 eighth-grade students and their parents and teachers, drawn from a national probability sample of 1052 public and private schools in the United States. The findings provide little support for the assumption that parents with low socioeconomic status are less involved in their children’s schooling than are parents with higher socioeconomic status. Furthermore, although schools varied somewhat in parental involvement associated with volunteering and attendance at meetings of parent-teacher organizations, they did not vary substantially in levels of involvement associated with home supervision, discussion of school-related activities, or parent-teacher communication. Yet the discussion of school-related activities at home had the strongest relationship with academic achievement. Parents’ participation at school had a moderate effect on reading achievement, but a negligible effect on mathematics achievement.

The work of Bates (2010) examines the racial and ethnic variation in parental home involvement and seeks to thoroughly examine the predictors of at home involvement by paying close attention to the affect of school characteristics. The investigator hypothesized that parental education and income will be positively associated with higher levels of home involvement. Further, school characteristics will be associated with parental home involvement in that schools with ‘more’ receptive practices will be predictive of higher levels of home involvement. Initial analysis using data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 indicate that there is some racial and
ethnic variation in parental home involvement as well as change in home involvement over time.

**Abdullah et al (2011)** undertook a survey investigation to study the attitude of in-service teachers towards the involvement of parents in the education of their children. The study sample consisted of 200 in-service teachers’ in Jordanian primary schools. The required information was collected by using a 23 item 5-point Likert scale developed by Epstein and Salinas (1993). The findings of this research indicate that in-service teachers’ had positive attitudes toward parental involvement. Likewise, the findings revealed that there were statistically significant correlations between teachers’ attitudes toward parental involvement and their age, highest degree and years of teaching experience.

**Bempechat (1992)** in his review paper examines research on parent involvement in their children’s education by exploring socialization patterns that foster high achievement and describing the structure and effectiveness of parent involvement in the US. A review and meta-analysis of almost 60 research studies undertaken in 1980s’; he concluded that some parents have the skill to foster both cognitive growth and achievement motivation. It was also revealed in the study that parents who do not have these skills can readily acquire them. The research further shows that when teachers and educational administrators are strongly committed to drawing parents into their children’s education, the academic outcomes for children can be very positive.

The doctoral research of **Bradley (2010)** examined the extent to which the reading achievement of African American male learners improves with school, family, and community partnerships. Further, the study identified which type of parental involvement significantly influenced the reading achievement of African American males. Additionally, the study identified parental involvement activities
that significantly influenced the reading achievement of the African American male learner. The sample consisted of 48 fourth grade teachers and principals in the selected schools, who were surveyed using an instrument adapted from Epstein’s School, Family, and Community Partnership Survey, The Virginia Standards of Learning reading and language arts assessments provided data for reading achievement of fourth grade African American males. The study revealed no significant differences in promising practices and the reading achievement of fourth grade African American males. A significant difference was found to exist between principals and teachers in their ratings of the importance of ‘collaborating with the community’. A correlation was found between ‘volunteering’ and the reading achievement of fourth grade African American males. A significant difference between principals and teachers was found in their ratings of ‘learning at home’. The mean rating for teachers was significantly higher than the mean rating of principals in their ratings of teacher reports of total school program to involve families. A correlation between teacher estimates of parents’ involvement and the mean Standards of Learning test score for African American male fourth grade students was found.

More recently, Mattingly et al (2002) reviewed 41 studies that evaluated parental involvement programmes to assess the claim that they made a positive impact on pupil learning. They found, ‘little empirical support for the widespread claim that parental involvement programmes are an effective means of improving student achievement or changing parent, teacher and student behavior.

Williams et al (2002) surveyed parents of children aged 5 – 16 attending schools in England to establish their degree of involvement in their children’s education. A telephone survey was used to contact 2019 households in order to conduct interviews to establish parental levels of practical help in schools, their relationship with their child’s teacher(s) and parents’ involvement with homework.
29% of parents felt very involved - the more so in primary than in secondary schools. Mothers felt more involved than fathers. 35% strongly agreed that they wanted to be more involved whilst around three quarters of parents wanted to be at least somewhat more involved. 94% found school ‘welcoming’ and 84% reported that the school was willing to involve them. Despite this level of satisfaction, 16% felt they might be seen as trouble makers if they talked too much.

**Hill & Tyson (2009)** conducted a meta-analytic study on the existing research on parental involvement in middle school to determine whether and which types of parental involvement are related to achievement. Across 50 studies, parental involvement was positively associated with achievement, with the exception of parental help with homework. Involvement that reflected academic socialization had the strongest positive association with achievement. Based on the known characteristics of the developmental stage and tasks of adolescence, strategies reflecting academic socialization are most consistent with the developmental stage of early adolescence.

**Kimu (2012)** employed a qualitative design utilizing Epstein’s model of parental involvement to examine parental involvement practice in public primary schools in Kenya. Accordingly, a qualitative approach within purposefully selected schools study was conducted. He reported that principals and teachers are unaware of the potential benefits that could result from comprehensive parental involvement and therefore teachers did not view involving parents as part of their roles. Most of the schools had no defined parental involvement policy. Majority of the parents seldom visited schools and did not talk to the teachers frequently. Generally teachers did not use homework as a tool for parental involvement. The communication between teachers and parents are limited to verbal messages and written notes that usually dealt with the progress and problems pertaining to their
children. Low levels of education were found to be the major constraint by most of the parents for involvement in their children’s education.

The study of Vellymalay (2010) investigates the relationship between parents’ education level and parental involvement in their children’s education. A random sample of 150 students from a total of 588 Indian students studying in National Medium Tamil Schools was selected after stratification for the study. Structured interviews and questionnaire were used for data collection. The study disclosed a positive and very weak relationship between parents’ education and their time limitation for their children on home activities ($r = 0.07$). It was also that there are no significant differences between parents’ education level and involvement strategies in their children’s education.

Gonzalez et al (2002) investigated whether parent involvement (as perceived by students) is predictive of a mastery orientation approach to learning in a sample of 196 students enrolled in two Florida high schools. Participants were asked how active their parents were in: helping with homework, attending school programs, attending athletic or extracurricular events, choosing academic courses, and keeping informed about student’s progress in school. Results showed that all types of parent involvement were positively related to a mastery orientation. Therefore, this study revealed the benefits of parent involvement across groups of diverse ethnicity and socioeconomic status. When parents were involved, it was predictive of students adopting an approach to learning where they are more likely to seek challenging tasks, persist through academic challenges, and experience satisfaction in their schoolwork. Both the authoritative parenting style (autonomy supporting while still imposing limits) and parent involvement proved beneficial to students’ goal orientation in multiple regression analyses. Although this study examined the independent contributions of parenting style and parent involvement, conclusions did not allow for the interpretation of pathways of parental influences.
on student motivation. In addition, the effects of different types of parent involvement were not warranted in this study given that all types were positively and highly interrelated, and all were positively related to a mastery orientation. However, given a more diverse range of parent involvement activities, independent analyses of the involvement variables might uncover divergent relationships with student motivation.

DeHass, et al (2005) conducted a review of 30 research papers to study the role of parent involvement in the student motivation in learning. They arrived at the conclusion that studies of students from the elementary school to high school show a beneficial relationship between parental involvement and the following motivational constructs: school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation, and motivation to read.

The study of Zhan (2006) examines the relationships between parental assets with their expectations and involvement of children’s education, and children’s educational performance measured 2 years later. The study utilized secondary data extracted from the mother–child data set of the National Longitudinal Survey of Youth, from 1979 through 1994. The results indicate that after controlling for family income and other parent characteristics, parental assets were positively related to children’s math and reading scores. Parental assets were also positively associated with their expectations and involvement of school activities. Furthermore, parent expectations partially mediated the relationship between assets and children’s educational performance.

Lopez (2011) conducted a review research to investigate the impact of involvement of African American parents on the academic achievement of children. The review specifically examines the factors related to parental
involvement and the academic achievement of African American students. The review exposed that Asian and European American students’ parents are more involved in school related activities than parents of African American students. In contrast, African American students are more likely to face barriers such as low socioeconomic status, unemployed parents, parents working more than one job, among other societal issues. However, there are examples of success in parental involvement amongst African American students in which a combination of community involvement and leadership appeared to be the solution in overcoming economic and societal disparities.

The purpose of this study made by Keith et al (1996) was to compare the levels and effects on achievement of parental involvement for students in rural versus urban and suburban schools. Secondary data drawn from the National Education Longitudinal Study (NELS) covering more than 17,000 students, their teachers, parents, and school administrators were utilized for the study. Latent variable structural equation modeling was used to determine the effects of rural versus urban or suburban residence on parental involvement and change in achievement from eighth to tenth grade, and to compare the relative effects of parental involvement on achievement in rural versus non-rural schools. The results suggest that rural school attendance does not affect either parental involvement or change in achievement, and that parental involvement has the same effects on the achievement of students in rural schools as in urban or suburban schools. The effect of parental involvement on achievement is small, but significant and important. The findings suggest that group programs and individual interventions designed to increase parental involvement, if successful, will be equally effective in increasing achievement in rural, urban, and suburban schools.

The aim of the research study of Fann & Williams (2010) was to examine whether various dimensions of parental involvement predicted 10th-grade
students’ motivation in terms of engagement, self-efficacy towards Maths and English, and intrinsic motivation towards Maths and English. They utilized data from the Educational Longitudinal Study of 2002 (ELS 2002) conducted by the National Center for Education Statistics (NCES). Results showed that both parents’ educational aspiration for their children and school-initiated contact with parents on benign school issues had strong positive effects on all five motivational outcomes. On the contrary, parent–school contact concerning students’ school problems was negatively related to all five motivational outcomes investigated in the study. Additionally, parental advising positively predicted students’ academic self-efficacy in English as well as intrinsic motivation towards English, and family rules for watching television were positively linked to students’ engagement and intrinsic motivation towards both English and Maths.

Menheere & Hooge (2012) in their research article provide the results of a web-based review study on parental involvement in children’s education with a focus on the specific position of illiterate parents. Research results indicate strong evidence of the positive influence of parental involvement in children’s education on school achievement, learning motivation, perseverance and social behavior of children. The most determinative factors in parental involvement are ‘good parenthood in the home situation’ and ‘parents’ beliefs in and high expectations of their children’s success in school’. Remarkable however is the positive correlation between parental involvement and verbal and reading achievements in contrast with the negative correlation between parental involvement and mathematics achievement. The results of our review study revealed different good practices to enhance parental involvement: from parent and teacher training programs to reorganization of the school structure and family interventions. The research findings on the involvement of illiterate parents appeared to be limited, in contrast with the results of the literature search on the topic of parental involvement in children’s education in general.
The study of Topor (2007) to explore the mechanism that explain the association between parent involvement in child's education and child's academic performance. He reported that the child's perception of cognitive competence and the quality of the student-teacher relationship, as potential mediators of the relation between parent involvement and a child's academic performance. This study used a sample of 158 seven-year old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance. This finding was significant over and above the impact of the child's intelligence. The child's ethnicity was not a moderator of this relation. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

2.5 STUDIES RELATED TO CHILD REARING PRACTICE

An overview of the research studies undertaken in the past few decades in the area of child rearing practice are presented below:

The method and technique of child upbringing adopted by parents play a crucial role in the normal development and school success of children. The fact that poor parental child rearing practices have substantial negative impacts on the development of children is gaining increasing attention of researchers and policymakers all over the world. Effective child rearing practices play a vital role in children’s growth, brain development, emotional adjustment, personality enhancement, health promotion and educational outcomes (Radin, 1981). Research studies are available in the literature to show the effective role of certain child
rearing practices in reducing adolescent risky behaviour and boosting academic achievement (Angrist et al, 1996), and also to establish the statistical associations between specific child rearing practices and a variety of problem behaviors.

In an American investigation Ferrari (1999) studied the child rearing practices and specific ethnic group characteristics that lead to child maltreatment. It was proposed that the ethnic group ingredients would be more predictive of child maltreatment and tolerance for maltreatment than would ethnicity per se. The characteristics of ethnicity studied here included machismo, familism and valuing children. It was hypothesized that these constructs would moderate or interact with a parent's history of childhood maltreatment, thereby either buffering or promoting present parental punitive behaviors. One hundred and fifty parents of Hispanic, African American and European American descent participated in the study. Multiple regressions revealed that the cultural constructs studied did predict a significant amount of the variance comprising parental behaviors and attitudes; however, ethnicity remained a significant predictor indicating that the constructs studied here did not completely define ethnicity. No moderating effects were found for the parent's history of childhood maltreatment, however sex differences emerged. Although a history of childhood maltreatment was predictive of a mother's current use of physical and verbal punishment with her child, a history of child maltreatment in fathers predicted less use of physical punishment, greater use of reasoning, and greater use of nurturing behaviors.

Fontaine (1994) explored the relationship between achievement motivation at school and child rearing practices. The aim of the study was to discover what aspects of rearing practices differentiate higher and lower motivated pupils and whether these aspects vary with gender, locale of residence and socio-economic status of the subject. The study utilized a sample of 288 mothers of sixth graders upon whom a questionnaire was administered to collect information pertained to
six variables viz., family life structuring, autonomy, authoritarianism, child acceptance, expectation of success and locus of causality. The study revealed that the more motivated children live in more rigidly structured families than the less motivated. They have less autonomy, with the exception of rural girls from a high SES and urban girls from a low SES who have more autonomy than the less motivated ones. Internal locus of causality is associated with higher motivation in pupils of both sexes from an average SES, in boys from high SES and in girls from a low SES; and with a lower motivation in boys from a low SES and girls from a high SES. No meaningful association was observed between motivation and child acceptance, authoritarianism or success expectation.

Banner (1979) studied the relationships between child-rearing attitudes of mothers and levels of academic achievement of their elementary school children. The Parental Attitude Research Instrument was administered on a sample of 191 mothers (103 mothers of sons and 88 mothers of daughters) of eleven year old children. The scores obtained from an objective type achievement test to assess reading plus mathematics was taken as the measure of academic achievement. Level of academic achievement was denned in terms of the relationship between expected and actual achievement using the regression-equation method. Those items of the Parental Attitude Research Instrument, which discriminated significantly between mothers of under-, average-, and over-achievers, were subjected to factor analysis. The test data of the mothers of sons and mothers of daughters were processed separately. Four factors were identified for the mothers of sons and also four factors for the mothers of daughters. The results indicated that, compared with the mothers of average- and over-achievers, the mothers of under-achieving sons are more dominant, rigid, and restrictive in the sense of being possessive and intrusive, while the mothers of underachieving daughters are more dominant, rigid and restrictive in terms of being protective.
Carey et al (2011) conducted a family based study by taking students of Centro Escolar University (CEU) as samples. The major objective of the study was to find out the rearing practices of the parents that help develop their children’s values, and to use them as bases for curriculum enhancement. Two sets of questionnaires prepared for the purpose was administered on a sample of 381 parents of students from CEU. The first set of the questionnaire was to identify the various child-rearing practices among the respondents in terms of setting and family structure while the second set determines the values of children, analyzed in relation to the perceptions of the parents. Other information such as parent-respondents’ birthplace/place of residence, religion, civil status, work experience and the size of their family were also collected to study the effect of such factors on their child-rearing practices. The result showed that child-rearing practices play an important role in the children’s moral and social development. Parents’ education and aspirations influences their parenting behaviour which bear an impact on the children’s attitudes towards studies and work. Children’s dealings with others which may influence their future well-being are dependent on their upbringing.

Suzuki (2000) undertook a comparative review of child-rearing and educational practices in the United States and Japan, giving focuses on historical and religious background of child rearing, and mothers' perceptions and attitudes toward appropriate child rearing and optimal child development. The review to limelight the fundamental differences between the American and Japanese child rearing practices. Whereas American child rearing practices focus on development of individualism, those of Japan seem to emphasize the development of group consciousness and strong interpersonal bonds. Such differences would come from societal and cultural expectations, which may be rooted in their historical and religious backgrounds. Comparing two countries' child-rearing practices, the researcher corroborated that American mothers tend to expect infants to be more
independent by putting them into separate beds, while Japanese mothers try to develop strong ties between them by sleeping with their children in the same bed; American mothers expect their children to be independent at an earlier age, while Japanese mothers expect them to be emotionally mature.

Baharudin et al (2010) examined linkages between educational goals, parenting practices of single-mothers and single-fathers, and the academic achievement of their school-going adolescents. The differences in educational goals and parenting practices between the single fathers and mothers, as well the parents’ differential treatments toward their male and female adolescents was also studied as a part of the investigation. The sample constituted 60 single mothers and 30 single fathers. The results indicated positive correlations between child rearing practices and academic achievement of adolescents from both families, fathers’ educational goals and their monitoring behaviors; and mothers’ educational goals and their school involvement, and monitoring behaviors. It was also found that the parents differ only in terms of educational goals in which single fathers had significantly lower goals compared to single mothers.

Annette (1999) studied the relation between parenting practices and adolescent ethnic identity, behavior problems, and academic achievement. It was hypothesized that parenting practices would influence adolescent outcomes similarly regardless of ethnicity. The required data was collected from a sample of 469 adolescents by administering a questionnaire and their school marks were taken as measure of academic achievement. The findings revealed that parenting practices were associated with adolescent outcomes for African Americans, Anglo Americans, and Cuban Americans. For African Americans, strict parenting was negatively related to behavior problems, but unrelated to academic achievement. Parental autonomy granting was negatively related to behavior problems. For
Anglo Americans and Cuban Americans, parental strictness/supervision, autonomy granting, and involvement were negatively related to behavior problems.

Adams et al (1984) analysed the significance of women movement in the Middle East in the context of its implications for education and child rearing. The women's movement of the last two decades achieved considerable progress for women everywhere. However, this progress was neither even across cultures nor free of obstacles. Different cultures created different difficulties for women on their road to even access and equality. For the Middle Eastern woman, the road to equality has exerted similar pressure. Women everywhere had to continue the struggle between career and child-rearing; carefully making the choice between aggressive behaviour and submission and femininity and assertiveness. Since the behaviour of children is often influenced by cultural traditions and authority roles played at the home, understanding the role of the Middle Eastern woman is crucial to educating those children. This is more so with those children who migrate with their families to Western countries. Psychologists and educators can benefit from an understanding of the cultural traits of those children while attempting to educate them and assist them to adjust to their new environment.

Omigbodun & Olatawura (2008) conducted a literature survey to explore the temporal trends in child rearing practices in Sub-Saharan Africa and their implications for child mental health, using Nigeria as an example. Using the literature, temporal trends in child rearing practices and beliefs related to conception, birth, nutrition, weaning, attitudes toward children were examined. They reported that confinement following delivery, breast feeding, carrying the child on the back and sleeping with the child. Taboos against pregnant women eating nutritious foods, delivery in traditional healers' homes, unhygienic care of the umbilical cord, food taboos, hierarchical or gender biased food distribution have a negative effect on child mental health.
Tekin (2010) studied Turkish mothers’ parental attitudes toward childrearing practices. It covered variables such as attitudes toward over-parenting, democratic parental attitudes, attitudes toward hostility and rejection, attitudes toward marital discord, and authoritarian parental attitudes. The study also explored the influence of demographic characteristics on these attitudes. The required data were collected from 401 Turkish mothers with children aged 0.6 years old, by administering a Turkish version of the Parental Attitude Research Instrument (PARI). The findings revealed that mothers’ monthly family income was the strongest predictor of their attitudes toward childrearing practices. Increased level of monthly family income was associated with positive attitudes toward childrearing practices. Additionally, participants’ education level was found to influence their authoritarian parental attitudes and attitudes toward over-parenting. Specifically, higher levels of education were associated with decreased attitudes toward over-parenting and authoritarian attitudes, compared to mothers with lower education levels. Employment status of mothers was found to be related to mothers’ attitudes toward hostility and rejection in childrearing practices. Mothers who were employed possessed a lower level of hostility and experienced fewer feelings of rejection compared to mothers with other employment statuses. Other demographic characteristics, including mothers age, marital status, number of children, youngest child's age, and children's gender, were found not to influence Turkish mothers' attitudes toward childrearing practices.

The ethnographic study of Dallah (2006) aimed to find out whether there are African cultural retentions in childrearing practices of the African American childrearing patterns which may hinder/disaffet or enhance learning of the African American children. The two major hypotheses were: (1) The African American children are reared in some cultural patterns which are more African than European; (2) The African American children’ upbringing is a combination of African retentions and American stimuli. He used Descriptive, Structural, and
Contrast type questions for interviewing 40 parents (25 from Nigeria and 15 from US) for the purpose of data collection. He found that the African American mothers use training and control like the Nigerian mothers. These two groups of mothers train their children by emphasizing obedience and respect. The findings support the African Retention thesis and training as mode of socialization.

Kiriakidis (2010) reviewed the way family influences the development of delinquency in adolescents. He established the association between family practices and juvenile delinquency, with potent predictive value. He also noticed a bidirectional effect of the association in which the influence from parents to adolescents is stronger. Effective family functioning, in spite of several social adversities, exerts a buffering influence on children, thus protecting them from delinquent behavioural manifestations. Finally, the assumption that genetic influences are responsible for both poor child-rearing practices by the parents and juvenile delinquency is not well supported by the literature, suggesting that effective parenting exerts an independent influence in the socio-emotional functioning of children and adolescents. The review concluded that effective child rearing practices is a necessary though not sufficient factor for the psychosocial development of children and adolescents.

Lakshmi & Arora (2006) investigated the perceived parental behaviour and its relationship with academic school success and academic competence of high school students in Indian context. The required data were collected from 500 high school students by administering Adolescent’s Perception of Parental Behaviour Questionnaire. Whereas, marks obtained in High School Board Examination was taken as a measure of school success, academic competency was measures with the Academic Competence Scale developed by the investigators. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However parental
control (psychological and behavioral) showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

The purpose of the research investigation made by Hanafi (2004) in Malaysian context was to identify maternal childrearing practices among employed and unemployed mothers. An adopted version of Paulson’s Parental Involvement Scale was used for collecting data from a sample of 535 mothers (173 employed mothers and 359 unemployed mothers) of 16-17 aged adolescents from three different secondary schools in a district in Kedah. The study showed that employed and unemployed mothers have similar levels of childrearing practices. Even though unemployed mothers are found to have less educational levels compared to employed mothers there is no indicator showing that unemployed mothers instill less achievement values and conduct less discussion with their children. However, it was found that the unemployed mothers carry out more monitoring practices as they are present in the home most part of the day.

Using secondary data from the Panel Study of Income Dynamics (PSID) and its Child Development Supplement (CDS) in US, Roksa & Potter (2011) examined how different categories of social background are related to parenting practices and children’s academic achievement. The study revealed that the academic achievement of children varies across different social background categories viz., stable middle, new middle, new working, and stable working class. Children from stable middle-class backgrounds were found to have the highest levels of academic achievement and those from stable working-class families having the lowest. Some of the social class differences in academic achievement can be understood as a reflection of parenting practices and family resources. Children from new middle-class families perform as well on measures of academic
achievement as children from stable middle-class families after considering parenting practices and other family characteristics.

**Spera (2005)** conducted a review of the empirical research on the relationship among parenting practices, parenting styles, and adolescent school achievement. The study indicated that parents have a significant influence on the school achievement of their children. In terms of parenting practices, the research suggested that when parents are involved in their children’s education and monitor their children’s after-school activities, they facilitate their children’s academic achievement and educational attainment. Several studies, however, report a decline in parental involvement during the middle school years. Furthermore, the review indicates that authoritative parenting styles are often associated with higher levels of student achievement, although these findings are not consistent across culture, ethnicity, and socioeconomic status.

The attempt made by **Seema & Begum (2008)** to study the child rearing practices among few tribal populations living in colonies near Nanjungud taluk of Karnataka state in India, is the first of its kind in South India. A randomly selected 54 families from three settlements were included for collecting information about parental attitude, care of the child, habit formation, health practices and disciplining from housewives using an interview schedule. The study reported the existence of healthy child rearing practices among the tribal groups. The responsibilities of bringing up children were almost equally shared by both parents. Mothers took care of the child while fathers were responsible for disciplining. Majority of parents commenced toilet training at 1-2 years of age. Most families believed in democratic and permissive methods for training. All fathers spent time playing and talking with children, while mothers narrated stories. Allopathic and herbal medication was commonly used. The presence of healthy parent-child relationship was reported from among the tribal groups.
The aim of the research undertaken by **Dearing et al (2009)** was to examine whether higher quality child care during early childhood moderated associations between family economic status and children’s achievement during middle childhood. The study utilized secondary data from the first, second, and third phases of the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development (US), which covered children’s lives from birth through fifth grade. The results revealed that low income was less strongly predictive of underachievement for children who had been in higher quality care than for those who had not. Consistent with a cognitive advantage hypothesis, higher quality care appeared to promote achievement indirectly via early school readiness skills. Family characteristics associated with selection into child care also appeared to promote the achievement of low-income children, but the moderating effect of higher quality care per se remained evident when controlling for selection using covariates and propensity scores.

In their study in Canada, **Lehrera & Tremblay (2007)** examined whether supervision or discipline has causal impacts on a variety of childhood antisocial behaviors and school outcomes. The sample consisted of 1037 Kindergarten boys born from Caucasian, French-speaking parents themselves born in Canada to preclude cultural and socioeconomic biases. The study utilized two key innovations to overcome the endogeneity of the parental child rearing practices. The result of the study revealed that increases in parental supervision can reduce risky behavior, whereas the establishment of rules or disciplines has no significant impacts. Further, the estimated impacts were found to increase in magnitude as a child ages.

**Mallum (1991)**, conducted a study to investigate the effects of family size on mothers’ child rearing patterns and children’s academic achievement. He utilized a sample of 312 mothers and their fourth grade primary class children,
making the total sample size 624. Relevant data for study was collected through interviews and academic achievement test. The results of the study indicated that mothers from large families (eight or more family members) tend to be more permissive in their approach to child rearing than their counterparts from small families. But no significant difference was found between children from large and small families, permitting the conclusion that family size does not seem to have negative effect in children development.

In their effort to study the effect of father participation in child rearing, Williams & Radin (1999) hypothesized that compared to children from intact families whose fathers played a relatively minor child rearing role, children from intact families whose fathers played a large child rearing role would have: (a) less traditional sex-role attitudes in general, (b) less traditional expectations of their future parental roles, (c) a more internal locus of control, and (d) a self-perception of higher academic competence. The study utilized twenty year follow-up data from 59 fathers, collected on Paternal Involvement in Child Care Index. The first two and the last hypotheses were found not supported by the results of the study. However, greater paternal involvement was found to contribute to a more internal locus of control, particularly in sons.

Ajiboye et al (2012) conducted an exploratory study to examined the impact of modernization on the child rearing practice among the people of Badagry area of Lagos State. To study the relationship between faulty socialization and delinquent behavior among youth, and to examine the influence of parental socio-economic backgrounds on child rearing practices were the other objectives. A multi-stage stratified sampling technique was adopted for selecting 100 samples utilized for the study. The results revealed a positive relationship between pattern of child rearing practices and personality and delinquent behavior formation among the people of
Badagry. The study also found positive association between effective socialization by parents and child’s positive attitudes towards life.

The qualitative research using ethnographic data on children's summer experiences, undertaken by Chin & Phillips (2004), was directed to examine how families from different ethnic and social-class backgrounds assemble child care and other activities for their children during summer vacation. They concluded that social-class differences in the quality and quantity of children's activities do not stem largely from fundamental differences in parents' desires to help children develop or cultivate their skills and talents. Instead, these differences stem from parents' differential access to a wide range of resources, including money, the human capital to know how best to assess and improve children's skills, the cultural capital to know how best to cultivate children's talents, and the social capital to learn about and gain access to programs and activities.

The major aim of the research undertaken by Jacobs et al (1998) was to explore the affective relationship between child rearing practices in middle childhood and achievement in adolescence. Data were collected from a sample of 354 children and their parents by administering a questionnaire and a 7-point Likert type self-report scale. The result of the study revealed that mothers’ early beliefs about their child’s characteristics are related to differentiated feelings of closeness and differentiated parenting practices related to decision making and academic involvement, that are, in turn, related to adolescent’s achievement, and their perceptions of the parental closeness, monitoring, and strictness they experience.

Davari et al (2012) conducted a study to find out the relationship between child rearing practices and thinking style. A random sample of 108 third grade girls constituted the sample for the study. Data were collected with the help of Strenberg and Vagner thinking styles Questionnaire which measures 13 thinking
styles and is composed 104 terms. The study revealed that there is a significant correlation between dominant child rearing styles and thinking domains (internal and external). Thus, in internal thinking style, the tendency is more towards permissive child rearing but in external thinking style, the most tendencies is related to authoritative child rearing style.

Kolobe (2004) studied the relationship between maternal childrearing practices and behaviors and the developmental status of Mexican-American infants. A convenient sample of 62 Mexican-American mother-infant pairs was used for study. Information on childrearing practices and behaviors was gathered using the Parent Behavior Checklist, the Home Observation for Measurement of the Environment Inventory, and the Nursing Child Assessment Teaching Scale. Study revealed that maternal nurturing behaviors, parent-child interaction, and quality of the home environment were positively correlated with the infants' cognitive development. The childrearing practices, maternal socioeconomic status and age, and infants' gestational age at birth explained 45% of the variance in infants' cognitive scores.

Very recently Mansoor & Jafar (2013) published the result of their survey investigation to establish the relationship between child-rearing practices and academic achievement of guidance school students of Ilkhechi.. The Baumrind parenting style questionnaire was administered to collect data from a random sample of 200 students (100 boys and 100 girls). The students, final examination scores were applied as an indicator of academic achievement. The results were analyzed using Pearson correlation coefficient and a multiple regression model. Findings revealed a significant positive relationship between academic achievement and authoritative child-rearing style. It was also demonstrated that academic achievement has a significant negative correlation with permissive and authoritarian n styles. Finally, the stepwise regression analysis suggested that the
authoritative child-rearing practice is the strong predictor of academic achievement.

2.6 STUDIES RELATED TO PARENT-CHILD RELATIONSHIP

The parent-child relationship is one of the longest lasting social ties human beings establish. The parent child relationship is one that has been cherished and studied throughout the ages. Each parent and each child is different and each develops different relationships with each other. Some of the studies related to the area of child rearing practice, published in the past few decades are reviewed here under:

Ladd & Ladd (1998) examined features of parenting behavior and the parent-child relationship as correlates of peer victimization in young children. A sample of 197 kindergartners (94 girls and 103 boys) and their primary caregivers were videotaped in their homes while engaging in multiple interactional tasks, and peer victimization data were gathered on children as they began kindergarten. The video-recorded interaction data were used to create measures of parenting behavior (e.g., intrusive demandingness, responsiveness) and relationship quality (i.e., intense closeness), which were examined as predictors of peer victimization. High intrusive demandingness and low responsiveness were associated with peer victimization in both boys and girls, and parent-child relationships characterized by intense closeness were associated with higher levels of peer victimization in boys. Results are discussed in terms of the role that caregiver socialization plays in the development of child behaviors that may increase children's risk for peer victimization.
Johnson et al (2005) reviewed family interventions that aim to improve the strength of the parent-child relationship and considers ways in which these approaches can be applied to physical health care. This review first describes the development of family therapy in dealing with children's behavioural and emotional difficulties. As shown in psychotherapeutic settings, parenting skills can affect children's emotional well-being and ability to control their own conduct. Intervention strategies that focus on developing the ability of parents to provide a benign and nurturing parenting style are considered. The review then considers how the principles of family therapy can be applied to settings where physical health is the central issue. In medical settings, families are not only affected by medical interventions but they can also serve to facilitate or hinder clinical effectiveness. Illustrations of how these interventions can be applied in medical settings are provided. Although a practising clinician will need training in using family therapy techniques, it may be possible to recruit a family therapist to help in particular cases.

Using a cross-sectional design with 407 Chinese children aged 3-5 years and their parents, Zhang (2012) examined the effects of socioeconomic status, specifically parents' education and family income, on the children's mother-child relationships, father-child relationships, and the social environment in their families. The results indicated that income negatively predicted conflict in father-child relationships and positively predicted family active-recreational environments. Income also positively predicted family cohesion among girls but not boys. Maternal education negatively predicted conflict in mother-child relationships and positively predicted closeness in mother-child and father-child relationships, family cohesion, and the intellectual-cultural and active-recreational environments in the family. Paternal education positively predicted family cohesion and intellectual-cultural and active-recreational environments. Income
was found to partially mediate the effects of both maternal and paternal education on family active-recreational environments.

In an Asian study, Elias (2006) studied the relationship between parent-child interaction and academic performance of the school children at primary level. The sample comprised of 100 students and 100 parents. Fifty students each from class four and five were selected from randomly chosen primary schools located in Rajshahi City, Bangladesh. The students showed to have been influenced by parent-child interaction, though the influence was not statistically significant. It was also found that parental educational background and the nature of occupation do not make any difference in the magnitude of parent-child interaction. The results did not support the view that significant relationship exist between parent-child interaction and children’s school performance.

The survey study conducted by Matheen (2011) in Indian context to investigate the dynamics of parent child relationship and emotional maturity of the young girls utilized 49 city college students in the age group of 19-22. Socio-demographic information such as birth order, number of siblings, religion, parent education, family type and parental status was examined for their contribution on both emotional maturity and parent-child relationship. The findings show that there is alarming presence of extremely unstable emotional maturity in the sample. All the dimensions except 'indifferent' of parent child relationships i.e., both father's and mother's relate significantly with the emotional maturity of the sample. There exist both positive and negative correlations at both 1% and 5% significant levels, in nine dimensions of the parent-child relationships with the five categories of emotional maturity. The results prove the statistical significance of the relationship between emotional maturity and the parent child relationships. There are both positive and negative relationships among the nine dimensions of parent-child relationships (protection, symbolic punishment, rejecting, object punishment,
demanding, symbolic reward, loving, object reward, and neglecting) of both father's and mother's with the emotional maturity including its five categories emotional instability, emotional regression, social maladjustment, personal disintegration, and lack of independence. The study also warrants further evaluation of the high risk nature of the emotional maturity of the sample.

The study of Chowdhury (2010) retrospectively explored the difference and similarities in religious beliefs between female Muslims during adolescence, and their parents; and how the similarities/differences relate to the quality of the parent-child relationship. It was hypothesized that religious similarity between a parent and adolescent would be positively correlated with the quality of the parent-child relationship. Similar levels of religiosity between the mother and adolescent was positively related to the positivity of the mother-daughter relationship. The number of similar religious practices followed by the father and daughter was also positively related to the positivity of the father-daughter relationship.

Anyanwu, (2010) investigated influence of parental relationship on the psychological wellbeing of southeastern adolescents. A descriptive survey design was adopted for the study with 4000 (2000 males and 2000 females) adolescents in senior secondary II from schools in Abia, Enugu, Imo and Anambra States of Nigeria as the sample. A questionnaire whose reliability coefficient was 0.60 was used to collect information. The result showed that: the adolescents have more emotional and social than personal problems; among others. The finding showed that parents (mothers and fathers) have a lot of influence on adolescent psychological wellbeing. It was recommended that guidance counselors should handle each adolescent problem with full knowledge of the cultural milieu and gender of clients in addition to organizing family seminars on parenting practices and parent/adolescent relationship.
The study of Bandy & Moore (2008) utilized the secondary data from the 2003 National Survey of Children’s Health (USA), which has a very large, nationally representative sample, to provide a window into parent-child relationships by children’s specific ages. The investigators drew on these data to look at three markers of these relationships for parents living with children between the ages of 6 and 17: parent-child closeness, the degree to which parents share ideas and talk about things that really matter with their children, and parents’ acquaintance with their children’s friends. The analyses showed that although some declines are seen in these areas as children get older, high parental involvement and positive parent-child interactions endure throughout childhood into the teenage years for most adolescents. Most parents reported close bonds with their children, communicated with their children about important topics, and were acquainted with most of their children’s friends. These findings were apparent even among parents of adolescent children (ages 12-17), who are often presumed to feel distant from their children.

Perceptions of good parent–adolescent relationships were explored by Crockett et al (2007) among 19 Mexican American high school students aged 14 -17 who participated in focus group interviews on what it means for Mexican American teenagers to have good relationships with parents. Using a grounded theory approach, five general themes emerged in the responses, corresponding to open communication, instrumental and emotional support, indirect expressions of caring, parental control, and valued relationship qualities. Both genders described distinct relationships with mothers and fathers. Relationships with mothers were closer and more open than relationships with fathers, and mothers were seen as being more affectionate, lenient, and emotionally supportive, whereas fathers tended to express caring indirectly by providing instrumental and financial support and by just being there. Parental upbringing, culture, gender, and parental role
expectations emerged as explanations for parents’ behavior. Theoretical, methodological, and practical implications are discussed.

### 2.7 STUDIES RELATED TO PARENTING SKILL

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. It was already known that parenting skills do influence young children’s developmental progress (Hall & Elliman, 2003; Illingworth, 1987). Parenting is probably one of the most important public health issues facing human society today. Good parenting is important in building a decent, stable society (Turner 1998) by making a difference in children’s lives. Inadequate parenting has been linked to problems including childhood illness and accidents, teenage pregnancy, substance misuse, juvenile crime, mental illness, truancy and school underachievement (Hoghughi & Speight 1998). Research is actively going on in many field of knowledge such as Pediatrics, Community Medicine, Social Work, Psychology, Education, Sociology, Anthropology etc. to study the intricacies of parenting and its influence on child development. An overview of some of the available studies in the area of parenting skill related to education of the child is presented below.

The study of Reis & Herz (1987) utilizing a self-selected sample of 177 US teenage parents, identified the correlates of teenage parenting. They used an ecological model of the predictors of parenting behavior to define factors which potentially influence teenage parents' parenting skills as measured by the Home Observation for Measurement of the Environment (HOME). The factors tested include level of punitiveness toward child rearing, knowledge of developmental milestones, level of depression, perceived social support, parental age, and parental race. The results of a stepwise hierarchical regression analysis found that parental
race, punitive attitudes toward child rearing, and parental age were statistically significant predictors of total HOME scores. The older, white adolescent mother with less punitive attitudes toward child rearing and child discipline scored the highest on parenting skills.

Dahinten *et al.* (2008) conducted a telephone survey (N = 739) in British Columbia to study a multidimensional set of factors that may be associated with mothers’ and fathers’ parenting stress and their self-assessments of their parenting skills. The association between parenting stress and parents’ assessments of their parenting skills was also investigated. Multiple regression analyses were conducted separately for mothers and fathers. The results indicated that mothers and fathers did not differ on their levels of self-assessed parenting skills. Higher levels of self-assessed parenting skills for fathers were associated with perceptions of being better prepared for the parenting role, having greater knowledge of child development, and having more time for parenting. For mothers, being younger, feeling better prepared for the parenting role, having greater knowledge of child development, and having sufficient people for day-to-day support in parenting were associated with higher levels of self-assessed parenting skills. Mothers reported higher levels of parenting stress than fathers. The only factor that was associated with parenting stress for both mothers and fathers fell within the category of *support for parenting*. Higher parenting stress for fathers was associated with the perception of having insufficient support and having at least one child under the age of 6. Higher parenting stress for mothers was associated with the perception of having insufficient support, more frequent family conflict, lower self-assessments of parenting skills, putting pressure on themselves to be a perfect parent, and having more than one child.

The goal of the research survey undertaken by Stephens (2009) was to determine if there were any gender differences in parenting styles and if so,
measure how they affect the parent-child relationship. The Parental Bonding Inventory was used to measures maternal care and over protectiveness and paternal care and over protectiveness from a sample of 95 males and 207 females. The analysis showed significant gender differences in the ways that parents interacted with their children. For example most young people have been raised by traditional parents and felt closest to their mothers. Mothers on average spent more time with their children in general than fathers, spent more time taking care of their children, were more likely not to work full time, were seen as more overprotective and more caring, spent the most quality time with their children, and still speak to their children more often today. Another gender difference between fathers and mothers was that fathers were more likely to be overprotective of their daughters than their sons. The results supported traditional gender expectations, with mothers spending more time with their children and children feeling closer to their mothers when growing up.

**Anne et al (2007)** studied the joint influence of mother’s and father’s parenting skill on the cognitive outcome of five year old children from low income families in US. The study utilized data from the Early Head Start (EHS) Research and Evaluation Project, a federally funded program for low-income infants and toddlers and their families designed to improve young children’s school readiness and their caregivers’ parenting skills. Families were randomly assigned to treatment and control groups; the former were offered EHS services and the latter were not. Children were visited in their homes by trained assessors when they were 14, 24, 36 and 60 months old. Mothers and fathers were videotaped during separate free-play dyadic interactions with their two-year-old child, and each parent's behavior was coded according to six scales. K-means cluster analysis was used to describe each parent’s pattern of parenting behaviors. Parents were then cross-classified within couples by pattern. There was mixed evidence of homogamous parenting skills within couples. After parents were consolidated into four primary
pairings, children in each of these pairings were compared on age five math and language scores. Children with two supportive parents scored highest, while those with two unsupportive parents scored lowest. Among children with one supportive parent, the sex of that parent was inconsequential. There were no significant interactions between maternal and paternal supportiveness on either math or language. Thus it appears that in this low-income sample the combined effects of maternal and paternal supportiveness are additive.

The aim of the action research undertaken by Marlene (1999) was to demonstrate that parents who participated in Family Action Network showed a positive change in their parenting skills. The Family Action Network, located in Washington and Greene Counties is a component of Community Action Southwest which helps parents nurture and raise children and provide learning support to their children to succeed in school. Family Action Network was designed to: (1) Provide Parents as Teachers program for families in 19 school districts in Washington and Greene counties; (2) Provide liaison programs and home visits to encourage better communication between parents and educational professionals and the local schools; (3) Establish parent information resource sites; (4) Provide direct early childhood education to preschool children and engage parents in activities designed to model things parents can do to help children learn. The project methodology consisted of three elements: a pre and post questionnaires, a phone survey of all clients, and an interview of the home-based instructor for each client. The pre questionnaire was given at the first visit the family received, the post questionnaire was given after the client had been enrolled for three months. The clients were contacted by the office secretary to answer a few questions. Each home base instructor was interviewed as to any changes that they noticed in the parenting skills. The research showed that most parents welcome direction in their parenting skills. Parents also increased the time they spend with their children and demonstrated a change in disciplining their children.
Timothy & Judith (2010) claimed that children need both a mother and father. They presume that women and men parent differently in ways crucial to development but generally rely on studies that conflate gender with other family structure variables. They analyzed findings from studies with designs that mitigate these problems by comparing 2-parent families with same or different sex co-parents and single-mother with single-father families. Strengths typically associated with married mother-father families appear to the same extent in families with 2 mothers and potentially in those with 2 fathers. Average differences favor women over men, but parenting skills are not dichotomous or exclusive. The gender of parents correlates in novel ways with parent-child relationships but has minor significance for children’s psychological adjustment and social success.

Ma et al (2010) studied the parenting skills and need among parents of primary school pupils and to explore influencing factors. A total of 1394 parents of rural and urban primary school pupils were recruited by multistage stratified random clustered sampling method. They were asked to complete a self-report questionnaire regarding demographic and socioeconomic backgrounds, parenting scale, parenting need assessment, parent-to-child interaction attitudes, social support, physical/mental maltreatment experiences in childhood and so forth. Apart from TV/film/broadcasting, rural parents' utilization of other parenting deliveries was less than that of urban parents. Urban and rural parents both had high needs for parenting skills. Parents' physical/mental maltreatment experiences in childhood were risk factors for dysfunctional parenting. Positive parent-to-child interaction attitudes and high social support were protective factors against dysfunctional parenting. Mothers, parents of boys, middle/low family incomes, and parents with positive parent-to-child interaction attitudes had higher demands for parenting skills. The authors recommended for making full use of mass media, interpersonal communication to meet the needs of parenting for parents, especially rural parents. More attention should be paid to parents with childhood
maltreatment experiences, low social support and less positive parent-to-child interaction attitudes.

Joseph & Barbara (1986) studied the relation between mother's age and measures of maternal behavior reflecting verbal responsivity, punitiveness, and instrumental support for intellectual development of children. The study utilized a sample of 158 low-income black women and their infants, and the data were collected from children by using the Bayley Mental Development Index, and from mothers by using the Home Observation for Measurement of the Environment Scale for Infants. When education was controlled, mother's present age was positively correlated with general parenting skills and with verbal responsivity and non-punitiveness. However, among women 21 years of age and older, those who became parents while teenagers manifested less optimal parenting skill and had infants who showed less optimal mental development.

In a very recent review study, Knerr et al (2013) investigated the effectiveness of parenting skill development interventions for reducing harsh/abusive parenting, increasing positive parenting practices, and improving parent-child relationships in low and middle income countries. A range of databases were systematically searched, and randomized trials included. High heterogeneity precluded meta-analysis, but characteristics of included studies were described according to type of delivery mode and outcome. Twelve studies with 1580 parents in nine countries reported results favoring intervention on a range of parenting measures. The validity of results for most studies is unclear due to substantial or unclear risks of bias. However, findings from the two largest, highest-quality trials suggest parenting interventions may be feasible and effective in improving parent-child interaction and parental knowledge in relation to child development in low and middle income countries, and therefore may be instrumental in addressing prevention of child maltreatment in these settings.
Trunzo (2006) investigated the relationship between parental self-efficacy and treatment outcomes for children with conduct problems. Using a secondary analysis of the data collected in the reach Project, the relationship of parental self-efficacy, parenting skills, engagement, and parent-child relations with child outcomes was assessed. Also examined were the effects of changes in child's behaviors on parental self-efficacy. Findings from the path analysis of two mediational models suggest that parental self-efficacy is not a predictor of child outcomes as expected but that the parent's level of engagement in treatment is predictive of the improvements children with conduct problems will make in treatment. Additionally, parental self-efficacy does not improve as a child's behavioral problems diminish although improvements in parenting skills are predictive of improvements in parental self-efficacy.

Patterson & Yoerger (1991) designed a study to determine whether mediational models of parenting patterns account for significantly more variance in academic achievement than more general models. Two general models and two mediational models were considered. The first model identified five skills: (1) discipline; (2) monitoring; (3) family problem solving; (4) positive reinforcement; and (5) involvement. A series of studies developed multi-agent, multimethod indicators for these constructs. The multiple-factor model that was developed from these indicators provided significantly better fits to data than did a single-factor model. This first mediational model defined latent constructs based on teacher ratings of homework completion, parent reports on homework, the frequency with which homework was finished, and the child's seriousness about his homework. The model revealed a strong relation between positive parenting and academic achievement. The second mediational model, the coercion model, found noncompliance to be the core symptom for both child and adolescent antisocial behavior. A strong relation between inefficient parenting and the development of antisocial behavior was also discovered.
2.8 SUMMARY OF REVIEW

The review of available literature related to the focal areas of present study reveals that tribal education, attitude towards education, parent involvement in education, parent-child relationship, child rearing practices, and parenting skill are areas where researches are still actively continuing all over the world. The contributory role of these family related factors to the academic achievement of children do not appear to be well explored, particularly in the context of the education of socially and culturally disadvantaged groups like adivasis. Studies in any of these aspects are highly outnumbered in Indian context, and it seems to be a totally unexplored and untapped area of research from an educational perspective. Not even a single study has been reported in Indian context where attempts are made to investigate the role of family related, parent specific factors such as their educational attitude, involvement in children's education, relationship with children, child rearing practice, or parenting skill in the academic achievement of children from a socially deprived group like Scheduled Tribes. The review helped the investigator to identify the issues and challenges arising from numerous research attempts made in the context of providing universal education to all including the most neglected ‘adivasis’. The review has also helped him considerably, in deciding the specific objectives as well as in the formulation of hypotheses for the current investigation. Decisions regarding the selection and development of the most appropriate tools for data collection, sample and appropriate methodology for executing the present study, and finally the interpretation of results were influenced by the review of related literature.