Chapter-5

Conclusions, Suggestions and Limitations
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5.1 Introduction

Family-school collaboration is a cooperative process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. Although connections between parent involvement and school violence have rarely been studied, increased parent involvement can result in home environments that are more conducive to learning and improve communication and consistency between home and school. These changes can lead to safer, more responsive schools.

Parent involvement experts have identified six ways that schools can promote parent involvement in learning in which the first three take place in the home setting. Schools can help parents increase involvement by teaching them better child-rearing skills through parenting components. One New Jersey middle school taught parents to use home-school contracts to better manage their children’s inappropriate behavior. Schools may also assist parents by stressing learning at home.

Parent involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parent involvement has been shown to result in increased student success, increased parent and teacher satisfaction, and improved school climate. Schools can encourage involvement in a number of areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration. Effective parent involvement programs are built upon a careful consideration of the unique needs of the community. In order to build trust, effective approaches to parent involvement rely upon a strength based approach, emphasizing positive interactions. Though specifics may vary, all parent involvement
programs share the goal of increasing parent-school collaboration in order to promote healthy child development and safe school communities. (Russell Skiba and Allison Strassell)

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies a sort of more or less permanent method of studying. According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.” Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future.

Teaching self-regulation in early childhood is important to reduce the development of school related anxiety at an early age (Zelazo & Lyons, 2012). Anxiety can have a negative effect on the information processing system. People with anxiety have difficulty storing and retrieving information (Nelson & Harwood, 2011). Some students are very difficult to formally or informally assess because of anxiety. Not all teachers understand the signs of anxiety and the effects on their students. If teachers can recognize the signs, they can help the students cope with academic anxiety. Because all students are different, understanding multiple methods for coping with anxiety can be beneficial for more students.

Academic achievement refers to the level of success or proficiency attained in some specific areas concerning scholastic or academic work. Concise Dictionary of Education (1982) explained academic achievement as “successful accomplishment or performances; in particular subjects, areas, or courses usually by reasons of skill, hard work and interest typically
summarized in various types of grades, marks, scores, or descriptive commentary”. Taneja Dictionary of Education (1989) referred academic achievement to performance in school or college in standardized series of education tests.

Perhaps, no one would deny the importance of academic achievement in child’s life. The success or failure of a student is measured in terms of academic achievement. It is the common observation that success in the academic field serves as an emotional tonic and any damage done to a child in the home or neighborhood may be partially repaired by the success in the school. High achievement in school builds self-esteem, self-confidence and strengthens self-efficiency. Good academic record to certain extent predicts future of the child. It also helps the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly. Thus, assessment of academic achievement helps both the students and teacher to know where they stand.

5.2 Statement of the Problem:

‘The Effect of Parental Education, Area and Parental Involvement on Children’s Study Habits, Academic Anxiety and Academic Achievement’

5.3 Objective of the study:

The prime objectives of the study were as under:

1. To study the role of parent’s education on the development of children’s study habits, academic anxiety and academic achievement.
2. To examine and analyze the impact of area in the development of children’s study habits, Academic anxiety and academic achievement.
3. To find out the significant role of degree of parental involvement on study habits, academic anxiety and academic achievement in their children

4. To find out correlation among study habits, academic anxiety and academic achievement in school going children

**Method**

**5.4 Hypothesis:**

The Following hypotheses have been tested to fulfill the objective of the study.

1. There will be no significant difference between children of less involved and more involved parents on study habits.
2. There will be no significant difference between urban and rural children on study habits.
3. There will be no significant difference between children of below and above graduate parents on study habits.
4. There will be no significant difference among various interactions of parental involvement, area and education with regard to study habits.
5. There will be no significant difference between children of less involved and more involved parents on academic anxiety.
6. There will be no significant difference between urban and rural children on academic anxiety.
7. There will be no significant difference between children of below and above graduate parents on academic anxiety.
8. There will be no significant difference among various interactions of parental involvement, area and education with regard to academic anxiety.

9. There will be no significant difference between children of less involved and more involved parents on academic achievement.

10. There will be no significant difference between urban and rural children on academic achievement.

11. There will be no significant difference between children of below and above graduate parents on academic achievement.

12. There will be no significant difference among various interactions of parental involvement, area and education with regard to academic achievement.

13. There is no correlation between study habits, academic anxiety and academic achievement in school going children.

5.5 Variables

The following variables will be treated as independent and dependent variable:

1. Independent Variables:
   (1) Parental Education
   (2) Area
   (3) Parental Involvement
2. **Dependent Variables:**

Score achieved on Study Habits, Academic Anxiety and Academic Achievement scales by school going children.

5.6 **Sample**

The sample of the study was comprised of 640 parents as well as their 640 children studying in secondary or higher secondary school. The sample was selected from the both sexes and age range from 35 to 50 and 13 to 17 years for parents and their children respectively. The sample was randomly selected from various locations of Central and North Gujarat as per the requirement of research design of this study.

**Research Design**

To conduct the research a 2x2x2 Factorial Design was used for collecting and analyzing the data from the parents and their children.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Parental Involvement (A) ↓</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Less Involved (A1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More Involved (A2)</td>
<td></td>
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<td></td>
<td>Rural(B2)</td>
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<td></td>
<td>Above Graduate(C2)</td>
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<tr>
<td>Total</td>
<td>160</td>
<td></td>
</tr>
</tbody>
</table>

5.7 **Tools**

Following standardized tools were used for collecting the data.

**2) Parental Involvement Scale (PIS):**
To measure parental involvement of a parent’s in their child’s activities, the Parental Involvement Scale developed by Dr. (Mrs.) Rita Chopra and Dr. Surabala Sahoo was used. This scale consists 34 items in three areas—school involvement, home involvement and involvement through PTA. The scale has standardized on parents of school student (primary and secondary level) by the developer of the scale. The test-retest reliability of the scale was found to be 0.93, split-half reliability was found to be 0.91 and K. R. Formula was to be 0.77 by the developer of the scale. The face validity of the scale is very high suggested by the experts of the field. In present study the Gujarati version of the scale was used for collecting the data.

(2) Study Habit Scale (SHS)

To identify the study habits of the children involved in the present investigation the Study Habit Scale developed by M. Mukhopadhyay and D.N. Sansanwal was used. This scale consists of 52 items in eight areas of study habit i.e.- Comprehension, Concentration, Task Orientation, Study sets, Interaction, Drilling, Supports, Recording and language. The split-half reliability of the scale was found to be 0.91. The face validity of the scale is very high suggested by the experts of the field. In present study the Gujarati version of the scale was used for collecting the data.

(3) Academic Anxiety Scale for Children (AASC):

To measure the level of academic anxiety of children the Academic Anxiety Scale for Children (AASC) developed by A.K. Singh and A. Sengupta was used. It is a brief scale of 20 items and is meant for school students of class 8 to 10th. The test-retest reliability of the scale was found to be 0.60 and split-half reliability was found to be 0.65. In present study the Gujarati version of the scale was used for collecting the data.
(4) General Classroom Achievement Test (GCAT)

Academic Achievement of children will be measured with the help of General Classroom Achievement Test (GCAT) by A. K. Singh and SenGupta. It is a brief scale of 77 items and is meant for school students of class 6 to 8th. The test-retest reliability of the scale was found to be 0.78 and split-half reliability was found to be 0.75 by the developer of the scale. The validity of the test on criterion of examinations ranks, Teachers’ opinion and rating in interview is 0.68, 0.59 and 0.68 respectively. In present study the Gujarati version of the scale was used for collecting the data.

5.8 Procedure

In the initial stage of data collection the data was collected from the parents by the help Parental Involvement Scale to determine their parental involvement. After the collection of such data the subjects were assigned in sub group as per predetermined research design. In the next stage of data collection the required data was gathered from the each related child by giving General Classroom Achievement Test, Study Habit Scale and Academic Anxiety Scale for School Students. The scoring was done with the help of manual. The obtained data from 640 children were analyzed with adequate statistical techniques of Analysis of variance (ANOVA), subsequent Least Significant Difference (LSD) and correlation.

5.9 Chapterisation Scheme:

Chapter-1: Introduction

Chapter-2: Review of Literature
5.10 Conclusion of the Findings:

1. Results on Study Habits

(I) The difference between children of less and more involved parents on overall study habit is found to be significant on 0.01 level (F=11.57). The children of more involved parents have better study habits (M=138.51) than that of less involved parents (M= 133.69).

(II) The difference between children of urban and rural area on overall study habit is found to be non significant (F=1.85); while the children of urban area have slightly high level of study habits (M=137.06) than the children of rural area (M= 135.13).

(III) The difference between children of below and above graduate parents on overall study habit is found to be non significant (F=0.01); both the group i.e. below and above graduate parents children have approximately same level of study habits. (M=136.13 and 136.07 for children of below and above graduate parents respectively).
(IV) The Interaction effect regarding parental involvement & area on overall study habit are found to be significant at 0.01 level (F=7.60), in this interaction children of more involved parents of rural area have more study habit (M=139.49) and children of less involved parents who resides rural area have less study habit (M=130.78).

(V) The Interaction effect in relation to parental involvement & parental education on overall study habit are found to be not significant (F=1.51), therefore children of below graduate more involved parents have more study habit (M=139.41) and children of below graduate less involved parents have less study habit (M=132.85).

(VI) The Interaction effect regarding area and parental education on overall study habit are found to be significant at 0.05 level (F=5.59), in this interaction children of above graduate parents who reside in urban area have more study habit (M=138.71) and children of above graduate parents who reside rural area have less study habit (M=133.43).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on overall study habit are found to be not significant (F=0.37), therefore children of more involved, below graduate and rural area parents have more study habit (M=142.50) and children of less
involved, above graduate and rural area parents have less study habit (M=130.38).

2. Results on Comprehension type Study Habit.

(I) The difference between children of less and more involved parents on Comprehension is found to be significant on 0.01 level (F=16.40). The children of more involved parents have better Comprehension (M=35.14) than that of less involved parents (M=32.89)

(II) The difference between children of urban and rural area on Comprehension is found to be significant on 0.01 level (F=9.92). The children of urban area have slightly high level of Comprehension (M=34.81) than the children of rural area (M=33.13).

(III) The difference between children of below and above graduate parents on Comprehension is found to be non significant (F=0.47); while the children of below graduate have slightly high level of Comprehension (M=34.15) than the children of above graduate (M=33.79).

(IV) The Interaction effect in relation to parental involvement & area on comprehension type study habit are found to be not significant (F=1.61), therefore children of more involved parents who reside urban area parents have more comprehension type study habit (M=35.56) and children of less
involved and rural area parents have less comprehension type study habit (M=34.07).

(V) The Interaction effect in relation to parental involvement & parental education on comprehension are found to be not significant (F=2.62), therefore children is below graduate more involved parents have more comprehension type study habit (M=28.97) and children is below graduated less involved parents have comprehension type study habit (M=27.49).

(VI) The Interaction effect in relation to area & parental education on comprehension type study habit are found to be not significant (F=0.50), therefore children of above graduate parents who reside in urban area have more comprehension type study habit (M=29.60) and children of above graduate rural parents have less comprehension type study habit (M=6.50).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on comprehension type study habit are found to be not significant (F=0.34), therefore children of more involved, below graduate and rural parents have more comprehension type study habit (M=35.20) and the children of less involved, above graduate and rural parents have less comprehension type study habit (M=31.60).
3. Results on Concentration type Study Habit.

(I) The difference between children of less and more involved parents on Concentration is found to be non significant (F=0.18); while the children of more involved have slightly high level of Concentration (M=28.25) than the children of less Involvement (M=28.03).

(II) The difference between children of urban and rural area Concentration is found to be non significant (F=0.56); while the children of urban area have slightly high level of Concentration (M=28.34) than the children of rural area (M=27.94).

(III) The difference between children of below and above graduate parents on Concentration is found to be non significant (F=0.12); while the children of above graduate have slightly high level of Concentration (M=28.23) than the children of below graduate (M=28.03).

(IV) The Interaction effect in relation to parental involvement & area on concentration type study habit are found to be significant at 0.01 level (F=30.66), in this interaction children of less involved parents who reside in urban area have more concentration type study habit (M=29.70) and children of less involved parents who reside urban area have less concentration type study habit (M=26.37).
(V) The Interaction effect in relation to parental involvement & parental education on concentration type study habit are found to be significant at 0.05 level (F=5.60), in this interaction children of below graduate more involved parents have more concentration type study habit (M=28.97) and children of below graduate less involved parents have concentration type study habit (M=27.49).

(VI) The Interaction effect in relation to area & parental education on concentration type study habit are found to be significant at 0.01 level (F=26.24), in this interaction children of below graduate parents who reside urban area have more concentration type study habit (M=27.08) and children of above graduate rural area parents have less concentration type study habit (M=26.50).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on concentration type study habit are found to be significant at 0.05 level (F=4.95), in this interaction the children of more involved below graduate and rural area parents have more concentration type study habit (M=32.18) and children of more involved below graduate and urban area parents have less concentration type study habit (M=25.76).
4. Results on Task orientation type Study Habit.

(I) The difference between children of less and more involved parents on Task orientation is found to be significant on 0.05 level (F=4.79). The children of more involved parents have better Task orientation (M=22.72) than that of less involved parents (M= 21.79)

(II) The difference between children of urban and rural area Task orientation is found to be non significant (F=2.07); while the children of urban area have slightly high level of Task orientation (M=22.56) than the children of rural area (M=21.94).

(III) The difference between children of below and above graduate parents on Task orientation is found to be non significant (F=0.52); while the children of below graduate have slightly high level of Task orientation (M=22.41) than the children of above graduate (M=22.10).

(IV) The Interaction effect in relation to parental involvement & area on task orientation type study habit are found to be significant at 0.01 level (F=11.36), in this interaction children of more involved parents who reside in rural area have more task orientation type study habit (M=23.13) and children of less involved parents rural area have less task orientation type study habit (M=20.76).
(V) The Interaction effect in relation to parental involvement & parental education on task orientation type study habit are found to be significant at 0.01 level (F=11.18), in this interaction children below graduate more involved parents have more task orientation type study habit (M=23.59) and children below graduate less involved parents have less task orientation type study habit (M=21.22).

(VI) The Interaction effect in relation to area & parental education on task orientation type study habit are found to be significant at 0.01 level (F=10.22), in this interaction children above graduate Parents who reside in urban area have more task orientation type study habit (M=23.09) and children of above graduate rural parents have less task orientation type study habit (M=21.11).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on task orientation type study habit are found to be not significant (F=2.38), therefore children of more involved below graduate and rural area parents have more task orientation type study habit (M=25.01) and children of less involved below graduate and rural area parents have less task orientation type study habit (M=20.55).
5. Results on Study Sets type Study Habit.

(I) The difference between children of less and more involved parents on study sets is found to be non significant (F=0.04); while the children of more involved have slightly high level of study sets (M=13.87) than the children of less Involvement (M=13.80).

(II) The difference between children of urban and rural area on study sets is found to be significant on 0.05 level (F=3.92). The children of rural area have slightly high level of study sets (M=14.19) than the children of urban area (M=13.48).

(III) The difference between children of below and above graduate parents on study sets is found to be non significant (F=0.07); while the children of above graduate have slightly high level of study sets (M=13.88) than the children of below graduate (M=13.79).

(IV) The Interaction effect in relation to parental involvement & area on study sets type study habit are found to be significant at 0.01 level (F=8.49), in this interaction the children of less involved parents who reside in rural area have more study sets type study habit (M=14.67) and children of less involved parents urban area have less study sets type study habit (M=12.93).

(V) The Interaction effect in relation to parental involvement & parental education on study sets are found to be significant at 0.05 level (F=4.73), in
this interaction children of above graduate more involved parents have more study sets type study habit (M=14.31) and children of below graduate more involved parents have study sets type study habit (M=13.44).

(VI) The Interaction effect in relation to area & parental education on study sets are found to be not significant (F=3.39), therefore children of above graduate parents who reside in rural area have more study sets type study habit (M=14.56) and children of above graduated urban parents have less study sets type study habit (M=13.21).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on study sets type study habit are found to be not significant (F=3.26), therefore children of less involved below graduate and rural area parents have more study sets type study habit (M=15.00) and children of less involved above graduate and urban parents have less study sets type study habit (M=12.59).

6. Results on Interaction type Study Habit.

(I) The difference between children of less and more involved parents on Interaction is found to be significant on 0.05 level (F=6.28). The children of more involved parents have better Interaction (M=8.88) than that of less involved parents (M= 8.34)
(II) The difference between children of urban and rural area Interaction is found to be non significant (F=0.05); while the children of rural area have slightly high level of Interaction (M=8.63) than the children of urban area (M=8.58).

(III) The difference between children of below and above graduate parents on Interaction is found to be non significant (F=0.21); while the children of below graduate have slightly high level of Interaction (M=8.66) than the children of above graduate (M=8.56).

(IV) The interaction effect in relation to parental involvement & area on Interaction type study habit are found to be not significant (F=0.70), therefore children more involved parents who reside in rural area have more Interaction type study habit (M=8.99) and children of less involved urban area parents have less Interaction type study habit (M=8.41).

(V) The interaction effect in relation to parental involvement & parental education on Interaction type study habit are found to be not significant (F=3.04), therefore children above graduate more involved parents have more Interaction type study habit (M=9.01) and children above graduate less involved parents have Interaction type study habit (M=8.11).

(VI) The interaction effect in relation to area & education on Interaction type study habit are found to be not significant (F=1.86), therefore children
of below graduate parents who reside in urban area have more Interaction type study habit (M=8.83) and children of below graduated urban parents have less Interaction type study habit (M=8.49).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on Interaction type study habit are found to be not significant (F=2.11), therefore children of more involved above graduate and urban area parents have more Interaction type study habit (M=9.20) and children of less involved above graduate and rural area parents have less Interaction type study habit (M=8.05).

7. Results on Drilling type Study Habit.

(I) The difference between children of less and more involved parents on Drilling is found to be non significant (F=0.40); while the children of more involved have slightly high level of Drilling (M=10.05) than the children of less Involvement (M=9.92).

(II) The difference between children of urban and rural area Drilling is found to be non significant (F=0.56); while the children of rural area have slightly high level of Drilling (M=10.03) than the children of urban area (M=9.94).

(III) The difference between children of below and above graduate parents on Drilling is found to be significant of 0.01 level (F=7.39); while the
children of above graduate have slightly high level of Drilling (M=10.27) than the children of below graduate (M=9.69).

(IV) The Interaction effect in relation to parental involvement & area on Drilling type study habit are found to be not significant (F=0.80), therefore children more involved parents who reside in urban area have more Drilling type study habit (M=10.10) and children of less involved urban area parents have less Drilling type study habit (M=9.78).

(V) The Interaction effect in relation to parental involvement & parental education on Drilling type study habit are found to be not significant (F=3.27), therefore children of above graduate more involved parents have more Drilling type study habit (M=10.53) and children below graduate less involved parents have Drilling type study habit (M=9.82).

(VI) The Interaction effect in relation to area & education on Drilling type study habit are found to be not significant (F=2.03), therefore children of above graduate parents who reside in rural area have more Drilling type study habit (M=10.47) and children of below graduate urban area parents have less Drilling type study habit (M=9.80).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on Drilling type study habit are found to be not significant (F=0.01), therefore children of more involved above graduate and
urban area parents have more Drilling type study habit (M=10.43) and children less involved above graduate and urban parents have less Drilling type study habit (M=9.73).

8. Results on Supports type Study Habit.

(I) The difference between children of less and more involved parents on Supports is found to be significant on 0.05 level (F=4.63). The children of more involved parents have better Supports (M=10.57) than that of less involved parents (M= 10.13)

(II) The difference between children of urban and rural area on Supports is found to be non significant (F=0.00); while the children of rural area have Supports (M=10.35) than the children of urban area (M=10.35).

(III) The difference between children of below and above graduate parents on Supports is found to be non significant (F=1.80); while the children of above graduate have slightly high level of Supports (M=10.48) than the children of below graduate (M=10.22).

(IV) The Interaction effect in relation to parental involvement & area on Supports type study habit are found to be not significant (F=0.00), therefore children of more involved parents who reside in urban area have more Supports type study habit (M=10.57) and children of less involved urban area parents have less Supports type study habit (M=10.13).
(V) The Interaction effect in relation to parental involvement & parental education on Supports type study habit are found to be not significant (F=1.41), therefore children above graduate more involved parents have more Supports type study habit (M=10.58) and children of below graduate less involved parents have Supports type study habit (M=9.88).

(VI) The Interaction effect in relation to area & parental education on Supports type study habit are found to be not significant (F=1.97), therefore children of above graduate parents who reside in rural area have more Supports type study habit (M=10.63) and children of above graduated urban area parents have less Supports type study habit (M=10.34).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on Supports type study habit are found to be not significant (F=0.10), therefore children more involved above graduate and rural area parents have more Supports type study habit (M=10.69) and children of less involved below graduate and urban area parents have less Supports type study habit (M=9.71).

9. Results on Recording and Language type Study Habit.

(I) The difference between children of less and more involved parents on Recording and Language is found to be non significant (F=2.05). The
children of more involved parents have better Recording and Language (M=9.12) than that of less involved parents (M=8.82).

(II) The difference between children of urban and rural area Recording and Language is found to be non significant (F=0.20); while the children of urban area have slightly high level of Recording and Language (M=9.02) than the children of rural area (M=8.92).

(III) The difference between children of below and above graduate parents on Recording and Language is found to be non significant (F=0.11); while the children of below graduate have slightly high level of Recording and Language (M=9.00) than the children of above graduate (M=8.93).

(IV) The Interaction effect in relation to parental involvement & area on Recording and Language type study habit are found to be not significant (F=0.11), therefore children of more involved parents who reside in urban area have more Recording and Language type study habit (M=9.20) and children of less involved rural area parents have less Recording and Language type study habit (M=8.81).

(V) The Interaction effect in relation to parental involvement & parental education on Recording and Language type study habit are found to be significant at 0.05 (F=6.44), therefore children of above graduate more involved parents have more Recording and Language type study habit.
(M=9.35) and children of above graduate less involved parents have Recording and Language type study habit (M=8.52).

(VI) The Interaction effect in relation to area & parental education on Recording and Language type study habit are found to be not significant (F=0.70), therefore children of below graduate parents who reside in urban area have more Recording and Language type study habit (M=9.14) and children of below graduated rural area parents have less Recording and Language type study habit (M=8.87).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on Recording and Language type study habit are found to be not significant (F=3.00), therefore children of more involved, above graduate and rural area parents have more Recording and Language type study habit (M=9.54) and children of more involved below graduated and rural area parents have less Recording and Language type study habit (M=8.54).

10. Results on Academic Anxiety.

(I) The difference between children of less and more involved parents on Academic Anxiety is found to be non significant (F=3.55); while the children of more involved have slightly high level of Academic Anxiety (M=11.50) than the children of less Involvement (M=11.04).
(II) The difference between children of urban and rural area on Academic Anxiety is found to be significant on 0.01 level (F=18.36). The children of urban area have slightly high level of Academic Anxiety (M=11.80) than the children of rural area (M= 10.74).

(III) The difference between children of below and above graduate parents on Academic Anxiety is found to be non significant (F=0.07); while the children of above graduate have slightly high level of Academic Anxiety (M=13.88) than the children of below graduate (M= 13.79).

(IV) The Interaction effect in relation to parental involvement & area on Academic Anxiety are found to be significant at 0.01 level (F=9.75), in this interaction children of more involved parents who reside in urban area have more Academic Anxiety (M=12.42) and children of more involved parents who reside rural area have less Academic Anxiety (M=10.59).

(V) The Interaction effect in relation to parental involvement & parental education on Academic Anxiety are found to be significant at 0.01 level (F=1055), in this interaction the children of above graduate more involved parents have more Academic Anxiety (M=11.99) and the children of below graduate less involved parents have Academic Anxiety (M=10.73).

(VI) The Interaction effect in relation to area & education on Academic Anxiety are found to be significant at 0.01 level (F=18.58), in this
interaction children of below graduate urban area parents have more
Academic Anxiety (M=12.24) and children of above graduate parents who
reside in rural and rural area have less Academic Anxiety (M=11.36).

(VII) The higher interaction effect regarding with parental involvement, area
& parental education on Academic Anxiety are found to be significant at
0.05 level (F=0.01), in this interaction children of more involved below
graduate and urban area parents have more Academic Anxiety (M=12.45)
and children of more involved below graduate and rural parents have less
Academic Anxiety (M=9.58).

11. Results on English Achievement (Section of General classroom
Achievement).

(I) The difference between children of less and more involved parents on
English Achievement is found to be significant on 0.05 level (F=3.85). The
children of more involved parents have better English Achievement
(M=19.50) than that of less involved parents (M= 18.69)

(II) The difference between children of urban and rural area English
Achievement is found to be significant on 0.01 level (F=51.82); while the
children of urban area have English Achievement (M=20.57) than the
children of urban area (M=10.35).
(III) The difference between children of below and above graduate parents on English Achievement is found to be significant on 0.01 level (F=24.85); while the children of below graduate have slightly high level of English Achievement (M=20.12) than the children of above graduate (M=18.08).

(IV) The Interaction effect in relation to parental involvement & area on English Achievement are found to be not significant (F=3.73), therefore children of more involved parents who reside in urban area have more English Achievement (M=2058) and children of less involved parents who reside rural area have less English Achievement (M=16.83).

(V) The Interaction effect in relation to parental involvement & parental education on English Achievement are found to be significant at 0.05 level (F=4.34), in this interaction children of below graduate more involved parents have more English Achievement (M=20.94) and children of above graduate more involved parents have English Achievement (M=18.05).

(VI) The Interaction effect in relation to area & parental education on English Achievement are found to be significant at 0.01 level (F=9.46), in this interaction children of below graduate parents who reside in urban area parents have more English Achievement (M=22.22) and children of above graduate rural and rural parents have less English Achievement (M=17.23).
(VII) The higher interaction effect regarding with parental involvement, area & parental education on English Achievement are found to be not significant (F=0.94), therefore children of more involved below graduate and urban parents have more English Achievement (M=22.85) and children of less involved, above graduate and rural area parents have less English Achievement (M=16.66).

12. Results on Science Achievement (Section of General classroom Achievement).

(I) The difference between children of less and more involved parents on Science Achievement is found to be significant on 0.05 level (F=4.41). The children of more involved parents have better Science Achievement (M=16.51) than that of less involved parents (M= 15.53)

(II) The difference between children of urban and rural area Science Achievement is found to be significant on 0.01 level (F=31.72); while the children of urban area have English Achievement (M=17.33) than the children of urban area (M=14.71).

(III) The difference between children of below and above graduate parents on Science Achievement is found to be significant on 0.01 level (F=12.71); while the children of below graduate have slightly high level of Science Achievement (M=16.85) than the children of above graduate (M=15.19).
(IV) The Interaction effect in relation to parental involvement & area on Science Achievement are found to be not significant (F=0.56), therefore children of more involved parents who reside in urban area have more Science Achievement (M=17.99) and children of less involved rural area parents have less Science Achievement (M=14.39).

(V) The Interaction effect in relation to parental involvement & parental education on Science Achievement are found to be not significant (F=0.52), therefore children of below graduate more involved parents have more Science Achievement (M=17.51) and children of above graduate more involved parents have Science Achievement (M=15.51).

(VI) The Interaction effect in relation to area & parental education on Science Achievement are found to be significant at 0.05 level (F=4.41), in this interaction children of below graduate parents who reside in urban area parents have more Science Achievement (M=18.65) and children of above graduate rural area parents have less Science Achievement (M=14.37).

(VII) The higher interaction effect regarding with parental involvement area & parental education on Science Achievement are found to be not significant (F=1.35), therefore children of more involved below graduate and urban area parents have more Science Achievement (M=19.75) and children of less
involved above graduate and rural area parents have less Science Achievement (M=13.95).

13. Results on Social Studies Achievement (Section of General classroom Achievement).

(I) The difference between children of less and more involved parents on Social Studies Achievement is found to be non significant (F=0.69); while the children of less involved have slightly high level of Social Studies Achievement (M=14.32) than the children of more Involvement (M=13.99).

(II) The difference between children of urban and rural area Social Studies Achievement is found to be non significant (F=3.51); while the children of urban area have slightly high level of Social Studies Achievement (M=14.52) than the children of rural area (M=13.79).

(III) The difference between children of below and above graduate parents on Social Studies Achievement is found to be significant of 0.01 level (F=7.85); while the children of below graduate have slightly high level of Social Studies Achievement (M=14.70 than the children of above graduate (M=13.61).

(IV) The Interaction effect in relation to parental involvement & area on Social Studies Achievement are found to be significant at 0.01 level (F=10.04), in this interaction children of more involved parents who reside
in urban area have more Social Studies Achievement (M=14.98) and children of more involved parents who reside rural area have less Social Studies Achievement (M=13.01).

(V) The Interaction effect in relation to parental involvement & parental education on Social Studies Achievement are found to be not significant (F=3.81), therefore children of below graduate less involved parents have more Social Studies Achievement (M=15.24) and children of above graduate less involved parents have Social Studies Achievement (M=13.39).

(VI) The Interaction effect in relation to area & parental education on Social Studies Achievement are found to be significant at 0.05 level (F=4.95), in this interaction children of below graduate parents who reside in urban area parents have more Social Studies Achievement (M=15.50) and children of above graduate urban area parents have less Social Studies Achievement (M=13.54).

(VII) The higher interaction effect regarding with parental involvement, area & parental education on Social Studies Achievement are found to be significant at 0.05 level (F=7.94), in this interaction children of less involved, below graduate and rural area parents have more Social Studies Achievement (M=15.61) and children of less involved, above graduate and urban area parents have less Social Studies Achievement (M=13.25).
Results of correlation:

1. The correlation between English achievement and study habit is reported 0.09 which is very low positive correlation and significant at 0.01 level.
2. The correlation between Science achievement and study habit is reported 0.12 which is very low positive correlation and significant at 0.01 level.
3. The correlation between Social Study achievement and study habit is reported 0.04 which is very low positive correlation and not significant.
4. The correlation between Academic Anxiety for Children and Study habit is reported 0.08 which is very low positive correlation and significant at 0.01 level.
5. The correlation between Academic Anxiety for Children and English Achievement is reported 0.01 which is low positive correlation and not significant.
6. The correlation between Academic Anxiety for Children and Science Achievement is reported 0.06 which is very low positive correlation and significant at 0.05 level.
7. The correlation between Academic Anxiety for Children and Social Study Achievement is reported 0.01 which is low positive correlation and not significant.
5.11 Limitation of the Study and Suggestions:

Each research study on its attempt to generalize its finding beyond the scope of its sample is usually restrained while applying the findings to the population from which the sample is randomly selected. Whenever I employ the statistical tests and compute parameters on the basis of the statistics, the main purpose is to infer the findings as applicable to the wider population or universe, as warranted by parametric statistics. However, such aim of generalization in any research work has its own limitations detected by the statistics used and the procedure for selection of sample as well as sampling errors. In the present case, all possible care and precautions have been observed to make most adequate statistical analysis and most representative selection of the sample through randomization. Still at the same time the investigator is fully conscious of the limitations of the study and the generalizations of its results in view of some of the less expected findings and observations as pointed out in the discussion of the results, some limitations of the study are under:

(1) In the present study the sample was made of literate subjects, while illiterate subjects have not been selected for the design.

(2) The study was limited to such selected schools and not selected all schools of study area.

(3) The study was carried out in the area of Central and North Gujarat.
Suggestion:

For the further research some suggestions are given by the investigator.

(1) Attempt should be made to find out study habit, academic anxiety and academic achievement for students of secondary and higher secondary of other area of Gujarat.

(2) Research should be carried out to compare the study habit, academic anxiety and academic achievement of students among Gujarati and other medium students.

(3) Attempt should be made to find out study habit, academic anxiety and academic achievement for students of residential and non residential school students.

(4) Attempt should be made to measure those factors which may be related to school going children such as academic attitude & aptitude and interest of learning.