CHAPTER II

REVIEW OF RELATED LITERATURE
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In order to grasp the present problem in depth, it is necessary to have conceptual understanding of the problem which is quite impossible without reviewing the work done by researchers and the comment given by them in the past. The review of related literature is thus, an essential component of research work as it throws light on the whole problem.

Review of related literature helps the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It also enables the researcher to define the limits of his field and brings him up-to-date on the work which others have done. It also helps the researcher to select those areas in which positive findings are very likely to result and his endeavours would add to the knowledge in a meaningful way.

It is very important to study the attitudes and interests of parents regarding the education of their children and based on this, the review and related literature on the provision of educational opportunities to boys and girls is given in this chapter. No research however has been
specifically conducted in Meghalaya on the provision of educational opportunities to boys and girls in Khasi society.

2.1 STUDIES CONDUCTED IN INDIA

Ojha, H., 1973, conducted a study on *Relation of Achievement Motivation to Parental Behaviours and Certain Socio-Economic Variables*. Some of the major findings were: 1. Mother’s love, father’s permissiveness, and love were positively related with n-ach\(^1\), whereas mother’s rejection and protection, paternal restriction, rejection and protection were negatively related. Maternal restriction, permissiveness and neglect, and paternal neglect were not related with n-ach. 2. Encouragement for independence by parents was associated with high n-ach in children. 3. Sons of entrepreneur fathers, boys from nuclear families and sons of younger mothers had higher n-ach than sons of bureaucrat fathers, boys from joint families, and sons of middle aged and older mothers, respectively.\(^1\)

\(^1\) Need for Achievement (N-Ach or n-ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was introduced by the psychologist, David McClelland.

Khan, M.A., 1976, conducted a study on *Effect of Parental Deprivation on Personality Adjustment (With Special Reference to Denotified Tribes of U.P.)*. The findings were: 1. There was a significant differential effect of parental deprivation on the level of adjustment. 2. Deprivation was affected by a variety of factors, viz., age at the time of separation, quality of maternal relationship during and after separation and other personality factors. Adjustment involved relating the individual most effectively to society; at the same time, society provided the means of realizing the individual’s potential or perceiving, feeling, thinking and creative activity including the changing of society itself. The majority of the deprived children were emotionally well adjusted. 3. There was no significant difference in respect of levels of adjustment between the partially and fully deprived children.\(^\text{14}\)

Kafiluddin, S., 1980, made a study of *Parental Discipline, Family Structure and Ordinal Position as Antecedent Factors in the Genesis of Aggression*. The major conclusions were that a person subjected to power-assertive discipline, reared in a nuclear family and being the only child or first born would be more aggressive than a person who has been disciplined by indirect methods such as love-withdrawal and induction, reared in a joint family, and being the middle or last born.\(^\text{15}\)

\(^{14}\) Buch, op.cit., p.381.

\(^{15}\) Ibid., p. 379.
Pramanick, M., 1981, conducted a study on Child Rearing Practices and Adult Model Personality. The major findings were: 1. Hindu middle-class adult personality was characterized by a highly favourable attitude towards family, a positive, social self-esteem, least aggression, less religiosity, and authoritarianism. 2. Muslim middle-class adult personality was highlighted by the most favourable attitude towards parents, high religiosity, unfavourable attitude towards family and authority, a negative private self-esteem, lack of aggression, and authoritarianism. 3. Christian middle-class adult personality was highly aggressive and authoritarian, least religious, had a highly favourable attitude towards authority but unfavourable attitude towards parents.

The findings of Lalitha, 1982, in her study of Achievement Motivation Among School Going Tribal Children in Relation to Their Perceived Parental Behaviour were: 1. There was no significant difference in mean scores of tribal and non-tribal students in achievement motivation. 2. There were no sex differences in the mean n-achievement scores of boys and girls within tribal and non-tribal samples. 3. Regarding the influence of grade level on achievement motivation, the developmental trend was absent among the tribals in grades VIII, IX and X respectively. Among the non-tribals, a downward trend was shown at grade X after a steady maintenance at grades VIII

and IX. The study has its implication for policy makers who need to transform the educational system to awaken and motivate tribals towards the future, and to redeem the tribals from the prejudices that have emanated from hierarchical stratification of society.17

Kale, P.S., 1982, conducted a study of the Development of Self-Concept at Preadolescent Level with Reference to Some Family and School Factors. The major findings were: 1. The perceived self did not show a downward trend throughout the pre-adolescent period. It showed a significant upward trend at the end of this period. According to this, the self-concept did not remain static and showed gradual development upto the end of the preadolescent period. 2. Boys and girls did not differ significantly in self-concept development. 3. Perception of family factors as well as school factors showed significant development in concept perception of parent-child relationship. 4. Girls showed more understanding for parent-parent relationship, teacher-student relationship and at the end of the preadolescent period, parent-child.18

Khokhar, C.P., 1983, did a study on Parenting, Sex and Economic Status as Correlates of Socio-Genic Need Satisfaction of Children. The findings were : 1. Procurement of satisfaction and painful experience of socio-genic needs of children remained really sensitive to

17 Buch, op.cit., pp. 392-393.
18 Ibid., pp. 379-380.
parenting, parenting sex, and economic status of families. 2. The non-deviant parenting set-up of families promoted satisfaction of acceptance, cooperation, dominance and identification and dominated painful experiences of rejection in children. 3. 'Fathering' in non-deviant parenting families was found to relate to acceptance, satisfaction and differentiation experiences in children. It promoted isolation experience in children of high economic status families. 19

**Agarwal, K.L., 1986,** conducted a study on the *Effect of Parental Encouragement Upon the Educational Development of the Students.* The main findings of the study were: 1. The high achieving group had been getting higher parental encouragement. 2. The high achieving girls got greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement. 3. The Urban boys received greater parental encouragement than the rural ones. 4. The urban girls got greater parental encouragement than the rural ones. 5. The girls in general received greater parental encouragement than the boys. 20

**Ara, N., 1986,** did *An Intercorrelational Study on Parents' Personality, Child-Rearing Attitudes and Their Children's Personality.* The major findings were: 1. A father's protective attitude generated

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20 Ibid., p. 332.
aggression in boys while a mother’s neglecting attitude generated aggression in girls. 2. A father’s permissive attitude created authoritarianism in sons and daughters. A father’s loving attitude also created authoritarianism in daughters while a mother’s protective attitude created authoritarianism in sons. 3. Extraverted boys had loving fathers and mothers while extraverted girls had permissive mothers. Neurotic girls had rejecting fathers. 4. A father’s restrictive attitude generated anxiety in sons and daughters while a father’s rejecting attitude generated anxiety only in girls. 

_Sandhu, R., 1986_, did a study on _Parental Acceptance-Rejection as Correlates of Personality Development with Reference to Rural Families_. The findings were: 1. There existed a similarity in the personality traits of mothers and children under conditions where there was mutual acceptance. However there existed a dissimilarity in the personality traits of mothers and children under condition of mutual rejection and under condition of incongruent parent-child relations. 2. There existed a significant difference in the personality of accepted children of nuclear and joint families; rejected children of nuclear and joint families; accepted children of large families and small families; rejected children of large families and small families; accepted male children and accepted female children; rejected male children and rejected female children; accepted first born and last born children;  

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21 Buch, op.cit., p. 335.
rejected first born and last born children; accepted first born and middle born children; rejected first born and middle born children; accepted middle born and last born children; and rejected middle born and last born children.  

Warjri, Kynsai, M., 1987, in his study on *Parent-Child Relationship in Khasi and Mizo Societies with Special Reference to its Relevance on the Adjustment and Education of Children* found that the influence of the home is pervasive and often shows itself in ways that have no apparent relationship to the home situation. Thus, a study compared children whose parents were decidedly fond of them (with children) and whose parents showed lack of affection or rejection. Children in the first group more often slept soundly, kept their clothes neatly, worked well with others, were attentive and popular, liked school, the ‘rejected’ children smoked, sought attention, boasted were classroom nuisances, had younger companions, were emotionally unstable and antagonistic. Children of dominating parents were neat, courteous, docile, children of over indulgent parents had food fads and poor table manners, were aggressive and disobedient, lacked interest in school, but were self confident and expressed themselves well.  

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Akhter, Nasreen, did a study on The Attitude of Parents Towards Education of Their Children: A Study Conducted in Low Literacy Areas of the Punjab. Some of the findings show that Parents do gender discrimination about education of their children. Most of parents prefer sons on daughters. Parents mostly avoid contacting to school / teachers. Between those who contact the school/teachers mostly, contact without any call. Parents are not satisfied with help and care provided by teachers in govt. schools. Parents are mostly uneducated. They cannot guide children about studies. They send children to tuition centres. Their parents mostly not offer rewards to children on performing well in tests and exams. However, most of parents praise children on getting good marks in tests and exams. Parents demand students to help them in household work. Some students also do jobs for earning along the studies. Many parents are illiterate. With a little difference, more parents allow children to decide about the educational matters. Others try to impose decisions about the educational matters on children.

2.2 STUDIES CONDUCTED ABROAD

Feldman, S. Shirley and Wentzel, Kathryn R., 1990, conducted a study on Relations Among Family Interaction Patterns, Classroom

Akhter, Nasreen, Attitude of Parents towards Education of their Children: A Study Conducted In Low Literacy Areas of the Punjab. 3 Jan 2010 http://www.usa.edu.pk Web/Publications/PDF/
Self-Restraint, and Academic Achievement in Preadolescent Boys.

Correlational results showed significant relations between achievement and all parent–child interaction scores except mother–son hostility. However, regression analyses suggested that the association between father–son interactions and achievement is mediated almost entirely by sons' restraint, whereas the relationships between mother–son interactions and achievement are not. Observed mother–father hostility also appears to be an indirect predictor of sons' academic achievement by way of its association with sons' restraint. These findings are especially important in that they identify social competence in the form of behavioral self-restraint as a noncognitive mediator between the quality of family functioning and academic achievement during early adolescence.

Davison, Jean, 1993, did a study on School Attainment and Gender: Attitudes of Kenyan and Malawian Parents Toward Educating Girls. This paper compares the attitudes of Kenyan and Malawian rural parents to educating girls, using perceptions of gender-specific academic

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potential, educational aspirations and opinions on the gender appropriateness of primary school subjects and various careers.  

Hokoda, Audrey and Fincham, Frank D., 1995, did a study on Origin of Children's Helpless and Mastery Achievement Patterns in the Family. Their findings are consistent with the hypothesis that mothers of mastery children may socialize their children's achievement motivation. However, because of the small sample size and other limitations, the results should be interpreted with caution. Several directions are outlined for future research on the familial origins of helpless and mastery patterns in children.  

Hari, Patricia, 1998, did a study on Parents' and Community Attitudes Towards Girls' Participation in and Access to Education and Science, Mathematics and Technology (SMT) Subjects. Research has determined that parental attitude and support has a great deal of influence on girls' participation and level of success attained in SMT education. Parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society. In African tradition and culture, women were expected to exclusively assume the roles of mothers and wives. Women were seen

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as nurturing beings and as such were expected to be the home makers and take care of the children. They were also expected to be obedient and subservient to the men. Women were seen as less capable, physically, mentally and in all areas outside their accepted roles, than men. As a result women were seen as requiring protection, guidance, supervision and leadership from men. It was thus accepted that men would fill decision making leadership capacities in society, while women played a mainly supportive/ nurturing role. With time, socio-economic changes have resulted in an expansion of the roles that women play, out of necessity and sometimes choice. However, the perception of women and their accepted roles and perceived capabilities have remained the same, i.e. traditional. Many people therefore have difficulty accepting that there is a need to equip women with the skills and knowledge necessary, through education, to enable them to take up their new roles and function effectively in the modern world. This attitude directly and indirectly has a negative effect on girls' participation in education in general and SMT in particular in a number of ways. The information gathered from this study, specifically from discussions and interviews with parents, students, teachers and head teachers, has underlined the fact that these traditional views of women's
ideal gender roles and the perceptions of their abilities has a negative
effect on parents’ attitudes towards educating girls.\textsuperscript{28}

\textbf{Cherian, V. I. and Malehase, M. C., 2000,} conducted a study on
\textit{The Relationship Between Parental Control and Scholastic
Achievements of Children from Single – and Two- Parent Families.} The
finding of a positive relationship between parental control and scholastic
achievement among children from two-parent families is similar to those
control parents had over their children, the better the children’s
scholastic achievement was. The present finding of no relationship
between the two variables for single-parent children concurs with those
of Devall, Stoneman, and Brody (1986)and Mulkey, Crain, and
Harrington (1992) – again, among U.S children. The findings among the
present South African Black Children thus replicate the results of studies
among Black and White participants from developed countries.\textsuperscript{29}

\textbf{Leondari, Angeliki and Kiosseoglou, GriGoris, 2000,} did a
study on \textit{The Relationship of Parental Attachment and Psychological


Separation to the Psychological Functioning of Young Adults. Their findings support the idea that the co-occurrence of individuality and connectedness in family relations contributes to adaptive emotional functioning. They suggest that young adults benefit from secure attachment to parents with mutual trust and communication and absence of alienation. They also indicate that freedom from guilt, anxiety, or resentment of one’s parents. (Conflictual independence) may be positively interrelated both with secure attachment and adaptive psychological functioning. Levels of functional, emotional, attitudinal independence did not seem to be related to adjustment. 30

Tracey, Diane H. and Young, John. W., 2002, did a study on Mothers’ Helping Behaviors During Children’s At-Home Oral Reading Practice: Effects of Children’s Reading Ability, Children’s Gender and Mothers’ Educational Level. Social constructivism has been used as a theoretical model for studies that fall under the umbrella of family literacy, with the primary link being the effect of parents’ language on children’s construction of literacy knowledge. Such investigation is based on the premise that children’s knowledge of literacy is influenced by the way parents interact with their children.

during literacy events. The differences in these interactions lead to children developing varying conceptions about literacy\textsuperscript{31}.

\textbf{Hussain, Shabbir, et.al., 2003,} did a study on \textit{Parents Attitude Towards the Education of Their Daughters: A Case Study of Faisalabad-Pakistan}. It was concluded that majority of the parents have a positive attitude towards daughters education. However, some administrative difficulties obstruct in acquiring education by the girls. \textsuperscript{32}

\textbf{Fernandes, Sabrina, 2006,} did a study on \textit{Girls Versus Boys: Parents' Attitudes toward Children's Educational Attainment in South Asia}. A child's educational attainment is strongly influenced by characteristics of his/her parents, such as their own educational attainments, economic resources, and expectations. Attitudes and preferences regarding children's educational attainment are important determinants of parents' childrearing behavior. While much demographic research has focused on fertility preferences such as desired number of sons and daughters, less work has addressed "quality" preferences for boys and girls once they are born. In this paper she has used data from the Survey of the Status of Women and Fertility (SWAF)


and multinomial logistic regression methods to examine wives' and husbands' personal attitudes toward boys' and girls' educational attainment and the joint distribution of these attitudes in three distinct settings of South Asia: Uttar Pradesh in north India, Tamil Nadu in south India, and Punjab, Pakistan. In environments where males have more job opportunities and higher wages, an attitude favoring higher levels of education for boys than to girls could reflect parental strategies regarding investments in the future. If so, parents with lower levels of economic security may express attitudes favoring more education for boys than girls, or less certainty regarding these attitudes. In South Asia, however, economics and modernization alone do not capture the full dynamic of parents' attitudes toward children's education. With South Asia's primarily agrarian and patriarchal systems, these attitudes also reflect gender roles created by family structure, including the different nature of sons' and daughters' ties to natal family. The region's patrilineal and patrilocal kinship systems generate differential standards and expectations for girls and boys. In this analysis of parents' attitudes toward boys' and girls' educational attainment, autonomy, natal family ties, and religion are all considered.  

Patall, Erika A., Cooper, Harris, and Robinson, Jogianne, Civey, 2008, did a study on *Parent Involvement in Homework: A Research Synthesis*. Their findings suggest that parent involvement in homework could affect student success by having a positive impact on homework completion and by reducing student problems with homework. Yet the effect of parent involvement on achievement was negligible to nonexistent, except among the youngest students. Clearly, it is important to consider the developmental stage of the student when parents become involved in homework. Further, different forms of parent involvement in homework may have different effects. Finally, parent’s skills in the subject area may be an important mediator of the effect of helping. Each of these moderating influences suggests it is time for the study of parent involvement in homework to begin testing hypothesis grounded in psychological and educational theory. The findings of this research synthesis provide some guidance for future investigations that will be both useful and illuminating of the underlying social and psychological dynamics of parent help with homework.34

Sonam, Yank and Sik, Shin, Chang, 2008, did a study on

*Parental Attitudes Towards Education: What Matters for Children's*
Well-Being? 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. This must be put at the heart of our policies and practices. 35

Senechal, Monique and Young, Laura, 2008, did a study on The Effect of Family Literary Interventions on Children’s Acquisition of Reading From Kindergarten to Grade 3: A Meta-Analytic Review. This review focuses on intervention studies that tested whether parent–child reading activities would enhance children’s reading acquisition. Parent involvement has a positive effect on children’s reading acquisition. Further analyses revealed that interventions in which parents tutored their children using specific literacy activities produced larger effects than those in which parents listened to their children read books. 36

Nettles, Saundra, M., Caughy, Margaret O’Brien and O’Campo, Patricia J., 2008, did a study on School Adjustment in the Early Grades: Toward an Integrated Model of Neighborhood, Parental, and Child Processes. Qualitative and quantitative studies have shown


that parents at all income levels can influence children's academic achievement by careful management of resources within the home, the community and the school (Clark, 1983; Gutman & McLoyd, 2000; Gordon, Bridglall & Meroe, 2005). Parental involvement has been topic of increasing interest and is a component of local and national reform efforts (Epstein, 2001). Overall, studies of parental involvement in schools show a modest association of diverse practices achievement (Stevenson & Baker, 1987). In Englund et al.'s (2004) study, the parent's involvement with school in first grade did not predict first grade achievement, but parental involvement in third grade predicted third grade achievement.37

Saracho, Olivia N., 2008, did a study on Fathers' and Young Children's Literacy Experiences. A family literacy program was examined to document the literacy experiences of 25 fathers and their five-year-old children. Using a case study methodology, this study examined the effects of a literacy intervention program that was designed to assist fathers to promote their children's acquisition of literacy. The results indicated that the fathers who learn literacy strategies and activities can contribute to their children's literacy

development. Fathers in the literacy intervention program received the same literacy instruction, but they modified the instruction to their own personal style, the literacy strategies, interactions, materials, and activities that they learned. The trends and innovations in the literacy program were related to the teaching-learning process and their collaboration. These trends and innovations indicated that fathers can make important contributions to their children's literacy development.

Honig, Alice Sterling, 2008, conducted a study on Supporting Men as Fathers, Caregivers, and Educators. A review of research on fathering and research on men employed in work with young children in centers and in elementary schools emphasizes the importance of positive male engagement with young children for their optimal development. Research also reveals the complexity of studying these relationships and the barriers in families and in society that impede the implementation of positive interactions. Suggestions are given for increasing positive male participation in the home and in educational settings.

Hossain, Ziarat and Shipman, Virginia, 2009, did a study on Mexican Immigrant Fathers' and Mothers' Engagement with School-Age


Children. This study examined mothers' and fathers' reports of their time spent in their school-age children's care and academic work and the relationships between socioeconomic status and social support variables with fathers' time spent in children's care and academic work within two-parent Mexican immigrant families. Mother and father dyads\(^{40}\) from 79 two-parent Mexican immigrant families with a second- or third-grade child residing in rural towns in southwestern United States participated in the study. Multivariate analyses of variance indicated that mothers spent significantly more time in children's basic care, care on demand, and both academic interaction at home and at school than did fathers. Hierarchical regression analyses revealed that fathers' time spent in children's care was positively related to their educational level and extra familial support and that their time spent in children's academic work, although positively influenced by their education, was negatively influenced by family size. Findings are discussed with regard to gender role differences in parental engagement with children within Mexican immigrant families and their implications for informing policy makers, educators, and parents of the importance of parental time spent in

\(^{40}\) Pairs of individuals such as couples.
enriching children's development and culturally sensitive strategies for doing so.\textsuperscript{41}

\textbf{Wyrick, Amanda J. and Rudasill, Kathleen Moritz, 2009,} conducted a study on \textit{Parent Involvement as a Predictor of Teacher-Child Relationship Quality in Third Grade}. Research Findings: Research on teacher-child relationships is important, as the quality of this relationship is linked to numerous child outcomes in the areas of academic and social functioning. In addition, parent involvement has been identified as a significant factor in the successful development of a child. This study attempted to join these two lines of research by assessing the extent to which teacher-child relationship quality varies as a function of parent involvement. Regression analyses were conducted to examine the relation between teacher-child relationships and parent involvement while controlling for known determinants of teacher-child relationship quality (i.e., gender and income). All variables were significantly related to teacher-child relationship quality. Parent involvement was negatively related to conflict. Furthermore, more parent involvement predicted less teacher-child conflict, but only for children from low-income families. Practice or Policy: The results are

discussed in terms of the importance of parent involvement to children's school adjustment, with specific importance for parents of low-income children\textsuperscript{42}.

\textbf{Nichols, Sue, et. al., 2009}, conducted a study on \textit{Parents Resourcing Children's Early Development and Learning}. Parents deal with a complex web of choices when seeking and using knowledge and resources related to their young children's literacy development. Information concerning children's learning and development comes in many forms and is produced by an increasingly diverse range of players including governments, non-government organizations and commercial businesses. This study used a survey, interview and artifact collection to investigate mothers' and fathers' reported activities in seeking, accessing, producing and circulating information and resources related to children's learning and development. Differences were found relating to parent gender and level of education. Parents' resourcing activities are also shaped by their particular goals for their children\textsuperscript{43}.


Morgan, Anne, Nutbrown, Cathy and Hannon, Peter, 2009, conducted a study on Fathers' Involvement in Young Children's Literacy Development: Implications for Family Literacy Programmes. Relatively few studies of family literacy programmes have investigated parents' experiences and whilst a number of such programmes have been specifically aimed at fathers, little is known about the involvement of fathers in programmes which target both mothers and fathers. This article reports fathers' involvement in a family literacy programme and their home literacy practices with their young children. The article provides a definition of family literacy and describes the context of the study, which was carried out in socio-economically disadvantaged communities in a northern English city. Fathers' participation in their children's literacy was investigated through interviews at the beginning and end of the programme (n = 85) and home visit records made by teachers throughout the programme. Quantitative and qualitative analysis of these data indicate that, while fathers' participation in the family literacy programme was not easily "visible", almost all fathers were involved to some extent in home literacy events with their children. During the programme, teachers shared information about literacy activities and the importance of children having opportunities to share literacy activities with their parents. Data indicate that fathers who were not mentioned by mothers as having been involved in their children's literacy were significantly more likely to be on a low income
than those who were reported as being engaged with their children in home literacy activities. Fathers in the study were involved in providing literacy "opportunities", showing "recognition" of their children's achievements, "interacting" with their children around literacy and being a "model" of a literacy user. Although involved in all four of these key roles, fathers tended to be less involved in providing literacy opportunities than mothers. While fathers and sons engaged in what might be described as traditionally "masculine" literacy activities, fathers were more often reported to be involved with their children in less obviously gendered home literacy activities.44

Plunkett, Scott W., et. al., 2009, conducted a study on Adolescents' Reports of Parental Engagement and Academic Achievement in Immigrant Families. The purpose of this study was to add to the understanding of the effects of perceived parental engagement on adolescents' academic achievement in immigrant families. Self-report data were collected from 1,245 adolescents in immigrant families from four high schools in Los Angeles County. After controlling for parental educational attainment, parental engagement variables were indirectly related to grades through youths' academic engagement. Adolescents' perceptions of monitoring by mothers and fathers were indirectly related.

to grades through academic engagement. Perceived educational advice by mothers was indirectly related to grades through academic engagement for non-Latinos, boys, and 2nd generation youth. Perceived mothers' schoolwork help was positively related to adolescents' academic engagement in all the models (except 2nd generation youth), yet fathers' schoolwork help was significant only for girls and 2nd generation youth.45

Bhanot, Ruchi T. and Jovanovic, Jasna, 2009, conducted a study on The Links between Parent Behaviors and Boys' and Girls' Science Achievement Beliefs. This study examined whether parental involvement in children's science schoolwork (i.e., discussions about science, homework helping and encouragement of science interest) varies for boys and girls, and how these behaviors relate to children's science achievement beliefs (i.e., ability perceptions and task-value) at the end of a school year. Specifically, the findings indicated that only parents' encouragement of science interest varied by child gender; mothers' encouragement positively predicted girls' self-assessments of science ability at the end of the year, but was a negative estimator of boys' self-assessments. Additionally, mothers' discussions about science

showed similar findings with respect to girls' and boys' utility beliefs about science.  

**Huntsinger, Carol S. and Jose, Paul E., 2009,** conducted a study on *Parental Involvement in Children's Schooling: Different Meanings in Different Cultures.* Three types of parent involvement—communicating, volunteering at school, and learning at home—were explored in two cultures within the United States. Immigrant Chinese parents and European American parents of young children reflect their different traditions in the ways they involve themselves in their child's academic life. European American parents volunteered more in schools, while Chinese American parents focused more on systematic teaching of their children at home. Chinese American parents were more critical of typical primary school report cards without ABC grades. Parents' home teaching methods showed stability over time, demonstrating that parents who used formal, structured methods at Time 1 continued to do two and four years later.

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Myrberg, Eva and Rosen, Monica, 2009, conducted a study on Direct and Indirect Effects of Parents' Education on Reading Achievement among Third Graders in Sweden. Cultural capital in families and especially, the educational level of parents, has during the last decades been found to be the most important dimension of socio-economic influence on school performance. The results reveal that the total effect of parents' education is substantial and that almost half of this effect is mediated through other variables, i.e. the number of books at home, early literacy activities, and emergent literacy abilities at the time for school start. The article thus identifies some of the mechanisms through which parents' education exert an influence on children's literacy development. Cultural reproduction starts in the very early childhood, in informal settings where reading aloud is an important activity. The knowledge of written language that children have at the time for school-start influences further reading acquisition.48

Hannum, E., Kong, Peggy and Zhang, Yuping, 2009, conducted a study on Family Sources of Educational Gender Inequality in Rural China: A Critical Assessment. They investigated the gender gap in education in rural northwest China. They complemented their main

analysis with two illustrative case studies of rural families drawn from 11 months of fieldwork conducted in rural Gansu between 2003 and 2005. In 2000, most mothers expressed egalitarian views about girls' and boys' rights and abilities, in the abstract. However, the vast majority of mothers still expected to rely on sons for old-age support, and nearly one in five mothers interviewed agreed with the traditional saying, "Sending girls to school is useless since they will get married and leave home." Compared to boys, girls faced somewhat lower (though still very high) maternal educational expectations and a greater likelihood of being called on for household chores. However, there was little evidence of a gender gap in economic investments in education. Girls rivaled or outperformed boys in academic performance and engagement. Seven years later, boys had attained just about a third of a year more schooling than girls—a quite modest advantage that could not be fully explained by early parental attitudes and investments, or student performance or engagement. Fieldwork confirmed that parents of sons and daughters tended to have high aspirations for their children. Parents sometimes viewed boys as having greater aptitude, but tended to view girls as having more dedication—an attribute parents perceived as being critical for educational success. Findings suggest that at least in Gansu, rural parental educational attitudes and practices toward boys and girls are
more complicated and less uniformly negative for girls than commonly portrayed\textsuperscript{49}.

**Kristjansson, Alfgeir Logi and Sigfusdottir, Inga Dora, 2009,** conducted a study on *The Role of Parental Support, Parental Monitoring, and Time Spent with Parents in Adolescent Academic Achievement in Iceland: A Structural Model of Gender Differences.* This study examines the relationship between parental support, parental monitoring, and time spent with parents and academic achievement among adolescent girls and boys in Iceland, a high-income per-capita Nordic country. Structural equation models show that parental factors are all associated with academic achievement among both boys and girls. However, for both genders, these associations are mostly indirect, through school effort. The relationship between the parental factors and academic achievement is similar in strength for boys and girls. Boys however receive less parental support and are less monitored than girls\textsuperscript{50}.


Al-Yousef, Huda, 2009, conducted a study on *They Know Nothing about University--Neither of Them Went*: The Effect of Parents' Level of Education on their Involvement in their Daughters' Higher Education Choices. This article attempts to explore how parents are involved in their daughters' decision-making around their higher education path. It draws on qualitative research that investigated the process through which young women from the UK and Saudi Arabia reached a decision about a subject or an institution for higher educational study. The paper demonstrates different forms of parents' involvement (emotional, financial, providing information) in their daughters' higher educational choices in relation to parents' prior level of education. It concludes that parents' involvement differs according to the gender of the parent. It suggests little relationship between the parents' educational background and the nature of their involvement in their daughters' educational choices. The article shows some similarities in the nature of parents' involvement in young women's decision-making process between the UK groups and the Saudi groups, though decisions were made within two different cultural contexts.\(^{51}\)

Rork, Kristine E. and Morris, Tracy L., 2009, conducted a study on Influence of Parenting Factors on Childhood Social Anxiety: Direct Observation of Parental Warmth and Control. The purpose of the present study is to determine the association of parenting behaviors and social anxiety in children. Three parental factors—including parental socialization, control, and warmth—were investigated in a sample of 31 two-parent families. Moderate associations between parental control and child anxiety symptoms were found, with no support for the association between parental warmth and child anxiety. More specifically, maternal overprotection and observed negative commands related to child social anxiety, and paternal overprotection related to child general anxiety.52

Maraffi, Michelle, 2009, conducted a study on Girls' Attitudes, Self-Expectations, And Performance in Math. Parents play a crucial role in their daughters' math and science education. It suggests that parents talk to their daughters about the importance of math and its necessity in certain careers. In another section, the brochure encourages parents to foster positive attitudes in their daughters toward math and science. This publication would be a useful tool for teachers to use to inform parents of their ability to improve girls' attitudes and participation in math and science classes. 53

Harper, Scott E., 2010, conducted a study on Exploring the Role of Filipino Fathers: Paternal Behaviors and Child Outcomes. Using data collected from an urban Southern Visayan province during the summer of 2006, this study examines a sample of 133 Filipino fathers to consider potential relationships between father behaviors and child outcomes. Increased paternal psychological control predicts increased problematic child outcomes, with sons being more affected than daughters. Furthermore, increased authoritative fathering is associated with decreased externalizing problems of children as well as fewer internalizing problems for sons but not for daughters. Increased father involvement predicts improved sibling relationship quality for children.

Overall, findings support the idea that Filipino fathers play a valuable role in the lives of their children.\textsuperscript{54}

**Conclusion:** This chapter had dealt with reviewing of some of the studies on the problems which are related to provision of educational facilities to children and the effect of parental encouragement upon the educational development of the students conducted in India and abroad.