CHAPTER - V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01 FINDINGS:

PERCENTAGE ANALYSIS

SECTION I

- The percentage analysis shows that the level of study habits and its dimensions – planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total of higher secondary students with reference to background variables such as class, gender, group, religion, community, birth order, medium of instruction, type of school, nature of school and residence is average.

- The percentage analysis shows that the level of parental support and its dimensions – moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total of higher secondary students with reference to background variables such as class, gender, group, religion, community, birth order, medium of instruction, type of school, nature of school and residence is average.

- The level of academic achievement of higher secondary students with reference to background variables such as class, gender, group, religion, community, birth order, medium of instruction, type of school, nature of school and residence is average.
SECTION II

DIFFERENTIAL ANALYSIS

On testing the significant difference in the study habits and parental support and its dimensions of higher secondary students in terms of background variables, the following results have been observed.

In terms of class

▪ The study habits dimensions – planning, study attitude, attitude towards examination and study habits in total are found to be significant.

▪ The study habits dimensions- reading style, note making and general habits are found to be non-significant.

▪ The parental support dimensions-moral support, curricular activities, co-curricular activities and parental support in total are found to be significant.

▪ The parental support dimensions-enrichment activities, support at home and community involvement are found to be non-significant.

In terms of gender

▪ The study habits dimensions-planning, reading style and attitude towards examination are found to be significant.

▪ The study habits dimensions-note making, general habits, study attitude and study habits in total are found to be non-significant.

▪ The parental support dimensions- enrichment activities are found to be significant.

▪ The parental support dimensions-moral support, curricular activities, co-curricular activities, support at home, community involvement and parental support in total are found to be non-significant.
In terms of medium of instruction

- The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be significant.

- The parental support dimensions—enrichment activities and support at home are found to be significant.

- The parental support dimensions—moral support, curricular activities, co-curricular activities, community involvement and parental support in total are found to be non-significant.

In terms of residence

- The study habits dimensions—planning, reading style, general habits, study attitude, attitude towards examination and study habits in total are found to be significant.

- The study habits dimension note making is found to be non–significant.

- The parental support dimensions—curricular activities, enrichment activities and parental support in total are found to be significant.

- The parental support dimensions—moral support, co-curricular activities, support at home and community involvement are found to be non-significant

In terms of group

- The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be significant.

- The parental support dimensions—curricular activities, enrichment activities, community involvement and parental support in total are found to be significant.
The parental support dimensions—moral support, co-curricular activities and support at home are found to be non-significant.

In terms of religion

- The study habits dimension—attitude towards examination is found to be significant.
- The study habits dimensions—planning, reading style, note making, general habits, study attitude and study habits in total are found to be non-significant.
- The parental support dimensions—support at home, community involvement and parental support in total are found to be significant.
- The parental support dimensions—moral support, curricular activities, co-curricular activities and enrichment activities are found to be non-significant.

In terms of community

- The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be non-significant.
- The parental support dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total are found to be non-significant.

In terms of birth order

- The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be non-significant.
- The parental support dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total are found to be non-significant.
In terms of type of school

- The study habits dimensions - planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be significant.

- The parental support dimensions - co-curricular activities, support at home and parental support in total are found to be significant.

- The parental support dimensions - moral support, curricular activities, enrichment activities and community involvement are found to be non-significant.

In terms of nature of school

- The study habit dimensions - planning, readying style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be significant.

- The parental support dimensions co-curricular activities, enrichment activities, support at home and parental support in total are found to be significant.

- The parental support dimensions - moral support, curricular activities and community involvement are found to be non-significant.

On testing the significant difference in academic achievement of higher secondary students in terms of background variables the following results have been observed.

- Significant difference is found between higher secondary students in their academic achievement with reference to class, medium of instruction and residence.

- No significant difference is found between higher secondary students in their academic achievement with reference to gender.
• Significant difference is found among higher secondary students in their academic achievement with reference to group, religion, community, type of school and nature of school.

• No significant difference is found among higher secondary students in their academic achievement with reference to birth order.

SECTION III

ASSOCIATION ANALYSIS

On testing the significant association between variables and study habits and its dimensions, parental support and its dimension and academic achievement of higher secondary students the following results have been observed.

In terms of father’s education

▪ The study habits dimensions-study attitude and study habits in total are found to be significant.

▪ The study habits dimensions-planning, readying style, note making, general habits and attitude towards examination are found to be non-significant.

▪ The parental support and its dimensions-enrichment activities and parental support in total are found to be significant.

▪ The parental support dimension-moral support, curricular activities, co-curricular activities, support at home and community involvement are found to be non-significant.

▪ The academic achievement of higher secondary students is found to be significant.

In terms of mother’s education

▪ The study habits dimension-study attitude is found to be significant.
The study habits dimensions—planning, reading style, note making, general habits, attitude towards examination and study habits in total are found to be non-significant.

The parental support dimensions—moral support, curricular activities, support at home and parental support in total are found to be significant.

The parental support dimensions—co-curricular activities, enrichment activities and community involvement are found to be non-significant.

The academic achievement of higher secondary students is found to be significant.

**In terms of father’s occupation**

The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be non-significant.

The parental support dimensions—curricular activities, enrichment activities and parental support in total are found to be significant.

The parental support dimensions—moral support, co-curricular activities support at home and community involvement.

The academic achievement of higher secondary students is found to be non-significant.

**In terms of mother’s employment status**

The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be non-significant.

The parental support dimension—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total are found to be non-significant.
The academic achievement of higher secondary students is found to be non-significant.

**In terms of parent’s income**

- The study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total are found to be non-significant.
- The parental support dimensions—co-curricular activities is found to be significant.
- The parental support dimensions—moral support, curricular activities, enrichment activities, support at home, community involvement and parental support in total are found to be non-significant.
- The academic achievement of higher secondary students is found to be non-significant.

**SECTION IV**

**CORRELATION ANALYSIS**

On testing the correlation between study habits and its dimensions and academic achievement of higher secondary students the following results have been observed.

**In terms of class**

- No significant correlation is found between planning and academic achievement of XI standard students.
- There is significant correlation found between planning and academic achievement of XII students.
- No significant correlation is found between reading style and academic achievement of XI students.
- No correlation is found between note making and academic achievement of XI standard students.
- Significant correlation is found between note making and academic achievement of XII students.
- No significant correlation is found between general habits and academic achievement of XI students.
- There is no correlation between study attitude and academic achievement of XI standard students.
- Significant correlation is found between study attitude and academic achievement of XII students.
- No significant correlation is found between attitude towards examination and academic achievement of XI students.
- No significant correlation is found between study habits in total and academic achievement of XI standard students.
- Significant correlation is found between study habits in total and academic achievement of XII students.

In terms of gender

- No significant correlation is found between planning and academic achievement of male and female higher secondary students.
- There is significant correlation between reading style and academic achievement of male students.
- No significant correlation is found between reading style and academic achievement of female students.
- No significant correlation is found between note making and academic achievement of male and female higher secondary students.
- No significant correlation is found between general habits and academic achievement of male and female higher secondary students.

- No significant correlation is found between study attitude and academic achievement of male higher secondary students.

- Significant correlation is found between study attitude and academic achievement of female higher secondary students.

- Significant correlation is found between attitude towards examination and academic achievement of male and female higher secondary students.

- No significant correlation is found between study habits in total and academic achievement of male and female higher secondary students.

**In terms of group**

- No significant correlation is found between planning and academic achievement of higher secondary students with reference to group.

- Significant correlation is found between reading style and academic achievement of higher secondary students studying Maths/Biology group.

- No significant correlation is found between reading style and academic achievement of higher secondary students studying Biology, Computer Science and Arts group.

- Significant correlation is found between note making and academic achievement of higher secondary students studying Computer Science group.

- No significant correlation is found between note making and academic achievement of higher secondary students studying Maths/Biology, Biology and Arts group.

- No significant correlation is found between general habits and academic achievement of higher secondary students studying Maths/Biology, Biology, Computer Science and Arts group.
- Significant correlation is found between study attitude and academic achievement of higher secondary students studying Biology group.

- No significant correlation is found between study attitude and academic achievement of higher secondary students studying Maths/Biology, Computer Science and Arts group.

- No significant correlation is found between attitude towards examination and academic achievement of higher secondary students studying Maths/Biology, Biology, Computer Science and Arts group.

- Significant correlation is found between study habits in total and academic achievement of higher secondary students studying Maths/biology, Biology and Computer Science group.

- No significant correlation is found between study habits in total and academic achievement of higher secondary students studying Arts group.

**In terms of religion**

- Significant correlation is found between study habits and its dimensions—planning, reading style, note making, study attitude and attitude towards examination and academic achievement of Hindu students.

- No significant correlation is found between study habits and its dimensions—general habits and study habits in total and academic achievement of Hindu students.

- No significant correlation is found between study habits and its dimensions—planning, readying style, note making, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of Christian and Muslim higher secondary students.
In terms of community

- Significant correlation is found between study habits and its dimensions planning, reading style, Note making, study attitude and study habits in total and academic achievement of BC/MBC higher secondary students.

- No significant correlation is found between study habits and its dimensions-general habits and attitude towards examination and academic achievement of BC/MBC higher secondary students.

- No significant correlation is found between study habits and its dimensions planning, readying style, note making, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of FC and SC/ST higher secondary students.

In terms of birth order

- No significant correlation is found between study habits in the dimensions-planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of higher secondary students in terms of birth order.

In terms of medium of instruction

- Significant correlation is found between study habits and its dimensions-reading style, note making, general habits, study attitude, study habits in total and academic achievement of Tamil and English medium higher secondary students.

- No significant correlation is found between planning and academic achievement of Tamil and English medium higher secondary students.
In terms of Type of school

- There is significant correlation between study habits in the dimensions-planning, reading style, note making, general habits, study attitude and study habits in total and academic achievement of higher secondary students studying in Government schools.

- There is no significant correlation between attitude towards examination and academic achievement higher secondary students studying in Government schools.

- There is no significant correlation between study habits and its dimensions-planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of higher secondary students studying in Aided schools.

- There is significant correlation between study habits and its dimensions-planning, note making, general habits, attitude towards examination and study habits in total and academic achievement of higher secondary students studying in Matriculation schools.

- There is no significant correlation between study habits and its dimensions-reading style and study attitude and academic achievement of higher secondary students studying in Matriculation schools.

In terms of nature of school

- Significant correlation is found between study habits and its dimensions-note making and study habits in total and academic achievement of higher secondary students studying in Boys schools.

- No significant correlation between study habits and its dimensions-planning, reading style, general habits, study attitude and attitude towards examination and academic achievement of higher secondary students studying in Boys schools.
Significant correlation is found between study habits and its dimensions-reading style, note making, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of higher secondary students studying in Girls schools.

No significant correlation is found between study habits in the dimension-planning and academic achievement of higher secondary students studying in Girls schools.

No significant correlation is found between study habits and its dimensions-planning, reading style, note making, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of higher secondary students studying in Co-education schools.

**In terms of residence**

Significant correlation is found between study habits and its dimensions-reading style and study habits in total and academic achievement of higher secondary students in rural areas.

No significant correlation is found between study habits and its dimensions-planning, note making, general habits, study attitude and attitude towards examination and academic achievement of higher secondary students in rural areas.

Significant correlation is found between study habits and its dimensions-planning, reading style, general habits, study attitude, and study habits in total and academic achievement of higher secondary students in urban areas.

No significant correlation is found between study habits and its dimensions-note making, attitude towards examination and academic achievement of higher secondary students in urban areas.
In terms of Father’s education

- There is significant positive correlation between study habits and its dimensions—planning, general habits and academic achievement of higher secondary students whose fathers have no education.

- There is no significant correlation between study habits dimensions reading style, note making, study attitude, attitude towards examination, study habits in total and academic achievement of higher secondary students whose fathers have no education.

- There is no correlation between study habits dimensions—planning, reading style, note making, general habits, study attitude and attitude towards examination, study habits in total and academic achievement of higher secondary students whose fathers have school education.

- There is significant correlation between study habits dimensions—planning, general habits, study attitude, attitude towards examination and study habits in total and academic achievement of higher secondary students whose fathers have higher education.

In terms of Mother’s education

- There is no significant correlation between study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination, study habits in total and academic achievement of higher secondary students whose mothers have no education.

- There is no significant correlation between study habits and its dimensions—planning, reading style, note making, general habits, attitude towards examination, study habits in total and academic achievement of higher secondary students whose mothers have school education.

- There is no significant correlation between study habits and its dimensions—planning, reading style, note making, general habits, study attitude, attitude
towards examination, study habits in total and academic achievement of higher secondary students whose mothers have higher education.

- There is significant correlation between study attitude and academic achievement of higher secondary students whose mothers have school education.

**In terms Father’s occupation**

- There is no significant correlation between study habits dimensions-planning, note making, general habits, study attitude, attitude towards examination and academic achievement of higher secondary students whose fathers are employed as coolie.

- There is significant correlation between study habits and its dimensions- reading style, study habits in total and academic achievement of higher secondary students whose fathers are employed as coolie.

- There is significant correlation between study habits and its dimensions-study attitude, study habits in total and academic achievement of higher secondary students whose fathers are employed in private sectors.

- There is significant positive correlation between planning and academic achievement of higher secondary students whose fathers are employed in government sectors.

- There is no significant correlation between study habits and its dimensions-reading style, note taking, general habits, study attitude, attitude towards examination, study habits in total and academic achievement of higher secondary students whose fathers are employed in government sectors.

**In terms of Mother’s employment status**

- No significant correlation between study habits dimensions-planning, reading style, note making, general habits, study attitude, study habits in total and academic achievement of higher secondary students whose mothers are employed.
Significant correlation is found between attitude towards examination and academic achievement of higher secondary students whose mothers are employed.

There is significant correlation between reading style and academic achievement of higher secondary students whose mothers are unemployed.

There is no significant correlation between study habits dimensions—planning, note making, general habits, study attitude, attitude towards examination, study habits in total and academic achievement of higher secondary students whose mothers are unemployed.

**In terms of parents’ income**

No significant correlation is found between study habits and its dimensions—planning, reading style, note making, general habits, study attitude and attitude towards examination and academic achievement of higher secondary students whose parental income is below Rs.10,000.

Significant correlation is found between study habits and its dimensions—general habits, attitude towards examination, study habits in total and academic achievement of higher secondary students whose parental income is the range Rs.10,000 – 20,000.

There is no significant correlation between study habits dimensions—planning, reading style, note making, study attitude and academic achievement of higher secondary students whose parental income is Rs.10,000 - 20,000.

There is significant correlation between study habits dimensions—planning, reading style, note making, general habits, study attitude, attitude towards examination and academic achievement of higher secondary students whose parental income is above Rs.20,000.

On testing the significant correlation between parental supports and its dimensions and academic achievement of higher secondary students the following results have been observed.
In terms of class

- Significant correlation is found between parental support and its dimensions-curricular activities, co-curricular activities and parental support in total and academic achievement of XI standard students.

- No significant correlation is found between parental support and its dimensions-moral support, enrichment activities, support at home and community involvement and academic achievement of XI standard students.

- Significant correlation is found between parental support and its dimensions-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of XII students.

- There is no correlation between parental support and its dimensions-moral support and co-curricular activities and academic achievement of XII students.

In terms of gender

- Significant correlation is found between parental support and its dimensions-co-curricular activities, enrichment activities and parental support in total and academic achievement of male higher secondary students.

- No significant correlation is found between parental support and its dimensions-moral support, curricular activities and support at home and academic achievement of male higher secondary students.

- There is significant correlation between parental support and its dimensions-moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total. and academic achievement of female higher secondary students.
In terms of group

- There is significant correlation between parental support and its dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students studying in Maths/Biology group.

- There is significant correlation between parental support and its dimensions—community involvement and parental support in total and academic achievement of higher secondary students studying in Biology group.

- No significant correlation is found between parental support and its dimensions—moral support, curricular activities, enrichment activities, support at home and academic achievement of higher secondary students studying in Biology group.

- Significant correlation is found between parental support and its dimensions—community involvement and parental support in total and academic achievement of higher secondary students studying in computer science group.

- No significant correlation is found between parental support and its dimensions—moral support, curricular activities, enrichment activities, support at home and academic achievement of higher secondary students studying in computer science group.

- No significant correlation is found between parental support and its dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students studying in Arts group.
In terms of religion

- Significant correlation is found between parental support and its dimensions—moral support, curricular activities, enrichment activities, community involvement and parental support in total and academic achievement of Hindu students.

- No significant correlation is found between parental support and its dimensions—co-curricular activities and support at home and academic achievement of Hindu students.

- There is significant correlation between parental support and its dimensions—curricular activities, enrichment activities and academic achievement of Christian higher secondary students.

- No correlation is found between parental support and its dimensions—moral support, co-curricular activities, support at home, community involvement and parental support in total and academic achievement of Christian higher secondary students.

- No correlation is found between parental support and its dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of Muslim higher secondary students.

In terms of community

- Significant correlation is found between parental support and its dimensions—moral support, curricular activities, co-curricular activities, community involvement and parental support in total and academic achievement of BC/MBC higher secondary students.

- No correlation is found between parental support and its dimensions—enrichment activities and community involvement and academic achievement of BC/MBC higher secondary students.
No correlation is found between parental support and its dimension- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of FC, SC/ST higher secondary students.

**In terms of birth order**

No significant correlation is found between parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary school student with reference to birth order.

**In terms of medium of instruction**

Significant correlation is found between parental support and its dimensions- moral support, curricular activities, co-curricular activities, support at home, community involvement and academic achievement of Tamil medium higher secondary students.

No significant correlation is found between parental support and its dimensions enrichment activities, parental support in total and academic achievement of higher secondary students studying in Tamil medium.

Significant correlation is found between parental support and its dimensions moral support, curricular activities, enrichment activities and parental support in total and academic achievement of English medium students.

No significant correlation is found between the dimensions co-curricular activities, community involvement and academic achievement higher secondary students studying in English medium.
In terms of type of school

- Significant correlation is found between parental support in the dimensions co-curricular activities, enrichment activities, community involvement and parental support in total and academic achievement of higher secondary students studying in government schools.

- No significant correlation is found between parental support dimensions- moral support, curricular activities and academic achievement of higher secondary students studying in government schools.

- No significant correlation is found between parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students studying in aided schools.

- Significant correlation is found between parental support and its dimensions co-curricular activities, enrichment activities and parental support in total and academic achievement of higher secondary students studying in matriculation schools.

- No correlation is found between parental support and its dimensions moral support, curricular activities, support at home and academic achievement of higher secondary students studying in matriculation schools.

In terms of nature of school

- No significant correlation is found between parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students studying in Boys schools.
• Significant correlation is found between parental support and its dimensions moral support, curricular activities, support at home and parental support in total and academic achievement of higher secondary students studying in Girls schools.

• No significant correlation is found between parental support and its dimensions co-curricular activities, enrichment activities and academic achievement of higher secondary students studying in Girls school.

• Significant correlation is found between parental support at home and academic achievement of higher secondary students studying in Co-education schools. But there is no correlation between parental support -in the dimensions moral support, curricular activities, co-curricular activities, enrichment activities and parental support in total and academic achievement of higher secondary students studying in Co-education schools.

**In terms of residence**

• Significant correlation is found between parental support dimensions moral support, parental support in total and academic achievement of higher secondary students in rural areas.

• There is no significant correlation between parental support and its dimensions curricular activities, co-curricular activities, enrichment activities, support at home and community involvement and academic achievement of higher secondary students in rural areas.

• Significant correlation is found between parental support dimensions moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students in urban areas.
**In terms of father’s education**

- There is significant correlation between parental support and its dimensions-curricular activities, co-curricular activities, enrichment activities, parental support in total and academic achievement of higher secondary students whose fathers have no education.

- There is no significant correlation between parental support and its dimensions-moral support, support at home, community involvement and academic achievement of higher secondary students whose fathers have no education.

- There is significant correlation between parental support and its dimensions-co-curricular activities, community involvement and academic achievement of higher secondary students whose fathers have school education.

- There is no significant correlation between parental support dimensions-moral support, curricular activities, enrichment activities, support at home, parental support in total and academic achievement of higher secondary students whose fathers have school education.

- Significant correlation is found between parental support dimensions-moral support, curricular activities, co-curricular activities and academic achievement of higher secondary students whose fathers have higher education.

- There is no significant correlation observed between parental support and its dimensions-enrichment activities, support at home, community involvement, parental support in total and academic achievement of higher secondary students whose fathers have higher education.

**In terms of Mother’s education**

- There is significant correlation between parental support and its dimensions-curricular activities, support at home, parent support in total and academic achievement of higher secondary students whose mothers have no education.

- There is no significant correlation between parental support and its dimensions-moral support, co-curricular activities, enrichment activities, community...
involvement and academic achievement of higher secondary students whose mothers have no education.

- There is significant correlation between parental support and its dimensions- co-curricular activities, parental support in total and academic achievement of higher secondary students whose mothers have school education.

- No significant correlation is found between parental support and dimensions- moral support, curricular activities, enrichment activities, support at home, community involvement and academic achievement of higher secondary students whose mothers have school education.

- There is significant correlation between parental support in total and academic achievement of higher secondary students whose mothers have higher education.

- No significant correlation is found between parental support and its dimensions- moral support, curricular activities, co-curricular activities, enrichment activities, support at home, community involvement and academic achievement of higher secondary students whose mothers have higher education.

**In terms of father’s occupation**

- There is significant correlation between parental support dimension- curricular activities and academic achievement of higher secondary students whose fathers are employed as coolie.

- No significant correlation is found between parental support dimensions- moral support, co-curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students.

- Significant correlation is found between parental support dimension-enrichment activities and academic achievement of higher secondary students whose fathers are employed in private sectors.
No significant correlation is found between parental support and its dimensions—moral support, curricular activities, co-curricular activities, support at home, community involvement, parental support in total and academic achievement of higher secondary students whose fathers are employed in private sectors.

There is significant correlation between parental support and its dimensions—support at home, community involvement, parental support in total and academic achievement of higher secondary students whose fathers are employed in government sectors.

**In terms of Mother’s employment status**

- There is significant correlation between parental support and its dimensions—moral support, curricular activities, support at home, community involvement, parental support in total and academic achievement of higher secondary students whose mothers are employed.

- There is no significant correlation between parental support and its dimensions—co-curricular activities, enrichment activities and academic achievement of higher secondary students whose mothers are employed.

- Significant correlation is found between parental support and its dimensions—support at home and community involvement and academic achievement of higher secondary students whose mothers are unemployed.

- No correlation is found between parental support and its dimensions—moral support, curricular activities, co-curricular activities, enrichment activities, parental support in total and academic achievement of higher secondary students whose mothers are unemployed.

**In terms of parents’ income**

- Significant correlation is found between parental support and its dimensions—co-curricular activities and academic achievement of higher secondary students whose parents’ income is below Rs.10,000.
No significant correlation is found between parental support and its dimensions—moral support, curricular activities, enrichment activities, support at home, community involvement and parental support in total and academic achievement of higher secondary students whose parents’ income is below Rs.10,000.

There is significant correlation observed between parental support and its dimensions—curricular activities, enrichment activities and parental support in total and academic achievement of higher secondary students whose parents’ income is Rs.10,000-20,000.

No significant correlation is found between parental support and its dimensions—moral support, co-curricular activities, support at home, community involvement and academic achievement of higher secondary students whose parents’ income is Rs.10,000-20,000.

Significant correlation is found between parental support dimension—co-curricular activities and academic achievement of higher secondary school student whose parental income is above Rs.20,000.

There is no significant correlation found between parental support and its dimensions—moral support, curricular activities, enrichment activities, support at home, community involvement, parental support in total and academic achievement of higher secondary students whose parental income is above Rs.20,000.

5.02 INTERPRETATIONS

PERCENTAGE ANALYSIS

The level of study habits and its dimensions such as, planning, reading style, note making, general habits, study attitude and attitude towards examinations of higher secondary students in Tirunelveli Districts is found to be average.

This shows that the higher secondary students in Tirunelveli District seem to experience a favourable learning environment in and outside the school. Also this
finding may indirectly justify the fact that a better curriculum has been adopted for the higher secondary course; a well aligned work schedule has been prescribed for using the curriculum; good support is offered by the teachers, parents and other authorities for the success of the higher secondary students; and a keen interest and attention is shown by the students and parents.

DIFFERENTIAL ANALYSIS

In terms of class

- Significant difference is found between XI and XII students in their study habits and its dimensions planning, study attitude, attitude towards examination and study habits in total. In comparison with mean scores, XII students have better study habits than XI standard students. XII standard is the crucial stage in the academic career of higher secondary students. This is the stage that decides their profession and future career. So they follow the habit of planning their study schedules and develop positive attitude towards examination. This finding contradicts the study by Malathi and Malini (2006) which reported that there is no significant difference in the learning styles of higher secondary students in terms of class.

- There is significant difference found between XI and XII students in their parental support in the dimensions moral support, curricular activities and enrichment activities. While comparing the mean values XII student receive more parental support than XI students. Parents positively aware that the moral support is crucial for their wards during the XII standard because this period is the foundation for their academic career.

- With proper study habits and better parental support XII students show higher academic achievement than XI students.

In terms of gender

- Significant difference is found between male and female higher secondary school student in their study habits. From the mean value, it has been found that female students are better in planning, reading style and in the dimension
attitude towards examination. Female students spend more time at home and they study regularly throughout the year. They have limited distractions and they give undue attention to studies.

- There is no significant difference between male and female higher secondary students in note making, general habits, study attitude and study habits in total. This may be due to the fact that male and female students are having same attitude towards examination and they aspire to achieve the best in the society. This study gets confirmation from the study conducted by Jagannath K. Dange (2007) which revealed that there is no significant difference between boys and girls in their study habits.

- No significant difference is found between male and female higher secondary students in their parental support and its dimensions. Whether girl or boy parents feel education is important for their children. Most of the parents think that education is the only wealth that they can provide to their children.

- No significant difference is found between male and female higher secondary students in their academic achievement. In the competitive world both boys and girls aspire to fair in their studies. They grab the opportunities to excel. This naturally enhances the level of aspiration, which ultimately increases the competitive spirit. This result is on line with the study of Joshi (2000) which revealed that male and female students do not differ in their academic achievement.

**In terms of medium of instruction**

- Significant difference is found between Tamil and English medium higher secondary students in their study habits. When compared to the mean value, Tamil medium students are better in planning, reading style, note making, general habits, study attitude and attitude towards examination. This may be due to the fact that when the students are studying in their mother tongue it may be easy for them to understand, express orally and in written as well.
Significant difference is found between Tamil and English medium students in their parental support and its dimensions enrichment activities and support at home. From the mean value it has been found that English medium students have registered greater scores than Tamil medium students. The children learning through English medium are mostly put up in matriculation schools. The schools provide many activities to their students and these activities mostly can’t be accomplished without the help of elders. Moreover the matriculation schools demand parental support and encouragements and they in one or the other way involve the parents in their activities.

Significant difference between Tamil and English medium higher secondary students in their academic achievement. Comparing the mean scores, it has been found that English medium students are better than Tamil medium students. This may be due to the enormous pressure exerted by parents, school and the society that makes the higher secondary students of English medium to live up to the expectations. This study is on line with the study conducted by Thomas Alexander (2008) which revealed that English medium students are better than Tamil medium students in their academic achievement.

**In terms of residence**

Significant difference is found between higher secondary students of rural and urban areas in their study habits and its dimensions planning, reading style, general habits, study attitude and attitude towards examination. Rural students mostly focus their attention only on the teaching provided in the school and have fewer distractions. Now-a-days students from rural areas are aware that education is the only way through for their development. This may develop positive attitude towards education. This finding is on line with the study of Nuthana (2009) which revealed that there is significant difference between the study habits of students from rural and urban areas.

Comparing the means scores of the dimensions reading style and attitude towards examination, students from urban areas have obtained higher than students from rural areas. Students from urban areas attend tuition classes and expensive coaching classes and they develop confidence and also develop
proper reading skills. They can take up their examination without any anxiety and difficulties.

- There is significant difference between higher secondary students in rural and urban areas in their parental support. Students from urban areas registered greater score than rural students in the dimensions curricular activities and enrichment activities. Parents in urban areas are more educated than parents in rural areas. They frequently meet the teachers and attend Parent Teacher Association meetings in the schools and ask about their children’s achievement in studies. This study gets confirmation from the study conducted by Maharajan (2007), which revealed that urban school students are having better study habits than rural students.

- With convenient reading style, positive attitude towards examination and better parental support in curricular and enrichment activities help the urban students to show greater academic achievement than rural students. This finding is on line with the study of Mohana Sundaram and Kannan (2001) which reported that urban students show better academic achievement than rural students.

**In terms of group of study**

- The ANOVA result reveals that there is significant difference among higher secondary students studying in Maths/Biology, Biology, Computer Science and Arts group in their study habits and its dimensions. From the Scheffe test it is evident that Arts group students significantly differ from other groups. This may be due to the fact that Arts students find more time to concentrate on their subjects alone without any stress as they are free from practicals. This finding gets confirmation from the study conducted by Arokiadoss (2005) which reported that the Arts students have better study habits. This study contradicts the study by Neeru Mohini Aggarwal, Vinay Kumar (2010) which reported that study habits of Science students were better than Arts students.

- Significant difference is found among higher secondary students of Maths/Biology, Biology, Computer science and Arts students in their parental support dimensions curricular activities, co-curricular activities, support at
home and parental support in total. The Scheffe test reveals that the Maths/Biology group students significantly differ from other group students. In this group the students of high scores in 10th public examination were only admitted. These high achievers have already set a clear goal to get admission in Medical or Engineering colleges of higher ranks. It is quite natural that these students are already trained themselves to work meticulously. These students are more competitive than other group students. Their parents also encourage them to show better performance not only in studies but also in other activities.

- From the ANOVA test results, it is found that the higher secondary students differ among themselves in their academic achievement with regard to the group of study. Computer science students score better than other group of students. The developments in the IT field with attractive salary inspire the higher secondary students to achieve more in the academic side.

**In terms of religion**

- There is significant difference among higher secondary students in their study habits with regard to their religion. Based on the Scheffe test, Muslim students are better than their counterparts. Muslim students are aware of the reservation and educational facilities given by the government. This encourages them to develop positive attitude towards education.

- Significant difference is found among higher secondary students in their parental support with regard to religion. Christian students significantly differ from Hindu and Muslim students. This may be due to the fact that Christian parents are highly educated, and their educational background helps their children to shine in their academic aspects.
In terms of community

- This study indicates apparent differences among higher secondary students of FC, BC/MBC, and SC/ST community students in their academic achievement. Forward Community students significantly differ than their counterparts, says Scheffe test. FC students give priority in life to acquire knowledge and develop skill in various activities.

In terms of type of institution

- Significant difference is found among higher secondary students studying in government, aided and matriculation schools in their study habits. Based on the Scheffe test, government school students are better in their study habits. Government schools strive hard to bring out good results. The students are taught by fully qualified and meritorious teachers. They develop proper study habits among the students. This study is analogous to the study of Ananda (2006).

- Significant difference is found among higher secondary students studying in government, aided and matriculation schools in their parental support.

- There is significant difference among higher secondary students studying in government, aided and matriculation school students in their academic achievement. Matriculation school students show better performance than government and aided schools. Matriculation school teachers are highly motivated by the concerned management to train up their students in achieving more marks in the examination. So they spend more time with the students to provide necessary instructions for developing good study habits. This study contradicts the study of Sunitha and Khadi (2006) which revealed that students of both aided and unaided schools were similar in their academic achievement.
In terms of nature of school

- There is significant difference among higher secondary students studying in Boys, Girls and Co-education schools in their study habits. From the Scheffe test, it is inferred that the students of Boys schools have better study habits, they do fair in the dimensions planning, note making and general habits. This is due to the self interest and motivation of boys to achieve the goal in their career. Students studying in Girls schools are better in reading style, study attitude and attitude towards examination. This may be due to the fact that competitive and the ego centered attitude exhibited by these schools and also be due to their longing to come up in the society.

- Significant difference is found among higher secondary students studying in Boys, Girls and Co-education schools in their parental support. Students studying in Boys schools perceived more support in co-curricular and enrichment activities. Parents allow their male children to participate in co-curricular activities like sports and games. They have wider knowledge about the external world with the help of chatting, reading newspapers and magazines.

- Further nature of schools does influence the academic achievement of higher secondary students. Students studying in Co-education schools registered greater scores in their academic achievement. This may be due to the fact that in co-education schools, both boys and girls create a mind set to compete with each other.

ASSOCIATION ANALYSIS

- From the Chi-square test, significant association is found between parents’ education and study attitude of higher secondary students. Educated parents may motivate their children in their studies and develop positive attitude towards education. This finding is on line with the study of Neha Acharya and Shobana Joshi (2009).

- There is significant association between parents’ education and parental support of higher secondary students in the dimensions moral support, curricular
activities, enrichment activities and support at home. Educated parents may provide their children with all possible facilities like separate room for study, arrange special tuition which enhances their curricular activities. Being adolescents, higher secondary students need a friendly treatment of their parents. This finding is on line with the study of Kassim O. Ajayi and Muraina (2011), which reported that parents’ education has significant influence on academic achievement.

- There is significant association between parent’s education and academic achievement of higher secondary students. The facilities, comforts and additional support provided for one’s academic achievement may be dependent upon their parent’s education. This finding gets confirmation from the study conducted by Hoff et al., (2002) which reported that parents’ education enhances adolescent’s academic achievement.

CORRELATION ANALYSIS

- No significant correlation is found between study habits dimensions-planning and academic achievement of higher secondary students with respect to total sample. This finding gets confirmation from the study conducted by Nuthana (2009) which revealed that planning of subjects had non-significant relation with academic achievement.

- No significant correlation is found between study habits dimensions-reading style and note making and academic achievement of higher secondary students with respect to total sample. This study contradicts the study of Yenagi (2001) which reported that reading and note making habits contributed to better academic achievement.

- There is significant correlation between study habits dimensions-general habits, study attitude and academic achievement of higher secondary students with respect to total sample. As they are going to face the board examination, they are preparing well for the examination, and as the group is mature they have high attitude towards their studies. This ultimately increases their confidence which contributed to better academic achievement. This finding gets
confirmation from the study conducted by Nuthana (2009) which reported that academic achievement is influenced by general habits and study attitude.

- No significant correlation is found between study habits in total and academic achievement of higher secondary students with respect to total sample. This finding is online with the studies conducted by Sarath A. Nonis (2009) and Navidi (2006) which reported that no significant correlation is found between study skills and academic achievement.

- Significant correlation is found between parental support dimensions—moral support, support at home and academic achievement of higher secondary students with respect to total sample. This study gets confirmation from the study conducted by Tan Phan (2004) which reported that children provided with conducive home environment and unconditional love show better performance in their academic achievement.

- There is significant correlation between parental support dimension curricular activities and academic achievement of higher secondary students with respect to total sample. This study is on line with the study conducted by Xivano Fan and Michel Chen (2001) and Erlanger et., al (2002) which reported that there is practically meaningful relationship between parental support in curricular activities and academic achievement.

- No significant correlation is found between parental support dimension co-curricular activities and academic achievement of higher secondary students with respect to total sample. This study contradicts the study conducted by Jennifer (2003) and Kimito Fujita (2005) which reported that parental support in extracurricular activities influences the academic achievement.

- No significant correlation is found between parental support in total and academic achievement of higher secondary students with respect to total sample. This study is analogous to the study of Demo (2000) which reported that no correlation is found between parental support and academic achievement.
There is significant correlation between study habits and academic achievement of XII students. This may be due to the fact that XII students study their subjects with proper planning and they are having the habit of taking notes during their study. This develops positive attitude towards education which develops their academic achievement.

There is significant correlation between study habits and academic achievement of higher secondary students studying in Maths/Biology, Biology and Computer Science groups. This study gets confirmation from the study conducted by Kumaran and Kamala (2001) which reported that there is significant relationship between study habits and academic achievement of Science students.

Significant correlation is found between study habits in total and academic achievement of FC, BC/MBC and SC/ST higher secondary students. This shows that, now a days irrespective of their community, students undergo similar type of coaching and curriculum make them cope up with each other. So they develop proper study habits which leads to academic achievement.

There is significant correlation between study habits and academic achievement of higher secondary students studying in Tamil and English medium. This shows that language is not a barrier for the academic achievement of higher secondary students.

There is significant correlation between study habits and academic achievement of higher secondary students studying in Government and Matriculations schools.

There is significant correlation between study habits and academic achievement of higher secondary students whose fathers are highly qualified. Educated fathers help children in planning their subjects and motivate them to score high marks.

There is significant correlation between study habits and academic achievement of higher secondary students whose fathers are working in private sectors. This
study is analogous to the study conducted by Pamela Hendra Heng (2007) which revealed that female students with non-government-related father’s occupation were predicted to have higher achievement.

- There is significant correlation between study habits and academic achievement of higher secondary students whose parents’ income is between Rs. 10,001 – 20,000. The income of the parents may affect the students’ accomplishments naturally. The children from the middle class are urged by their parents for realisation of life goals.

- There is significant correlation between study habits and academic achievement of higher secondary students in urban area. This result is quite natural that the students in urban areas aware of the fact that education is the only ladder for their life’s improvement. Moreover their exposure towards better study habits also helps them to develop a desirable study habits lead to better achievement.

- There is significant correlation between parental support and academic achievement of XII students, male and female students and the students of Maths/Biology, Biology and Computer Science students.

- There is significant correlation between parental support and academic achievement of BC/MBC higher secondary students, students learning through English and Tamil medium, students of rural and urban areas, students of government and matriculation school and students studying in Girls schools. Parents are parents what ever may be the socio economic conditions. The parental support is necessary not only for the child’s achievement but also for the all-round development of the personality. The study reveals that parental support is inevitable for the child’s growth and development.

- There is significant correlation between Mother’s education and academic achievement of higher secondary students. Educated mothers transfer the value of education to their children which in turn affect the aspiration level and academic achievement. This study gets confirmation from the study conducted by Corwyn and Bradley (2002) which reported that, highly educated mothers
have greater success in providing their children with cognitive and language skills.

- There is significant correlation between parental support and academic achievement of higher secondary students whose fathers are employed in Government sectors. Parents with high ranking occupational status might have enough income which can be used to provide the needed material and support for their children in order to arouse their interest in studies. This finding is supported by the studies conducted by Sharma (2004) and Simon (2004).

- There is significant correlation between parental support and academic achievement of higher secondary students whose mothers are employed.

- There is significant correlation between parental support and academic achievement of higher secondary students whose parent’s income is between Rs. 10,001 – 20,000. This study contradicts the study conducted by Maya (2001), which revealed that parent’s income is not an important determinant of students’ achievement in comparison to parental support and encouragement.

5.03 RECOMMENDATIONS

From the analysis of the present investigation the researcher would like to recommend the following to develop the study habits among higher secondary students and to improve the parental support to promote the academic achievement of higher secondary students.

1. The present study reports that the study habits and its dimensions of higher secondary students in Tirunelveli District are only at average level. In order to develop good study habits, the learning institutions need to direct attention to the creation and implementation of strategies and other similar activities which improves the study habits among students.

2. The present study reveals that female students are having better study habits than male students. It is duty of the learning institutions to embrace the concept of a ‘learning community’ by encouraging and institutionalizing parental, instructional and peer group monitoring programmes to develop good study
habits among male higher secondary students. Also the teachers should direct the higher secondary students’ attention and interest towards learning.

3. The study reveals that XI students are significantly differing from XII students in planning and study attitude. Students may be trained on planning for learning the subjects from XI standard onwards. A proper time-schedule should be planned by the students. The time schedule may be followed strictly which in due course, becomes routine in the minds of the students.

4. Present study reveals that Tamil medium students are better in notes taking than English medium students. Teachers should inculcate the habit of notes taking among students in the class and while studying at home.

5. Present study reveals that rural students are significantly differ from their counterparts in attitude towards examination. Rural students can be trained to write a number of tests during their course of study. This will reduce their anxiety and phobia of facing their examinations. Teachers should teach students, how to manage time during examination and how to analyze the questions.

6. The investigation reveals that there is no significant correlation is found between study habits and academic achievement of higher secondary students. In order to develop the proper study habits the students may be made available with various literatures on study habits. Also study habits influence the academic achievement of the students. So introduction of creative work, various mental problems like solving games and exercises should be considered on a larger scale and enforced with a spirit of competition which improves the study habits skills.

7. A “How to study” summer course of 30-45 days may be imparted to the interested students and those who have undergone this course may be given due preference in joining the desired group at the high secondary stage itself.

8. The teachers should implant the method of SQ3R learning (Survey → Questioning →Read →Recite →Review) among higher secondary students.
9. Encouragement and rewards can be given from the teachers and parents. The appreciation and praise may develop positive attitude towards education.

10. Students should be grouped according to their skills in various components of the study habits and backward students in each component may be given special attention and training.

11. The investigation shows that rural students significantly differ from urban students in their parental support in the dimension curricular activities. Appropriate parental counseling programme needs to be organized for the parents from rural area that will educate them on how to support their wards in school activities.

12. The study reveals that no correlation is found between parental support and academic achievement of higher secondary students. The school, media and other organizations should create an awareness about parents’ involvement in their children’s education at school and in the community which increase the achievement of the student.

13. Parents-Teachers Association meetings and counseling are to be conducted to initiate a good rapport among teachers, students and parents.

14. Students, school administrators and teachers, and parents all need to be aware that participation in co-curricular activities influences the academic performance of students. So co-curricular activities can be introduced in schools.

15. Parental involvement boosts the morale of self confidence and self esteem of their children. Hence it is essential for parents to spend their valuable time with their children.

16. The school system must develop programmess on emotional coaching for both parents and children. Teachers, principals and school counselors should familiarize themselves with the facets of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved.
17. Parents can have fun with children by engaging in other intellectual and non-intellectual pleasurable activities such as playing games together, going to libraries, browsing the internet or helping children with their hobbies.

18. Family communication is both a pillar and an index of family health that surfaces in the storm and stress of adolescence. Adolescents must be given and must feel real freedom to discuss their problems with parents.

19. Parents should help children spend time constructively by guiding the use of leisure time.

20. Parents can provide a happy home environment, encourage their child to follow a fixed time-table for studies and planning of family activities to improve the students academic achievement.

21. Parents should accept the child’s friends, interact with them and their parents and make occasional visits to their families so as to ensure a healthy circle and a safe boundary for the adolescents to move around.

5.04 SUGGESTIONS FOR FURTHER RESEARCH

The findings recorded in the present investigation are limited to study habits and parental support of higher secondary students in Tirunelveli district. This study opens a new avenue to research in the field of parental support to fill up a gap perceived by the investigator.

1. The study can be extended to other districts of Tamil Nadu.

2. This study is confined to higher secondary students. The same study can be conducted on elementary and high school students also.

3. Study habits and parental support may be measured using different tools and different dimensions may be taken into account.

4. A study on the relationship between study habits and personality characteristics of higher secondary students may be conducted.
5. A study on relationship between intelligence and study habits of higher secondary students may be conducted.

5.05 CONCLUSION

The findings of the present study suggest that development of study habits will improve the academic achievement of students. The study habits are influenced by attitudes, personality traits, level of aspirations, teaching methods adopted and material they are to learn. So, it is the effort of teachers and parents to develop good study habits among students. Such habits are the best equipments with which they can achieve their goals with confidence. If the habits are developed in the young age they will definitely cherish the joy of its fruits in the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult to modify their habits and behavior. Therefore, it is better to develop study habits from the primary level itself. It is the proper time and age to cultivate study habits.

Proper parental support will enhance the academic achievement of higher secondary school students. Home is no doubt the psychological laboratory within which human nature is formulated and parents can in no way deny their responsibility in shaping a child’s outlook, attitudes and behaviour. Parents are their children’s teachers and children’s ideas about education begin with them. Parents bear the responsibility to participate actively in their children’s education. Parents and children need to maintain a supportive and positive partnership that helps influence each other to create a successful and fulfilling life for one another.