1.1.0 Introduction:

Education is a never ending process. It starts from birth till death. Educational achievement is one of the major achievements in human life. It is education which can develop a child to be a person who is physically, mentally, emotionally and also spiritually balanced and matured person and right attitude towards their life. Different committees and commission have recommended a number of schemes to motivate the children towards schools and also suggested number of strategies and methods to bring qualitative improvement in education so that the student could achieve the required educational goals.
Individual difference is prevailed among the students at any age or level of education in respect of physical abilities, mental abilities, characteristics, behavior, psycho motor abilities, health, parental involvement, home environment, and socio-economic status etc. every aspect of differences influences the child’s academic achievement. Academic achievement means how much knowledge the individual has acquired from the school.

In the field of education, it has been shown that a burning problem at every level of education is the constant increase in the number of failures of student. The failure rate in various examinations, have many reasons but among those one of the important reason is poor and ineffective study habits. Parents and family background play a greater role in forming study habits of the children. Because parent are the first and lifelong teacher for every child. Parents play a crucial role in nurturing their children’s educational aspirations. Research findings support the existence of a positive relationship between Parental Involvement and educational success especially in the secondary and Higher Secondary school students. Moreover, study habits are also the influencing factor of academic achievement of a child. Successful achievement in any form of activity is based upon study. Some students have better study habits while the others have poor. Better the study habits better is the academic achievement. Study habits and academic achievement are essential for research worker and educationist to know that every child whether he is gifted, backward etc. should be educated in their own way but if they possess good study habits they can show performance in academics and in every situations and if children’s do not possess good study habits they cannot excel in life. It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.
Secondary level of education is one of the most important stages of education. A child can prepare for his future life from this stage of education. This stage helps an individual to get knowledge from different aspect and helps to create a sociable individual. A child can prepare himself to achieve their goal of life Therefore; the study was investigated about the effect of Study habit of secondary school student on their academic achievement. It will be also necessary to identify ways in which Study habit can improve student achievement in school and in life.

S. Sutherman & Dr. A. Vasanthi conducted a study on “Study Habits and Academic Achievement of XI Standard Students in Palani Educational District”. From the study it was observed that the mean scores of girls study habits and their academic achievement are more than boys. The mean scores of rural students are higher in study habits when compared to urban students. But rural students fare poorly in academic achievement when compared to urban students. The reason may be attribute to better facilities available for urban students.

From the above studies it has been found that study habit plays a significant role in the academic success of the student. Therefore the investigator selected the present study. On the other hand, each and every child’s parent also plays a significant role in the development of child. Now a day, in the field of education, it has been shown that a burning problem at school level is the constant increase in the number of failures of student. The failure rate in various examinations, have many reasons but among those one of the important reason is lack of parental support. Parents and family background play a greater role in forming study habits of the children. Because parent are the first and lifelong teacher for every child. Parents play a crucial role in nurturing their children’s educational aspirations.

As we have been already discussed that secondary level of education is the most important stage of education. It is link between the primary education on the one hand
and the higher education on the other. A child can develop his or her innate talent at this stage. Secondary stage helps an individual to get knowledge from different aspect and helps to create a sociable individual. A child can prepare himself for the future living from this stage of education. At this stage students are in Adolescence period. Adolescence period of human life defined by Stanley Hall as a stage of “storm and stress”. Therefore, proper guidance is very much essential for every child to form a right attitude towards life. Therefore, the study was investigated about the effect of Parental Involvement and also study habits of secondary school student on their academic achievement.

1.2.0 Study Area

The present study was undertaken in the Lakhimpur and Dhemaji district of Assam. Assam is situated in the Himalaya foothills, the land of blue hills and red rivers with the area of 78,438 square kilometers and it represents 2.39 percent of the total land area of the country. Assam is surrounded by international boundaries extending up to nearly 3200 km.

1.3.1 Brief description of the district

Lakhimpur district is located in the along both banks of the river Brahmaputra for about 4000 mtrs. It is bounded by the extreme East of the province of India. This district lies in the border area of Arunachal Pradesh in North-East India. Lakhimpur district is situated on the North-East corner of Assam. The district is divided into two sub divisions viz. North-Lakhimpur and Dhakuakhana.

Dhemaji district is an administrative district in the state of Assam in India. The district headquarter is located at Dhemaji. The district occupies an area of 3237 km. Dhemaji district occupies an area of 3,217 square kilometres (1,242 sq m.), comparatively equivalent to Solomon Islands' Makira Island. It is situated in the foothills of the lower Himalyas and is relatively a small town.
Profile of Lakhimpur and Dhemaji district.

<table>
<thead>
<tr>
<th>District</th>
<th>Lakhimpur</th>
<th>Dhemaji</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>10,40,644</td>
<td>6,88,077</td>
</tr>
<tr>
<td>Male</td>
<td>5,29,484</td>
<td>3,53,043</td>
</tr>
<tr>
<td>Female</td>
<td>5,11,160</td>
<td>3,35,034</td>
</tr>
<tr>
<td>Total Literacy (%)</td>
<td>78.39</td>
<td>69.07</td>
</tr>
<tr>
<td>Male (%)</td>
<td>84.66</td>
<td>75.66</td>
</tr>
<tr>
<td>Female (%)</td>
<td>71.91</td>
<td>62.13</td>
</tr>
</tbody>
</table>

Source: [According to 2011 census (www.census2011.co.in).]
1.3.0 Objectives of the study

The following are the main objectives of the present study:

1. To study the Academic Achievement of secondary school students.
2. To study the Parental Involvement of secondary school students.
2. To study the parental involvement in relation to academic achievement of Secondary school students.
4. To study the Study Habits of secondary school students.
5. To study the study habits in relation to academic achievement of secondary school students.
6. To examine, if there exists, any relationship among the three Variables viz, parental involvement, study habits and academic achievement.

1.5.0 Hypotheses of the Study

The objectives of the research will be studied in terms of the number of Hypotheses stated as follows:

1. There is no significant difference in the mean scores of Academic Achievement of secondary school male and female students.
2. There is no significant difference in the mean scores of Parental Involvement of secondary school male and female students.
3. There is no significant difference in the mean scores of Study Habit of secondary school male and female students.
4. There is no significant difference in the mean scores of academic achievement of secondary school students grouped on study habits status and Parental Involvement.
5. There exists no significant relationship among the three variables viz. Parental involvements, study habits and academic achievement of Secondary school students.

1.5.0 Methodology

Methodology is an important part of research study. In the present study, methodology has been presented under the following heads:

Research Design, population and sample, Tools for data collection, Procedure for data collection, Analysis of data. Each of these is discussed below:

1.5.1 Research Design

For the present study, the investigator was employed “Descriptive Method”. The descriptive method has been used as a most widely used research method. It is the method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc.

1.5.2 Population and Sample

In brief, the aggregate of all the items which come under the definition of investigation unit is called population. The boundaries of a population are determined by the problem under investigation, circumstances, object and availability of resources.

Population may be either finite or infinite. A population containing finite number of population is called finite population and a population containing infinite number of member is known as infinite population. The word population is termed as universe by statisticians.
The population of the present study includes all the students of x standard of Lakhimpur and Dhemaji districts, Assam.

Sample coverage a group of representation items. A sample must be a as nearly representation of the entire population as possible and ineptly it provides the whole of the information about the population from which the sample has been drawn. The researcher always selects some items from the universe or population for his study purpose that is technically called a sample.

Sampling is the process of selecting a sample from the population. A sample is a small proportion of a popular selected for observation and analysis.

In the present study, 400 students of Lakhimpur and Dhemaji districts have been taken as sample. The students were selected by adopting stratified random sampling techniques.

1.5.3 Tools for Data Collection

Keeping in view the main objectives of this study, the investigator was used the following tools for collecting the required data:

1) The Study Habit Inventory (SHI) developed by Mukhapadhyaya M. and Sansanwal D.N. (2011)
2) Parental Involvement Scale (PIS) developed by Laxmi, C.V and Ganotra, A.G (2013)
3) School record for academic achievement

- Study Habit Scale

Study Habit Inventory (SHI) used by the investigator is a standardized scale prepared by Mukhapadhyaya M. and Sansanwal D.N. and published by
National Psychological Corporation. The scale consists of 70 items designed to find out the mode of study habits developed by individual. Each item has 5 points (Always, Frequently, Sometimes, Rarely and never).

**Scoring and Interpretation Procedure**

The inventory comprises 70 items pertaining to nine sub components namely Comprehension, Concentration, Task Orientation, and Study sets, Interaction, Drilling, Supports, Recording and Language which characterize the basis of Study Habits. The items have been drafted in affirmative (52 items) and negative (18 items) forms.

<table>
<thead>
<tr>
<th>Affirmative (+) Items</th>
<th>Negative (-) Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6,7,8,9,11,12,13,14,15,22,23,24,25,27,29,30,31,32,34,38,39,41,43,44,46,49,50,51,52,53,54,55,56,57,58,59,60,61,63,64,65,66,67,68,69,70</td>
<td>10, 16, 17, 18, 19, 20, 21, 26, 28, 33, 35,36,37,40,42,45,47,48</td>
</tr>
</tbody>
</table>

Total Items 70

To find out the positive and negative form of item can be calculating with the help of following procedure:

<table>
<thead>
<tr>
<th>Items</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Items</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Negative Items</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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After scoring and finding out the Raw scores, it will be convert into z – scores and then find out the status of study habits with the help of the interpretation Norms given in this scale.

- Parental Involvement Scale (PIS)

Parental Involvement Scale (PIS) used by the investigator is a standardized scale prepared by *Laxmi, C.V and Ganotra, A.G* and published by National Psychological Corporation. The *scoring* procedure of this scale can be discussed are as follows:

This scale consists of 25 statements comprise of both positive and negative statements. The number of total positive no. is 14 and the total no of negative forms is 11. The list of negative statements numbers and positive statements numbers are given below:

### Table 1

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Statement Type</th>
<th>Items numbers in serial order</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive</td>
<td>1,2,4,6,8,9,11,12,13,14,15,20,22,24</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Negative</td>
<td>3,5,7,10,16,17,18,19,21,23,25</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL 25</td>
</tr>
</tbody>
</table>

This scale is a five-point scale. The items can be responded to by choosing from options: always, often, sometimes, rarely and never. The minimum score on the scale is 25 and the, maximum score is 125. The scoring of the positive and negative statements is done from 5 to 1 and 1 to 5 respectively as below in Table 2.

<table>
<thead>
<tr>
<th>Statement Type</th>
<th>Always</th>
<th>Often</th>
<th>sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Statements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Negative Statements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
After the computation of the total scores the percentile ranks are calculate and interpreted as very low, low, average, high or very high perceived parental involvement.

- Academic Achievement Score (AAS)

  The marks scored by the students in the H.S.L.C. (2015) examination were taken to be the academic achievement scores.

1.5.4 Procedure of data collection

The major test i.e. Study Habit Inventory (SHI) and Parental Involvement Scale (PIS) was administered on the selected sample. At first, students were given a short orientation on how to respond to the different items of the test. For Academic achievement the data were collected from the record of the result of H.S.L.C. examination.

1.5.5 Analysis and Interpretation of data

In the present study, the investigator collected data from 400 students of Lakhimpur and Dhemaji district. Out of them 200 were the Male students and 200 were the female students. The investigator applied Study Habit Inventory and Parental Involvement Scale (PIS) upon the students. The investigator analyzed and interpreted the collected data as the following ways:

1.5.4 (i) Analysis of level of Academic Achievement between Male and Female students

The data for analysis of Academic Achievement of students are the total marks obtained by the sample in High School Leaving Certificate (HSLC) exam conducted by Board of Secondary Education Assam (SEBA). The data analysed by taking total marks obtained by the sample in this examination.
Mean and Standard Deviation were calculated for the total marks obtained by the sample of the study.

\[ N = 400 \]
\[ M = 196.2 \]
\[ SD = 82.4 \]

The entire sample of students was grouped into different categories for comparison.

(a) Level of Academic Achievement between Male and Female

Table: 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>df</th>
<th>M</th>
<th>SD</th>
<th>t- Value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>200</td>
<td>398</td>
<td>190.3</td>
<td>84.3</td>
<td>1.11</td>
<td>0.01&lt;sup&gt;NS&lt;/sup&gt;</td>
</tr>
<tr>
<td>Female</td>
<td>200</td>
<td>398</td>
<td>189.7</td>
<td>86.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NS* Not Significant; *"* Significant at 0.05 level; **"** Significant at 0.01 level.

Table 1 reveals that the obtained ‘t’ value (1.11) which is less than the table value 1.96 with df (398) required for significance at 0.05 level (P>0.05) indicating that it is not significant. It concludes that there is no significant difference in the Academic Achievement of Male and female students. Hence, the stated null hypothesis is accepted.
Bar graph shows Comparison of Mean scores of the Academic Achievement of students of Male and Female

![Bar graph comparison of mean scores of male and female academic achievement](image)

**Fig: 1**

(ii) **Analysis of Parental Involvement between Male and Female students**

The total scores obtained in the Parental Involvement Scale administered to the sample were taken as the Parental Involvement Scores.

Mean and Standard Deviation were calculated for total scores of Parental Involvement.

\[
N = 400 \quad M = 79.5 \quad SD = 7.90
\]

(b) **Levels of Parental Involvement between Male and Female Students**

The difference in the levels of parental Involvement between Male and Female which was tested by employing ‘t’-test. The result is reported in Table – 2
Table – 2

Comparison of Male and Female students in Parental involvement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>Mean difference</th>
<th>‘t’ value and significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>200</td>
<td>398</td>
<td>78.9</td>
<td>7.27</td>
<td>0.1</td>
<td>1.82&lt;sup&gt;NS&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>200</td>
<td></td>
<td>79.</td>
<td>7.06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>NS</sup>Not Significant; <sup>*</sup> Significant at 0.05 level; <sup>**</sup> Significant at 0.01 level.

Table 2 reveals that the obtained ‘t’ value (1.82) which is less than the table value 1.96 with df (398) required for significance at 0.05 level (P>0.05) indicating that it is not significant. It concludes that there is no significant difference in the parental involvement of Male and female students. Hence, the stated null hypothesis is accepted.

Bar Graph shows Comparison of Male and Female students in Parental involvement

---

Fig: 2
(iii) Level of Study Habit among Secondary School Students

The total scores obtained in the Study Habit Inventory administered to the sample were taken as the Study Habit.

Mean and Standard Deviation were calculated for total scores of Study Habit.

\[ N = 400 \quad M = 190.2 \quad SD = 22.2\]

(b) Level of Study Habits between Male and Female Students

The difference in the levels of Study Habits between Male and Female students which was tested by employing t-test. The result is reported in Table- 3

<table>
<thead>
<tr>
<th>Variables</th>
<th>Male</th>
<th>Female</th>
<th>t-Value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Comprehension</td>
<td>29.5</td>
<td>4.77</td>
<td>30.9</td>
<td>3.72</td>
</tr>
<tr>
<td>Concentration</td>
<td>25.1</td>
<td>6.00</td>
<td>25.2</td>
<td>5.50</td>
</tr>
<tr>
<td>Task Oriented</td>
<td>23.2</td>
<td>2.80</td>
<td>26.1</td>
<td>1.98</td>
</tr>
<tr>
<td>Study Sets</td>
<td>14.1</td>
<td>2.49</td>
<td>17.2</td>
<td>1.53</td>
</tr>
<tr>
<td>Interaction</td>
<td>6.20</td>
<td>2.09</td>
<td>5.17</td>
<td>3.37</td>
</tr>
<tr>
<td>Drilling</td>
<td>9.65</td>
<td>2.92</td>
<td>11.16</td>
<td>3.24</td>
</tr>
<tr>
<td>Support</td>
<td>50.31</td>
<td>11.44</td>
<td>43.74</td>
<td>13.46</td>
</tr>
<tr>
<td>Recording</td>
<td>5.12</td>
<td>2.54</td>
<td>4.43</td>
<td>1.30</td>
</tr>
<tr>
<td>Language</td>
<td>3.13</td>
<td>1.46</td>
<td>2.12</td>
<td>1.45</td>
</tr>
</tbody>
</table>
Table 3 reveals that the obtained ‘t’ value (3.84) which is greater than the table value 2.58 with df (398) required for significance at 0.01 level (P<0.01) indicating that it is a significant. It concludes that there is a significant difference in the Study Habits of Male and Female students with Male students showing significantly high mean score. Hence, stated null hypothesis is rejected.

1.5.4(ii) Analysis of Academic Achievement of students and Parental Involvement, Study Habits.

To analyse this, product moment of coefficient of correlation was used.
Table 4

Coefficient of Correlation between Academic Achievement and Parental Involvement, Study Habits

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variables Correlated</th>
<th>N</th>
<th>‘r’</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Achievement and Parental Involvement</td>
<td>398</td>
<td>.540(**)</td>
<td>0.01</td>
</tr>
<tr>
<td>2.</td>
<td>Academic achievement and Study Habits</td>
<td>398</td>
<td>.521(**)</td>
<td>0.01</td>
</tr>
<tr>
<td>3.</td>
<td>Study Habits and Parental Involvement</td>
<td>398</td>
<td>.441(**)</td>
<td>0.01</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level with df 398 is 0.128.

Table 4 reveals that the Pearson’s Coefficient of Correlation values of Parental Involvement with Academic Achievement (.540), Study Habits with Academic Achievement (.521) and Parental Involvement with Study Habit (.441) of secondary school students were greater than the tabulated ‘r’ value at 0.01 level of significance. Therefore, it is concluded that there is a significant relationship of Parental Involvement with Academic Achievement and Study Habits with Academic Achievement in each variable separately.

Major findings of the study

The major findings of the present study are as follows:

1. There is no significant difference in the Academic Achievement of secondary school male and female students.
2. There is no significant difference in the Parental Involvement of secondary school male and female students.

3. (ii) (a) There is a significant difference between male and female students in their different variables viz. Comprehension, task Oriented, Study Sets, Interaction, Drilling, support, recording and language of Study Habits with male students showing higher mean score than female.
   (b) Male and Female students did not differ in the variable of Study Habits viz. Concentration.

4. (i) There is a significant relationship between Academic Achievement and Parental Involvement at 0.01 level of significance.
   (ii) There is a significant relationship between Academic Achievement and Study Habit at 0.01 level of significance.
   (iii) There is a significant relationship between Parental Involvement and Study Habits in their mean score.

**Conclusion**

From the above study we found that there is a great effect of study habits and parental involvement on academic achievement of the students. Therefore the following suggestions should be given importance:

- To increase the academic achievement of student’s school should provide better environment to improve the study habits.
- Proper infrastructure facilities, library facilities should be provided.
- Teacher should prepare himself very confidently.
- Continuous home work and assignment should be given to the students.
- Healthy home environment is also important for those things.
➢ Parents should be taken care for their child.

References:

10. www.census2011.co.in (Census report 2011 site)