

## The Effect of Parental Education and Parental Involvement on Children's Study Habits and Academic Achievement

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### **Abstract**

*The prime aim of this research is to investigate of parental education and parental involvement affecting on study habit and academic achievement of their children. A random sampling method was used to select 320 parents as well as their 320 children studying in secondary or higher secondary school of north Gujarat. The research tool for parental involvement scale was measured by M. Mukhopadhyay and D.N. Sansanwal. While the tool for study habit scale were used which develop by Dr. (Mrs.) Rita Chopra & Dr. Surabala Sahoo and General academic achievement scale were used which develop by A K Sengupta & A K Shinha. For analysis of data 't' test was used. Result indicate that the more involved parent has batter study habit to compare less involved parent on her children. The below and above graduate parent's children have no difference in study habit. The more and less involved parent's children have no difference in academic achievement. The below and above graduate parent's children has batter academic achievement to compare above graduate parent on her children.*

**Keywords:** *parental involvement, parental education, study habit and academic achievement.*

**Introduction:**

“Family component is the child’s primary, and long-lasting, framework for progress. Compared by other species, human children develop slowly; needing years of support and teaching before they ready to be self-governing. Families are pervasive, and parents are across the world important in children survives. The attachments children form with parents and siblings usually last a lifetime, and they serve as mockups for relationship in the wider world of neighborhood and school (Berk, 2002).”

“Epstein’s has specified Six Types of Parental Involvement (Epstein, Salinas 1992), such as:

- Parenting
- Communication
- Volunteering
- Learning at Home
- Decision Making
- Collaborating together with Community

According to Patel (1976) study habit “include home environment & planning of work, reading & note taking habits, preparation of subjects, habits of concentration, preparation, general habits & attitudes, school environment.”

Aspects of study habits:

Study habit inventory was designed to measure the study habit of students at the post-secondary level. In this inventory, the study habits have been considered to be established of nine different kinds of study

behaviors. These are Comprehension, Concentration, Task orientation, Study Sets, Interaction, Drilling, Supports, Recording and Language.

“Many teachers worry that parents, particularly low-income parents may not have sufficient time training or education themselves to help their children with school work (Becker and Epstein, 1982).”

“Middle-class parents also tend to have higher expectations for their children academic performance and higher career aspirations (Baker and Others, 1987).” At the same time as the literature advise that educational and cognitive socialization are facilitated by middle-class position, considerable research has show that lower class status does not necessarily predict less effective parent practices.

Nadim, N.A., Pooja, J.A. and Bhatt, S.A. (2014) research study habits and academic achievement of kashmiri & ladakhi adolescent girls: A Comparative Study result reveal that the mean difference were found among Kashmiri and Ladakhi adolescents on their study habits and academic achievement.

Arora, N. (2016) academic achievement of adolescents in relation to study habits research outcomes are that there is a strong positive correlation between academic achievement and study habits of adolescents.

Rabia, M., Mubarak, N., Tallat, H. and Nasir, W. (2017) A Study on Study Habits and Academic Performance of Students study result reveal that there is significant relationship between study habits and academic performance of the students.

Siahi, E. A. and Maiyo, J. K. (2015) Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India study Results revealed a positive relationship of 0.66 among study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in evolving good study habits.

### **Objective of this Study:**

The main objectives of study were as under:

1. To study the role of parent's education on the development of children's study habits.
2. To examine and analyze the impact of parental Education in the development of children's study habits.
3. To study the role of parent's education on the development of children's Academic Achievement.
4. To examine and analyze the impact of parental Education in the development of children's Academic Achievement.

### **Hypothesis of This Study:**

1. There will be no significant difference between children of less involved and more involved parents on study habits.
2. There will be no significant difference between children of below and above graduate parents on study habits.
3. There will be no significant difference between children of less involved and more involved parents on Academic Achievement.

4. There will be no significant difference between children of below and above graduate parents on Academic Achievement.

**Variables:**

The following variables were treated as independent variable and dependent variable:

**(1) Independent Variables:**

- (I) Parental Involvement - Less Involvement and More Involvement
- (II) Parental Education - Below Graduation & Above Graduation

**(2) Dependent Variables:** Score achieved on Study Habit and Academic Achievement.

**Research Sample:**

The sample of the study was comprised of 320 parents as well as their 320 children studying in Secondary school. The sample was selected from the sexes and age range from 35 to 50 and 13 to 17 years for parents and their children respectively. The sample was randomly selected from various locations of Central and North Gujarat as per the requirement of research plan of this study.

**Tools:**

Following tools was used for collecting the data.

**(1) Parental Involvement Scale (PIS):**

To evaluate parental involvement of a parent's in their child's activities, the Parental Involvement Scale developed by Dr. (Mrs.) Rita

Chopra and Dr. Surabala Sahoo was used. This scale consists 34 items in three areas – school involvement, home involvement and involvement through PTA. The scale has standardized on parents of school student (level of primary and secondary) by the developer of the scale. The test-retest reliability of the scale was found to be 0.93, split-half reliability was found to be 0.91 and K. R. Formula was to be 0.77 by the developer of the scale. The face validity of this scale is very high suggested by the experts of the field.

### **(2) Study Habit Scale (SHS)**

To identify the study habits of the children involved in the present investigation the Study Habit Scale developed by M. N. Palsane was used. The scale consists of 52 sentences in nine sub components of study habit that is Comprehension, Concentration, Task Orientation, Study sets, Interaction, Drilling, Supports, Recording and language. The split-half reliability of the scale was found to be 0.91. The face validity of the scale is very high recommended by the experts of the field.

### **(3) General Classroom Achievement Test (GCAT)**

Academic Achievement of children were measured with the help of General Classroom Achievement Test (GCAT) by A. K. Singh and SenGupta. It is a brief scale of 77 items and is meant for school students of class 6 to 8<sup>th</sup>. The test-retest reliability of the scale was found to be 0.78 and split-half reliability was found to be 0.75 by the developer of the scale. The validity of the test on criterion of examinations ranks, Teachers' opinion and rating in

interview is 0.68, 0.59 and 0.68 respectively. In present study the Gujarati version of the scale was used for collecting the data.

### **Procedure:**

In the initial stage of data collection, the data was collected from the parents by the help Parental Involvement Scale to determine their parental involvement. After the collection of such data the subject was assigned in sub group as per predetermined research design. In the next stage of data collection, the required data was gathered from each related child by giving General Study Habit Scale. The scoring was done with the help of manual. The obtained data from 320 children was analyzed with adequate statistical techniques of 't' Test.

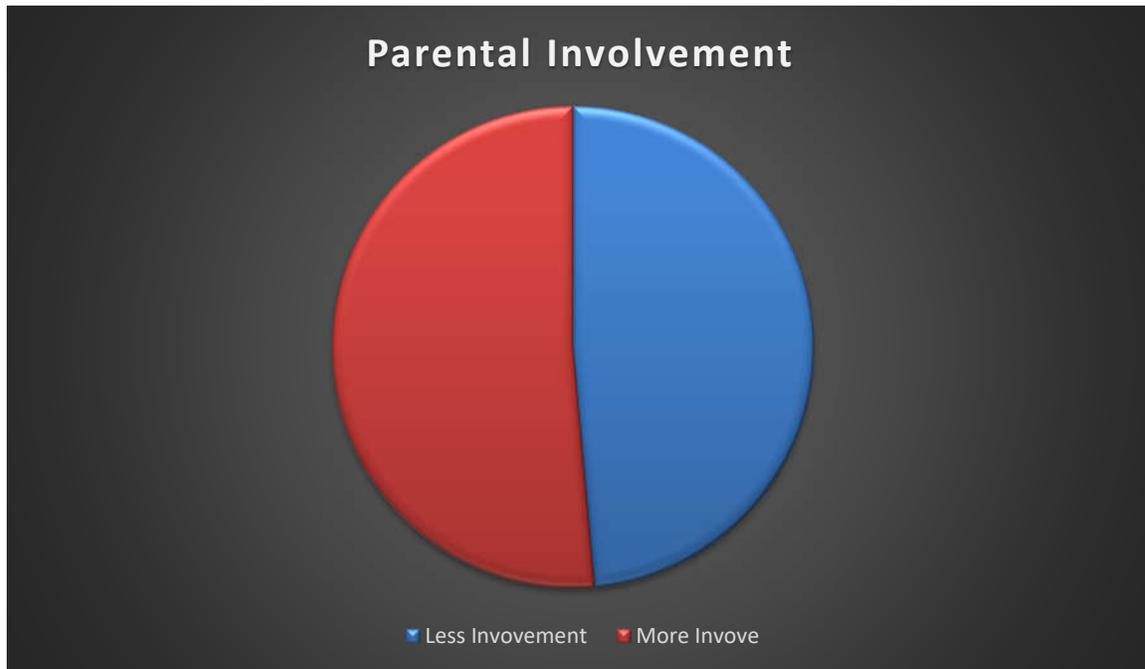
### **Result and Discussion:**

*Ho.1 There will be no significant difference between children of less involved and more involved parents on study habits.*

**Table: 1**

**Showing 't' score of the Study habit of less involved and more involved parent's children**

<b>Particular</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>'t'</b>	<b>Significant</b>
Less Involve	160	131.33	16.61	2.75	0.01
More Involve	160	139.09	16.71		

**Figure: 01****Pie Chart of Mean Score on Study Habit in Relation to Parental Involvement.**

It is observed that the mean scores in table No.01 and figure no 01 revealed that the more involved of parent's children demonstrate more study habit (139.09) then less involved of parent's children (131.33). However, the outcomes are really amazing that less involved and more involved have much difference of study habit. The result reveals that the mean score of two groups as regard parental involvement are differ each other on study habit and these differences are significant at 0.01 level ( $t=2.75$ ); therefore, null hypothesis No. 1 is rejected.

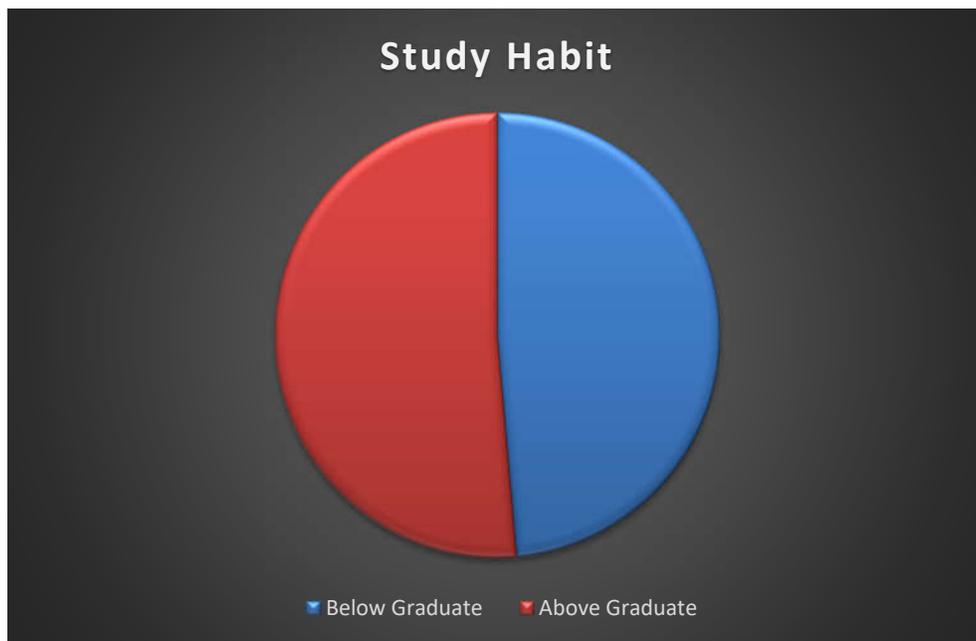
*Ho.2 There will be no significant difference between children of below and above graduate parents on study habits*

**Table: 2**  
**Showing ‘t’ score of the Study habit of below**  
**and Above Graduate Parents children**

<b>Particular</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>‘t’</b>	<b>Significant</b>
Below Graduate	160	131.18	18.06	1.52	NS
Above Graduate	160	138.69	17.82		

**Figure: 02**

**Pie Chart of Mean Score on Study Habit in Relation to Parental Education.**



It could be seen the mean scores in table No.02 and figure no 02 that the above graduate parent children demonstrate more study habit (138.69)

then below graduate parent children (131.18). However, the outcomes are really remarkable that below graduate parent and above graduate parent have much difference of study habit. The result reveals that the mean score of two groups as regard parental education are not differ each other on study habit and these no difference ( $t=1.52$ ); therefore, null hypothesis No. 2 is not rejected.

*Ho.3 There will be no significant difference between children of less involved and more involved parents on academic achievement.*

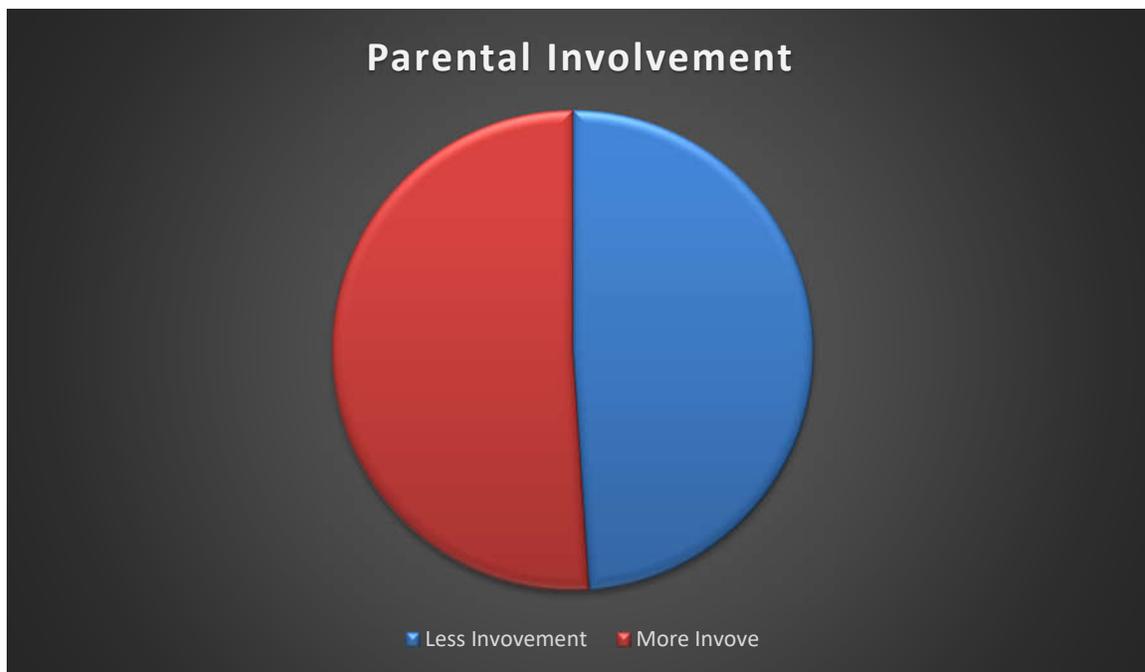
**Table: 3**

**Showing 't' score of the Academic Achievement of less involved and more involved parents children**

<b>Particular</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>'t'</b>	<b>Significant</b>
Less Involve	160	51.29	12.70	1.59	NS
More Involve	160	53.54	17.49		

**Figure: 03**

**Pie Chart of Mean Score on academic achievement in Relation to Parental Involvement.**



It is observed that the mean scores in table No.03 and figure no 03 revealed that the more involved of parent's children demonstrate more academic achievement (53.54) then less involved of parent's children (51.29). However, the outcomes are really remarkable that less involved and more involved have much difference of academic achievement. The result reveals that the mean score of two groups as regard parental involvement are not differ each other on academic achievement and these no deference ( $t=1.59$ ); therefore, null hypothesis No. 1 is not rejected.

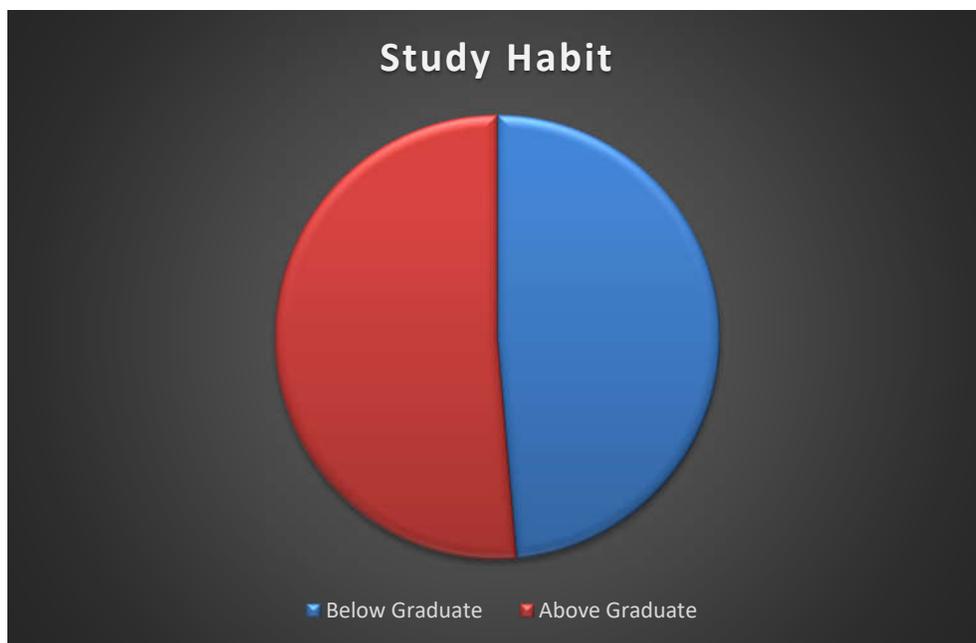
*Ho.4 There will be no significant difference between children of below and above graduate parents on academic achievement.*

**Table: 4**  
**Showing 't' score of the Academic Achievement of below and Above Graduate Parents students**

Particular	N	M	SD	't'	Significant
Below Graduate	160	50.73	14.01	3.44	0.01
Above Graduate	160	46.36	10.27		

**Figure: 04**

**Pie Chart of Mean Score on academic achievement in Relation to Parental Education.**



It could be seen the mean scores in table No.04 and figure no 04 that the below graduate parent children demonstrate more academic achievement (50.73) then above graduate parent children (46.36). However, the outcomes are really remarkable that below graduate parent and above graduate parent have much difference of academic achievement. The result reveals that the mean score of two groups as regard parental

education are differ each other on academic achievement and these differences are significant at 0.01 level ( $t=3.44$ ); therefore, null hypothesis No. 4 is rejected.

### **Conclusion:**

1. There was significant difference in study habit among more involved and less involved parent on her children. Result indicate that the more involved parent has batter study habit to compare less involved parent on her children.
2. There was no significant difference in study habit among below and above graduate parent on her children. Result indicate that the below and above graduate parent's children have no difference in study habit.
3. There was no significant difference in academic achievement among more involved and less involved parent on her children. Result indicate that the more and less involved parent's children have no difference in academic achievement.
4. There was significant difference in academic achievement among below and above graduate parent on her children. Result indicate that the below graduate parent children has batter academic achievement to compare above graduate parent on her children.

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