

**PARENTAL INVOLVEMENT, STUDY HABITS AND ACADEMIC
ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS OF
MIZORAM AND MEGHALAYA: A COMPARATIVE STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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MEGHALAYA: A COMPARATIVE STUDY**

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Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl.**



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CERTIFICATE

This is to certify that **Vanlaldinpuia**, Department of Education, Mizoram University, has completed his thesis work entitled “**Parental Involvement, Study Habits and Academic Achievement among High School Students of Mizoram and Meghalaya: A Comparative Study**” in partial fulfillment for the Degree of Doctor of Philosophy in Education from August, 2021-2025 under my guidance and supervision. No part of this dissertation has been submitted for any other degree, diploma, associateship, fellowship or other similar titles in this University or any other University or institution of higher learning.

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Place: Aizawl, Mizoram

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DECLARATION
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NOVEMBER, 2025

I **VANLALDINPUIA**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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Dated Aizawl
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CHAPTER I
INTRODUCTION

CHAPTER-I

INTRODUCTION

Education is fundamental to human development, equipping individuals with the intellectual and social competencies necessary to navigate an increasingly interconnected world. Secondary education serves as a transitional phase between foundational learning and the acquisition of specialised knowledge essential for higher education and professional advancement (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2015). This stage cultivates critical thinking, adaptability, and self-awareness, influencing students' aspirations for lifelong learning (Epstein, 2018).

Academic achievement at the secondary level is influenced by a complex interplay of individual and external factors. Cognitive ability, motivation, and emotional resilience contribute to the student's learning capacity while parental involvement and study habits are the supporting structure (Fan & Chen, 2001). The interplay among these factors determines the extent to which students can succeed in their learning environment. Parental involvement puts learning resources at students' disposal and gets them motivated whereas proper study habits allow the students to carry out their study work efficiently. An understanding of the relationship among these factors is essential to promote the success of education.

Parental involvement comprises emotional, academic, and financial support, each playing an important role in shaping educational outcomes (Hill & Tyson, 2009). Emotional support increases motivation and self-confidence, whereas involvement in academics, like keeping track of progress and helping with homework, holds children accountable. Paying for tutoring and extracurricular activities and buying digital tools can prepare students for academic challenges (Singh & Kumari, 2021). In community societies such as Mizoram and Meghalaya, parental involvement goes beyond the confines of a household; it is interlaced with the larger domain of social responsibility and collective involvement in education (Rao & Kaul, 2008).

Study habits refer to the structured routines and cognitive strategies that students put in place to work through academic demands. Such habits include goal setting, time management, and engagement with the study material. Good study habits result in good grades and promote self-discipline, while their absence gives rise to inconsistency in grades and more stress on students. A structured approach to study routine should be encouraged for academic sustenance, given the increasing demands of secondary education.

Academic achievement, identified by grades, examination scores, and level of classroom engagement, represents intellectual development, resilience, and positive utilization of learning resources (Harackiewicz et al., 2012). In this long-term journey of academic life, parental involvement and building proper habits of study remain testaments. In Mizoram and Meghalaya, where educational commitment is greatly affected by kinship and communal linkages, these interactions become very critical factors affecting student performance (Rao & Kaul, 2008).

Understanding the interrelationship among parental involvement, study habits, and academic achievements is of special significance in the socio-cultural contexts of Mizoram and Meghalaya. By analyzing these relationships, the research aims to generate insights for parents, educators, and policymakers, who will then develop strategies to improve the learning environment. An understanding of these processes in finer detail would stimulate the formation of just educational policies that would ultimately aid the students in realizing the maximum potential before them.

1.1 PARENTAL INVOLVEMENT:

Parental involvement is a complex and multidimensional construct which denotes active participation in a child's academic, emotional, and social development. Its crux lies not just on financial support, but also on providing emotional support, rendering academic guidance, and framing a home ambience that fosters learning. Scholars have highlighted its immense role in fortifying student motivation, sustaining student engagement, and culminating in student performance (Epstein, 2018; Fan & Chen, 2001). It becomes even more pronounced during adolescence,

when the academic pressure increases along with personality development. At this stage, sustained parental support creates confidence and stability for students as they begin to gain the skills required to immediately overcome educational and social transitions.

1.1.1 DIMENSIONS OF PARENTAL INVOLVEMENT:

Parental involvement is a multi-dimensional concept that includes home-based activities, activities in the school, academic socialisation, and financial support, with each affecting the student's achievement level in different ways (Epstein, 2018). Research has found that parental participation strengthens motivation and self-confidence and provides stability for the child to succeed in his or her studies (Fan & Chen, 2001).

- a) ***Home-Based Involvement:*** Home-based involvement includes direct academic support through homework assistance, structured study routines, and open communication about school-related matters. These practices contribute to the development of essential study habits, academic responsibility, and self-discipline (Fan & Chen, 2001). A well-structured home environment with designated study schedules and minimal distractions has been linked to improved cognitive performance (Hill & Tyson, 2009). Parental discussions about school experiences further cultivate problem-solving skills and self-efficacy. Studies suggest that children with engaged parents demonstrate greater confidence in their academic abilities (Epstein, 2018). High parental expectations and consistent reinforcement play a crucial role in fostering persistence and a strong commitment to learning (Hoover-Dempsey & Sandler, 1997).

Global best practices highlight the benefits of home-based involvement. In Finland, daily reading routines have been associated with higher literacy rates, while in South Korea, structured home study programmes reinforce school learning. In Mizoram and Meghalaya, evening study circles, where parents and siblings provide academic supervision, align with these global strategies (Singh & Kumari, 2021).

b) *School-Based Involvement:* School-based involvement refers to direct parental engagement in school activities, including participation in parent-teacher meetings, volunteering, and maintaining regular communication with educators. These interactions strengthen collaboration between parents and teachers, allowing for better monitoring of student progress and behavioural development (Jeynes, 2012). Empirical studies indicate that students whose parents actively engage with schools demonstrate higher academic performance, improved classroom behaviour, and a more positive attitude toward learning (Hill & Tyson, 2009). Regular communication between parents and educators fosters shared responsibility, creating a cohesive learning environment at both home and school (Epstein, 2018). Schools that offer flexible meeting schedules and digital communication platforms facilitate greater parental engagement (Singh & Kumari, 2021).

International case studies illustrate the impact of structured school-based involvement. In New Zealand, community schools that integrate parents into curriculum discussions report increased student engagement. In Mizoram and Meghalaya, monthly parent-teacher interactions and community involvement in school management contribute to stronger academic discipline and clearer educational expectations (Choudhury, 2020).

c) *Academic Socialisation:* Academic socialisation involves shaping students' attitudes toward education by setting academic expectations, discussing long-term goals, and fostering intrinsic motivation. Unlike direct school involvement, this dimension emphasises perseverance, goal-setting, and the development of a learning-oriented mind-set (Hill & Tyson, 2009). Research suggests that students whose parents consistently reinforce the value of education exhibit higher motivation and greater academic resilience (Harackiewicz et al., 2012).

A meta-analysis by Hill and Tyson (2009) found that parental discussions about school expectations and career aspirations have a stronger positive effect on academic achievement than direct parental involvement in school

activities. In the same way, Cheung and Pomerantz (2011) have noted that adolescents who see their parents as having high expectations for their education show stronger motivation and persistence.

Academic socialisation is often subject to cultural considerations. East Asian parents consider discipline and academic achievements, while Western parenting orientation gives credence to autonomy considerations. In Mizoram and Meghalaya, values of community highlight the importance of education, with various members ranging from the extended family to community elders actively supporting students in their academic aspirations (Choudhury, 2020).

- d) ***Financial Support:*** Financial contribution is the fundamental component of parental involvement and includes fees for school tuition, textbooks, and private tuitions or extracurricular activities. Research has shown that students whose families were financially supporting them had greater access to learning resources and achieved higher academic outcomes (Singh & Kumari, 2021). Constraints on finances, however, can obstruct performance critically. Less financial resources may disrupt schooling, may perform poorly, or may end up dropping out early (Choudhury, 2020). Apart from this financial stress, student motivation and engagement may be affected negatively.

Some policy measures were implemented to alleviate these challenges. Government schemes, such as the Pre-Matric Scholarship for minority students in Mizoram and Meghalaya, help them financially for their continued education. Community-led efforts, such as scholarships from church societies and village education funds, help ease economic problems (Singh & Kumari, 2021).

Globally, financial aid programmes have proven to be an excellent response to improving student outcomes. Need-based financial assistance has been shown to increase college enrolment and degree completion in the United States. The Right to Education Act (2009) mandates free and compulsory education up to 14 years of age in India, thereby removing economic

hindrances for low-income families. Community-based financial aid programmes in Mizoram and Meghalaya appear to reflect international best practices as a collective commitment for education access (Rao & Kaul, 2008).

1.1.2 FACTORS INFLUENCING PARENTAL INVOLVEMENT:

Parent involvement in education is a multifactorial affair, including psychological constructs, socio-economic being, and constraints besetting potential parental participation. A deep understanding of influencing factors is necessary when considering any effort toward meaningful parental involvement and child's achievement. Some of these factors support active participation, while others create barriers that limit such parental involvement. To address these hindrances, one must consider the structural and individual determinants.

a) Parental Self-Efficacy: Parental self-efficacy is defined as a parent's confidence regarding whether they can positively influence their child's educational outcomes (Hoover-Dempsey & Sandler, 1997). Research has posited that greater parental self-efficacy promotes an active involvement in the academic task. Thus, parents who have a higher degree of self-efficacy will provide greater support to their children, build persistence in learning, and sustain positive aspirations (Ardelt & Eccles, 1996). Parents with a strong sense of parental self-efficacy affirm the persistence and optimism of their children, which in turn creates their own child efficacy. Research studies likely support that the greater the parent's perception of their own impact on the success of their child, the more recommendations and guidance they offer the child, establishing learning routines so as to ensure a conducive academic environment (Epstein, 2018).

b) Parental Aspirations: The parental aspirations lay on the academic and professional expectations for children and help to form their attitude toward education and the long-term goals ahead. High parental aspirations give rise to closer involvement in the schooling of their child, including, for example, regular discussions concerning his progress at school, reinforcing study

habits, and checking on homework (Yamamoto & Holloway, 2010). The researches show that children whose parents have high but still realistic expectations tend to become more intrinsically motivated and resilient in their studies (Fan & Chen, 2001). Therefore, a combination of encouragement and goal-setting instills a feeling of responsibility and ambition, which are needed for sustained academic success.

c) *Socioeconomic Status:* A family's socioeconomic status (SES) exerts a significant influence on the abilities of parents to assist in the education of their children (Singh & Kumari, 2021). Families of higher SES can afford private tutors, educational software, and a multitude of other activities to create a fertile learning environment that promotes intellectual growth (Singh & Kumari, 2021). Monetary resources provide a certain kind of benefit, but parental involvement is not dictated merely by the availability of these resources. Equally important for student achievement are things that money cannot buy: affection, focused academic guidance, and encouragement (Harackiewicz et al., 2012). These parents might highly value the child's education, keep an open line of communication with teachers, and supervise their child's work regularly. Limited financial resources can hinder the availability of educational materials of good quality and supplementary learning activities, which may hamper students' educational excellence.

d) *Parental Employment:* Employment status and work schedules are factors that determine the extent to which parents can actively involve themselves in their children's education. Parents with demanding jobs or irregular working hours often have problems in attending school meetings, helping their children with homework, or participating in school activities (Choudhury, 2020). Less availability means less communication with the teachers, less supervision of their child's academic progress, and less participation in decisions related to the school. Schools may cater to these needs by enabling flexible engagement modes such as digital platforms for communication with teachers, recorded versions of parent-teacher conferences, and mutual support programs led by the community (Epstein, 2018). When multiple means for

participation are available, working parents will be able to stay active in their child's schooling despite the time crunch.

e) Beliefs about Parental Involvement: Parents' beliefs about the purposes of education and their duties toward the learning process greatly affect the extent to which they take an active role in the school. Parents who accept that they form part of the education of their children are therefore more willing to participate in activities relating to schooling, positively reinforce learning behaviours, or sometimes work as a voice for their child's educational interests (Hill & Tyson, 2009). Parents who view education as a matter strictly related to the school may regard themselves as no more than passive observers and limit their intervention in the learning process. Schools and educators play a crucial role in shaping these perceptions by fostering a culture of collaboration and highlighting the impact of parental support on student outcomes (Jeynes, 2012). Encouraging parental participation through targeted workshops, informational sessions, and evidence-based strategies strengthens engagement and reinforces the shared responsibility of education.

1.1.3 IMPACT ON ACADEMIC ACHIEVEMENT:

Parental involvement is a key determinant of academic achievement, influencing both cognitive and emotional development. Research consistently demonstrates that students with engaged parents achieve higher academic outcomes, exhibit greater motivation, and develop resilience in response to educational challenges (Fan & Chen, 2001). Academic success; commonly assessed through grades, test scores, and classroom performance, is closely linked to parental support, as it provides students with both structural and emotional reinforcement in their learning journey (Harackiewicz et al., 2012).

a) Influence on Cognitive and Emotional Development: Parental involvement contributes significantly to cognitive and emotional development by fostering problem-solving skills, critical thinking abilities, and self-regulation, all of which are essential for long-term academic success. According to Epstein (2018), parental support enhances academic self-efficacy, shaping a student's

belief in their ability to achieve educational goals. Discussions about schoolwork, consistent homework assistance, and the establishment of high yet realistic expectations reinforce self-discipline and perseverance in academic pursuits.

Besides cognitive benefits, emotional support from parents also helps in mitigating the stress and anxiety that come very often with academic pressures. A stable, encouraging home environment helps an individual develop concentration and emotional resilience and, with that, academic performance. Those students who receive a steady stream of encouragement and constructive criticism from their parents tend to persevere through academic difficulties and hold onto long-term educational goals.

- b) ***Reducing Dropout Rates:*** Parental engagement is a very strong factor that reduces the incidence of dropping out of school, especially for children belonging to socioeconomic strata. Research suggests that students hailing from homes where education is valued are much less likely to disengage from their studies (Choudhury, 2020). Such resources include, among other things, financial help or support from parents, together with emotional support, so that a student feels safe and can access knowledge, educational infrastructure, and proper academic framework.

The more parents actively participate in their child's education, the more accountability is placed on a student to take charge of their studies. Being actively involved in their education by parents creates an environment where education and aspirations beyond secondary schooling are held to be of high value. Even in situations where financial constraints could be a major obstacle, parents with emotional support can quickly lessen the effects of disengagement by upholding high academic expectations and encouraging perseverance.

1.1.4 CHALLENGES TO PARENTAL INVOLVEMENT:

Parental involvement in education is generally regarded as a positive influence, yet certain factors also limit the extent to which parents can actively

participate in their children's academic development. These challenges are based on socioeconomic conditions, cultural norms, and institutional frameworks that determine the degree of parental engagement. To address these issues, an analysis of both personal and systemic barriers to parental participation must be considered.

- a) ***Time Constraints and Work Obligations:*** A major impediment confronted by mothers and fathers is not having the time to spend with their children due to pressure from work-related responsibilities. Long working hours, irregular schedules, or multiple jobs cause parents to be sidelined from participation in their child's education (Epstein, 2018). This is often seen in single-parent homes and in families where both parents work in manual-labour-type jobs and academic support is rarely afforded (Choudhury, 2020). Reduced school meeting availability, few homework days, and disrupted parent-teacher conferences reduce the magnitude of parental involvement in a student's academic success.
- b) ***Limited Educational Attainment:*** Parental educational level is of great importance as to how much the parent is able to support a child's learning. Sometimes, a parent with little formal education may have difficulty offering assistance with homework, especially in those subjects requiring some type of specialised knowledge (Fan & Chen, 2001). Thus, in such cases, parents with lower levels of education tend to depend on tutors for a child or hold the teacher entirely responsible for the child's own academic progress (Yamamoto & Holloway, 2010). When this happens, parents rarely even engage themselves in their child's academic affairs but rather simply ensure attendance and keep an eye on the general schooling performance of their children at most.
- c) ***Economic Barriers:*** Financial constraints obstruct parents from fully participating in their child's developmental education. In such families, private tutor fees, online learning equipment, and skill-enhancing co-curricular activities remain unaffordable, limiting opportunity for students for additional learnings (Singh & Kumari, 2021). Financial insecurity curtails not only access to educational support but also affects the home-learning environment. In rural and economically backward areas, additional hurdles of

ill infrastructure and non-availability of academic support networks further increase the disparity in educational outcomes (Rao & Kaul, 2008).

- d) ***Cultural and Language Differences:*** Parental involvement in education is also shaped by linguistic diversity and cultural expectations. In multilingual regions such as Mizoram and Meghalaya, where the medium of instruction is primarily English or Hindi, parents who do not possess English or Hindi language skills sometimes find it difficult to help their children with schoolwork. Such language barriers inhibit communication between parents and teachers, parental monitoring of children, or support when needed. Schools that, unfortunately, lack language-inclusive policies or alternative support structures typically multiply barriers for families so limited.
- e) ***Limited Awareness and Institutional Support:*** Some parents are unaware of the significant role their involvement plays in academic success. A lack of understanding of how to contribute effectively may result in lower engagement in school-related activities (Jeynes, 2012). In some cases, parents may hesitate to participate due to uncertainty about their ability to make a meaningful contribution. Schools that do not actively encourage parental involvement through structured initiatives and clear communication reduce opportunities for collaboration. When institutions fail to establish effective outreach programmes, engagement remains low, further distancing parents from their child's education (Epstein, 2018).

1.1.5 ENHANCING PARENTAL INVOLVEMENT:

Given the critical role of parental engagement in student achievement, targeted strategies can help overcome barriers and promote sustained participation. Schools, policymakers, and communities must implement approaches that recognise diverse parental circumstances, ensuring that all families have the opportunity to contribute meaningfully to their child's education. Strengthening parental involvement requires a combination of flexible communication channels, community collaboration, and capacity building initiatives, financial support mechanisms, and structured parent teacher partnerships.

- a) ***Flexible Engagement Channels:*** Multiple avenues of engagement for parents enable working parents to stay abreast with information about their child's activities in school. These virtual meetings, online progress reports, and online communication platforms provide alternative mechanisms to interacting in person (Harackiewicz et al., 2012). Hence, schools should employ a blended communication strategy that considers different schedules and allows parents to have a say in discussions and decision making regardless of their physical location.
- b) ***Community Based Support Networks:*** Community networks encourages parental involvement, especially in those settings where the extended family and social organisations form an integral part of education (Rao & Kaul, 2008). Partnerships between the school, the community leadership, and local organisations foster a support network for children and their families. Mentorship programmes, peer support groups, and community-directed programmes strengthen parental involvement in learning and foster a shared responsibility for the success of the students.
- c) ***Educational Awareness and Capacity Building:*** Workshops, parental education initiatives, and accessible learning resources equip families with the knowledge and skills needed to support academic development. Schools can partner with community organisations to implement engagement strategies that align with cultural contexts (Singh & Kumari, 2021). Training parents in study techniques, career counselling, and digital literacy strengthens their ability to contribute effectively to their child's education. Providing guidance on effective communication with educators and understanding curriculum expectations further enhances parental engagement.
- d) ***Addressing Economic Constraints:*** Financial limitations restrict many families from fully participating in their child's education. Scholarships, subsidised learning materials, and community funded educational initiatives help bridge economic disparities and ensure students receive adequate academic support (Choudhury, 2020). Schools should collaborate with government agencies and non-governmental organisations to provide financial assistance, ensuring that economic barriers do not hinder parental

engagement. Expanding access to affordable tutoring and learning resources can further support families facing financial difficulties.

- e) ***Strengthening Parent Teacher Partnerships:*** Establishing structured mechanisms for collaboration between parents and educators improves communication and builds trust (Jeynes, 2012). Regular interactive sessions, advisory roles for parents, and school based workshops create an inclusive educational environment that benefits students. Encouraging teachers to provide consistent updates on student progress and address parental concerns strengthens engagement and fosters a sense of shared responsibility. Schools that prioritise open dialogue and proactive engagement strategies contribute to a more cohesive support system for students.

Parental involvement significantly impacts academic success by fostering cognitive development, motivation, and resilience. Addressing financial, time-related, and linguistic barriers through flexible engagement, community support, and financial aid can enhance participation. Strengthening collaboration between parents, educators, and policymakers creates an inclusive learning environment that supports student achievement and long term educational growth.

1.2. STUDY HABITS:

Study habits are structured practices that support effective learning and academic success. These include cognitive and behavioural strategies such as time management, organised note-taking, task prioritisation, and active engagement with academic content (Singh & Kumari, 2021). Establishing disciplined study routines enables students to systematically acquire, retain, and apply knowledge across disciplines, supporting both immediate academic achievement and long-term intellectual development.

According to educational psychology research, structured study habits may play an important role in academic achievement, especially with regard to learning that is self-regulated (Zimmerman, 2002). Structured learning schedules nurture and maintain cognitive processing abilities by encouraging analytical thinking and complex problem-solving skills (Mayer, 2020). Further on, the digitalization of

education that has been gradually taking place has also changed the study habits, as it allows for personalized teaching methods catering to different cognitive styles. Hence, knowing what the key dimensions of study habits are, what factors influence them, what challenges they face, and what strategies can be implemented for improvement would serve the cause of building proper learning environments, thus leading to better educational outcomes.

1.2.1 DIMENSIONS OF STUDY HABITS:

Effective study habits have many aspects that lend themselves to helping students in acquiring, processing, and applying knowledge. These dimensions provide for structured learning; combining to enhance the cognitive efficiency and ultimate academic performance.

- a) ***Time Management:*** Effective time management is a foundation of productive study habits that creates an ordered system of scheduling study sessions, prioritising academic tasks, and filling weeks with an even distribution of good learning activities to reduce stress (Kumar & Bhatia, 2018). Research indicates that students who follow a structured set of time management techniques tend to enjoy a lesser degree of academic anxiety and hence achieve satisfactory performance on assessments (Steel, 2007). Budgeting time for studies helps students set priorities between academics and extracurricular activities, striking a good balance between work and play to rejuvenate themselves while keeping learning steady.
- b) ***Organisational Skills:*** An organisational ability enhances study concentration by allowing one to work systematically. This includes note-taking, filing of academic materials, and management of digital resources. The use of planners, coloured notes, and set revision methods assists with the retention of knowledge and retrieval of information (Choudhury, 2020). Researchers have confirmed that efficient organisation supports students in managing academic workloads well, thus curbing procrastination and last-minute exam stress (Zimmerman, 2002).

- c) ***Self-Discipline and Academic Persistence:*** Self-discipline plays a central role in sustaining effective study habits by enabling students to maintain focus, minimise distractions, and adhere to study schedules. Studies clearly indicate that self-discipline is a much stronger predictor of academic achievement than intelligence (Duckworth & Seligman, 2005). Academic persistence, which implies long-term effort and commitment towards educational goals regardless of obstacles, is commonly related with self-regulation and is a definite indication of long-term academic success (Schunk & DiBenedetto, 2021). Confronting setbacks while maintaining persistence in their efforts allows students to continue their academic progress.
- d) ***Active Learning and Critical Engagement:*** Active learning techniques such as summarisation and self-questioning for use in applying knowledge in the present and different settings aid in understanding and remembering concepts. When using retrieval practice and concept mapping, students perform better academically than their peers who have been taught with passive methods (Karpicke & Blunt, 2011). Self-explanation techniques strengthen conceptual understanding and problem solving by promoting more intense cognitive processing (Chi et al., 1994).
- e) ***Resource Utilisation:*** The use of academic resources such as textbooks, digital platforms, libraries, and peer-group discussions facilitates effective studying. Digital platforms and digital media allowed personalized access to supplementary materials (Mayer, 2020). Conjointly with research emphasis on the advantages of multimedia learning, combining visual-auditory-text content, attract learners towards content and complement retention (Mayer & Fiorella, 2014). Students who can draw on multiple resources in their learning are best placed to adapt their study strategies to academic demands.

1.2.2 FACTORS INFLUENCING STUDY HABITS:

Study habits are shaped by individual, social, and institutional characteristics that determine the nature of academic work students engage in. These influences ought to be understood in the designing of suitable strategies that promote learning and increase academic efficiency.

- a) ***Psychological and Cognitive Attributes:*** The part of the development of study habits for an individual that concerns cognitive abilities, motivation, and self-efficacy plays a great role. People with high intrinsic motivation tend to engage in systematic study strategies and to stick with these strategies when faced with academic difficulties (Zimmerman, 2002). Metacognitive awareness is the ability to actually judge and regulate one's own learning process in one way or another and is therefore an important factor in improving study methods in various contexts (Flavell, 1979). Furthermore, research has established that students show more academic resilience and later success if they frequently monitor their understanding and modify their learning strategies accordingly.
- b) ***Family and Home Environment:*** Besides parental involvement, a structured learning environment at home is also crucial in shaping study habits. Supportive parenting results in the encouragement of academic engagement, literacy, and analytical thinking, which in turn promotes good cognitive development and enhanced educational outcomes (Fan and Chen 2001; Burgess 2019). It has been found that students in homes where reading is a primary concern have higher comprehension abilities, critical thinking skills, and self-independence (Fountain & Mantiri 2011).
- c) ***Institutional and Educational Support:*** Effective study habits are established in the educational institutions through structured curricula, academic mentorship, and access to learning resources. Study skills workshops, time management training, and guided learning sessions help students to develop self-regulated learning skills (Miller & Lloyd, 2017). Formative assessments combined with continuous feedback go a long way in reflective learning, thus giving students the opportunity to reflect on their study methods and adjust them to yield better results (Nicol & Macfarlane-Dick, 2006). Structured academic support at schools and universities offers an environment that supports disciplined study habit development.
- d) ***Technological and Digital Learning Influences:*** Technology integration into education has shaped study habits to allow a more interactive and personalised learning experience. Digital platforms provide learning

experiences, AI-driven tutoring systems and virtual study groups assist in knowledge retention, studying independently (Mayer, 2020). Studies show that the application of gamification techniques that provide rewards and challenges can keep motivation high and sustain engagement with study materials (Deterding et. al., 2011). Although digital resources provide study flexibility, the successful learning using technology is about whether the students can use this technology in a structured study schedule.

- e) ***Socio-Cultural Context and Peer Influence:*** Cultural values, community expectations and peer-to-peer interactions shape the students' habits of studying. Societies that place the greatest emphasis on academics actively create environments that nurture structured study behaviour (Fredricks et al., 2004). Peer support systems such as study groups and mentoring programmes provide opportunities for people to work together and share knowledge (Tinto, 1993). Research suggests that students learn better problem-solving skills while-peer guided discussion retention is also augmented. The social networks act to reinforce academic responsibility by sustaining interest in learning material.

1.2.3 CHALLENGES TO STUDY HABITS:

Study habits are considered to impact one's academic success. However, several challenges exist that prevent students from developing effective learning routines. These challenges are formed by the psychological, environmental, technological, and institutional factors, each influencing whether students can engage in disciplined and goal-oriented study practices. Such barriers need to be tackled in order to promote self-regulated learning and the ultimate achievements made by students.

- a) ***Lack of Motivation and Goal Clarity:*** A huge barrier to the development of study habits is an absence of clear academic objectives and internal motivation. Students with no direction or interest in their work tend to have a harder time maintaining regular study hours and procrastinating (Zimmerman, 2002). With no inner motivation, learners may not be able to decide on task importance, schedule their time, or even concentrate on the learning process.

- b) ***Technological Distractions:*** Digital interference has limited students' focus and study time ever since more digital equipment integrated into education. Social media and online games often distract away students' attention from engaging completely in quality study and study hours (Mayer, 2020). The research has evidently shown that multitasking with digital media during study periods results in fragmented attention, lowered retention, and decreased performance academically (Rosen et al., 2013).
- c) ***Ineffective Learning Strategies:*** Number of students adopt passive learning techniques like the things of rote memorisation or surface-level reading, which are incapable of fostering deep comprehension and long-term retention (Karpicke & Blunt, 2011). Unless they have had some training in useful techniques such as retrieval practice, self-questioning, or summarisation, students might perhaps find it difficult to think critically about their academic content. This lack of strategic learning will diminish both confidence and academic persistence.
- d) ***Unstructured Learning Environments:*** Disorganised and distracting home or school settings discourage the formation of disciplined study habits. Students find it difficult to concentrate and finish their work when they face interruptions or do not have access to quiet, well-lit places in which to study (Choudhury, 2020). Irregular schedules and lack of routine further diminish the potential outcomes of any learning efforts.
- e) ***Academic Stress and Mental Fatigue:*** Heavy academic workloads, performance-based competitiveness, and examination stress all contribute to stress, burnout, and mental exhaustion... All these adversely impact concentration, memory, and motivation, thereby making it difficult for students to retain effective study routines (Pekrun, 2017). Psychological distress causes avoidance, reduced engagement in academic activities, and a decrease in academic performance.
- f) ***Limited Institutional Guidance:*** Due to the absence of structured academic support such as study skills workshops or mentorship programmes, students are stripped of the necessary tools required for building effective study habits. Without personalised learning aid, students find it challenging to lay their

finger on inadequacies in their study routines or to take an affirmative step towards strategies for their alteration or improvement (Nicol and Macfarlane-Dick, 2006).

Tackling these challenges demands a coordinated effort among teachers, families, and institutions. Structure guidance must be given to students, digital distractions have to be ruled out, and motivational and supportive learning environments ought to be promoted, all of which strengthen a student's ability to maintain and develop their learning strategies.

1.2.4 ENHANCING STUDY HABITS:

Enhancing study habits necessitates a multidimensional approach based on educational intervention, technological advancement, and self-regulation. Strengthening such dimensions would help the students be able to construct efficient study sequences to yield better grades and subsequent intellectual elevation.

- a) ***Study Skills Training Programmes:*** Educational institutions should deliver structured study skills programmes relating to time management, critical reading, self-regulated learning, and test-taking strategies. The programme trains students in workshops and training sessions that serve to help students in identifying areas needing improvement in their study routines and formulating strategies to help develop those areas for better academic performance (Zimmerman, 2002). According to empirical research, students who participate in study skills alongside training enhance their self-discipline, cognitive efficiency, and academic persistence.
- b) ***Use of Digital Learning Tools:*** Adaptive learning technologies, digital flashcards, AI tutoring platforms, and interactive simulations enhances knowledge retention and the personalization of learning experiences (Mayer, 2020). The greater accessibility of online classrooms, as well as self-consumption modules, offers needy learners from different backgrounds the opportunity to engage with academics on subjects of interest at their timing. Research has indicated that digital learning tools disrupt engagement, help memory consolidation, and empower students in self-study, especially when combined with traditional ways of studying.

c) ***Parental and Community Engagement:*** Parental involvement and community learning initiatives are necessary for the development of positive study habits. Structured mentorship programmes and peer-supported study groups provide such academic support, particularly for students with students with limited resources (Epstein, 2018). It is argued that those students whose parents take a keen interest in planning academics are more motivated to pursue learning, better organised, and have stronger capability to self-regulate. Community-led educational initiatives allow for sustained supply of learning support and the sharing of knowledge from different members of the community-challenge.

d) ***Psychological and Academic Counselling:*** Academic counselling, peer mentoring, and mental health services are essential for students to acquire study skills and manage academic stress (Fredricks et al., 2004). An institution must provide workshops on managing stress and building resilience so that students have the resources for strengthening concentration, emotional regulation, and academic perseverance. Research reveals that students subjected to psychological support in a structured environment concentrate more and feel less anxiety and academic inconsistency.

Effective study habits are the fundamentals of academic success, mind development, and intellectual growth in the long run. Time management, organisation, self-discipline, and resource application are considered key factors affecting the efficiency of learning. Attitudinal factors, family support, institutional facilitators, and technology play among others in influencing study behaviours. Depending on their needs, strengthening through further specialised training, use of computer software, and academic guidance will offer yet another remedy in tackling these roadblocks, such as technological distractions and socioeconomic disparities. By fostering a disciplined and supportive learning environment, students can enhance their study strategies, leading to sustained educational and professional success.

1.3. ACADEMIC ACHIEVEMENT:

Academic achievement encompasses the development of cognitive abilities, knowledge acquisition, and the demonstration of skills across educational settings. While standardised measures such as grades and test scores remain primary indicators, academic success also includes creativity, critical thinking, problem-solving, and perseverance (Harackiewicz et al., 2012). Research highlights a strong correlation between high academic performance and long-term intellectual adaptability, professional success, and meaningful societal contributions (Miller & Lloyd, 2017).

Assessing academic achievement requires examining its key dimensions, factors influencing student performance, and broader societal implications. Understanding these elements enables educators and policymakers to develop evidence-based strategies that promote intellectual growth, foster inclusivity, and support lifelong learning (UNESCO, 2015).

1.3.1 DIMENSIONS OF ACADEMIC ACHIEVEMENT:

Academic achievement is a multifaceted construct that goes beyond grades or standardised test scores. Student learning is thus understood at various levels: development of cognition, measures of academic performance, behavioural engagement, socio-emotional competence, and creative problem-solving. These dimensions together provide a holistic framework to examine intellectual growth and educational achievement.

- a) ***Cognitive and Intellectual Development:*** Acquired cognitive competence is fundamental to academic achievement insofar as knowledge is acquired, processed, and applied. Analytical reasoning, critical thinking, and problem solving comprise cognitive skills assisting in the academic endeavor (Harackiewicz et al., 2012). Standardised assessments of intelligence and subject achievements function as indicators of cognitive development. Research indicates that when students are greatly skilled in cognitive matters, they can grasp more complex concepts quickly and thus excel in academics

(Mayer, 2020). On the other side, metacognitive awareness, or the regulation of learning processes, plays a strong role in academic achievement (Flavell, 1979).

- b) ***Academic Performance Metrics:*** Academic performance is traditionally evaluated by grades, standardised tests, and cumulative GPA, measuring one's command of subject matter in a structured way (Miller & Lloyd, 2017). While the quantitative measures adequately provide for a number of views on the performance of individuals, these views, however, fail to address critical aspects of learning such as creativity, problem-solving, and the ability to adjust to change (Sternberg, 2019). In light of these discrepancies, more and more schools incorporate alternate modes of assessment, such as project-based grading, competency-based evaluation, and formative assessments, all claiming to represent true student learning in a much more holistic fashion (Brookhart, 2013).
- c) ***Behavioural Engagement and Participation:*** Student engagement in academic activities has a direct bearing on learning outcomes. Behavioural engagement consists of aspects such as being present in classes, appearing for assignments, working on a group project, and participating in co-curricular activities, all of which lead to academic success (Fredricks et al., 2004). Some studies provide evidence that participating in discussions, learning from experience, and co-op education encourage a deeper understanding of concepts and higher-order thinking skills (Zimmerman, 2002). Other than that, intrinsic motivation and self-regulation promote engagement through goal-oriented behaviour and self-discipline toward long-term academic accomplishments (Deci & Ryan, 2000).
- d) ***Emotional and Social Competence:*** Emotional intelligence, comprising self-awareness, empathy, and stress management, is a factor that considerably affects academic success. Studies show that those with a higher level of emotional intelligence tend to confront situations of an academic nature with more ease while having better relationships with friends and instructors; they are also comparatively better stress-resistant in cases of performance-related stress (Pekrun, 2017). Social skills such as communication and working in

teams further facilitate academic achievement, primarily by setting an atmosphere that allows inclusiveness and collaborative work (Durlak et al., 2011). Embedding SEL (socio-emotional learning) programmes may lead to higher levels of student engagement, lower feelings of anxiety, and greater academic resilience (Zins et al., 2004).

- e) ***Creativity and Critical Thinking:*** Creativity and critical thinking are vital for the extensive application of knowledge in ever-changing academic and professional settings (Sternberg, 2019). Contemporary training methods are targeted toward project-based learning activities, assignments carried on inquiry, and interdisciplinary problem-solving on intellectual flexibility and analytical ability (Runco, 2014). Inculcating curiosity and independent thinking engenders lifelong learning patterns, making good preparation for the students to contend with complex real-world problems (Robinson, 2011).

1.3.2 FACTORS INFLUENCING ACADEMIC ACHIEVEMENT:

Academic achievement is influenced by a complex set of intertwined intrinsic and extrinsic factors, each having a great effect on a student's aptitude for success. A thorough examination of these factors is the basis for the formulation of specific educational policies and interventions that foster academic advancement and equitable learning opportunities.

- a) ***Family and Home Environment:*** Academic success largely depends on the home environment. Students' learning experiences are directly influenced by the nature of parental involvement, socioeconomic status, and the availability of educational resources. It has been found that students from homes with high parental expectations and some degree of study routine tend to perform better academically (Fan & Chen, 2001). From a socioeconomic perspective, the richer the household, the easier it is to afford private tutorials, enrichment activities, and technological teaching aids, all of which coalesce to form one's educational curriculum (Choudhury, 2020). Parental involvement, such as monitoring academic progress and offering emotional support, is strongly linked with enhanced motivation and resilience of students (Jeynes, 2012).

- b) ***Educational Infrastructure and Institutional Support:*** Student achievement is largely affected by the quality of schooling, which includes teacher effectiveness, curriculum formulation, and institutional policies. Schools that provide individualised learning, mentorship programmes, and the best training to the teaching staff will create an environment promoting academic success. Research shows that students who receive academic support, inclusive of tutoring, remedial teaching and formative assessments, have greater learning outcomes (UNESCO, 2015). According to Organisation for Economic Co-operation and Development [OECD] (2018), libraries as well-equipped as laboratories and digital technologies increase student engagement and make curricula accessible.
- c) ***Psychological and Motivational Factors:*** Psychological features such as intrinsic motivation, self-belief, and resilience are foundational to the academic performance of a child. A study of the growth-mindset framework has shown that students who perceive intelligence as malleable and effort-dependent tend to persevere more and succeed academically than those who consider intelligence as fixed (Dweck, 2006). Self-regulated learning strategies-that is goal-setting, time management, and adaptive study behaviours-are also positively correlated with increased academic achievement (Zimmerman, 2002).
- d) ***Peer Influence and Social Networks:*** Peer relationships significantly shape academic behaviours, aspirations, and motivation. It has been said that association with academically motivated peers fosters positive habits and academic goals (Ryan & Patrick, 2001). On the other hand, some negative peer influence has been associated with disengagement and lower performance standards (Wentzel, 1998). Study groups and cooperative learning environments are examples of structured peer learning models that have been demonstrated to be effective to obtain better academic results (Slavin, 2014).
- e) ***Cultural and Socioeconomic Factors:*** Socioeconomic stability, in addition to cultural practices, affects access to good education, parental involvement, and career aspirations. Socioeconomic disparities contribute to achievement gaps

and the consequent inequalities that stand in the way of students attaining education from marginalised sections of the society (Choudhury, 2020). Such cases require timely intervention through inclusive educational policies or financial-aid-based programmes, which shall aid in achieving well-balanced opportunities to learning (OECD, 2018).

1.3.3 IMPACT OF ACADEMIC ACHIEVEMENT:

Academic achievement has far-reaching implications that influence cognitive and personality development, opportunity aspects, and social development. Its effects are felt far beyond the school setup, including professional success, economic contribution, and psychological well-being.

- a) ***Career and Professional Growth:*** Higher academic performance is strongly correlated with expanded opportunities for employment, larger earning potential, and long-term professional development (Harackiewicz et al., 2012). Academic qualifications serve as key credentials in determining employment prospects and job market competitiveness (UNESCO, 2015). Research indicates that individuals with higher levels of academic attainment are more likely to obtain stable employment and experience career mobility, contributing to economic security and professional fulfilment (OECD, 2018).
- b) ***Cognitive and Personal Development:*** Academic success fosters cognitive development, enhancing logical reasoning, problem-solving, and analytical thinking. High-achieving students are better prepared for lifelong learning and intellectual adaptability, equipping them to engage with complex challenges in professional and social contexts (Zimmerman, 2002). Structured learning experiences further support decision-making abilities and critical reflection, both of which are essential for personal growth and informed judgement (Mayer, 2020).
- c) ***Societal and Economic Contributions:*** Educational attainment contributes to economic development with social stability. It has been stated that nations with higher levels of educational attainment tend to have lower rates of unemployment, higher levels of technological innovation, and greater

economic resilience (UNESCO, 2015). Further studies show academic achievement is linked to higher levels of civic engagement, better public health outcomes, and lower crime rates, which take hold in highlighting its importance within societal well-being (OECD, 2018).

- d) ***Psychological Well-Being and Self-Efficacy:*** According to Pekrun (2017), academic success builds self-confidence, motivation, and resilience in individuals, who will then be able to set meaningful personal and professional objectives to pursue. Studies indicate that students who perform well academically are more likely to develop a strong sense of self-efficacy and emotional stability which in turn enhances their well-being (Durlak et al., 2011).

1.3.4 CHALLENGES TO ACADEMIC ACHIEVEMENT

Academic achievement results from numerous challenges rooted in systemic inequalities, institutional limitations, and psychosocial distress. Overcoming these barriers necessitates encompassing policy changes, targeted interventions, and institutional support to build fairer learning environments.

- a) ***Socioeconomic Barriers:*** Limited financial resources reduce access to quality education, learning materials and technology, in different ways serving as barriers to academic success (Choudhury, 2020). Disadvantaged students confront innumerable challenges such as poor classroom conditions, fewer extracurricular opportunities as well as financial constraints that hinder their academic success. These disadvantages bear more weight upon marginalized communities by widening the existing achievement gap, to the detriment of their prospects for further education (OECD, 2018). Therefore, the adoption of equitable fund allocation models, scholarship programs, and community-driven efforts might be regarded as tools in closing these gaps and promoting education for all.
- b) ***Learning Needs and Cognitive Differences:*** Students with learning disabilities and varied cognitive needs require specialised teaching methods, assistive technologies, and inclusive settings to aid their faculties in actual

academic development. Absence of early identification and interventions that are, therefore, not suited, may result in disengagement, loss of confidence, and poor scholarly achievements. Research has pointed out that individualised learning plans, adaptive learning, and specific training for teacher educators work towards reducing the achievement gaps in those categories (Shaywitz & Shaywitz, 2020). The policies centred around issues of accessibility and inclusiveness remain paramount for the assurance of an equal opportunity to learning for all students.

- c) ***Academic Pressure and Mental Health Challenges:*** The increasing emphasis on academic excellence and performance metrics has intensified stress, anxiety, and burnout among students (Pekrun, 2017). Thus, heavy workloads, competitive grading structures, and high-stakes examinations contribute to mental-health concerns, which in turn affect academic performance. Effective support systems, including counseling services, wellness programs, and stress management strategies, will promote student well-being and resilience (Fredricks et al., 2004). Educational institutions must cultivate learning environments that balance academic expectations with psychological health, ensuring that students can achieve success without compromising their well-being.

1.3.5 ENHANCING ACADEMIC ACHIEVEMENT:

Efforts to enhance academic achievement must be comprehensive in scope and multidimensional in nature. In other words, they should address the structural, institutional, and psychological barriers that generally prevent students from succeeding. Meaningful academic development entails a holistic approach consisting of a nurturing teaching environment integrated with personalised instruction, teacher development, and student support.

- a) ***Personalised Learning Approaches:*** Tailoring instruction to individual learning preferences, strengths, and needs enhances student engagement and comprehension (Mayer, 2020). Adaptive learning technologies, differentiated instruction, and formative assessments provide customised educational

experiences, leading to improved academic outcomes (Brookhart, 2013). Research suggests that instructional strategies accommodating diverse learning styles foster greater knowledge retention, critical thinking, and problem-solving abilities.

- b) ***Strengthening Teacher Training and Pedagogical Strategies:*** Educators play a central role in shaping student achievement. Professional development programmes that equip teachers with innovative instructional methodologies, culturally responsive teaching strategies, and student-centred approaches enhance the quality of education. Research highlights the significance of continuous training in differentiated instruction and assessment techniques to effectively support diverse student populations (Darling-Hammond, 2020). Establishing mentorship networks and peer collaboration among educators facilitates the exchange of best practices, improving instructional effectiveness.
- c) ***Integrating Mental Health and Academic Support Services:*** A holistic approach to academic achievement requires the integration of psychological well-being initiatives within educational institutions (Fredricks et al., 2004). Access to counselling services, mindfulness programmes, and mental health awareness campaigns helps alleviate academic stress and fosters resilience (Pekrun, 2017). Additionally, structured peer mentoring and academic advising systems offer students guidance in navigating academic challenges. Establishing a supportive learning environment that prioritises mental health contributes to sustained academic engagement and long-term success.

Many facets influence academic achievement, such as study habits, parental engagement, institutional support, and even mental well-being. Its involvement extends beyond education into the areas of job performance, social development, and cognitive development. Economic disparity, learning requirements, and academic stress create impediments to student performance. A full approach must be taken to confront these hindrances while incorporating individualised learning, teacher professional development, student mental health support, and equitable educational policies. By building an inclusive, flexible learning environment that puts the student

at the centre of everything, educators and policy makers can improve academic success and lifelong learning.

1.4 COMPREHENSIVE STUDY OF EDUCATION DEVELOPMENT IN MIZORAM AND MEGHALAYA: SECONDARY SCHOOL EDUCATION:

1.4.1 MIZORAM: DEVELOPMENT OF SECONDARY EDUCATION:

a) Historical Background: Secondary education in Mizoram traces back to the phases of formalisation of the education system in the late-19th century at the hands of Christian missionaries. The first schools were established in 1894 by missionaries J. H. Lorrain and F. W. Savidge, focusing on literacy and religious instructions. During this early phase, education remained confined to primary schooling, with no structured provision for secondary education.

A major milestone was achieved in 1944 with the establishment of Presbyterian High School in Aizawl, marking the transition from basic literacy initiatives to a more structured academic framework that incorporated both general and vocational education. After independence, the Mizo District Council initiated steps to develop secondary education further, laying the foundation for planned growth in the education department. The attainment of statehood in 1987 created momentum for this further with education having become an important plank of Mizoram's socioeconomic agenda (Government of Mizoram, 2020). At the national level, the National Policy on Education 1986 itself and its subsequent amendments and revisions have played a major role in shaping the present secondary education system, especially in matters related to curriculum development, infrastructure building, and teacher training programs (Ministry of Education, 2020).

b) Current Status of Secondary Education:

- i. School Network:** Mizoram has an extensive network of secondary schools, including government-run institutions, private schools, and missionary-administered establishments. While urban centres such as Aizawl benefit from well-equipped schools, rural areas face

infrastructural challenges, affecting access to quality education (Mizoram Board of School Education [MBSE], 2022). Disparities in teacher availability, resource allocation, and learning materials between urban and rural schools continue to impact academic outcomes (Lalthangliana, 2021).

- ii. **Curriculum and Assessment:** Secondary education in Mizoram is regulated by the Mizoram Board of School Education, which ensures alignment with the National Curriculum Framework (National Council of Educational Research and Training [NCERT], 2021). The curriculum comprises core subjects such as mathematics, science, and social studies, alongside Mizo language, history, and cultural studies to preserve the state's heritage (MBSE, 2022). Standardised board examinations at the secondary and higher secondary levels serve as key assessment tools to evaluate student learning and academic progression.
- iii. **Medium of Instruction:** English serves as the primary medium of instruction, preparing the student for further advanced studies and competitive examinations (Government of Mizoram, 2020). Mizo language is compulsory, reinforcing bilingual proficiency while preserving linguistic and cultural identity.

c) Developmental Achievements:

- i. **High Enrolment Rates:** Government programs such as free textbooks, free school uniforms, and mid-day meal schemes have been particularly successful in encouraging secondary school enrolment, particularly for students from economically disadvantaged backgrounds (Ministry of Education, 2020). These efforts reduce financial barriers and improve student retention in secondary education.
- ii. **Teacher Training and Professional Development:** Teacher education in Mizoram has improved through various institutions such as the Institute of Advanced Studies in Education and various District Institutes of Education and Training. Ongoing professional

development programmes, workshops, and certification courses have refined teaching methods and subject knowledge, thereby aligning them with modern pedagogical standards (Lalthangliana, 2021).

- iii. **Integration of Technology:** The introduction of smart classrooms, e-learning, and digital resource centres has changed secondary education in Mizoram. These technology initiatives enhance teaching levels while bridging resource gaps between urban and rural areas (Government of Mizoram, 2020). The use of digital learning tools promotes interactive learning, improves student engagement, and supports skill development (NCERT, 2021).

d) Challenges:

- i. **High Dropout Rates:** Although enrolment is very high, dropout rates are a worrying factor, especially in the rural areas. Some of the contributing factors are economic hardships, early marriages, and migrations to urban centres in search of employment opportunities (Lalthangliana, 2021). Resolving these problems would require targeted financial assistance, career guidance, and flexible learning paths for the retention of students in the education system.
- ii. **Infrastructure Gaps:** Many rural schools lack well-equipped libraries, science laboratories, and sports facilities, limiting students' exposure to practical learning and extracurricular activities (Government of Mizoram, 2020). Such disparity in availability of educational resources hampers the development of science, technology, engineering, and mathematics education, affecting students' competitiveness in higher education and employment sectors.
- iii. **Limited Vocational Education:** A strong focus on traditional academics has restricted vocational training opportunities, limiting students' preparedness for employment in agriculture, handicrafts, and information technology (MBSE, 2022). Expanding skill-based learning and career-oriented training programmes within the

secondary curriculum would diversify career pathways and improve youth employability (Ministry of Education, 2020).

Secondary education in Mizoram has progressed from missionary-led literacy efforts to a structured academic system. However, despite an increase in enrolment, teacher training, and online education, there continue to be issues of dropout, lack of infrastructure, and inadequate vocational education that require policy intervention. Strengthening educational infrastructure, enhancing skill training, and ensuring equitable distribution of resources will help in the development of a robust and inclusive secondary education system in Mizoram.

1.4.2 MEGHALAYA: DEVELOPMENT OF SECONDARY EDUCATION:

a) Historical Background: The development of secondary education in Meghalaya traces its origins to the Welsh Presbyterian missionaries, who played a crucial role in establishing formal schooling in the Khasi and Jaintia Hills during the British colonial period (Syiem, 2018). The establishment of Shillong Government High School in 1867 marked the beginning of structured secondary education in the region. Missionary-led institutions prioritised English literacy, moral instruction, and religious teachings, forming the foundation for Meghalaya's early educational framework (Marbaniang, 2020).

Following India's independence, the expansion of secondary education became a priority for both the state government and private educational institutions, addressing the increasing demand for formal schooling (Government of Meghalaya, 2021). A significant milestone was the creation of the Meghalaya Board of School Education (MBOSE) in 1973, which introduced a standardised curriculum tailored to the state's socio-cultural context (MBOSE, 2022). This initiative provided students with a structured learning framework while incorporating elements of local history, language, and traditions, ensuring that education remained relevant to the cultural landscape of Meghalaya.

b) Current Status of Secondary Education:

- i. **School Network:** Meghalaya has developed a diverse network of government, private, and missionary-run secondary schools. Urban centres, particularly Shillong, are home to well-established institutions such as St. Anthony's Higher Secondary School, which provide rigorous academic programmes along with a wide range of extracurricular activities (Lyngdoh, 2019). Schools in rural areas, however, experience significant challenges, including geographical isolation, inadequate infrastructure, and resource limitations, hindering students' access to quality education (Government of Meghalaya, 2021).
- ii. **Curriculum and Examination:** The Meghalaya Board of School Education (MBOSE) oversees the design and implementation of the secondary education curriculum, ensuring alignment with the National Curriculum Framework. The curriculum includes core subjects such as mathematics, science, and humanities while integrating local history, traditions, and cultural studies. To preserve indigenous heritage, subjects related to Khasi, Garo, and Jaintia culture and languages are incorporated, fostering a strong sense of cultural awareness among students (MBOSE, 2022).
- iii. **Medium of Instruction:** English serves as the primary medium of instruction at the secondary level, reflecting the historical influence of both colonial and missionary-led education systems (Lyngdoh, 2019). To promote linguistic and cultural inclusivity, many schools incorporate Khasi and Garo languages into classroom instruction, ensuring that students maintain a strong connection to their cultural roots while gaining proficiency in a globally relevant language (Government of Meghalaya, 2021).

c) Developmental Achievements:

- i. **Expansion of Access to Education:** Government programmes like the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) have laid emphasis upon the expansion of secondary education in far-flung and

tribal areas. These have resulted in greater enrolment in secondary schools, especially amongst backward sections of society, and have also helped lessen the gender disparity in education (Ministry of Education, 2020).

- ii. **Focus on Inclusive Education:** Targeted policies have been put in place for ensuring tribal and economically-disadvantaged students access quality education on an equitable basis (Syiem, 2018). Measures such as scholarships, hostels, and other financial assistance tie in with efforts to raise school retention rates for vulnerable groups of students. These provisions also coincide with national educational goals toward disparity reduction and fostering inclusivity in learning (Government of Meghalaya, 2021).
- iii. **Renowned Missionary Schools:** Missionary-led schools in Shillong and other urban centres are characterised by very high academic standards and attract pupils from all over the region. These schools have been traditionally hailed for their focus on academic excellence and moral education and for disciplined orderly school environments (Marbaniang, 2020). Their reputation for imparting quality education for a very long time has considerably influenced the terrain of formal schooling in Meghalaya and continues to play a substantial role in the development of secondary education (Lyngdoh, 2019).

d) Challenges:

- i. **Urban-Rural Disparities:** Rural schools in Meghalaya face persistent problems relating to inadequate infrastructure, shortages of certified trained teachers, and poor access to teaching aids (Government of Meghalaya, 2021). These disparities widen the educational gap between urban and rural students, affecting overall learning outcomes and long-term academic progress (Syiem, 2018).
- ii. **High Dropout Rates:** Despite this progress in enrolment, dropout rates remain a concern, especially with those students in remote areas and economically disadvantaged communities (Ministry of Education, 2020). Economic pressures, household responsibilities, and socio-

cultural factors, including early marriage, disproportionately impact girls' educational continuity; preventing them from completing secondary education (Marbaniang, 2020).

- iii. **Environmental and Connectivity Issues:** The hilly terrains of Meghalaya and its lack of road infrastructure create serious logistical issues for the students from far-flung areas and often obstruct their regular school attendance (Government of Meghalaya, 2021). Limited transportation facilities worsen the situation, leading to irregular attendance and poor academic performance among secondary school students, especially those residing in geographically isolated areas (MBOSE, 2022).

The evolution of secondary education in Meghalaya reflects substantial progress, shaped by both historical influences and contemporary policy interventions. While missionary initiatives established the foundation for structured education, state-led reforms have expanded access and improved inclusivity. However, infrastructural gaps, dropout rates, and regional disparities continue to pose challenges. Strengthening educational infrastructure, expanding financial support mechanisms, and investing in teacher development will be crucial to ensuring that every student, regardless of geographic or socioeconomic background, has access to quality secondary education.

1.4.3 COMPARATIVE ANALYSIS: MIZORAM AND MEGHALAYA:

Secondary education development has been evolving in both Mizoram and Meghalaya, deeply influenced by respective historical, cultural, and geographical contexts. While both states have showed appreciable progress toward expanding access to education, their different historical trajectories have been shaped by varied policy approaches, institutional frameworks, and socio-economic priorities.

Strengths of Secondary Education in Mizoram and Meghalaya:

- Mizoram has established a strong reputation for high literacy rates, well-structured teacher training programmes, and the effective integration of

technology in education (Government of Mizoram, 2021). The state's focus on digital classrooms and continuous professional development for educators has contributed to an increasingly robust secondary education framework.

- In contrast, Meghalaya has excelled for inclusive education and cultural heritage within the curriculum. In Shillong, missionary-run schools have long been regarded as centres of academic excellence, attracting students from different backgrounds and even from other States (Lyngdoh, 2019).

Challenges Affecting Both States:

In spite of these achievements, secondary education in Mizoram and Meghalaya continues to face systemic challenges such as high dropout rates, infrastructural problems, and huge urban-rural disparities (Government of Meghalaya, 2021). The need is to deal with these challenges by following a strategic and multi-pronged approach with particular focus on the following interventions.

- ***Vocational Education and Skills Training:*** A greater emphasis on vocational education is required to equip students with practical skills and employment opportunities beyond conventional academic pathways (MBOSE, 2022). Expanding training in agriculture, handicrafts, and information technology would enable students to develop industry-relevant competencies and enhance their economic prospects.
- ***Technology-Enabled Learning:*** The digital divide remains a significant barrier in rural areas, necessitating greater investment in digital learning resources and ICT-enabled education (UNESCO, 2020). Strengthening e-learning platforms, introducing smart classrooms, and ensuring internet connectivity will enhance learning accessibility and engagement.
- ***Teacher Training and Capacity Building:*** In both states, sustained efforts in teacher recruitment and professional development are necessary to enhance the quality of instruction across rural and urban schools (Government of Mizoram, 2021). In-service training, mentoring programmes, and exposure to

modern teaching methodologies will strengthen teaching effectiveness and improve learning outcomes.

- ***Infrastructure and Accessibility:*** Inadequate school infrastructure, transportation constraints, and a lack of basic amenities continue affecting students in remote geographical zones (Government of Meghalaya, 2021). Improvement in school infrastructure, road connectivity, and hostel accommodations will ease logistical problems and support regular school attendance (MBOSE, 2022).

Future Prospects and Policy Directions:

Mizoram and Meghalaya have the potential to serve as models for educational development in India's tribal and hilly regions, given their emphasis on cultural preservation, community participation, and policy-driven reforms. Both states can modernize and strengthen their secondary education system by ensuring equity in access to quality education; by promoting vocational education and training; and by technological advancements. Sustainability in this development will rely on methodical arrangements involving government initiatives correlated with community participation.

1.5 RATIONALE OF THE STUDY:

Mizoram and Meghalaya, two northeastern states in India, provide a unique backdrop for the interplay of parental involvement, study habits, and academic achievement shaping educational outcomes. While both states share historical, cultural, and geographical similarities, their divergent social structures, economic conditions, and educational infrastructures create unique challenges and opportunities within their respective schooling systems. The formalisation of education in these states can be seen through the missionary initiative during the colonial period which aimed to set up organised schooling imparting education in local languages and with local cultural values as an emphasis (Lyngdoh, 2019).

The role of parental involvement in education varies greatly between the states of Mizoram and Meghalaya, being influenced by cultural norms, economic

situations, and institutional setups. Mizoram, with its patriarchal social configuration, has developed a community-based pattern of education; organisations such as YMA (Young Mizo Association) and church committees form the backbone of academic support (Government of Mizoram, 2021). These institutional and communal networks promote sustained parental engagement, contributing to one of the highest literacy rates in India.

Meghalaya, which follows a matrilineal system, presents a contrasting model, where mothers often assume primary responsibility for educational decision-making, particularly in urban and semi-urban regions where gender equity in education is well established (Choudhury, 2020). However, in the wake of economic disparities and traditional ways of life, parental participation is limited in some cases, especially in villages where the educational infrastructure is inconsistent (MBOSE, 2022).

Whereas strong institutional and community participation in education is present in Mizoram, higher parental involvement in urban centers than in rural areas in Meghalaya serves as a regional variation. These constitute differences which make it necessary to inquire into how socio-economic factors affect parental roles in education, which in turn shape the learning experiences and academic trajectories of students.

Study habits, a critical determinant of academic success, exhibit regional disparities across Mizoram and Meghalaya. Urban centres in Mizoram benefit from structured learning environments, including digital resources, well-equipped libraries, and disciplined academic routines, all of which promote consistent study practices (Government of Mizoram, 2021). Shillong, Meghalaya's primary urban hub, offers similar facilities, yet ensuring uniform study practices across the state remains a challenge (Lyngdoh, 2019).

In both states, traditional cultural practices and communal duties might sometimes clash with scheduled study routines, whereas students need to maintain their study habits (Singh & Deka, 2020). The discrepancy in access to school materials, digital integration, and learning frameworks increases the need to

investigate how study environments affect students' study behaviour, especially across socio-economic and geographical disparities

Academic achievement typically assessed through examination results, grades, and overall student performance, reflects the interplay of educational policies, parental engagement, and study habits. Mizoram's policy framework, along with emphasis on teacher training and resource allocation strategies, has facilitated consistently high levels of student performance (Government of Mizoram, 2021). Meghalaya has strong academic performance in urban areas, but rural disparities persist; infrastructural constraints and inconsistent access to learning facilities continues to be a challenge (MBOSE, 2022).

Despite such differences, the two states share great cultural emphasis on education, with religious and community institutions fostering student engagement and learning opportunities. The economic landscape thus also shapes educational access and quality in the two states. With a more stable economy, Mizoram allows its families to engage in private tuition and other supplementary learning resources, thus giving that additional leverage to their children in academics (Choudhury, 2020). Meghalaya, being relatively more diversified in economic structure, may afford private coaching to families in urban areas in contrast to their rural counterparts, who mostly depend on government support to bridge educational gaps.

At times, cultural events, festivals, and community obligations clash with academic schedules, necessitating an exploration of how students balance traditional expectations with their studies. An analysis of the relationship between these factors and academic achievement needs to be undertaken in order to develop viable strategies to address the challenges faced by students in these two states.

This comparative study seeks to explore the interrelationship between parental involvement, study habits, and academic achievement within the socio-cultural and economic contexts of Mizoram and Meghalaya. By analysing how patriarchal structure and matrilineal tradition of Mizoram and Meghalaya respectively influence educational engagement and students' performance, this

research aims to provide insights into the impact of societal norms on learning outcomes.

Understanding the facilitators and barriers to academic success is crucial for promoting equitable educational opportunities. This study aims to identify urban-rural disparities in education and propose targeted interventions to enhance student learning experiences. Additionally, the research will develop evidence-based policy recommendations for resource allocation, infrastructure development, and pedagogical improvements. Strengthening parental engagement strategies aligned with the cultural frameworks of both states is also a key objective, as family involvement remains a significant determinant of students' academic success.

This research aligns with India's National Education Policy (NEP) 2020, which advocates for inclusive, equitable, and culturally relevant education (Government of India, 2020). By integrating regional insights into educational policies and practices, this study seeks to support sustainable academic development and promote learning environments that empower students across diverse educational landscapes.

1.6. RESEARCH QUESTIONS:

This study seeks to explore the interconnections between parental involvement, study habits, and academic achievement among high school students in Mizoram and Meghalaya. To achieve this, the research is guided by the following questions:

1. What is the nature of parental involvement among high school students in Mizoram and Meghalaya?
2. To what extent does parental involvement differ among high school students in Mizoram and Meghalaya based on gender, educational qualification, type of school management, locale and working status?
3. How do study habits vary among high school students in Mizoram and Meghalaya?

4. How do study habits differ among high school students in Mizoram and Meghalaya concerning gender, type of school management and locale?
5. What are the patterns of academic achievement among high school students in Mizoram and Meghalaya?
6. Does academic achievement vary among high school students in Mizoram and Meghalaya with respect to gender, type of school management and locale?
7. What is the relationship between parental involvement, study habits, and academic achievement among high school students in Mizoram and Meghalaya?
8. Do parental involvement and study habits have a significant impact on the academic achievement among high school students of Mizoram and Meghalaya?

These research questions aim to provide a comprehensive understanding of the factors influencing academic performance, contributing to evidence-based insights that can inform educational policies and interventions.

1.7 STATEMENT OF THE PROBLEM:

The problem has been stated as “*Parental Involvement, Study Habits and Academic Achievement among High School Students of Mizoram and Meghalaya: A Comparative Study*”

1.8 OPERATIONAL DEFINITIONS OF KEY TERMS:

Parental Involvement: Parental involvement encompasses the various ways in which parents contribute to their children’s education, either through direct participation in school activities or through supportive interactions that foster academic and personal development. This comprises assistance rendered by parents at home, participation in school activities and involvement through parent-teacher association. In this study, parental involvement shall be measured using the Parent Involvement Scale,

developed by the investigator to ascertain the extent and form of parental involvements in their child's educational experiences.

Study Habits: Study habits refer to the behaviours, strategies, and routines that students adopt to manage their academic responsibilities effectively. These include budgeting time, physical conditions for study, reading ability, note taking, factors in learning motivation, memory, taking examinations and health. For this study, study habits among high school students will be examined using the Study Habits Inventory, developed by M. N. Palsane and Anuradha Sharma, which provides a structured framework for assessing students' study patterns and learning practices.

Academic Achievement: Academic achievement represents a student's level of proficiency in academic work, typically assessed through teacher evaluations, standardised examinations, or both. It reflects the degree to which a student has attained learning objectives and demonstrated mastery in specific subject areas. In this study, academic achievement among high school students in Mizoram and Meghalaya will be represented by the previous examination scores.

High School Students: For the purpose of this study, high school students are defined as those enrolled in Classes IX and X in institutions affiliated with the Mizoram Board of School Education (MBSE) and the Meghalaya Board of School Education (MBOSE). These students constitute the target population for examining the relationship between parental involvement, study habits, and academic achievement in the secondary education systems of both states.

Working Status: This implies an individual's current engagement in employment or work-related activities. In the present study, working status refers specifically to parents of high school students who are engaged in stable, formal employment characterized by a regular work schedule and receipt of a consistent monthly salary.

1.9 OBJECTIVES OF THE STUDY:

The objectives of the study include:

1. To construct and standardize the parental involvement scale.

2. To find out the parental involvement among high school students of Mizoram and Meghalaya.
3. To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to gender, educational qualification, type of school management, locale and working status.
4. To find out the study habits among high school students of Mizoram and Meghalaya.
5. To compare the study habits among high school students of Mizoram and Meghalaya with reference to gender, type of management and locale.
6. To find out the academic achievement among high school students of Mizoram and Meghalaya.
7. To compare the academic achievement among high school students of Mizoram and Meghalaya with reference to gender, type of management and locale.
8. To find out the relationship between parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.
9. To find out the effect of parental involvement and study habits on the academic achievement among high school students of Mizoram and Meghalaya.

1.10 HYPOTHESES OF THE STUDY:

1. There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya.
2. There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to gender, educational qualification and working status.
3. There is no significant difference in the study habits among high school students of Mizoram and Meghalaya.
4. There is no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to gender, locale, and type of management.

5. There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya.
6. There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya with reference to gender, locale, and type of management.
7. There is no significant relationship between parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.
8. Parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram and Meghalaya.

1.11 DELIMITATIONS OF THE STUDY:

The present study will be confined only to those high schools and students enrolled in Class X, affiliated to Mizoram Board of School Education (MBSE) and Meghalaya Board of School Education (MBOSE).

CHAPTER II
REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an extensive review of existing research to set the present study in the framework of academics and establish its importance. The review considers academic achievement as determined by parental involvement and study habits; theoretically, empirically, and according to established viewpoints, to form a sound basis for the study. Evaluating these sources in a critical way makes the study framework more solid and sharpens its focus.

A review of earlier studies reveals research gaps that must be addressed in more detail and answers the argument for further inquiry. By identifying these gaps, the relevance of the present study comes into focus, along with its contribution to the discipline. Literature review also familiarizes the readers of important scholarly debates, which establish a framework that defines the scope of the study and serves as reference points for future inquiry.

The literature review will be presented in a systematic manner for clarity and flow into the following categories:

1. Studies Conducted in India
2. Studies conducted abroad

From such a perspective, the classification provides comparative opportunities, insights from diverse educational settings giving deeper understanding of the research focus.

2.1 STUDIES CONDUCTED IN INDIA:

2.1.1 *Studies Related to Parental Involvement and Academic Achievement:*

Devi and Mayuri (2003) examined the role of family and school environments on students' academic achievement. The findings revealed that parental aspirations and socioeconomic status were important factors in shaping children's educational outcomes. The study also revealed that students who received continuous parental

support and encouragement showed higher achievement academically compared to those children had low involved parents.

Jayaswal et al. (2003) conducted research among tribal school students in Jharkhand on the role of parental support in academic achievement. The study showed that parents with higher involvement and higher expectations had children who achieved better academically. They also found that students' achievements and parental commitment were closely linked.

Bose and Joshi (2004) investigated how parental involvement and discipline at home influence the performance of children at school. Their study showed parents and guardians of students must provide the students with advice and a structured environment to cultivate the best possible academic success. While in general, the research pointed out that students from government schools with regular attendance achieved better than students from private schools.

Kaushik and Rani (2005), in their studies of the adolescent parent child relationship and family environment, relate it to achievement motivation. Supportive parental behaviours such as affection, advice and encouragement were found to be positively related with achievement motivation, while students whose parenting style was perceived as neglectful, punishing, detached, or indifferent had lower levels of motivation. Importantly, the study would not report any significant difference in achievement motivation among male and female students, thereby signalling parental influence over academic aspirations more than it contributes to gender differences.

Vamadevappa (2005) undertook a study to determine the relationship between parental involvement and academic achievement of upper primary school pupils. The study revealed a highly significant positive correlation between parental involvement and student achievement, suggesting that those students being more involved from parents are more successful in their academic pursuits. Support from parents elicited somewhat differential responses among boys and girls, with boys tending to gather more advantages in the gender-wise analysis.

Ahuja and Goyal (2006) explored the relationship between achievement by subject in academics and parental involvement and aspirations of adolescents. The study found that students with a higher degree of parental support fared better academically in all subjects as opposed to those with less support. On the other hand, parental aspirations concerning their children's education had a separate and equally important influence on academic outcomes.

Lakshmi and Arora (2006) investigated the relationship between parental attitudes, behavioural patterns, and a student's academic performance. Their results suggested that increased parental acceptance and encouragement instilled a greater sense of confidence in the student, ultimately leading to greater academic achievement. Adolescents who perceived their parents as being supportive and less restrictive measured higher in competence in school. The study emphasized the importance of positive parental reinforcement with respect to motivating students and their overall educational development.

Sreekanth (2010) did a survey to assess how parental involvement affected students' academic success. According to the results, students with highly engaged parents tended to do relatively well in school and develop a favourable attitude toward learning. The study also stressed that parents should be involved in their children's lives at home to make support for the child from within. This indicated that parental involvement in the academic sphere can also influence the child's attitude towards learning itself.

Acharya and Joshi (2011) investigated the relation between achievement motivation and parental support by postulating a positive correlation between parental involvement and academic success. The study further indicated achievement motivation beyond school performance, i.e., affecting life satisfaction and personality development. Parental support was found to enhance a child's motivation to perform well in studies, highlighting the effects of parenting in a general sense.

Raju and Samiullah (2011) studied the effect of parental support on academic achievement of grade VII students and realized that students who had positive

parental encouragement and support scored higher in academic achievement than those who had less parental support.

Sharma and Tahira (2011) conducted a study to examine the relationship between parents' educational background and students' academic performance, revealing the influence that family education level would exert over children's academic progress. It was concluded that more educated parents tend to give an enriched learning environment to their children, which facilitates better academic results.

Aiyappa and Acharya (2012) studied the effects of different parenting styles on the academic achievement of adolescents. The regression analysis led to finding that there was a positive association between an authoritative parenting style and higher academic achievement, thereby suggesting that students' educational outcomes improve when they receive a healthy balance of support and discipline. The authoritarian and permissive parenting styles, however, needed to be seen in a negative light regarding students' achievements, insinuating that highly stringent control or disorganized structure might hinder an individual in his or her academic journey.

Mishra (2012) provided evidence that parental support during early childhood education is critical. Emotional nurturing and encouragement were some of the greatest contributors to a young child's educational experience. Moreover, parents' level of educational attainment was found to be positively correlated with the age when their children were first formally schooled. Parents with higher education tend to enroll their children in formal schools earlier and hence would make more informed decisions about their schooling.

Lenka and Kant (2012) investigated parental involvement at the secondary level in the context of student achievement and found a very strong and positive association between active parental participation in education and students' academic performance. The findings affirm the fact that the extent of parental involvement affects how students learn, especially at the secondary level.

Vellymalay (2012) investigated parental involvement in education vis-a-vis socioeconomic status. It was found that parents of various economic backgrounds continued to support their children's academic endeavour. However, families with higher financial power were able to engage more into their children's education, implying that economic stability does enhance active parental involvement.

Kaur (2013) examined parental involvement in rural school education and its effect on academic performance. The study found that students who enjoyed greater parental support performed better academically than those with less parental support in the education of their wards. Thus, parental support should be consistent in ensuring educational development in rural communities, with marked differences still emerging between the students with varying levels of parental involvements.

Patnaik et al. (2013) evaluated parental perceptions related to education and its role in children's academic development. It was found that both tribe and non-tribe parents viewed the education of their children positively, with very little variation in their attitudes being observed on the basis of cultural background. The study concluded that mothers and fathers shared the same views concerning schooling, indicating a unified front in supporting their children's academic endeavours.

Kishor (2014) studied the extent to which parental encouragement affected high school students' performance. It was seen that those in private schools stood to benefit much more from parental support than their counterparts in government schools. Notwithstanding the difference, it was discovered that parental encouragement does encourage academic performance in general, irrespective of school category.

Ojha (2014) forays into parental involvement in their children's education and its impact on adjustment at school, establishing the distinctions in parental involvement based on the child's gender, with differences in academic support being given to boys compared to girls. Mothers were found to be more involved in helping with homework, suggesting in turn that the educational roles of the mothers sometimes reflect caregiving assignments from a gender perspective.

Veer-Singh and Singh-Vyast (2014) studied parental involvement and their influence on primary education and child outcomes. They found that children who experienced constant parental involvement were academically more successful; the relationship was positive over varying grade levels. This meant that parental support exerted beneficial effects consistently during early education.

Hasan (2016) investigated the relationship between parental support and student achievement and identified a positive correlation between them. The study further shows that academic performance remains unaffected by gender in relation to parental involvement, which means parental support aids both male and female students alike.

Rajitha (2016) did a detailed investigation on the effects of parents' educational qualifications and their occupational backgrounds on the academic progress of the students. The study came up with the findings that parental education and professional state influence the motivation and commitment to academic success in children. It further inferred that higher parental education and stable occupations create encouraging conditions for fostering achievement-oriented behaviour in students.

Vijayalakshmi and Muniappan (2016) studied the relationship between parental involvement and academic performance among secondary school students. The findings of the research indicate that most of the parents demonstrate moderate involvement in their children's education. There exists a strong positive correlation between parental involvement and higher student performance; hence, the consistent support of a parent is a boost to educational efficiency at the secondary level.

Kaur (2016) studied the effect of emotional intelligence and parental involvement on academic achievement. The study found emotional awareness and parental support to be influencing factors for a student's academic success. The findings emphasized the development of emotional intelligence with active parental involvement for better learning outcomes.

Parkash and Rani (2016) studied the parental involvement concerning the academic performance of primary school students. The study noted a significant relationship between the extent to which a parent was involved and the achievement of students in both private and government schools. Generally, parents of private school children were more involved in their children's studies than their counterparts in government schools, which, in turn, had a positive influence on student academic performance. These findings indicate that private school practices stimulate parental involvement, which leads to stronger learning outcomes.

Prema (2016) studied the connection between the academic performance of children and parental involvement. It was revealed that a majority of parents played a moderate role in their children's education. Parent involvement correlates positively with academic functioning, thereby emphasizing the need for constant support from parents in shaping their children's scholastic outcomes.

Varma (2017) aimed at analysing the role of family climate and parental encouragement in determining adolescents' academic performance. While a supportive family climate positively influenced student achievement, parental encouragement showed a negative association with boys' academic performance, and no influence was found with girls. The findings suggest that sometimes excessive parental pressure may impede academic motivation, especially amongst boys.

Jaiswal (2017) studied the effects of parental involvement on student engagement and school-related behaviours. The study found that parental encouragement and positive disposition towards education shaped the students' attitude to academics, classroom behaviour, self-confidence, attendance, and motivation. Findings show that parental involvement affects students in many areas apart from just academic development.

Jaiswal and Choudhuri (2017) examined the relationship between parental involvement and student achievement. Findings revealed that, in general, authoritative parenting styles were linked to greater academic success; however, in some cases, varying degrees of influence came about from differences in cultural, ethnic, or socioeconomic backgrounds. Home-based as well as school-based parental

involvement brought better academic results; nevertheless, this was not universal in every case. Of all forms of parental involvement, the highest effects on student achievement came from parental expectations about educational outcomes for their children. These impacts far surpassed parent-child discussions, code participation in school events, and help with homework.

Talluri and Suneela (2017) investigated parental involvement at the secondary education level and academic success. The results confirmed that there is a much stronger relationship between parental support and student achievement, with more parental involvement supporting better academic outcomes.

Pandey and Thapa (2017) studied the effect of parental influence on the academic performance of children. The results indicated that there exists a positive correlation between parental involvement and student's academic performances. The study stressed the role of parental support in developing students in the academic field and established that children can greatly benefit from persistent encouragement and involvement in their academic affairs.

Singh and Banerjee (2019) examined parental involvement in the education of tribal students in the Anuppur district of Madhya Pradesh. The study returned wide variations in parental involvement from gender and school type. The findings showed that parents of female tribal students gave greater support than those of male tribal students. Another difference was found between government and private school students, as the parental participation level varied with the educational setting.

Rajkumari (2019) examined the impact of parental participation on students' achievements in the subjects of language and mathematics in primary schooling. Children who received a very high level of parental involvement significantly outperformed those with little or no parental involvement. These results affirm the role of parental involvement as a crucial factor for academic success for students of primary subjects.

Sharin et al. (2019) studied the effect of parent-child relationships on the academic performances of the adolescents in some selected institutions in Mangaluru. The

findings showed that supportive parental relationships positively influence academic achievements. The study also registered that some demographic factors, such as age, gender, and family structure, influenced variances in the performance of the students, suggesting that large familial and social forces are at play in forming success in education.

Ranjan and Malik (2020) carried out a study to analyse the effect of parental involvement on academic progress in slum areas in Odisha. The result showed that children belonging to parents who took active participation in their academic career performed better than pupils with limited parent support. The study further suggested a direct relation between the level of parental engagement and students' academic improvement; on the premise that parent involvement had a positive impact on academic achievement, the intensity of parental involvement needs to be considered in tutoring development, especially in adverse societies.

Boruah (2022) studied the parental involvement and how it affects academic performance of secondary school students in Assam and found that the majority of high school parents were highly involved in the education of their children. The study also points out that the majority of their pupils' academic performance was above average. Furthermore, in the study, it was found that the level of parental involvement positively affected the academic performance of secondary school students.

Humtsoe and Lapang (2024) had taken up a study regarding the academic performance of high school students in relation to their parent's involvement in RiBhoi District of Meghalaya. The study revealed that majority of the parents had average involvement. It was also revealed that gender, locale and type of school management showed significant difference with regard to academic achievement where female, rural and private, respectively showed higher achievement. With regard to the parental involvement, while the rural parents were found to have higher involvement compared to the urban parents, a significant difference was not found based on gender and type of school management. Additionally, the level of

involvement among parents had no significant impact on the academic achievement of high school students.

Bhattacharjee and Pradhan (2025) examined the role of parental involvement in the academic achievement tribal and non-tribal girls in West Bengal. The study concluded that level of parental involvement with regard to study-related activities and co-curricular activities among tribal and non-tribal students was significantly different where parental involvement was higher among non-tribal students compared to tribal students. It was also revealed that the academic success of students was determined by the level of parental involvement in terms of school related activities as well as co-curricular activities.

2.1.2 Studies Related to Study Habits and Academic Achievement:

Reddy and Nagaraju (2001) studied Class 10 students' study habits, exploring variations based on sex and locality. It was found that there was a great deal of divergence between rural and urban students, urban students being more structured and disciplined in their study habits as opposed to the rural students. Nevertheless, differences among male and female students in this regard were very minimal, an indication that gender had little to do with study habits. In fact, the findings further show that environmental factors do affect students' learning behaviours.

Kumaran and Kamala (2001) investigate the effects of study habits on the academic performance of students in higher secondary schools in Chennai. Strong evidence was provided to emphasize that good study habits lead to better academic performance, and properly structured learning routines augment students' competitiveness.

Riaz et al. (2002) conducted a correlation between study habits and academic achievement among secondary school students. The result indicated that students who have better study habits tend to outperform their peers with poor study habits, further supporting the contention that academic achievement is strongly linked to learning strategies.

Thakkar (2003) evaluated the role of study habits in academic achievement between rural and urban students. Regardless of the fact that, between the two groups, study habits did not correlate with achievement, among rural students, a significant difference did exist: high achievers from rural areas seemed to have more regular and better arranged study habits, pointing out that study habits might be one way in which students from similar backgrounds differentiate themselves.

Rao and Rao (2004) researched study habits among secondary school students, specifically those in government and private institutions. They discovered that most students possessed good study habits. In contrast, one of the other findings of the research was that there were no significant differences between the government school students and private school students, thus suggesting that institutional factors played little or no role in forming the student's study habit.

Arockiadoss (2005) inquired into the interplay between study habits and academic performance among college students. Results indicated that the majority of students possessed moderate study habits, while female students exercised more discipline and consistency in their learning strategies than males. Subject-wise comparison showed that arts students had better study habits than students of science subjects. Moreover, the students of private colleges have better study habits than those going to government colleges, thus stressing the importance of institutional ambience on study habits.

Amalraj and Anandha (2006) conducted an extensive study to investigate the study habits of higher secondary science students. The study found that overall study habits were average, with students being better only in certain areas such as planning for the subject, comprehending reading materials, and note-taking techniques. An interesting dichotomy emerged when it came to the study habits of government and private school students, with the former following more regimented study habits that probably stemmed from structured study environments and expectations from the school.

Annaraja et al. (2006) investigated the relationship between study habits and academic achievement among higher secondary school students. The findings

revealed a positive correlation between effective study habits and high academic performance. The gender-based analysis revealed that girls consistently practiced better study habits and achieved better academically than boys. Also, private school students had better study habits and scored better academically than those from government schools.

Jagannath and Dange (2007) analysed how the study habits of Grade 12 students influence their performance in physics. No variation was found in the study habits of male and female students. However, there were significant differences between study habits of private and government school students; private school students were more structured in their learning techniques. There was a significant association between study habits and performance in physics, thereby emphasizing the role of learning practices to grasp subject knowledge.

Nuthana and Yenagi (2009) examined how various dimensions of study habits influence the academic performance of students in Karnataka, India. The study found that reading strategies, exam preparation methods, note-taking, and concentration were highly related to academic success. In contrast, students' home environment, school infrastructure, planning, and attitude were not significantly related to student performance. When comparing males to females, no significant difference appeared in the study habits of either. In other words, study behaviours were more based on individual learning styles rather than gender.

Rajendran et al. (2009) did a comparative study on study habits to inquire into gender-based differences among high school students. The conclusion within revealed no statistically significant gender-based differences in study habits, implying that boys and girls, when in the same educational setup, equally adopt similar learning strategies.

Sivakumar (2009) studied the effect of study habits on academic performance in postgraduate students. The study concluded that effective study habits were instrumental in the achievement of higher academic attainment, cementing the importance of learning strategies at the advanced level of education. The findings

also indicate that postgraduate students who practised organised study habits scored better than those students with poor study habits.

Khan and Jan (2010) carried out a comparative study of study habits of male and female students, which revealed that female students possessed stronger study habits than their male counterparts. Areas such as note-taking, retention, and preparation for exams were identified as causes for stronger study habits in female students.

Parua and Archana (2011) studied the interrelationship among study habits and academic achievement of secondary school students of Haryana. The findings further established a strong relation between good study habits and good academic record. The study also noticed a significant difference between high and low achievers, in that students with set study habits performed better.

Mudasir (2012) studied the impact of study habits on the academic performance of higher secondary students. He found that a positive and strong correlation exists between study habits and achievement, signifying that one who possesses better study habits has higher academic success. Female students were found to have more structured study patterns whereas male students were found to have better academic achievement, alluding that factors other than study habits might be contributing to the achievement.

Chaudhari (2013) carried out a thorough investigation into the relationship between study habits and academic achievement of higher secondary students in Rajasthan. The study reiterates the fact that study habits positively affect academic achievement, thus underscoring the need for students to study well for better performance.

Chamundeswari et al. (2014) studied self-concept, study habits, and academic performance among higher secondary students. Their study discovered a significant relationship between these variables, pointing out that students of central board schools display better study habits than their equivalents in state and matriculation board schools. Females were noted to have stronger study habits and higher academic performance than do male.

Konwar (2014) conducted a study on college students in Lakhimpur District, Assam, focusing on study habits and academic achievement. No substantial difference was observed between male and female students, whereas rural students displayed stronger study habits than their urban counterparts. The findings suggest that environmental factors may contribute to variations in study behaviours.

Lawrence (2014) investigated the influence of study habits on academic performance among higher secondary students. The study found that government school students exhibited more effective study habits than those in private schools. However, study habits did not show a significant impact on academic performance, indicating that other factors might contribute to academic success.

Illahi and Khandai (2015) assessed college students' study habits in relation to their academic achievement. Findings revealed that female students achieved higher academically, yet no significant difference in study habits was observed between genders.

Malsawmi and Lalmuanzuali (2015) conducted a survey on study habits among high school students in Aizawl, Mizoram, revealing that most students displayed weak study habits. Female students exhibited stronger study routines than males, and high achievers were observed to have more structured study practices compared to low achievers.

Siahi and Maiyo (2015) conducted a case study at Spicer Higher Secondary School, examining study habits and their impact on student performance. Findings indicated that students demonstrated above-average academic achievement, with the majority exhibiting moderate study habits. A strong positive relationship between study habits and academic performance was identified, reinforcing the importance of consistent study routines in educational success.

Singh and Mahipal (2015) investigated the relationship between study habits and academic performance among secondary school students, establishing a significant connection between the two variables. The study considered gender and school type as influential factors in shaping students' study behaviours.

Khan (2016) examined factors influencing study habits and found that students from higher socio-economic backgrounds demonstrated better study practices than those from lower-income families, irrespective of gender. The research also identified notable differences in study habits between male and female students, though socio-economic status was not directly linked to study behaviours.

Sharma and Vyas (2016) conducted a systematic review of 20 online studies, analysing the relationship between study habits and academic performance. Findings confirmed that study habits played a crucial role in influencing students' academic success. Interestingly, male students demonstrated better study habits than female students, contradicting earlier findings from other studies. Additionally, all dimensions of study habits, including time management, note-taking, and exam preparation, were positively linked to academic achievement.

Verma (2016) explored the academic performance of high school students in Sikkim in relation to study habits. Findings indicated that there were no significant gender differences in either academic performance or study habits. However, a strong correlation between study habits and academic success was observed, reinforcing the role of structured learning strategies in achieving better educational outcomes.

Khan (2019) studied the correlation between study habits and academic achievement among secondary school students in Uttar Pradesh. The study reports that there are no significant differences in study habits between male and female students. Urban students, however, were found to develop better preparation habits than their rural counterparts. The research also demonstrated that school management types and family backgrounds did not seriously affect the study routines of students.

Singh (2019) studied the study habits of senior secondary students and concluded that there exist differences in study habits depending on maternal employment, locality, and gender. Students whose mothers were non-working were supposed to follow stricter study patterns compared to their counterparts with working mothers. Urban students showed better study habits as against the rural students, whereas females were better with their study practices than their male counterparts.

Kaur and Singh (2020) studied the study habits and academic achievement among secondary school students of Punjab. The study concluded a negative correlation between study habits and academic performance, i.e., good study habits did not always necessarily guarantee good academic scores. The study further suggested that while academic performance did not differ significantly between male and female students, females showed better study habits than males.

Unwalla (2020) in his studies of study habits in students of male and females found that females follow more disciplined study habits than males.

Mehnaaz and Siddiqui (2021) investigated the study habits among secondary school students in Hyderabad based on grade, gender, and type of school. Students in Classes VIII and IX were found to differ little in their study habits according to this study. Gender-wise differences appeared, with girls showing more structure in their study habits. According to the findings, little variation existed between students attending public and private institutions, thereby giving rise to the conclusion that school type hardly affects study practices.

Gahir et al. (2022) delved into study habits and academic achievement among Class 10 students in the Sambalpur district of Odisha, with special emphasis on gender differences. The analysis revealed a strong correlation between study habits and academic achievement, which only affirmed that students obtaining structure in their study routines did perform better in their examinations. It further revealed that male and female students alike benefitted equally through proper study habits.

Rather and Malik (2023) researched comparatively the study habits and academic status of those studying in government and private schools in Jammu and Kashmir. It was found that the students enrolled in a private institution exhibited better study habits and achieved greater academic success than their counterparts in the government schools. The study also pointed out that an improved study habit plays a significant role in enhancing the academic performance of students at the secondary level.

Singh and Verma (2024) examined the study habits of upper primary school students as influencing the academic achievement in Chamoli District of Uttarakhand. Analysis of data revealed a negative significant relationship in dimensions of time management, physical conditions and study motivation while a significant positive relationship was found in dimensions of study proficiency, note preparation, memory, exam and health. The findings also revealed that the academic achievement of students.

Verma and Sankhian (2025) analysed the academic achievement of secondary students in relation to their study habits in Raikot block of Ludhiana district, India. The analysis showed that female students had better study habits as well as academic achievement than male students of secondary school students. The study also concluded that the study habits of secondary school students significantly affect their educational attainment.

2.2 STUDIES CONDUCTED ABROAD:

2.2.1 Studies Related to Parental Involvement and Academic Achievement:

Comer and Haynes (1991) employed an ecological perspective in a study to examine parental involvement in schools. They established that programs aimed at increasing parental involvement yield the best results when the very structures of the schools are collaborative as opposed to rigid educational settings. Where schools considered parental involvement in a comprehensive way, complex and robust engagement programs were introduced and helped, with regard to academic achievements, to a greater degree, thus cementing the need for an all-inclusive cooperative approach to parental involvement.

Kellaghan et al. (1993) analysed the effects of the home environment on school performance. Their studies emphasized parental involvement as pivotal toward any academic success. Conditions at home influence the learning trajectory of the student. Better home environments for learning were related to better academic achievement, while socio-economic and cultural handicaps downgraded educational performance levels.

Ginsburg and Bronstein (1993) investigated family factors on academic motivation and performance among students, found that excessive parental control over homework and reactive parenting styles are related to poor academic outcomes and extrinsic motivation, whereas parental support inducing autonomy and motivation yields higher academic outcomes. Motivation orientation and student achievement are also shaped by socioeconomic factors.

Keith and Lichtman (1994) studied parental involvement in Mexican-American eighth graders, considering parental involvement to have a strong influence upon and relationship with academic achievement. The study also noted that previous academic performance was the most influential factor in determining current achievement levels. English proficiency among parents was another key factor, with non-English-speaking parents often having high educational aspirations for their children but facing challenges in direct school involvement.

Griffith (1996) assessed the impact of parental engagement on student performance, demonstrating that parental involvement remained a strong predictor of academic achievement across diverse socioeconomic, racial, and ethnic backgrounds. Activities such as volunteering, attending school events, and maintaining open communication with teachers significantly contributed to positive educational outcomes. Even when school resources and student demographics were considered, parental engagement remained a key factor in student success.

Sui-chu and Willms (1996) explored middle school students' academic achievement in relation to parental involvement. The study found that families from lower socioeconomic backgrounds were generally less engaged in their children's education than those from higher-income groups. Despite variations in school-based parental participation, similar levels of home supervision, school-related discussions, and teacher communication were observed across families. Conversations at home about school activities had the strongest influence on student achievement, underscoring the importance of parent-child dialogue in shaping academic success.

Hoover-Dempsey and Sandler (1997) investigated the psychological factors driving parental engagement in education. Their research identified two key elements

influencing parental involvement: role construction, which refers to parents' beliefs about their responsibility in fostering their child's education, and sense of efficacy, which relates to the confidence parents have in their ability to support academic success. These factors shaped the extent to which parents actively engaged in their child's learning process.

Catsambis (1998) examined how parental support influences high school students' academic performance, revealing that families with high educational aspirations, consistent encouragement, and expanded learning opportunities contributed to stronger academic outcomes. This connection remained consistent across socioeconomic, racial, and ethnic groups, emphasizing that parental engagement is universally beneficial in fostering student success.

Finn (1998) analysed various parental-support variables found that home-based involvement changes academic outcomes more than direct parent participation in school functions. The study defined three main categories of home involvement: structuring children's time, helping undue academic pressures from assignments, and normally discussing activities concerning schools. All three mechanisms related positively to good student achievement. In addition to aiding literacy and other cognitive skills, reading-related activities help underscore the importance of what's going on in the home environment that promotes learning.

Georgiou (1999) studied whether parental beliefs influence engagement in education and student achievement. If parents considered themselves crucial for their children's success and accepted an active role in supporting the education of their children, these would be more likely actual behaviours contributing to that end. Parents who believed that academic success was primarily due to hard work would encourage their children to work hard and persevere to achieve success. Scientific studies show that the behaviours that nurture a child's inclination towards academics help increase achievement, and behaviour classified as excessively imposing or controlling, which is associated with less academic achievement, does not appear to have any direct effect on student performance.

Miedel and Reynolds (1999) examined the impact of early parental engagement in intervention programs for disadvantaged children and its influence on long-term academic success. The study found that parental participation during preschool and kindergarten correlated with higher reading achievement and lower grade retention rates by age 14. Although the direct relationship between parental involvement and reading proficiency was modest, its association with reduced grade repetition was strong, highlighting the lasting benefits of early parental support in education.

Desimone (1999) explored how parental involvement influences academic performance across racial and economic backgrounds. The study found that the effects of parental engagement varied among racial and ethnic groups (Asian, Black, Hispanic, and White) and across different income levels (low and middle). These findings suggest that socioeconomic and cultural factors shape the effectiveness of parental involvement, indicating that its impact is not uniform across student populations.

Fan (2001), using growth modeling techniques, examined the various types of parental involvement and their influence on student learning outcomes. The study revealed that various types of parental involvement affect students' academic opportunities in somewhat different ways. Parental levels of involvement were said to be similar across diverse ethnic groups, and educational aspirations themselves were identified as having the most substantial influence on academic change across time.

Fan and Chen (2001) conducted a meta-analysis study by to assess the association between parental involvement and student achievement. They reported that parental expectations for children's education were more strongly correlated with student academic performance, whereas supervisory involvement at home showed the weakest relationship with academic performance. The findings imply that different forms of parental engagement do not necessarily exert equal impact on student learning.

Mapp (2002) investigated the crucial factors influencing parental involvement in education, with emphasis on social and school-related influences. It was found that

parents' own experiences of education and backgrounds determined their level of involvement while school-related aspects, like communication among teachers and parents and school climate, further affected parental involvement. The finding thus brings home the point: schools, which have extra effort in placing parents in a positive light, are surely going to have more parental involvement in educating their children.

Englund et al. (2004), in their assessment of how parental involvement and expectations affect academic achievement in early elementary school, showed an interesting relationship view. Their research concluded that increased parental expectations augmented the participation of children in school activities and that such participation helped foster positive academic achievement. These findings underscore the importance of fostering parental attitudes and involvement toward early learning success.

Davis-Kean (2005) investigated the relationship among parental education, socioeconomic background, and the academic outcomes of children. The study found socioeconomic factors to indirectly influence academic performance through parental beliefs and behaviours. This effect differs in extent by racial group, pointing to different paths through which parental education and income impact student achievement in different populations.

Domina (2005) examined the effectiveness of parental involvement in the education of children in elementary schools. The study concluded that parental involvement in its own rights does not directly enhance learning outcomes but may help to decrease behavioural problems at school. The analysis also indicated that parental involvement may be more beneficial to low-income families, thus making its impact conditioned by socioeconomic factors.

Jeynes (2005) performed a meta-analysis on parental influences that might affect academic attainment among urban middle school pupils. The results showed some kind of strong, positive relationship between parental involvement and academic achievement, particularly emphasizing that parental support holds considerable importance in determining child success in an urban milieu.

Halawah (2006) tried to investigate the relations between family environment, motivation, and achievement. The study revealed that parental motivation slightly impacted academic performance, which implies that other aspects, maybe the student's motivation or support from the school itself, must have had a more final effect on the academic acquisition.

Zhan (2006) investigated how children's achievement is affected by the economic resources of their families, parental expectations, and parental involvement in their educations. The study revealed a positive correlation between increased financial stability of a family and higher scores in mathematics and reading for its member. Financial resources could place parents on higher expectations and greater involvement with the school, implying that economic security gives parents more time to get involved in their children's education.

Hill and Tyson (2009) conducted a meta-analysis on parental involvement during middle school and reviewed 50 studies to see which types of involvement produced the best outcomes in academic achievement. Basically, the studies confirmed parental engagement has a positive influence on student performance, with academic socialization being the highest contributor to success. Among various forms of parental involvement, assisting with homework was proved the least effective, suggesting perhaps fostering as much autonomy as possible in the learning process could be more beneficial to the child than direct parental intervention in schoolwork.

Tam and Chan (2009) examined the extent of parental involvement in children's homework and revision practices. The study found that primary school students dedicated considerable time to homework, with parental engagement varying based on the child's grade level and the parent's educational background. Younger students; particularly those with parents who had lower levels of education, benefitted most from active parental support, leading to greater academic confidence and performance.

Tan and Goldberg (2009) explored the relationship between parental involvement in schools, children's academic performance, and their overall adaptation to school environments. Their findings revealed distinct patterns in how maternal and paternal

engagement influenced school-related outcomes for sons and daughters. The study further suggested that parental involvement in school activities did not always result in uniformly positive effects, highlighting the complex interplay between parental engagement and academic success.

Fan and William (2010) examined how parental involvement influences students' self-efficacy, motivation, and engagement. The research found that parent's educational aspirations for their children and school-initiated communication about academic matters positively impacted students' motivation and engagement. Conversely, interactions between parents and schools that focused on student difficulties were negatively associated with students' confidence and engagement, suggesting that how schools and parents communicate about academic challenges plays a role in shaping student motivation.

Lapoint et al. (2010) analysed the impact of parental involvement in education and found that more parent engagement was found to be strongly associated with higher student achievement. The study found that students with active parents improved academic performance over time.

Bowen et al. (2012) carried out a longitudinal assessment of the effects of students' perception of parental expectations on academic outcomes. Through multilevel modeling, it accounted for differences due to demographics, behaviour, and external supports. The effects suggested that students perceiving higher parental expectations for academic behaviours showed modest but statistically significant improvements in math and reading over a three-year period.

Chowa et al. (2013) studied parental involvement and academic achievement of Ghanaian students, showing differential outcomes depending on the type of engagement of the parent. Home-based involvement-that is, parents talking to their children about school and encouraging them to set good study routines-was found to have a positive impact on academic performance. Conversely, parental engagement at school through attending meetings or volunteering was linked to a drop in academic performance, suggesting that direct involvement at home may be more advantageous than formal school activities sponsored involvement.

McNeal (2014), explored how parental involvement affects students' academic success, attitudes, and behaviours. The research findings show that absenteeism, refusal to do homework, and truancy may be lowered by regular school discussions between parents and children, thus improving academic performance. Furthermore, the study highlighted that consistent communication was a stronger influence on the development of student behaviours and performance than other forms of parental involvement.

Mutodi and Ngirande (2014) studied parental support and how it affects the academic achievement of secondary school students in South Africa. The findings consider family involvement a crucial aspect affecting a student's success, as parents realize the importance of homework monitoring, having communication with teachers, and providing a home environment conducive to learning.

Matejevic et al. (2014) demonstrated that there exists a relation between parenting styles and school engagement and academic achievement of adolescents. The study found that the authoritative style of parenting, which was more frequently associated with mothers, related to greater parental involvement in school-related activities and student achievement. Rather, the more prevailing and authoritarian style of fathering was associated with diminished school engagement due either to a lack of time. Thus, parenting styles encourage or discourage academic participation and achievement.

Okeke (2014) aimed to develop ways for strengthening home-school cooperation to promote parental participation. Results showed that while parents were very interested in the education of their children, many were unsure how to relate to the schools well. Some parents were also intimidated by school structures so much that they discouraged active participation. Therefore, from the study came the need for programs especially designed for parents, which should ease their school-relationship experience. In turn, a better relationship between family and educators will be achieved.

Castro et al. (2015) conducted a meta-analysis on the relation between parental involvement and student achievement, revealing that general parental supervision

and setting expectations for achievement have played a key role in student success. The studies stress that when families actively encourage reading, regularly engage in school discussions, and monitor academic progress, greater gains in student achievement are apparent.

Tanvir et al. (2016) examined the influence of parenting styles on student performance. Among parenting styles, authoritative parenting style shows the strongest effect on academic achievement. Meanwhile, they also conclude that the father-child relationship in parenting was more closely related to student success than was the mother-child relationship in parenting, thereby denoting that the father plays a critical role in the formation of academic performance.

Magwa and Mugari (2017) analysed factors affecting parental involvement in school activities and found that parental involvement in school activities depends mostly on come economic background, level of education, and how parents perceive teachers' attitudes toward parental involvement. The research indicated that parents with higher levels of education and who were financially stable were more involved in their children's schooling. Also, parents become involved when they are convinced teachers want them to be involved. The child's age also matters as parental involvement tends to change as students move through the different stale worms of education.

Lara and Saracosti (2019) analysed the parental involvement in relation to academic performance on students in Chile, where children less involved by their parents would perform weaker academically. The study recommended for the promotion of programs in which parents can be more actively involved in the learning experiences of their children to help student achievement.

Otani (2020) investigated parent involvement and academic career opportunities for elementary and junior high school students and came to see parental participation affecting the educational outcomes across various levels of schooling from another angle. The study discovered that there is a positive relationship between parental involvement and academic achievement, with students' attitudes and aspirations serving as mediators between the two. Further, the study distinguished between how

parental monitoring affects achievement in different age groups and indicated the need for the development of age-specific strategies to encourage parental participation in education.

Cui et al. (2023) studied the effect of parental involvement on student's academic achievements through grade levels in China. It was found that in primary schools, students whose parents were more involved in their schooling showed a much better performance, whereas parental involvement in daily life showed no correlation with academic achievement. Again, in middle schools, neither parent involvement in studies nor in daily life influenced student academic achievement, whereas at the high school level, students performed better on academic achievement tests when their parents focused more on their daily lives rather than their studies.

Maimad et al. (2023) studied the interrelationship between parental involvement and academic achievement of school students in the Philippines. The analysis of the study revealed no significant impact of parental involvement on the academic achievement of students. Specifically, areas of involvement such as home, volunteering and school decision-making showed low level of parental involvement.

Kantova (2024) examined the educational outcomes of adolescents in relation to their parental involvement in America, using a longitudinal survey method. The findings suggested that higher level of parental involvement had a significant impact on their educational outcomes. Moreover, non- school related involvement showed significant influence on their academic achievement. The study also revealed that when parents made strict rules and limits, it may lower the chances of completing high school.

2.2.2. *Studies Related to Study Habits and Academic Achievement:*

Kleijn et al. (1994) focused on factors affecting study habits and academic performance of the students; thus, determining that effective study habits play a role in academic success. Specific mention was made on time management and test competence in that the better a person becomes at managing their time and taking tests, the more academically successful they will be. The implications of these

findings point to the significance of good study habits and competencies that assist in improving the outcomes of students' education, thereby pointing towards the importance of organization in study as well as assessment readiness with respect to academic performance.

Blunner and Richards (1997) studied the relationship between study habits and academic achievement of engineering students generating some remarkable insights. Among these findings was one which ruled out any significant difference in academic performance linked with gender. However, female students were found to be of firmer study habits when compared to the male students. These results hence lead to the conclusion that study habits may differ among the genders; such differences, however, do not form a basis of academic achievement among engineering students, thus showing the intricate nature of factors that influence academic achievement.

Medo (2000) focused on the learning strategies and the time dedicated to their studies among high school students, uncovering important differences among school types and gender. The research showed how more efficient are study habits inculcated within private-school students when compared with their suburban-school and urban-school counterparts and how a wide variety of learning strategies were used by private-school students compared with their suburban-school and urban-school counterparts. Male students, irrespective of their counterparts, all had less study time than females. The findings bring to the forefront the environment for schooling and gender as it relates to shaping students' orientation toward learning; hence, there is a need to devise intervention techniques to improve study habits in different educational contexts.

Nneji (2002) investigated the learning practices of Nigerian undergraduate students, thereby making a contribution to understanding the issues affecting their academic behaviour and the observable motivation behind them. It was observed that there existed a high level of dependency by the larger segment of students on handouts and lecture notes as their main resource materials. Hence most of the time, academically, their efforts and diligence went toward passing their examinations and tests rather

than developing an understanding of the subject matter. Designating these observations as a results-centered approach puts forth the need to encourage a deep level of learning and critical engagement.

Aluja and Blanch (2004) looked into the interaction of several sets of variables-gender, personality traits, scholastic abilities, and study habits-with academic achievement to summarize a wide range of literature pertaining to gender differences in education. The findings showed that females consistently outperform males in academic achievement and are forming better study habits than their male counterparts. These results emphasize how individual dispositions and behavioural strategies impact academic achievement, thus making it necessary for educators to instill study habits relevant to the wide spectrum of student's needs.

Ch (2006) examined the influence of guidance services on the study habits and academic performance of secondary school students and revealed that guidance services significantly impacted the study habits and academic performance of secondary school students. The findings showed that structured guidance services helped in improving students' study habits and academic achievements. This underlines that positive academic behaviours and education outcomes are stimulated through effective guidance services.

Moghadam and Cheraghian (2008) conducted a cross-sectional study involving students from the Abadan School of Nursing in Iran. The analysis showed that mostly good students had relatively satisfactory study habits. There was a very weak yet positive correlation between study habits and academic achievement, while variables such as semester, age, and marital status showed no correlation with study habits. Essentially, in the research findings, the quality of study habits in themselves account for just a small portion of the variance in academic outcomes, despite the influence of such demographic external factors.

Nonis and Hudson (2010) investigated the relationship between study habits and academic performance among college students. They found that some dimensions of study habits were positively related to academic achievements, whereas others stood in adverse relations. Such findings imply that the quality and type of study habits,

rather than their mere presence, weigh in on consciousness of academic success of students, thus stressing the need for curative intervention in guiding and nurturing learning strategies.

Ergene (2011) carried out an extensive study on the relationship between study habits and GCSE performance among high school students in Turkey. It was found that there was a strong and direct relation between study habits and academic performance; whereas better study habits contributed to better grades. This study informs us about how much regular, competent study habits can affect learners' success in education.

Rana and Kausar (2011) did a comparative study to evaluate academic achievement and study habits among white British and Pakistani British students. The outcome of the investigation came to show that white British students formed better study habits; however, conduct did not affect academic achievement to any reasonable degree. Thus, academic achievement is not merely a function of study behaviour; rather, it constitutes a wider array of factors, such as socio-cultural context, educational opportunity, and individual learning opportunity.

Khurshid et al. (2012) determined the correlation between the study habits manifested by student's academic achievement among university students in Pakistan, comparing day scholars and hostellers. The study was able to reveal that study habits played a significant role in determining academic performance. It was found that female students have better study habits than male students. Moreover, day scholars were found to have better study habit as opposed to the hostellers, which accounts for the possibility that environmental conditions and residents may be a factor in the evolution of the students' learning habits and performance in academics.

Ayodele and Adebisi (2013) explored the role of study habits in influencing the academic performance of undergraduate students in Nigeria. Study habit and self-concept were identified by the study as the two most important factors affecting study habits among the students. Also, the study concluded that gender differences

did not affect the level of study habits and that the level of study habit were consistent in both male and female students.

Mashayekhi et al. (2014) had studied university students in Iran in order to understand the relationship between study habits and academic achievement. They found that study habits did have an impact on academic performance, with students who maintained good study habits consistently doing well compared to those who could hardly display any. The importance of good study habits, therefore, lies in their contribution to academic excellence.

Akpan and Salome (2015) studied the impact of study habits upon academic achievement among Nigerian senior secondary students. There were two important results demonstrated in the study, namely that hours on study did not relate significantly with academic performance while students' academic success correlated with their study habits, thus emphasizing that it is more important what one studies than for how long when it comes to educational performance.

Sikhwari (2016) compared study habits between school students and academic achievement in South Africa. The analysis revealed those who were academically higher achieving consistently exhibited higher scores on the study habit scale. The study further postulated that a medium or basic level score of study habit could not impact academic achievement. Hence, the level or depth and quality of study practices exert more influence in carving out an academically successful person than does their mere presence.

Looyeh et al. (2017) studied the correlation between study habits and academic performance among Iranian medical students. This study found out that the students possessed an average level of study habits. Nonetheless, the analysis further stressed the significance of study habits in academic achievement since study habits have a positive impact on academic performance.

Numan and Hasan (2017) examined the effect of study habits on academic performance of undergraduate students. The findings revealed that female students possessed better study habits and also performed better academically as compared to

their male counterparts. Furthermore, the study confirmed the strong positive relationship between effective study habits and academic achievement.

Rabia et al. (2017) have examined the impact of study habits on academic performance. They found that study habits have an important effect on academic achievement, which highlights the importance of good study practices for improving education.

Bentil et al. (2018) conducted research In Ghana to ascertain the effect of study habits on the junior high school students' academic performance. The findings indicated that study habits represented one of the most critical factors affecting academic achievement. For instance, note-taking and time management were considered the highest contributors to academic achievement; in contrast, examination, homework, and assignment activities were least related to performance. This shows the importance of enabling students with proper organizational and study skills to enhance educational outcomes.

Jafari et al. (2019) studied the relationship between study habits and academic achievement among medical science students in Iran and concluded that most of the students showed a moderate level of study habits. It also found a specific, direct, and significant correlation between students' academic performance and their study habits, thereby indicating the efficacy of study habits in academic achievement.

Marzulina et al. (2019) aimed to see the relationships between study habits and academic achievement among Indonesian EFL student teachers and concluded that study habits play a huge part in determining their academic success.

Bibi et al. (2020) investigated the relationship between study habits and academic achievement among high school students in Rawalpindi, Pakistan. It was found that there was a substantial relationship between academic achievement and study habits. High achievers scored higher on study habits, while in female students, better study habits were observed compared to their male counterparts.

Tus et al. (2020) studied the relationship between students' academic performance and their study habits. The results revealed that, on the whole, students exhibited

average study habits which bore no significant relation to their academic performance.

Islam (2021) investigated the impact of study habits on the academic achievement of secondary school students in Bangladesh. The study revealed a direct and strong correlation between study habits and academic achievement, whereas no discriminating factors between private and government school students for study habits or for academic performance could be detected.

Sarker et al. (2024) conducted a study on the observation of secondary school students' study habits in Dhaka, Bangladesh. It was found that female students possessed better study habits as compared to male students. Likewise, students of the urban areas of Bangladesh held better study habits compared to the rural school students.

Adewoye (2025) studied the effect of study habits on academic achievement among adolescents in Nigeria, found study habits to have a significant positive relationship with academic achievement among students. Using multiple regression analysis, by gender, the pattern of attribution contributed more than study habits to academic achievement among male students; the study habits, however, were more effective on academic achievement among female students.

2.3 ANALYSIS OF THE REVIEW OF RELATED LITERATURE

The review of related literature viewed parental involvement, study habits, and academic achievement from a broad perspective. It was presented as a foundation to understand existing trends, theorize relationships, and pinpoint areas that may still warrant further examination. The studies reviewed comprised research of both national and international scope, thereby bringing to attention differences in the findings reported in various educational settings.

Parental Involvement and Academic Achievement:

Multiple studies have found that a strong association exists between parental involvement and student achievement in schools. Research relevant to India by Devi

and Mayuri (2003), Jayaswal et al. (2003), and Bose and Joshi (2004) corroborates the findings from studies conducted abroad- Hoover-Dempsey and Sandler (1997), Fan and Chen (2001), and Jaiswal and Choudhuri (2017) can be cited-which attest that children whose parents support them tend to perform better in schools. Involvement, such as the supervision of studies, emotional support, and participation in school activities, leads to greater motivation and better learning outcomes.

Studies on parenting styles, like Aiyappa and Acharya (2012) and Tanvir et al. (2016), have found authoritative parenting, which balances guidance and independence, to be most conducive to student achievement, while harsh control and lack of structure tend to have less favorable results. Socioeconomic status plays a role too, for studies by Kaur (2013) and Vellymalay (2012) show that financial stability permits parents to provide more involvement in the education of their children. While engagement is beneficial, Georgiou (1999) and Jaiswal (2017) emphasise that the quality of parental support is more important than its frequency, suggesting that encouragement and realistic academic expectations are key factors in student success.

It is important to note that several studies highlight the effects of parental involvement are not uniform across all groups. Parental support brings to bear the numerous cultural, regional, and school-level variations. For instance, urban-rural, tribal-nontribal, and private-government distinctions or divides are relevant to the issue. The attitude of teachers and school-home partnerships have a final bearing on these relationships, contending and contending at times. Yet, these have been under researched in much of the literature.

Study Habits and Academic Achievement:

Strong relationships between structured study habits and academic success emerge from studies carried out in Indian settings, including those of Reddy and Nagaraju (2001), Nuthana and Yenagi (2009), and Kaur and Singh (2020), as well as in international settings, among others, including Kleijn et al. (1994), Nonis and Hudson (2010), and Jafari et al. (2019). These study skills entail studying effectively,

revising frequently, managing the time efficiently, and active interaction with study materials lead to better performance in school.

The studies by Riaz et al. (2002), Amalraj and Anandha (2006), and Chaudhari (2013) prove students who follow structured study hours perform better than those who are haphazard. The planning of coursework, staying focused, and applying good learning techniques play an equally important role in academic advancement. At the same time, however, some findings contradict the view that study habits alone lead to results. This is because, according to research by Lawrence (2014) and Konwar (2014), teacher support and school environment act on intrinsic motivation to determine performance along with studying behaviour. Gender-related distinctions also come into view; Singh's (2019) and Mehnaaz and Siddiqui's (2021) studies showed that female students possess better study patterns most of the time; however, it does not always result in superior performance by a large margin.

Research also reveals regional and cultural differences in study habits, as well as disparities between urban and rural students and between privileged and underprivileged groups. The literature is comparatively silent on the study habits of students with disabilities or those facing barriers due to language, migration, or family structure.

2.3.1 GAPS IN THE LITERATURE

While extensive research exists on parental involvement and study habits, several areas require deeper exploration:

1. Combined Effects of Parental Involvement and Study Habits

- Most studies examine these factors separately, without investigating how they interact to influence academic achievement.
- Understanding the relationship between parental support and students' independent learning strategies could provide a clearer picture of academic success.

2. *Long-Term Impact on Student Performance*

- A majority of studies rely on cross-sectional data, offering insights at a single point in time.
- Longitudinal studies tracking students across multiple academic years would help determine how sustained parental involvement and study habits affect long-term educational progress.

3. *Influence of Digital Learning*

- With growing reliance on technology in education, research should assess the impact of digital study habits and virtual parental engagement on student performance.
- The shift to online learning environments may require different forms of parental support and self-regulated study behaviours.

4. *Psychological and Emotional Dimensions*

- Many studies focus on behavioural aspects of parental involvement and study habits, with limited attention to self-regulation, emotional intelligence, and stress management.
- A deeper understanding of these factors could offer new perspectives on academic success.

5. *Methodological Limitations*

- Much of the literature is based on self-reported data or uses purely quantitative approaches.
- There is a need for more mixed-method, experimental, or intervention-based studies to better establish causality and unpack complex relationships.

6. *Equity and Inclusion*

- Research specifically addressing the needs and experiences of marginalised groups, such as students with disabilities, first-generation learners, or linguistic minorities is limited.
- Greater focus on equity and inclusion would help ensure that findings are relevant to all sections of the student population.

2.3.2 CONCLUSION:

The review highlights clear connections between parental involvement, study habits, and academic achievement. The findings suggest that the quality of parental engagement and the effectiveness of study strategies play a more significant role than their mere presence. While existing research provides strong evidence supporting these relationships, there remains a need to explore contextual variations, long-term impacts, methodological improvements, issues of equity, and emerging trends in digital education. Addressing these gaps would contribute to a more comprehensive and inclusive understanding of student learning and the factors that shape academic success.

CHAPTER III

METHODOLOGY

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METHODOLOGY

A research methodology involves a scientific and systematic way of solving a research problem. Methodology in research provides a procedure, plan or design by which research is carried out, and it involves methods, population, sampling frame, tools, materials and statistical techniques used to analyse data. This chapter outlines the methodology employed in the current investigation and presents the research design in a clear and structured manner.

1. Method of study
2. Population and sample
3. Tool used
4. Collection of data and
5. Statistical techniques for analysis.

3.1 METHOD OF STUDY

Different methods and techniques have been adopted in research based on the nature and purpose of the study. One of the most essential and effective methods in social and educational research is descriptive survey research. Descriptive research design aims to explain or describe the phenomena through a systematic data collection process and information. Since it involves comparison, measurement, classification, interpretation, and evaluation, it helps have a complete and detailed understanding of any issues or problems and provides a solution to social and educational problems. Likewise, the descriptive survey method is used for the present investigation since the study focused on determining the parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.

3.2 POPULATION

The population in the present study included all Class X high school students enrolled in schools affiliated with the Mizoram Board of School Education (MBSE) and the Meghalaya Board of School Education (MBOSE). Based on UDISE 2020-23 record, there were 718 high schools in Mizoram, which were classified in terms of their management like the state government, Samagra Siksha, deficit, ad-hoc aided, and lump sum aided, and purely private. In the year 2022-23, the enrolment was 18346. Likewise, as per the records obtained from the Directorate of School Education and Literacy (DSEL), there were 783 high schools in Meghalaya, and these schools are classified in terms of their management like the state government, deficit, ad-hoc, and private. The enrolment during the academic session 2022-23 was 51280. The details of the population are given below in table - 3.1 and table - 3.2.

Table 3.1

Statistics of High Schools in Mizoram

Sl. No.	Districts	No. of Schools	No. of Students
1	Aizawl	200	7068
2	Lunglei	97	1926
3	Siaha	42	1132
4	Champhai	58	1272
5	Kolasib	47	1242
6	Serchhip	50	1057
7	Mamit	55	742
8	Lawngtlai	66	1969
9	Khawzawl	29	615
10	Saitual	51	895
11	Hnahthial	23	428
Total		718	18346

Source: UDISE, 2022-23 and Mizoram Board of School Education 2023

Table 3.2***Statistics of High Schools in Meghalaya***

Sl. No.	Districts	No. of Schools	No. of Students
1	East Garo Hills	74	2897
2	West Garo Hills	212	9925
3	South Garo Hills	32	2709
4	North Garo Hills	36	3381
5	South West Garo Hills	42	3573
6	East Khasi Hills	235	12797
7	West Khasi Hills	107	2272
8	Eastern West Khasi Hills	39	1649
9	South West Khasi Hills	47	1841
10	Ri Bhoi	54	4073
11	West Jaintia	23	4107
12	East Jaintia	43	2056
Total		783	51280

Source: Directorate of School Education and Literacy (DSEL), 2023 and Meghalaya Board of School Education 2022-23

3.3 SAMPLE

As the study entails a comparison between the two states, the sample was selected systematically. The investigator adopted multi-stage sampling technique while using proportionate and stratified random sampling technique for sample selection. Likewise, Aizawl and Lunglei District in Mizoram and East Khasi Hills and West Garo Hills in Meghalaya were randomly selected. Secondly, 15% of the total schools were selected from both the States i.e. 44 high schools in Mizoram and 68 high schools in Meghalaya. Applying a proportionate technique with regard to the number of school selection, the investigator randomly selected 28 schools in Aizawl and 16 schools in Lunglei, Mizoram; and 36 Schools in East Khasi Hills and 32 schools in West Garo Hills, Meghalaya. Again, stratified method was adopted on the

basis of locale and type of school management. From each school, 10 students were selected randomly.

The selected sample comprised 1,120 high school students, including 559 males and 561 females. Of these, 216 males and 224 females were from Mizoram, while 343 males and 337 females were from Meghalaya.

The following table 3.3 presents the sample distribution in Mizoram and Meghalaya

Table 3.3
Sample Distribution

Sl. No.	States	Strata	No. of Schools	No. of Students	Total
1	Mizoram	Urban Government	11	110	440
		Private	11	110	
		Rural Government	11	110	
		Private	11	110	
2	Meghalaya	Urban Government	17	170	680
		Private	17	170	
		Rural Government	17	170	
		Private	17	170	
TOTAL			112	1120	

3.4 TOOLS USED FOR DATA COLLECTION

For the present study, the following tools were used for data collection:

1. Parental Involvement Scale (PIS) developed by the researcher
2. Study Habits Inventory (SHI) developed by M. N. Palsane and Anuradha Sharma
3. Academic achievement of the students obtained from their previous examination i.e. Class IX

3.4.1 PARENTAL INVOLVEMENT SCALE

The investigator developed the Parental Involvement Scale for measuring the involvement of parents among high students. The test consists of 42 items and was classified into 3 dimensions viz. Home Involvement, School Involvement and Involvement through Parent-Teacher Association. Each item consists of three responses such as 'Always,' 'Sometimes,' and 'Never'. All statements were positively arranged and have weightage scores of 3, 2, and 1 respectively. The highest possible score on the test was (42X3) 126, and the lowest possible score was (42X1) 42.

Reliability of the Test

The 'Test-Retest' and Split-Half Method were administered to establish the reliability of the Parental Involvement Scale. The Product Moment Correlation was applied to ascertain the coefficient of correlation between the test and retest and was found to be 0.851; and the relationship between two halves of the scores was found to be 0.865 (after applying Spearman Brown's formula), which is considered adequate for parental involvement scale.

Validity of the Test

For the current scale, content validity was ensured by inviting fifteen experts from diverse disciplines to evaluate the relevance of each statement. To determine criterion-related validity, the investigator administered the "Parent Involvement Scale" developed by Dr. Rita Chopra and Dr. Surabal Sahoo. The correlation coefficient between the two scales was found to be 0.647, which was considered suitable to study the involvement of parents among high school students.

Norms and Interpretation

The norm for the present study was developed using the Stanine Score. The investigator administered the parental involvement scale, constructed by the investigator on a sample of 1120 high school students both from the states of Mizoram (440) and Meghalaya (680). The raw scores obtained were converted into

stanine scores. Scores ranging from 85 and below were categorised as ‘Low Involvement’ whereas 86 – 101 as having ‘Average Involvement’. Similarly, scores ranging from 102 and above were categorised as ‘High Involvement’.

3.4.2 STUDY HABITS INVENTORY

The Study Habits Inventory (SHI-PS) developed by Prof. M.N. Palsane and Arunadha Sharma (2003) was employed to measure the study habits of High school students. The test consists of 45 items divided into eight dimensions viz., budgeting time, physical conditions of study, reading ability, note taking, factors in learning motivation, memory, taking examinations and health. For the response against each positive statements carries 2, 1, 0 for ‘Always’, ‘Sometimes’ and ‘Never’. In case of the negative statements, the scoring is reversed as 0, 1, 2 for ‘Always’, ‘Sometimes’ and ‘Never’. The maximum obtainable score is 90 (2X45).

Reliability of the Test

The reliability of the test was determined using the Test-Retest method. The reliability coefficient of the scale was calculated to be 0.88 based on a sample of 200 students.

Validity of the Test

Besides the face validity, the criterion validity was determined. Thus, the validity coefficient was found to be: 0.69 with Study Habits Inventory developed by Mukhopadhyaya and Sansanwal, 0.67 with Test of Study Habits and Attitudes developed by C. P. Mathur, 0.74 with Study Habits Inventory developed by B. V. Patel and 0.83 with Study Involvement Inventory developed by Asha Bhatnagar.

Norms and Interpretation of the Scale

The norms and interpretation of the SHI-PS scale was recalibrated to align with the educational and cultural contexts of the selected states, ensuring more accurate and context-sensitive assessment of students' study habits, as supported by regional studies such as those by Deka & Sarma (2024) and Nadeem et al. (2014),

which emphasize the necessity of cultural and contextual adaptation of standardized study habit inventories like the SHI-PS.

Split-half reliability analysis firstly was conducted to assess the internal consistency of the tool, yielding a reliability coefficient of 0.865 (using Spearman-Brown formula), indicating a high level of internal consistency in the measurement tool.

Thus, the norm for the present study was developed using the Stanine Score. The investigator administered the study habits inventory on a sample of 1120 high school students both from the states of Mizoram (440) and Meghalaya (680). The raw scores obtained were converted into stanine scores. Scores ranging from 85 and below were categorised as ‘Low Involvement’ whereas 86 – 101 as having ‘Average Involvement’. Similarly, scores ranging from 102 and above were categorised as ‘High Involvement’. Table 3.4 presents the norms and interpretation of the scale

Table 3.4

Norms and Interpretation of the Study Habits Inventory

Stanine Grade	Range of Score	Interpretation
1	40 and below	Unsatisfactory Study Habits
2	41 - 44	
3	45 - 48	
4	49 - 52	
5	53 - 56	Average Study Habits
6	57 - 60	
7	61 - 63	
8	64 - 67	Good Study Habits
9	68 and above	

Interpretation of the Norms

- Scores between 48 and below indicates unsatisfactory study habits.
- Scores ranging from 49 to 60 fall within the average study habits category, signifying moderate study habits among high school students.
- Scores from 61 and above denote good study habits.

3.5 DATA COLLECTION

The investigator systematically administered the tests to a total of 1,120 high school students—440 from Mizoram and 680 from Meghalaya—during the 2023–24 academic session. Prior to administration, formal permission was obtained from the respective school authorities.

To begin, the investigator established rapport with the students, clearly explaining the purpose of the study and encouraging them to participate sincerely and wholeheartedly. Students were then instructed to complete the Parental Involvement Scale followed by the Study Habits Inventory. They were assured that all responses would remain strictly confidential and be used solely for research purposes. The entire time taken to complete all the tests was about 40 minutes.

3.6 DATA ANALYSIS

Following the administration of the Parental Involvement Scale and Study Habits Scale, the responses from the 1,120 high school students were evaluated using the standardized scoring procedures provided for each test. Each student was assigned a serial number corresponding to the variables under investigation. The resulting scores from both tests were recorded in a tabulation sheet and subsequently analyzed using appropriate statistical techniques.

3.6.1 Descriptive statistical measures

Mean, Standard Deviations and Stanine scores were used in order to find out the nature of score distribution and for the classification of respondents in different categories.

3.6.2 Test of Significance for Mean Difference

The significant difference between the mean scores of selected variables to measure the parental involvement, study habits and academic achievement was tested by using the 't' test.

3.6.3 Pearson Product Moment Correlation

The Pearson Product Moment Correlation was applied to compute the connection between the test scores on different variables such as parental involvement, study habits and academic achievement among high school students.

3.6.4 Multiple Regression

The Multiple Regression analysis was done to analyse the predictive relationship between parental involvement and study habits on the academic achievement among high school students.

CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION

This chapter presents a detailed analysis and interpretation of the data gathered through the administration of the Parental Involvement Scale, the Study Habits Inventory, and academic achievement records of high school students in Mizoram and Meghalaya. The data were systematically organized, categorized, and tabulated in accordance with established scoring procedures. Appropriate statistical techniques were employed to ensure analytical accuracy and reliability. The findings are presented in a clear and coherent manner, aligned with the research objectives and hypotheses, thereby facilitating a meaningful interpretation of the results.

4.1 CONSTRUCTION AND STANDARDIZATION OF PARENTAL INVOLVEMENT SCALE

Objective 1: To construct and standardize parental involvement scale

After going through and examining the available scales for measuring parental involvement, the investigator found that none fully met the specific needs of the study. To fill this gap, a new scale was created to better meet the research goals. The Likert technique was used to organize the scale, making sure it allowed for a systematic assessment of how parents are involved in their children's education. The next section describes how the scale was developed and standardized.

4.1.1 Collection and editing of statements

The study involved a thorough review of existing standardized scales on parental involvement. The goal was to create a reliable and valid tool for measuring parental engagement among high school students. The scale focused on three main areas: home involvement, school involvement, and participation in Parent-Teacher Association (PTA) activities. Care was taken to make sure each item was clearly stated and accurately reflected the different aspects of parental involvement.

The initial draft included a wide range of statements that represented various parts of parental engagement. To improve its clarity and relevance, a panel of 15

experts reviewed the draft and evaluated each item for its importance and clarity. Based on their feedback, any repetitive or unclear statements were removed and necessary changes were made, and added new insights. This process led to a final version with 45 well-organized statements.

To ensure participants express the level of parental involvement accurately, the scale used a three-point rating format: 'Always,' 'Sometimes,' and 'Never.' This format provided a clear way to measure parental engagement.

4.1.2 Pilot Study

The Parental Involvement Scale, which includes 45 clear items, was given to a group of 100 high school students in Mizoram. This group was carefully selected to represent the diversity of the high school student population. This way, the findings would be relevant to the larger group for whom the final scale was designed. To improve the scale's effectiveness, a thorough item analysis was conducted to see how well each statement distinguished between different levels of parental involvement. This process was essential in refining the scale, making sure each item effectively captured important differences in parental engagement.

4.1.3 Item Analysis

After the try-out, the scale was scored using the Likert method. The responses from all 100 students were sorted in ascending order. The upper and lower 27% of the sample were chosen for item analysis. This method ensured that the final scale included only items that clearly distinguished between students with high and low levels of parental involvement.

For each statement, the mean and standard deviation were calculated separately for the top and bottom groups. A t-test was then conducted to evaluate the discriminative value of all 45 items. Statements with a t-value greater than 2.58, which indicate statistical significance at the 0.01 confidence level, were retained. Items that fell below this threshold were excluded, as they did not meet the required level of significance.

Following this process, the final version of the Parental Involvement Scale consisted of 43 statements, ensuring that each retained item accurately reflected variations in parental engagement. Table 4.1 presents the t-test values for item discrimination.

Table 4.1
Item Analysis

Item No.	Upper 27%		Lower 27%		t value	Significance level
	Mean	SD	Mean	SD		
1	2.556	.698	2.037	.587	2.954	**
2	2.260	.447	1.630	.565	4.543	**
3	2.926	.267	2.741	.447	1.850	NS
4	2.630	.492	2.185	.681	2.747	**
5	2.815	.396	2.259	.656	3.767	**
6	2.333	.620	1.556	.641	4.533	**
7	2.815	.396	2.259	.656	3.768	**
8	2.926	.267	2.333	.734	3.944	**
9	2.593	.572	2.000	.784	3.171	**
10	2.185	.557	1.556	.577	4.077	**
11	2.815	.396	2.037	.587	5.707	**
12	2.222	.641	1.815	.622	2.370	NS
13	2.815	.396	1.778	.641	7.157	**
14	2.704	.542	1.852	.662	5.173	**
15	2.370	.688	1.815	.557	3.261	**
16	2.407	.636	1.593	.636	4.707	**
17	2.556	.577	1.926	.616	3.877	**
18	2.889	.320	2.222	.847	3.824	**
19	2.556	.641	2.000	.734	2.964	**
20	2.148	.718	1.407	.572	4.191	**
21	1.815	.622	1.296	.542	3.265	**
22	2.370	.629	1.778	.641	3.429	**
23	2.519	.643	1.778	.506	4.704	**

24	2.630	.565	2.111	.801	2.750	**
25	2.482	.580	1.667	.784	4.340	**
26	2.185	.396	1.482	.580	5.208	**
27	2.074	.675	1.259	.447	5.230	**
28	2.815	.396	2.037	.706	4.993	**
29	2.556	.506	1.482	.643	6.821	**
30	2.630	.565	1.593	.501	7.139	**
31	2.815	.483	2.333	.679	3.001	**
32	2.963	.192	2.704	.465	2.675	**
33	2.778	.424	2.111	.577	4.837	**
34	2.259	.594	1.296	.465	6.629	**
35	2.630	.492	1.778	.577	5.835	**
36	2.852	.362	2.259	.764	3.641	**
37	2.148	.602	1.519	.509	4.151	**
38	2.370	.565	1.704	.542	4.426	**
39	2.519	.509	1.519	.509	7.216	**
40	2.296	.609	1.296	.465	6.783	**
41	2.407	.501	1.778	.641	4.024	**
42	2.259	.656	1.667	.620	3.411	**
43	2.296	.542	1.630	.629	4.172	**
44	2.630	.565	2.000	.620	3.900	**
45	2.333	.620	1.926	.675	2.309	NS

*NS means not significant at 0.01 level, ** means significant at 0.01 level*

Table 4.1 presents the calculated t-test values for each item along with their significance levels. As stated earlier, all items significant at the 0.01 level were retained, while those with a t-value below 2.58 were excluded. As a result, 43 items were retained, whereas Items 3, 12, and 45 were removed as they did not meet the required significance level.

4.1.4 Reliability

Reliability refers to the extent to which an assessment tool produces stable and consistent results. For any standardized scale, establishing sufficient reliability is essential to ensure the credibility of its findings. To assess the reliability of the developed scale, it was re-administered to a sample of 100 high school students in Mizoram. The investigator employed appropriate methods to evaluate reliability, which are detailed below.

Test-retest method

The test-retest method was used to evaluate the reliability of the scale. In the initial phase, the scale was administered to a sample of 100 high school students in Mizoram. After four weeks, the scale was re-administered to the same sample for the retest phase. This interval minimized the influence of immediate recall, allowing for an accurate assessment of the scale's consistency over time.

The correlation coefficient was found to be 0.851, indicating strong reliability and reaching statistical significance at the 0.01 level. Table 4.2 presents the students' scores from the test and retest, while Table 4.3 reports the reliability coefficient of the scale, calculated using Pearson's Product Moment Correlation.

Table 4.2*Scores of Students on the Test and Retest*

Sl. No.	Scores on first test	Scores on retest	Sl. No.	Scores on first test	Scores on retest
1	100	100	51	84	86
2	98	92	52	84	87
3	88	83	53	90	93
4	93	86	54	97	99
5	83	84	55	99	101
6	87	94	56	94	91
7	94	98	57	91	94
8	98	113	58	81	85
9	81	107	59	91	87
10	82	80	60	94	91
11	75	84	61	89	93
12	65	66	62	100	103
13	89	82	63	83	81
14	88	97	64	83	89
15	84	83	65	83	87
16	92	98	66	90	88
17	100	96	67	92	96
18	100	95	68	86	82
19	63	68	69	86	90
20	99	98	70	90	94
21	81	91	71	96	98
22	88	93	72	85	82
23	73	70	73	97	101
24	76	78	74	100	105
25	66	67	75	104	99
26	78	80	76	94	92
27	99	97	77	96	89

28	93	95	78	90	96
29	82	81	79	85	89
30	78	82	80	98	90
31	96	99	81	84	82
32	97	98	82	89	86
33	104	97	83	70	72
34	86	83	84	84	88
35	93	90	85	94	91
36	75	78	86	97	93
37	108	110	87	94	99
38	87	89	88	93	96
39	96	103	89	101	104
40	103	97	90	94	101
41	108	108	91	96	99
42	98	96	92	97	103
43	87	88	93	103	106
44	82	81	94	85	81
45	87	90	95	84	80
46	91	88	96	85	89
47	93	90	97	87	90
48	101	98	98	92	88
49	89	91	99	95	99
50	87	85	100	99	103

Table 4.2 presents the test and retest scores of high school students, while Table 4.3 reports the reliability coefficient, reflecting the correlation between the two sets of scores.

Table 4.3***Correlation between Test and Retest***

Categories	Test	Retest
Test	1	.851**
Retest	.851**	1

**** means significant at 0.01 level**

Table 4.3 indicates that the reliability coefficient was 0.851, demonstrating statistical significance at the 0.01 level

Split Half Method

The Split-Half Method was used to evaluate the reliability of the scale. The items were divided into two sets. Odd-numbered items made up one group, and even-numbered items formed the other. To find the reliability coefficient between these two sets, the Product Moment Correlation was applied. After applying Spearman-Brown's formula, the reliability coefficient was 0.865, indicating a high level of reliability. Table 4.4 shows the split-half scores of 100 students based on their performance on the scale.

Table 4.4***Split-Half Scores for Determining the Reliability of the Scale***

Sl. No.	Scores on first half	Scores on second half	Sl. No.	Scores on first half	Scores on second half
1	48	52	51	43	44
2	46	52	52	41	47
3	43	45	53	29	34
4	47	46	54	49	52
5	39	44	55	48	49
6	43	44	56	51	55
7	47	47	57	52	52
8	47	51	58	44	50
9	43	38	59	55	55
10	42	40	60	44	45
11	35	40	61	47	46
12	30	35	62	55	50
13	42	47	63	49	49
14	43	45	64	55	55
15	39	45	65	51	56
16	50	51	66	45	48
17	47	45	67	53	59
18	50	50	68	56	57
19	47	53	69	52	53
20	31	32	70	57	58
21	48	51	71	47	49
22	40	41	72	44	46
23	43	45	73	44	42
24	35	38	74	35	41
25	38	38	75	40	42
26	31	35	76	52	56
27	38	40	77	49	50

28	36	39	78	52	55
29	49	50	79	56	59
30	44	49	80	46	59
31	31	37	81	43	44
32	32	42	82	41	53
33	47	49	83	44	46
34	49	48	84	50	55
35	50	54	85	42	42
36	40	46	86	52	50
37	51	42	87	53	50
38	37	38	88	44	45
39	47	51	89	42	37
40	45	47	90	39	49
41	45	48	91	26	30
42	45	47	92	38	40
43	47	51	93	39	48
44	42	44	94	45	45
45	54	53	95	49	53
46	37	40	96	47	52
47	41	44	97	45	48
48	51	50	98	49	51
49	40	40	99	53	57
50	50	51	100	47	45

Table 4.4 shows the scores of 100 students, split into two groups based on odd and even numbered items. The reliability coefficient, calculated using the Spearman-Brown formula, was 0.865 and this is statistically significant at the 0.01 level.

4.1.5 Establishment of Validity

In standardizing a scale, validity is vital for assessing its effectiveness and usefulness. To establish content validity for the current scale, feedback was gathered from fifteen experts in various fields who evaluated the importance of each statement. The scale was designed to cover all the necessary areas and requirements. For the first draft, a broad pool of statements reflecting different aspects of parental involvement was created. To improve its validity and relevance, a panel of 15 experts reviewed the draft. They assessed the significance and clarity of each statement. Based on their feedback, some items were revised, redundant and irrelevant statements were removed, and new insights were added. As a result, the revised draft included 45 well-structured statements. Therefore, we can conclude that the scale is valid regarding the content used to formulate the statements.

Criterion Validity

For the present scale, content validity was established through an evaluation by fifteen experts, who assessed the significance and relevance of each statement. To establish criterion-related validity, the investigator administered the “Parent Involvement Scale” developed by Dr. Rita Chopra and Dr. Surabal Sahoo (2005), alongside the newly constructed Parental Involvement Scale, to a sample of 100 respondents. The criterion test comprised 32 positively worded items, with scoring based on the Likert method: 3, 2, 1 for ‘Always’, ‘Sometimes’ and ‘Never’, respectively. Upon completion of both assessments, the correlation coefficient between the two scales was calculated, yielding a value of 0.647. This correlation was deemed appropriate for assessing parental involvement among high school students. The following table 4.5 shows the scores of the two tests.

Table 4.5*Scores on Two Tests to Compute Criterion Related Validity*

Sl. No.	Score on the present scale	Score on the criterion scale	Sl. No.	Score on the present scale	Score on the criterion scale
1	100	91	51	84	68
2	98	88	52	84	61
3	88	71	53	90	66
4	93	72	54	97	71
5	83	68	55	99	80
6	87	69	56	94	64
7	94	70	57	91	66
8	98	72	58	81	59
9	81	69	59	91	62
10	82	77	60	94	71
11	75	67	61	89	68
12	65	56	62	100	76
13	89	70	63	83	61
14	88	66	64	83	59
15	84	65	65	83	56
16	92	68	66	90	63
17	100	73	67	92	66
18	100	74	68	86	61
19	63	60	69	86	60
20	99	78	70	90	64
21	81	67	71	96	67
22	88	76	72	85	73
23	73	67	73	97	68
24	76	59	74	100	78
25	66	60	75	104	71
26	78	61	76	94	66
27	99	68	77	96	65

28	93	67	78	90	60
29	82	67	79	85	71
30	78	71	80	98	67
31	96	65	81	84	60
32	97	69	82	89	61
33	104	83	83	70	57
34	86	70	84	84	60
35	93	71	85	94	63
36	75	66	86	97	71
37	108	80	87	94	70
38	87	71	88	93	68
39	96	67	89	101	79
40	103	80	90	94	68
41	108	83	91	96	72
42	98	78	92	97	76
43	87	77	93	103	81
44	82	62	94	85	70
45	87	66	95	84	68
46	91	70	96	85	59
47	93	74	97	87	60
48	101	79	98	92	76
49	89	71	99	95	73
50	87	67	100	99	66

4.1.6 Scoring

The scoring procedure follows the Likert Method, with three response options for each item: "Always," "Sometimes," and "Never." These responses are assigned weights of 3, 2, and 1, respectively. The total score ranges from a maximum of 126 (42×3) to a minimum of 42 (42×1), reflecting the degree of parental involvement measured by the scale. Table 4.6 presents the scoring key for each statement.

Table 4.6***Scoring Key***

Sl. No.	Response	Score
1	Always	3
2	Sometimes	2
3	Never	1

4.1.7 Norms and Interpretation of the Scale

Norms for the present study were established using stanine scores to categorize respondents based on their level of parental involvement. The Parental Involvement Scale was given to a group of 1,120 high school students, including 440 from Mizoram and 680 from Meghalaya. The scores collected were analyzed and sorted into different levels of parental involvement based on their stanine distribution. Table 4.7 shows the norms for interpreting the Parental Involvement Scale.

Table 4.7***Norms and Interpretation of the Parental Involvement Scale***

Stanine Grade	Range of Score	Interpretation
1	74 and below	Low Involvement
2	75 - 79	
3	80 - 85	
4	86 - 90	
5	91 - 96	Average Involvement
6	97 - 101	
7	102 - 107	
8	108 - 112	High Involvement
9	113 and above	

Interpretation of the Norms

- Scores of 85 and below show low parental involvement, which means there's little engagement in a child's education.
- Scores from 86 to 101 fall into the average involvement category, indicating moderate parental engagement.
- Scores of 102 and above represent high parental involvement, reflecting strong and consistent engagement in a child's education.

This classification system offers a clear way to understand levels of parental involvement. It allows for meaningful comparisons and supports further examination.

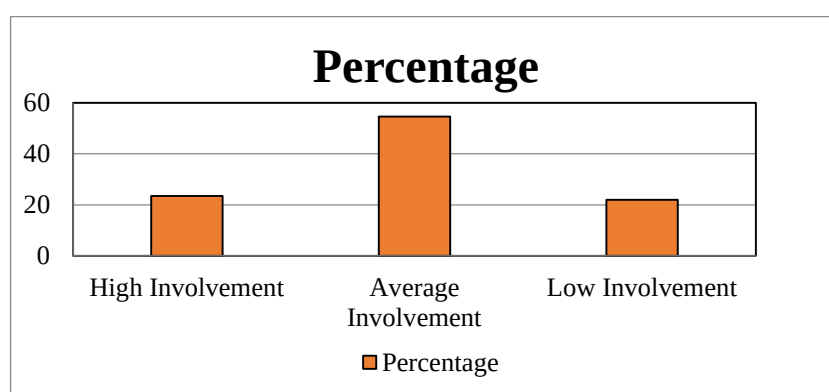
4.2 PARENTAL INVOLVEMENT: *The results corresponding to objectives 2 to 4 are summarised below:*

Objective 2: *To find out the level of parental involvement among high school students in Mizoram and Meghalaya*

The Parental Involvement Scale was administered to high school students in Mizoram and Meghalaya to assess how they evaluate their parents' engagement in their academic experiences. The responses were evaluated using standard scoring methods, and parental involvement was divided into three distinct levels: High Involvement, Average Involvement, and Low Involvement, based on the established norms of the scale. This classification shows how much support students believe they receive from their parents, offering insights into how parental engagement influences students' academic behaviours. The distribution of parental involvement levels is shown in Table 4.8.

Table 4.8***Level of Parental Involvement among High School Students of Mizoram and Meghalaya***

Category	Range of Scores	Number of Students	Percentage
High Involvement	102 and above	263	23.48
Average Involvement	86 - 101	611	54.56
Low Involvement	85 and below	246	21.96
Total		1120	100

***Fig. 4.1: Percentage of Levels of Parental Involvement in Mizoram and Meghalaya***

As illustrated in Table 4.8 and Figure 4.1, the analysis of 1,120 high school students in Mizoram and Meghalaya highlights notable variations in parental involvement. A total of 263 students (23.48%) perceived their parents as highly engaged in their education, while 611 students (54.56%) reported average level of parental involvement, making this the most common category. In contrast, 246 students (21.96%) expressed that their parents' involvement level was low. These findings reflect a broad spectrum of parental participation, with many students

benefiting from active involvement, yet a considerable portion experiencing limited support.

Objective 3: To find out the level of parental involvement among high school students in Mizoram

Parental involvement among high school students in Mizoram was classified into five distinct levels based on the computed scores. Table 4.9 provides a detailed distribution, highlighting the varying degrees of parental engagement as perceived by students.

Table 4.9

Level of Parental involvement among High School Students of Mizoram

Category	Range of Scores	Number of Students	Percentage
High Involvement	102 and above	145	32.96
Average Involvement	86-101	226	51.36
Low Involvement	85 and below	69	15.68
Total		440	100

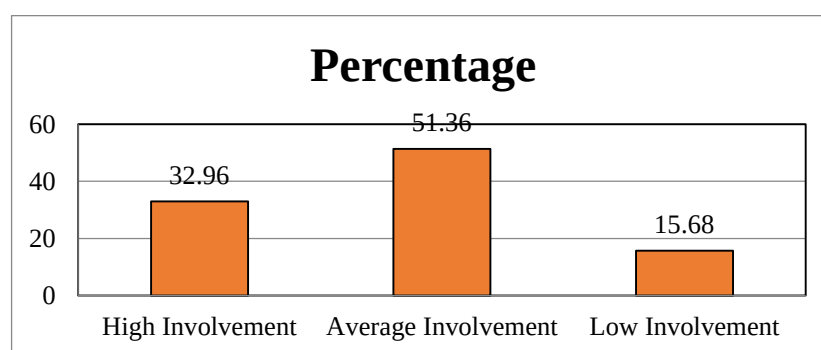


Fig. 4.2: Percentage of Levels of Parental Involvement in Mizoram

The analysis of parental involvement among high school students in Mizoram, as presented in Table 4.9 and Fig. 4.2, reveals distinct patterns of involvement. A total of 145 parents (32.96%) exhibited high involvement, indicating strong and consistent participation in their children's education. The largest proportion, 226 parents (51.36%), fell into the average involvement category while 69 parents (15.68%) demonstrated low involvement, suggesting minimal parental support in academic matters. These findings highlight that while many parents actively contribute to their children's education, considerable proportion exhibit lower levels of involvement, raising concerns about factors that may hinder greater parental engagement

Objective 4: *To find out the level of parental involvement among high school students in Meghalaya*

Parental involvement among high school students in Meghalaya was classified into three distinct levels based on the computed scores. Table 4.10 presents the distribution, providing a detailed overview of the varying degrees of parental engagement as perceived by students.

Table 4.10

Level of Parental involvement among High School Students of Meghalaya

Category	Range of Scores	Number of Students	Percentage
High Involvement	102 and above	118	17.35
Average Involvement	86 - 101	385	56.62
Low Involvement	85 and below	177	26.03
Total		680	100

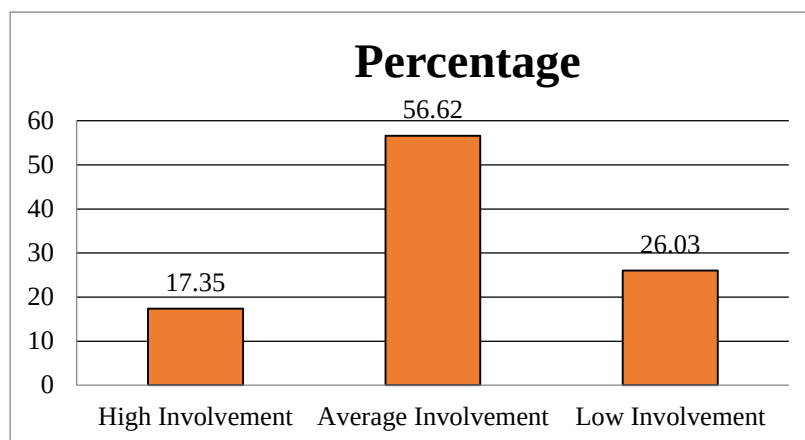


Fig. 4.3: Percentage of Levels of Parental Involvement in Meghalaya

The analysis of parental involvement among high school students in Meghalaya, as shown in Table 4.10 and Figure 4.3, highlights variations in the level of engagement. A total of 118 parents (17.35%) demonstrated high involvement, indicating consistent and active participation in their children's education. A total of 385 parents (56.62%) exhibited average involvement, reflecting moderate participation in academic activities. Notably, 177 parents (26.03%), fell under low involvement, suggesting limited parental engagement. These findings suggest that while some parents maintain strong involvement in their children's education, a significant proportion demonstrate lower levels of engagement, raising concerns about potential barriers to parental participation.

4.2.1 COMPARISON OF PARENTAL INVOLVEMENT

The comparison of parental involvement among high school students in Mizoram and Meghalaya was analysed using the mean and standard deviation for both groups. A t-test was conducted to assess whether the observed differences were statistically significant and to determine the extent of variation between the two groups. The detailed results are presented below.

Objective 5: To compare the parental involvement among high school students in Mizoram and Meghalaya.

Hypothesis No.1 states: “There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya.” Table 4.11 presents a comparative analysis of parental involvement among high school students in Mizoram and Meghalaya.

Table 4.11

Comparison of Parental Involvement among High School Students of Mizoram and Meghalaya

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Mizoram	440	96.334	10.788	0.514	1118	2.581	6.828	**
Meghalaya	680	91.737	11.143					

*** means significant at 0.01 level*

Table 4.11 presents the comparative analysis of parental involvement among high school students in Mizoram and Meghalaya. The results indicate a statistically significant difference between the two groups, as the calculated t-value (6.828) exceeds the critical value of 2.581 at the 0.01 significance level. This finding leads to the rejection of the null hypothesis, suggesting that the variation in parental involvement is not due to random chance. The mean difference (4.597) suggests that parental involvement is significantly higher among students in Mizoram compared to those in Meghalaya, highlighting a notable variation in parental involvement across the two states.

4.2.2 Parental Involvement based on Gender: *The findings for objectives 6 to 8 have been presented as follows:*

Objective 6: *To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to gender:*

Hypothesis No.2 states: “There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to gender”. Table 4.12 outlines the comparison of parental involvement among high school students of Mizoram and Meghalaya with reference to gender.

Table 4.12

Comparison of Parental Involvement among High School Students of Mizoram and Meghalaya with Reference to Gender

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Male	559	93.276	11.058					
				.466	1118	1.962	0.947	NS
Female	561	93.200	11.021					

NS means not significant at 0.05 level

The analysis in Table 4.12 examines parental involvement among high school students in Mizoram and Meghalaya, considering gender differences. The results indicate that the calculated t-value (0.947) falls below the critical t-value (1.962) at $df = 1118$, demonstrating a lack of statistical significance. Thus, the null hypothesis is retained, confirming that parental involvement does not significantly differ between male and female students in the two states.

Objective 7: *To compare the parental involvement among high school students of Mizoram with reference to gender*

Hypothesis No.3 states: “There is no significant difference in the parental involvement among high school students of Mizoram with reference to gender”.

Table 4.13 illustrates the comparison of parental involvement based on gender in Mizoram.

Table 4.13

Comparison of Parental Involvement among High School Students of Mizoram with Reference to Gender

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Male	212	95.750	11.115					
				.763	438	1.966	1.095	NS
Female	228	96.877	10.469					

NS means not significant at 0.05 level

Table 4.13 examines the relationship between gender and parental involvement among high school students in Mizoram. The results indicate that the computed t-value (1.095) does not exceed the critical value (1.966) at $df = 438$, demonstrating no statistically significant difference at the 0.05 confidence level. As a result, the null hypothesis is not rejected, suggesting that parental involvement remains comparable across genders in Mizoram.

Objective 8: To compare the parental involvement among high school students of Meghalaya with reference to gender

Hypothesis No.4 states: “There is no significant difference in the parental involvement among high school students of Meghalaya with reference to gender”. Table 4.14 summarizes the comparison of parental involvement based on gender in Meghalaya.

Table 4.14

Comparison of Parental Involvement among High School Students of Meghalaya with Reference to Gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	340	91.618	11.157					
				.604	678	1.964	.279	NS
Female	340	91.856	11.143					

NS means not significant at 0.05 level

Table 4.14 assesses parental involvement among high school students in Meghalaya based on gender. The calculated t-value (0.279) is lower than the critical t-value (1.964) at $df = 678$, indicating that the difference is not statistically significant at the 0.05 confidence level. As a result, the null hypothesis is not rejected. This confirms that parental involvement does not significantly differ between male and female students in Meghalaya.

4.2.3 Parental Involvement based on Educational Qualification: *The outcomes associated with objectives 9 to 11 are discussed below*

Objective 9: *To compare the parental involvement among high school students of Mizoram*

and Meghalaya with reference to educational qualification

Hypothesis No.5 states: “There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to educational qualification.” Table 4.15 details the comparison of parental involvement in Mizoram and Meghalaya based on the educational qualification of parents.

Table 4.15

Comparison of Parental Involvement among High School Students of Mizoram and Meghalaya with Reference to Educational Qualification

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Graduate	415	94.178	11.700					
Undergraduate	705	93.241	10.624	.574	1118	1.962	1.373	NS

NS means not significant at 0.05 level

Table 4.15 analyses parental involvement among high school students in Mizoram and Meghalaya concerning parental educational qualification. The calculated t-value (1.373) is lower than the critical t-value (1.962) at the 0.05 significance level, indicating that the difference in parental involvement between graduate and undergraduate parents is not statistically significant. Consequently, the null hypothesis stating that ‘there is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to educational qualification’ is retained.

Objective 10: To compare the parental involvement among high school students of Mizoram with reference to educational qualification

Hypothesis No.6 states: “There is no significant difference in the parental involvement among high school students of Mizoram with reference to educational qualification”. Table 4.16 examines the comparison of parental involvement in Mizoram based on educational qualification.

Table 4.16

Comparison of Parental Involvement among High School Students of Mizoram with Reference to Educational Qualification

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Graduate	117	98.504	11.609					
				1.073	438	1.966	2.556	*
Undergraduate	323	95.548	10.382					

* means significant at 0.05 level

Table 4.16 examines parental involvement among high school students in Mizoram concerning parental educational qualification. The computed t-value (1.556) exceeds the critical value (1.966) at the 0.05 significance level, indicating a statistically significant difference in parental involvement. Consequently, the null hypothesis is rejected. The mean scores suggest that graduate parents (M=98.504) exhibit greater involvement in their children's education compared to undergraduate parents (M = 95.548). These findings indicate that parental educational attainment plays a role in shaping the extent of involvement in students' academic activities.

Objective 11: To compare the parental involvement among high school students of Meghalaya with reference to educational qualification

Hypothesis No.7 states: “There is no significant difference in the parental involvement among high school students of Meghalaya with reference to educational qualification”. Table 4.17 shows the comparison of parental involvement in Meghalaya based on parental educational qualification.

Table 4.17

Comparison of Parental Involvement among High School Students of Meghalaya with Reference to Educational Qualification

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Graduate	298	92.289	11.984					
Undergraduate	382	91.290	10.448	.695	678	1.964	0.247	NS

NS means not significant at 0.05 level

Table 4.17 examines parental involvement among high school students in Meghalaya concerning parental educational qualification. The computed t-value (0.247) is lower than the critical value (1.964) at the 0.05 significance level, indicating that the difference is not statistically significant. As the obtained value does not exceed the required threshold, the null hypothesis is retained. These findings suggest that parental involvement in students' education does not differ meaningfully between graduate and undergraduate parents in Meghalaya.

4.2.4 Parental Involvement based on Working Status: *The findings related to objectives 12 to 14 are presented below:*

Objective 12: To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to working status

Hypothesis No. 8 states: "There is no significant difference in the parental involvement among high school students of Meghalaya with reference to working status." Table 4.18 provides the comparison of parental involvement based on the working status of parents.

Table 4.18

Comparison of Parental Involvement among High School Students of Mizoram and Meghalaya with Reference to Working Status

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Working	664	93.565	11.476					
				.486	1118	1.962	.086	NS
Non-working	456	93.623	10.383					

NS means not significant at 0.05 level

The comparison of parental involvement among high school students in Mizoram and Meghalaya based on working status is presented in Table 4.18. The statistical analysis reveals that the t-value (0.086) does not surpass the critical value (1.962) at the 0.05 significance level, indicating no statistically significant difference. Consequently, the null hypothesis stating that ‘there is no significant difference in the parental involvement among high school students of Meghalaya with reference to working status’ is retained. These findings suggest that parental employment status does not have a notable impact on the level of involvement in their children's education.

Objective 13: To compare the parental involvement among high school students of Mizoram with reference to working status

Hypothesis No. 9 states: “There is no significant difference in the parental involvement among high school students of Meghalaya with reference to working status.” Table 4.19 assesses parental involvement in Mizoram based on the working status.

Table 4.19

Comparison of Parental Involvement among High School Students of Mizoram with reference to Working Status

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Working	234	97.957	10.772					
Non-working	206	94.490	10.531	.704	438	2.588	3.404	**

**** means significant at 0.01 level**

The findings in Table 4.19 assess parental involvement among high school students in Mizoram with respect to working status. The computed t-value (3.404) exceeds the critical value (2.588) at the 0.01 significance level, indicating a significant difference in parental engagement. Thus, the null hypothesis is rejected. The mean scores suggest that working parents (M = 97.957) demonstrate greater involvement in their children's education than non-working parents (M = 94.490). These results underscore the potential influence of employment status on parental participation in academic activities.

Objective 14: To compare the parental involvement among high school students of Meghalaya with reference to working status

Hypothesis No. 10 states: “There is no significant difference in the parental involvement among high school students of Meghalaya with reference to working status.” Table 4.20 highlights the comparison of parental involvement in Meghalaya based on working status.

Table 4.20

Comparison of Parental Involvement among High School Students of Meghalaya with Reference to Working Status

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Working	430	91.128	11.338					
Non-working	250	92.784	10.741	.679	678	1.964	1.872	NS

NS means not significant at 0.05 level

Table 4.20 evaluates the extent of parental involvement among high school students in Meghalaya concerning parental working status. The results indicate that the t-value (1.872) is lower than the critical value (1.964) at the 0.05 significance level, confirming that the difference is not statistically significant. As a result, the null hypothesis is upheld. These findings suggest that parental involvement remains consistent regardless of employment status.

4.2.5 Parental Involvement based on Type of School Management: *The results pertaining to objectives 15 to 17 are outlined in the following discussion:*

Objective 15: To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to type of school management.

Hypothesis No. 11 states: “There is no significant difference in the parental involvement among high school students of Meghalaya with reference to type of school management.” Table 4.21 presents the comparison of parental involvement based on type of school management.

Table 4.21

Comparison of Parental Involvement among High School Students of Mizoram and Meghalaya with Reference to the Type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	499	93.114	10.791					
Private	621	94.018	11.218	.483	1118	1.962	1.363	NS

NS means not significant at 0.05 level

Table 4.21 evaluates the extent of parental involvement among high school students in Mizoram and Meghalaya concerning school management type. The results indicate that the t-value (1.363) does not exceed the critical value (1.962) at the 0.05 significance level, which confirm that there is no significant difference between the two variables. As a result, the null hypothesis is accepted.

Objective 16: To compare the parental involvement among high school students of Mizoram with reference to type of school management.

Hypothesis No. 12 states: “There is no significant difference in the parental involvement among high school students of Mizoram with reference to type of school management.” Table 4.22 showcases the comparison of parental involvement in Mizoram based on the type of school management.

Table 4.22

Comparison of Parental Involvement among High School Students of Mizoram with Reference to the Type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	209	95.818	10.384					
Private	231	96.801	11.142	.733	438	1.966	0.954	NS

NS means not significant at 0.05

Table 4.22 evaluates the extent of parental involvement among high school students in Mizoram concerning school management type. The results indicate that the t-value (0.954) was lesser than the critical value (1.964) at the 0.05 significance level, which imply that the difference was not significant. As a result, the null hypothesis is accepted. Thus, it enables to draw a conclusion that parental involvement was not influenced by the type of school management in Mizoram.

Objective 17: To compare the parental involvement among high school students of Meghalaya with reference to type of school management.

Hypothesis No. 13 states: “There is no significant difference in the parental involvement among high school students of Meghalaya with reference to type of school management.” Table 4.23 reports the comparison of parental involvement based on type of school management in Meghalaya.

Table 4.23

Comparison of Parental Involvement among High School Students of Meghalaya with Reference to the Type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	290	91.059	11.084	.566	678	1.964	1.369	NS
Private	390	92.241	11.174					

NS means not significant at 0.05 level

The findings in Table 4.23 assess parental involvement among high school students in Meghalaya in relation to school management type. The computed t-value (1.369) does not exceed the critical value (1.964) at the 0.05 significance level, indicating no statistically significant difference. Thus, the null hypothesis is retained. These results suggest that parental engagement in students’ education is similar across government and private schools, emphasizing that school management type does not play a determining role in parental engagement.

4.2.6 Parental Involvement based on locale: *The analysis for objectives 18 to 20 is detailed in the following section:*

Objective 18: To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to locale.

Hypothesis No. 14 states: “There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to locale.” Table 4.24 outlines the comparison of parental involvement based on locale.

Table 4.24

Comparison of Parental Involvement among High School Students of Mizoram and Meghalaya with Reference to Locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	564	92.739	11.769	.495	1118	2.581	2.599	**
Rural	556	94.450	10.185					

**** means significant at 0.1 level**

As shown in Table 4.24, the analysis of parental involvement among high school students in Mizoram and Meghalaya across urban and rural settings reveals a statistically significant difference. The t-value (2.599) exceeds the critical value (2.581) at the 0.01 significance level, leading to the rejection of the null hypothesis. On comparing the mean score between the urban (92.739) and rural (94.450), it can be concluded that parents of rural school students were significantly more involved compared to parents of urban school students.

Objective 19: To compare the parental involvement among high school students of Mizoram with reference to locale

Hypothesis No. 15 states: “There is no significant difference in the parental involvement among high school students of Mizoram with reference to locale.”

Table 4.25 illustrates the comparison of parental involvement based on locale in Mizoram.

Table 4.25

Comparison of Parental Involvement among High School Students of Mizoram with Reference to Locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	224	96.746	11.492					
				.769	438	1.966	0.814	NS
Rural	216	95.907	10.014					

NS means not significant at 0.05 level

Table 4.25 examines parental involvement among high school students in Mizoram based on locale (urban and rural areas). The calculated t-value (0.814) is lower than the critical t-value (1.966) at the 0.05 significance level, indicating that the difference is not statistically significant. Since the calculated value does not exceed the required criterion, the null hypothesis is not rejected. This suggests that parental involvement in children's education is comparable in both urban and rural areas of Mizoram.

Objective 20: To compare the parental involvement among high school students of Meghalaya with reference to locale

Hypothesis No. 16 states: "There is no significant difference in the parental involvement among high school students of Meghalaya with reference to locale." Table 4.26 summarizes the comparison of parental involvement based on locale in Meghalaya.

Table 4.26

Comparison of Parental Involvement among High School Students of Meghalaya with Reference to Locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	340	89.950	11.759					
Rural	340	93.524	10.199	.553	678	2.584	4.233	**

**** means significant at 0.01 level**

Table 4.26 presents the analysis of parental involvement among high school students in Meghalaya with reference to locale. The computed t-value (4.233) exceeds the critical value (2.584) at the 0.01 significance level, indicating a statistically significant difference. As a result, the null hypothesis is rejected. The mean scores suggest that parents of rural school students (M = 93.524) exhibit greater involvement in their children's education compared to parents of urban school students (M = 89.950).

4.3 STUDY HABITS: *The findings related to objectives 21 to 23 are presented below:*

Objective 21: To find out the level of study habits among high school students in Mizoram and Meghalaya

The Study Habits Inventory was administered to high school students in Mizoram and Meghalaya, with responses evaluated using standardized scoring criteria. Based on their scores, students were classified into three distinct categories. Those scoring 61 and above were identified as good study habits. Scores between 49 and 60 were indicative of average study habits, whereas those ranging from 48 and below reflected unsatisfactory study habits. The distribution of students across these categories is presented in Table 4.27.

Table 4.27***Level of Study Habits among High School Students of Mizoram and Meghalaya***

Category	Range of Scores	Number of Students	Percentage
Good Study Habits	61 and above	242	21.61
Average Study Habits	49 - 60	625	55.80
Unsatisfactory Study Habits	48 and below	253	22.59
Total		1120	100

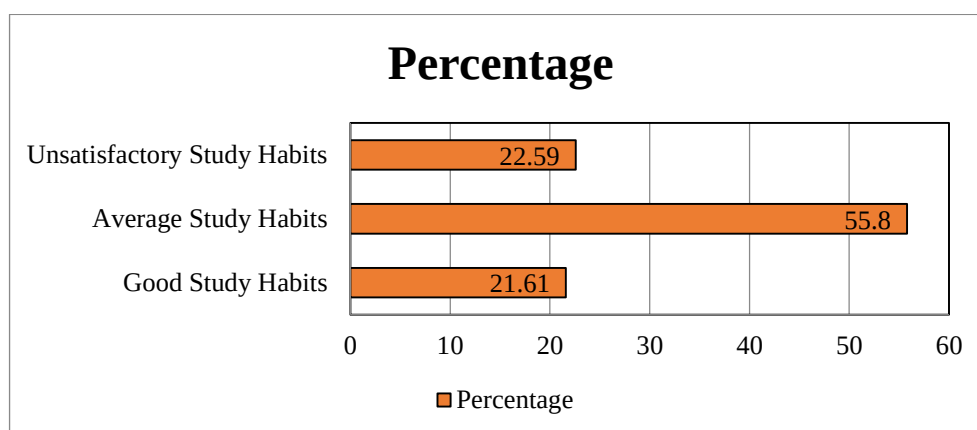


Fig. 4.4: Percentage of the Level of Study Habits among High School Students of Mizoram and Meghalaya

As illustrated in Table 4.27 and Figure 4.4, an analysis of 1,120 high school students revealed distinct variations in study habits. A total of 242 students (21.61%) demonstrated good study habits, whereas 625 students (55.80%) had average study habits, making this the most prevalent category, 253 students (22.59%) fell into the unsatisfactory study habits category. These results suggest that while a significant proportion of students maintain structured study routines, a considerable number require academic support to enhance their study practices.

Objective 22: To find out the level of study habits among high school students of Mizoram

Based on their scores, students were classified into three distinct categories. Table 4.28 presents the distribution of study habit levels among 600 high school students in Mizoram.

Table 4.28

Level of Study Habits among High School Students of Mizoram

Category	Range of Scores	Number of Students	Percentage
Good Study Habits	61 and above	86	19.54
Average Study Habits	49 - 60	243	55.23
Unsatisfactory Study Habits	48 and below	111	25.23
Total		440	100

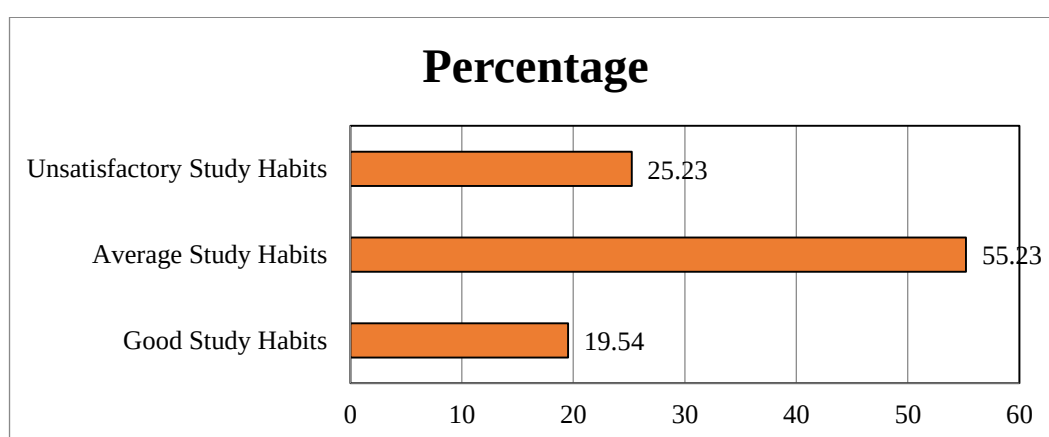


Fig.4.5 Percentage of the Level of Study Habits among High School Students of Mizoram

Table 4.28 and Figure 4.5 illustrate the distribution of study habits among 440 high school students in Mizoram. The results show that 86 students (19.54%) demonstrated good study habits. 243 students (55.23%) exhibited average study habits, whereas 111 (25.23%) were classified as having unsatisfactory study habits. The findings indicate that while a substantial number of students in Mizoram maintain structured study habits, a significant portion requires academic interventions to enhance their study routines.

Objective 23: To find out the level of study habits among high school students of Meghalaya

Based on their scores, students were classified into three distinct categories. Table 4.29 presents the distribution of study habit levels among high school students in Meghalaya.

Table 4.29

Level of Study Habits among High School Students of Meghalaya

Category	Range of Scores	Number of Students	Percentage
Good Study Habits	61 and above	156	22.94
Average Study Habits	49 - 60	382	56.18
Unsatisfactory Study Habits	48 and below	142	20.88
Total		680	100

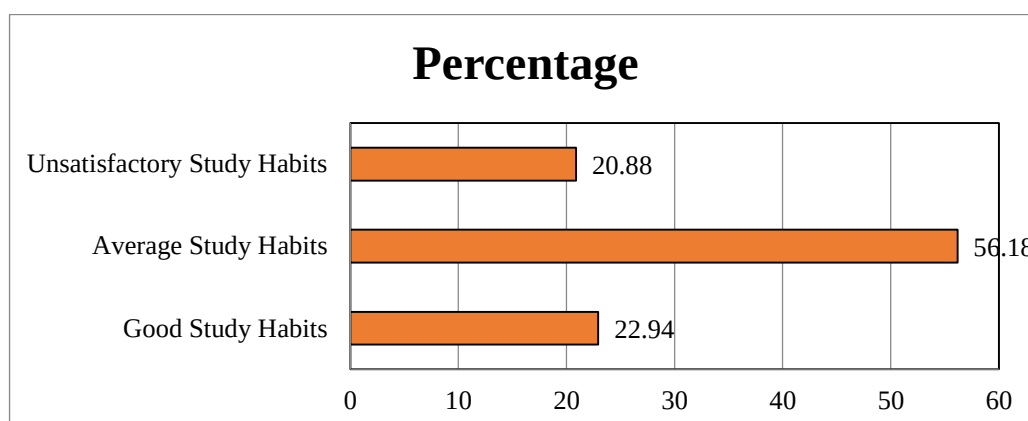


Fig. 4.6: Percentage of the Level of Study Habits among High School Students of Meghalaya

The distribution of study habits among 680 high school students in Meghalaya is presented in Table 4.29 and Figure 4.6. The data indicate that 156 students (22.94%) exhibited good study habits, while 382 students (56.18%) fell into the average study habits category, making this the most dominant category. The remaining 142 students (20.88%) displayed unsatisfactory study habits. These results suggest that although a significant number of students maintain good study habits, a substantial proportion requires structured academic support to improve their learning practices.

4.3.1 COMPARISON OF STUDY HABITS:

Objective 24: To compare the study habits of high school students of Mizoram and Meghalaya

Hypothesis No. 17 states: “There is no significant difference in the study habits among high school students of Mizoram and Meghalaya.” The results of this comparison are summarised in Table 4.30.

Table 4.30

Comparison of Study Habits among High School Students of Mizoram and Meghalaya

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Mizoram	440	53.691	7.994					
Meghalaya	680	54.321	7.890	.303	1118	1.962	1.298	NS

NS means not significant at 0.05 level

Table 4.30 presents a comparison of study habits among high school students in Mizoram and Meghalaya. The analysis reveals no statistically significant difference between the two groups, as indicated by the observed t-value (1.298), which does not exceed the critical value (1.962) at $df = 1118$. Although the mean study habit score for students in Meghalaya (54.321) is slightly higher than that of students in Mizoram (53.691), the difference is not substantial enough to suggest meaningful variation. Therefore, the null hypothesis is accepted which suggested that there is no significant difference in the study habits among high school students of Mizoram and Meghalaya.

4.3.2 Study Habits based on Gender: *The findings corresponding to objectives 25 to 27 are outlined below:*

Objective 25: *To compare the study habits of high school students of Mizoram and Meghalaya with reference to gender*

Hypothesis No. 18 states: “There is no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to gender.” Table 4.31 provides an overview of this comparison.

Table 4.31

Comparison of Study Habits among High School Students of Mizoram and Meghalaya with Reference to Gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	559	53.217	8.158					
				.322	1118	2.851	3.627	**
Female	561	54.927	7.615					

*** means significant at 0.01 level*

As presented in Table 4.31, the comparison between male and female students yielded a t-value of 3.627, which exceeds the critical value of 2.851 at the 0.01 significance level. This result indicates a statistically significant difference in study habits based on gender, leading to the rejection of the null hypothesis. The mean scores suggest that female students (M = 54.927, SD = 7.760) exhibit more effective study habits than male students (M = 53.217).

Objective 26: To compare the study habits of high school students of Mizoram with reference to gender

Hypothesis No. 19 states: “There is no significant difference in the study habits among high school students of Mizoram with reference to gender.” Table 4.32 presents the comparative findings.

Table 4.32

Comparison of Study Habits among High School Students of Mizoram with Reference to Gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	216	53.005	8.645					
				.486	438	1.966	1.773	NS
Female	224	54.353	7.269					

NS means significant at 0.05 level

As shown in Table 4.32, the comparison of study habits between male and female high school students in Mizoram reveals a statistically no significant difference at the 0.05 level. The calculated t-value (1.773) is lesser than the critical value (1.966) at $df = 438$. Therefore, the null hypothesis is accepted. This indicates that there was no significant difference in the study habits in Mizoram based on gender.

Objective 27: To compare the study habits of high school students of Meghalaya with reference to gender

Hypothesis No. 20 states: “There is no significant difference in the study habits among high school students of Meghalaya with reference to gender.” The comparative analysis is displayed in Table 4.33.

Table 4.33

Comparison of Study Habits among High School Students of Meghalaya with Reference to Gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	343	53.350	7.846	.426	678	2.584	3.259	**
Female	337	55.309	7.824					

**** means significant at 0.01 level**

As presented in Table 4.33, the comparison of study habits between male and female high school students in Meghalaya indicates a statistically significant difference at the 0.01 level. The calculated t-value (3.259) exceeds the critical value (2.584) at $df = 678$, leading to the rejection of the null hypothesis. The mean scores further highlight this difference, with female students ($M = 55.309$, $SD = 7.824$) demonstrating better study habits compared to male students ($M = 53.350$, $SD = 7.846$).

4.3.3 Study Habits Based on Type of School Management: *The findings related to objectives 28 to 30 are presented as follows:*

Objective 28: *To compare the study habits among high school students of Mizoram and Meghalaya with reference to type of school management*

Hypothesis No. 21 states: “There is no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to gender.” Table 4.34 summarises the results.

Table 4.34

Comparison of Study Habits among High School Students of Mizoram and Meghalaya with Reference to Type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	499	52.954	7.591	.325	1118	2.581	4.265	**
Private	621	54.973	8.093					

**** means significant at 0.01 level**

Table 4.34 presents a comparison of study habits among high school students in Mizoram and Meghalaya based on the type of school management. The analysis reveals a statistically significant difference at the 0.01 level, as indicated by the calculated t-value (4.265), which exceeds the critical value (2.581) at $df = 1118$. Consequently, the null hypothesis is rejected, confirming that study habits differ significantly between students from government and private schools. The mean scores further support this finding, with private school students ($M = 54.973$, $SD = 8.093$) exhibiting better study habits than government school students ($M = 52.954$, $SD = 7.591$).

Objective 29: To compare the study habits among high school students of Mizoram with reference to type of school management

Hypothesis No. 22 states: “There is no significant difference in the study habits among high school students of Mizoram with reference to the type of school management.” The findings are outlined in Table 4.35.

Table 4.35

Comparison of Study Habits among High School Students of Mizoram with Reference to Type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	209	52.828	7.635	.542	438	1.966	2.163	*
Private	231	54.472	8.243					

* means significant at 0.05 level

Table 4.35 provides insights into the differences in study habits among high school students in Mizoram based on the type of school management. The findings indicate a statistically significant difference at the 0.05 level, as reflected by the calculated t-value (2.163), which exceeds the critical value (1.966) at $df = 438$. Given this result, the null hypothesis is rejected, confirming that study habits vary between students from government and private schools. The mean scores further highlight this distinction, with private school students ($M = 54.472$, $SD = 8.243$) exhibiting better study habits than government school students ($M = 52.828$, $SD = 7.635$).

Objective 30: To compare the study habits among high school students of Meghalaya with reference to type of school management

Hypothesis No. 23 states: “There is no significant difference in the study habits among high school students of Meghalaya with reference to the type of school management.” Table 4.36 presents a comparison of study habits among high school students of Meghalaya with reference to the type of school management.

Table 4.36

Comparison of Study Habits among High School Students of Meghalaya with Reference to Type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	290	53.045	7.571					
Private	390	55.269	7.998	.405	678	2.584	3.669	**

***means significant at 0.01 level*

Table 4.36 presents a comparative analysis of study habits among high school students in Meghalaya based on the type of school management. The results indicate a statistically significant difference at the 0.01 level, as the calculated t-value (3.669) exceeds the critical value (2.584) at $df = 678$. Consequently, the null hypothesis is rejected, confirming that study habits differ based on school management type. The mean scores further illustrate this distinction, with private school students ($M = 55.269$, $SD = 7.998$) demonstrating better study habits compared to government school students ($M = 53.045$, $SD = 7.571$).

4.3.4 Study Habits based on Locale: *The findings associated with objectives 31 to 33 are detailed below:*

Objective 31: To compare the study habits among high school students of Mizoram and Meghalaya with reference to locale

Hypothesis No. 24 states: “There is no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to locale.” Table 4.37 presents the relevant findings.

Table 4.37

Comparison of Study Habits among High School Students of Mizoram and Meghalaya with Reference to locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	564	53.695	7.811					
Rural	556	54.457	8.045	.341	1118	1.962	1.608	NS

NS means not significant at 0.05 level

Table 4.37 presents a comparison of study habits among high school students in Mizoram and Meghalaya based on locale. The calculated t-value (1.608) is lower than the critical value (1.962) at $df = 1118$, indicating that the difference in study habits between urban and rural students is not statistically significant at the 0.05 level. As a result, the null hypothesis is retained, confirming that study habits do not vary significantly based on locale. The mean scores show that rural students ($M = 54.271$, $SD = 8.163$) performed slightly better than urban students ($M = 53.605$, $SD = 8.083$), but this difference is not substantial enough to indicate meaningful variation. These findings suggest that factors influencing study habits may be similar across urban and rural settings, potentially due to comparable academic expectations, learning environments, and support systems.

Objective 32: To compare the study habits among high school students of Mizoram with reference to locale

Hypothesis No. 25 states: “There is no significant difference in the study habits among high school students of Mizoram with reference to locale.” Table 4.38 summarises the results.

Table 4.38

Comparison of Study Habits among High School Students of Mizoram with Reference to locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	224	54.027	7.965	.532	438	1.966	.897	NS
Rural	216	53.343	8.027					

NS means not significant at 0.05 level

Table 4.38 presents a comparison of study habits among high school students in Mizoram based on locale. The calculated t-value (0.897) is lower than the critical value (1.966) at $df = 438$, indicating that the difference in study habits between urban and rural students is not statistically significant at the 0.05 level. Consequently, the null hypothesis is retained, confirming that study habits do not differ significantly based on locale. The mean scores show that although urban students ($M = 54.027$, $SD = 7.965$) were slightly higher than rural students ($M = 53.343$, $SD = 8.027$), it suggests that factors influencing academic behaviours may be consistent across both settings. These findings imply that environmental and educational factors impacting study habits in Mizoram are relatively uniform, regardless of locale.

Objective 33: To compare the study habits among high school students of Mizoram with reference to locale

Hypothesis No. 26 states: “There is no significant difference in the study habits among high school students of Meghalaya with reference to locale.” The findings are detailed in Table 4.39.

Table 4.39

Comparison of Study Habits among High School Students of Meghalaya with Reference to locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	340	53.477	7.713	.433	678	2.584	2.804	**
Rural	340	55.165	7.987					

*****means significant at 0.01 level***

Table 4.39 presents a comparison of study habits among high school students in Meghalaya based on locale. The analysis reveals a statistically significant difference at the 0.01 level, as the calculated t-value (2.804) exceeds the critical value (2.584) at $df = 678$. Consequently, the null hypothesis is rejected, confirming that study habits differ significantly between urban and rural students. The mean scores indicate that rural students ($M = 55.165$, $SD = 7.987$) demonstrate better study habits than urban students ($M = 53.477$, $SD = 7.713$). These findings suggest that differences in study culture, routines, and access to structured academic support may influence study habits.

4.4 ACADEMIC ACHIEVEMENT: *The findings related to Objective 34 to 36 are presented in this section:*

Objective 34: To find out the level of academic achievement among high school students of Mizoram and Meghalaya

The academic achievement of students was assessed based on their scores in the previous final examination, categorised according to the standards set by the respective Boards of School Education. Student performance was classified into four categories: ‘Distinction’ (75% and above), ‘First Division’ (60 to 74.99%), ‘Second Division’ (50 to 59.99%), and ‘Third Division’ (33 to 49.99%). The distribution of academic achievement among high school students in Mizoram and Meghalaya is presented in Table 4.40.

Table 4.40***Academic Achievement among High School Students of Mizoram and Meghalaya***

Category	Range of Scores (in %)	Number of Students	Percentage
Distinction	75 and above	205	18.31
I Division	60-74.99	461	41.16
II Division	50-59.99	317	28.30
III Division	33-49.99	137	12.23
Total		1120	100

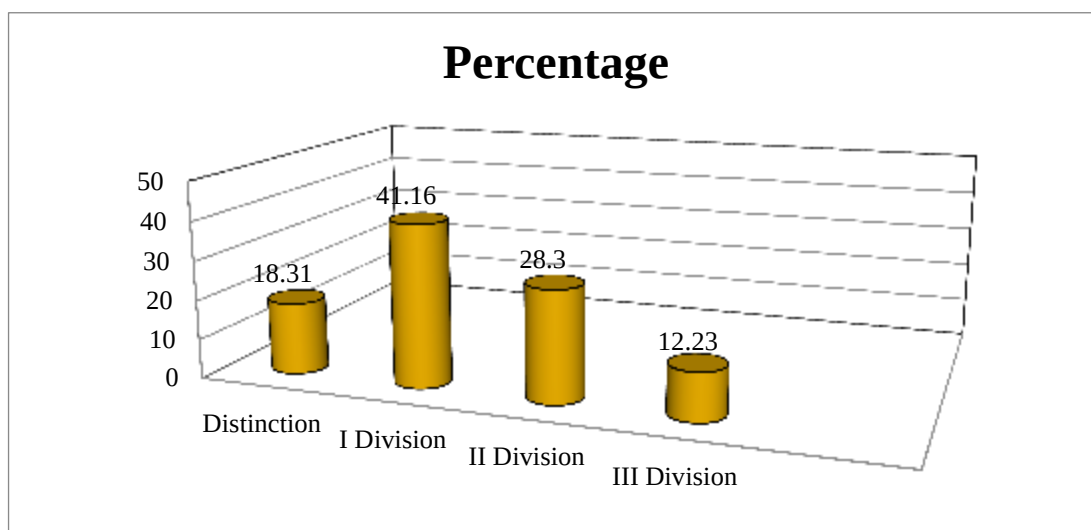


Fig. 4.7: Academic Achievement among High School Students of Mizoram and Meghalaya

Table 4.40 and Figure 4.7 show that among the 1,120 students, 205 (18.31%) attained Distinction, while 461 (41.16%) were placed in the First Division. A total of 317 students (28.3%) achieved Second Division, and 137 (12.23%) were in the Third Division. The highest proportions of students were in the First Division category,

indicating that this was the most common level of academic achievement in the sample.

Objective 35: To find out the level of academic achievement among high school students of Mizoram

Academic achievement among high school students in Mizoram was assessed based on their most recent examination results, classified according to the grading criteria set by the Board of School Education. Student performance was categorised into four levels: Distinction (75% and above), First Division (60 to 74.99%), Second Division (50 to 59.99%), and Third Division (33 to 49.99%). Table 4.41 provides a summary of the distribution of academic achievement among students in Mizoram.

Table 4.41

Academic Achievement among High School Students of Mizoram

Category	Range of Scores (in %)	Number of Students	Percentage
Distinction	75 and above	89	20.23
I Division	60-74.99	170	38.64
II Division	50-59.99	134	30.45
III Division	33-49.99	47	10.68
Total		440	100

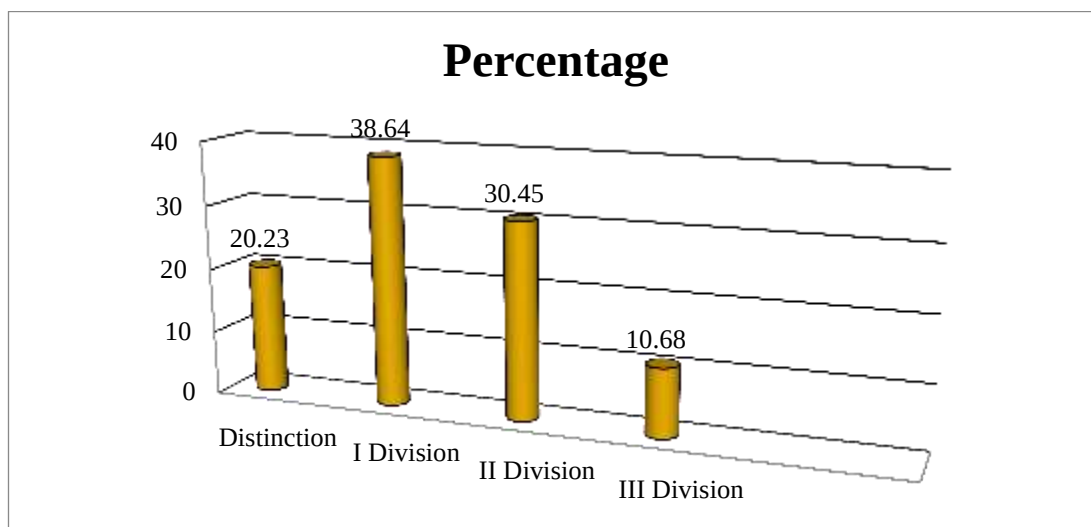


Fig. 4.8: Academic Achievement among High School Students of Mizoram

Table 4.41 and Figure 4.8 present the distribution of academic achievement among high school students in Mizoram. Of the 440 students included in the study, 89 (20.23%) attained Distinction, while 170 (38.64%) were placed in the First Division. A total of 134 students (30.45%) secured Second Division, and 47 (10.68%) were in the Third Division. The highest proportion of students achieved First Division, indicating that this was the most prevalent level of academic performance within the sample.

Objective 36: To find out the level of academic achievement among high school students of Meghalaya

The academic achievement of high school students in Meghalaya was classified into four categories based on their most recent examination results, following the grading standards set by the Board of School Education. Students were grouped into Distinction (75% and above), First Division (60 to 74.99%), Second Division (50 to 59.99%), and Third Division (33 to 49.99%). Table 4.42 presents the distribution of academic achievement among high school students in Meghalaya.

Table 4.42***Academic Achievement among High School Students of Meghalaya***

Category	Range of Scores (in %)	Number of Students	Percentage
Distinction	75 and above	116	17.06
I Division	60-74.99	291	42.79
II Division	50-59.99	183	26.91
III Division	33-49.99	90	13.24
Total		680	100

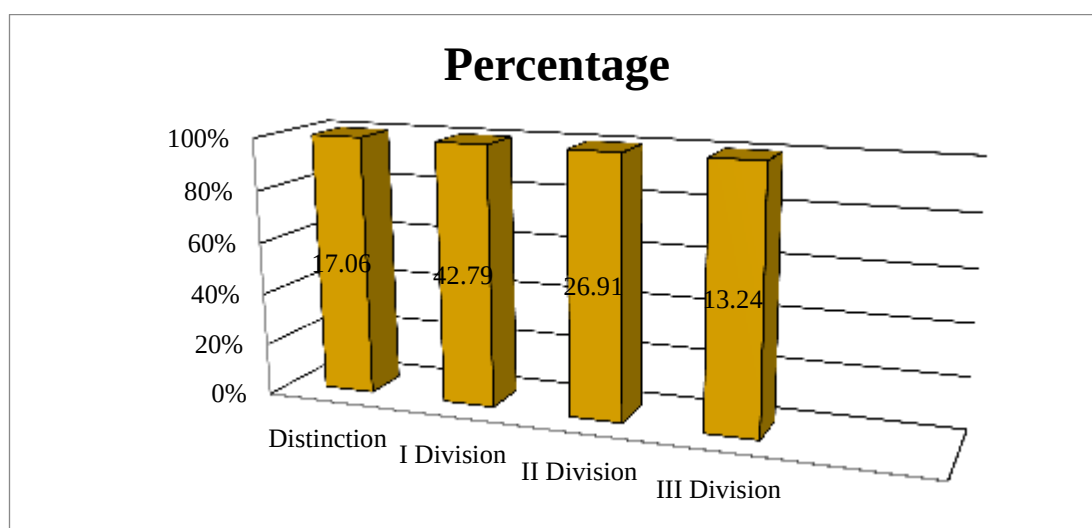
**Fig. 4.9: Academic Achievement among High School Students of Meghalaya**

Table 4.42 and Figure 4.9 illustrate the academic achievement of high school students in Meghalaya. Of the 680 students included in the study, 116 (17.06%) attained Distinction, while 291 (42.79%) were placed in the First Division. A total of 183 students (26.91%) secured Second Division, and 90 (13.24%) were in the Third Division. The highest proportion of students achieved First Division, indicating that this was the most prevalent level of academic performance within the sample.

4.4.1 COMPARISON OF ACADEMIC ACHIEVEMENT:

Objective 37: To compare the academic achievement among high school students of Mizoram and Meghalaya

Hypothesis No. 27 states: “There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya.” Table 4.43 presents a comparative analysis of academic achievement among high school students in Mizoram and Meghalaya.

Table 4.43

Comparison of Academic Achievement among High School Students of Mizoram and Meghalaya

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Mizoram	440	63.880	12.551					
Meghalaya	680	62.654	12.724	.598	1120	1.982	1.582	NS

NS means not significant at 0.05 level

Table 4.43 presents a comparative analysis of academic achievement among high school students in Mizoram and Meghalaya. The mean academic achievement score for students in Mizoram was 63.880 (SD = 12.551), while for students in Meghalaya, it was 62.654 (SD = 12.724). The computed *t*-value was 1.982, whereas the critical value required for significance at the 0.05 level was 1.982. As the computed *t*-value did not exceed the critical value, the difference in academic achievement between the two groups was not statistically significant. These results indicate that, within the sample, academic performance among students in Mizoram and Meghalaya was broadly comparable, with no substantial variation between the two regions.

4.4.2 Academic Achievement based on Gender: *The findings related to Objectives 38 to 40 are presented in this section.*

Objective 38: *To compare the academic achievement of high school students of Mizoram and Meghalaya with reference to gender*

Hypothesis No. 28 states: “There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya with reference to gender.” Table 4.44 presents a comparative analysis of academic achievement between male and female students across the two states.

Table 4.44

Comparison of Academic Achievement among High School Students of Mizoram and Meghalaya with reference to gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	559	61.909	12.160	.551	1118	2.581	3.250	**
Female	561	64.358	13.045					

****means significant at 0.01 level**

Table 4.44 presents a comparison of academic achievement among high school students in Mizoram and Meghalaya with reference to gender. The mean academic achievement score for male students was 61.909 (SD = 12.160), while for female students, it was 64.358 (SD = 13.045). The computed *t*-value was 3.250, exceeding the critical value of 2.581 required for significance at the 0.01 level. As the *t*-value surpassed the criterion for statistical significance, the null hypothesis was rejected, indicating a significant difference in academic achievement based on gender. The mean scores suggest that female students outperformed their male counterparts with regard to academic achievement.

Objective 39: To compare the academic achievement of high school students of Mizoram with reference to gender

Hypothesis No. 29 states: ‘There is no significant difference in the academic achievement among high school students of Mizoram with reference to gender’. Table 4.45 presents a comparative analysis of academic achievement between male and female students in Mizoram.

Table 4.45

Comparison of Academic Achievement among High School Students of Mizoram with reference to gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	216	62.093	12.518					
				.826	438	2.588	2.959	**
Female	224	65.603	12.367					

***means significant at 0.01 level*

Table 4.45 presents a comparison of academic achievement between male and female high school students in Mizoram. The mean academic achievement score for male students was 62.093 (SD = 12.518), while for female students, it was 65.603 (SD = 12.367). The computed *t*-value of 2.959 exceeded the critical value of 2.588 at the 0.01 significance level, with degrees of freedom (df) = 438. As the *t*-value exceeded the critical threshold, the null hypothesis was rejected, indicating a statistically significant difference in academic achievement between male and female students. The mean scores suggest that female students achieved higher academic performance than their male counterparts in the sample.

Objective 40: To compare the academic achievement of high school students of Meghalaya with reference to gender

Hypothesis No. 30 states: “There is no significant difference in the academic achievement among high school students of Meghalaya with reference to gender.”

Table 4.46 presents a comparative analysis of academic achievement between male and female students in Meghalaya.

Table 4.46

Comparison of Academic Achievement among High School Students of Meghalaya with reference to gender

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Male	343	61.793	11.947	.732	678	1.964	1.784	NS
Female	337	63.531	13.431					

NS means not significant at 0.05 level

Table 4.46 presents a comparison of academic achievement between male and female high school students in Meghalaya. The mean academic achievement score for male students was 61.793 (SD = 11.947), while for female students, it was 63.531 (SD = 13.431). The computed *t*-value was 1.784, whereas the critical value required for significance at the 0.05 level was 1.964, with degrees of freedom (df) = 678. As the *t*-value did not exceed the critical threshold, the difference in academic achievement between male and female students was not statistically significant. These results indicate that academic performance among high school students in Meghalaya was broadly comparable across gender, with no substantial variation observed in the sample.

4.4.3 Academic Achievement based on Type of School Management: *The findings related to objectives 41 to 43 are presented in this section*

Objective 41: To compare the academic achievement of high school students of Mizoram and Meghalaya with reference to type of school management

Hypothesis No. 31 states: ‘There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya with reference to the type of school management’. Table 4.47 presents a comparison of academic

achievement among high school students in Mizoram and Meghalaya with reference to the type of school management.

Table 4.47

Comparison of Academic Achievement among High School Students of Mizoram and Meghalaya with reference to the type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	499	61.329	11.902					
				.525	1118	2.581	4.314	**
Private	621	64.588	13.075					

*****means significant at 0.01 level***

Table 4.47 presents a comparison of academic achievement among high school students in Mizoram and Meghalaya based on the type of school management. The mean academic achievement score for government school students was 61.329 (SD = 11.902), while for private school students, it was 64.588 (SD = 13.075). The computed *t*-value was 4.314, exceeding the critical value of 2.581 required for statistical significance at the 0.01 level, with degrees of freedom (df) = 1118. As the *t*-value exceeded the critical threshold, the null hypothesis was rejected, indicating a significant difference in academic achievement between students attending government and private schools. The mean scores suggest that students in private schools demonstrated higher academic achievement compared to their peers in government schools.

Objective 42: To compare the academic achievement of high school students of Mizoram with reference to type of school management

Hypothesis No. 32 states: ‘There is no significant difference in the academic achievement among high school students of Mizoram with reference to the type of school management’. Table 4.48 presents a comparative analysis of academic achievement among high school students in Mizoram based on school management type.

Table 4.48

Comparison of Academic Achievement among High School Students of Mizoram with reference to the type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	209	62.785	11.705	.870	438	1.966	1.745	NS
Private	231	64.870	13.216					

NS means not significant at 0.05 level

As shown in Table 4.48, the computed *t*-value (1.745) was lesser than the critical value of 1.966 required for statistical significance at the 0.05 level. As the *t*-value was lesser than the criterion value, the null hypothesis was retained, indicating no significant difference in academic achievement among high school students in Mizoram with reference to the type of school management.

Objective 43: To compare the academic achievement of high school students of Meghalaya with reference to type of school management

Hypothesis No. 33 states: “There is no significant difference in the academic achievement among high school students of Meghalaya with reference to the type of school management.” Table 4.49 presents a comparative analysis of academic achievement among high school students in Meghalaya based on school management type.

Table 4.49

Comparison of Academic Achievement among High School Students of Meghalaya with reference to the type of School Management

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Government	290	60.279	11.953					
Private	390	64.421	13.005	.659	678	2.584	4.250	**

***means significant at 0.01 level*

As shown in Table 4.49, the computed *t*-value was 4.250, exceeding the critical value of 2.584 required for statistical significance at the 0.01 level. As the *t*-value surpassed the threshold, the null hypothesis was rejected, indicating a significant difference in academic achievement among high school students in Meghalaya with reference to the type of school management. The mean scores indicate that students in private schools achieved higher academic performance than those in government schools.

4.4.4 Academic Achievement based on Locale: *This section presents the findings related to Objectives 44 to 46.*

Objective 44: To compare the academic achievement of high school students of Mizoram and Meghalaya with reference to locale

Hypothesis No. 34 states: ‘There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya with reference to locale’. Table 4.50 presents a comparative analysis of academic achievement among high school students in Mizoram and Meghalaya based on locale.

Table 4.50

Comparison of Academic Achievement among High School Students of Mizoram and Meghalaya with reference to locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	564	63.470	12.792					
				.539	1118	1.962	.889	NS
Rural	556	62.797	12.537					

NS means not significant at 0.05 level

Table 4.50 presents a comparison of academic achievement between urban and rural high school students in Mizoram and Meghalaya. The mean academic achievement score for urban students was 63.470 (SD = 12.792), while for rural students, it was 62.797 (SD = 12.537). The computed *t*-value was .889, whereas the critical value required for statistical significance at the 0.05 level was 1.962, with degrees of freedom (df) = 1118. As the *t*-value did not exceed the criterion value, the difference in academic achievement between urban and rural students was not statistically significant.

Objective 45: To compare the academic achievement of high school students of Mizoram with reference to locale

Hypothesis No. 35 states: “There is no significant difference in the academic achievement among high school students of Mizoram with reference to locale.” Table 4.51 presents a comparative analysis of academic achievement among high school students in Mizoram based on locale.

Table 4.51

Comparison of Academic Achievement among High School Students of Mizoram with reference to locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	224	65.500	12.918					
Rural	216	62.199	12.957	.863	438	2.588	2.779	**

***means significant at 0.01 level*

Table 4.51 presents a comparison of academic achievement between urban and rural high school students in Mizoram. The mean academic achievement score for urban students was 65.796 (SD = 13.169), while for rural students, it was 62.049 (SD = 12.064). The computed *t*-value was 3.623, exceeding the critical value of 2.584 required for significance at the 0.01 level, with degrees of freedom (df) = 598. Therefore, the null hypothesis was rejected, indicating a statistically significant difference in academic achievement between urban and rural students. The mean scores suggest that students in urban schools demonstrated higher academic achievement compared to their counterparts in rural schools.

Objective 46: To compare the academic achievement of high school students of Meghalaya with reference to locale

Hypothesis No. 36 states: “There is no significant difference in the academic achievement among high school students of Meghalaya with reference to locale.” Table 4.52 presents a comparative analysis of academic achievement among high school students in Meghalaya based on locale.

Table 4.52

Comparison of Academic Achievement among High School Students of Meghalaya with reference to locale

Group	Number	Mean	SD	SEM	df	Criterion Value	t value	Significant level
Urban	340	62.132	12.549					
Rural	340	63.177	12.894	.699	678	1.964	1.070	NS

NS means not significant at 0.05 level

As shown in Table 4.52, the computed *t*-value for the comparison of academic achievement between urban and rural high school students in Meghalaya was 1.070. The critical value required for statistical significance at the 0.05 level was 1.964. Therefore, the null hypothesis was retained, indicating no significant difference in academic achievement between urban and rural students in Meghalaya.

4.5 RELATION BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT: *This section presents the findings related to objectives 47 to 49.*

Objective 47: To find out the relationship between parental involvement and academic achievement among high school students of Mizoram and Meghalaya

Hypothesis No. 37 states: “There is no significant relationship between parental involvement and academic achievement among high school students of Mizoram and Meghalaya.” Table 4.53 presents the correlation between these two variables.

Table 4.53

Relationship between Parental Involvement and Academic Achievement among High School Students of Mizoram and Meghalaya

(N=1120)

Categories	Parental Involvement	Academic Achievement
Parental Involvement	1	.089**
Academic Achievement	.089**	1

***means significant at 0.01 level*

Table 4.53 presents the correlation between parental involvement and academic achievement among high school students in Mizoram and Meghalaya. The computed correlation coefficient ($r = .089$) was positive and statistically significant at the 0.01 level, based on a sample of 1,120 students. Given the significance of the correlation, the null hypothesis was rejected, suggesting an association between parental involvement and academic achievement. The strength of the relationship was weak, indicating that while greater parental involvement corresponded with improved academic performance, the effect size remained small.

Objective 48: To find out the relationship between parental involvement and academic achievement among high school students of Mizoram

Hypothesis No. 38 states: “There is no significant relationship between parental involvement and academic achievement among high school students of Mizoram.” Table 4.54 presents the correlation between these variables.

Table 4.54

Relationship between Parental Involvement and Academic Achievement among High School Students of Mizoram

(N=440)

Categories	Parental Involvement	Academic Achievement
Parental Involvement	1	.058
Academic Achievement	.058	1

Not significant at 0.05 level

Table 4.54 presents the correlation between parental involvement and academic achievement among high school students in Mizoram. The computed correlation coefficient ($r = .058$) was positive but not statistically significant at the 0.05 level, based on a sample of 440 students. Given the nature of relationship, the null hypothesis was accepted, which indicated that there was no significant relationship between parental involvement and academic achievement of high school students in Mizoram.

Objective 49: To find out the relationship between parental involvement and academic achievement among high school students of Meghalaya

Hypothesis No. 39 states: “There is no significant relationship between parental involvement and academic achievement among high school students of Meghalaya.” Table 4.55 presents the correlation between these two variables.

Table 4.55

Relationship between Parental Involvement and Academic Achievement among High School Students of Meghalaya

(N=680)

Categories	Parental Involvement	Academic Achievement
Parental Involvement	1	.096*
Academic Achievement	.096*	1

**means significant at 0.05 level*

Table 4.55 presents the correlation between parental involvement and academic achievement among high school students in Meghalaya. The correlation coefficient ($r = .096$) was positive and significant at the 0.05 level. The rejection of the null hypothesis indicates a statistically significant relationship between parental involvement and academic achievement. The correlation was weak, suggesting that although parental involvement was associated with higher academic performance, the influence remained marginal.

4.6 RELATION BETWEEN STUDY HABITS AND ACADEMIC ACHIEVEMENT: *The findings for objectives 50 to 52 as presented below:*

Objective 50: To find out the relationship between study habits and academic achievement among high school students of Mizoram and Meghalaya

Hypothesis No. 40 states: “There is no significant relationship between study habits and academic achievement among high school students of Mizoram and Meghalaya.” Table 4.56 presents the findings.

Table 4.56

Relationship between Study Habits and Academic Achievement among High School Students of Mizoram and Meghalaya
(N=1120)

Categories	Study Habits	Academic Achievement
Study Habits	1	.497**
Academic Achievement	.497**	1

***means significant at 0.01 level*

The findings in Table 4.56 indicate a statistically significant positive correlation between study habits and academic achievement among high school students in Mizoram and Meghalaya ($r = .497$, $p < 0.01$). This suggests that students with more effective study habits tend to achieve higher academic outcomes. While the association is moderate, study habits play a measurable role in academic performance.

Objective 51: To find out the relationship between study habits and academic achievement among high school students of Mizoram

Hypothesis No. 41 states: “There is no significant relationship between study habits and academic achievement among high school students of Mizoram.” Table 4.57 presents the findings.

Table 4.57

Relationship between Study Habits and Academic Achievement among High School Students of Mizoram

(N=440)

Categories	Study Habits	Academic Achievement
Study Habits	1	.431**
Academic Achievement	.431**	1

***means significant at 0.01 level*

In Table 4.57, the correlation between study habits and academic achievement among high school students in Mizoram ($r = .431$, $p < 0.01$) is positive and statistically significant. This suggests that students with better study habits demonstrate higher academic achievement, though the relationship remains moderate.

Objective 52: To find out the relationship between study habits and academic achievement among high school students of Meghalaya

Hypothesis No. 42 states: “There is no significant relationship between study habits and academic achievement among high school students of Meghalaya.” Table 4.58 presents the findings.

Table 4.58

Relationship between Study Habits and Academic Achievement among High School Students of Meghalaya

(N=680)

Categories	Study Habits	Academic Achievement
Study Habits	1	.563**
Academic Achievement	.563**	1

***means significant at 0.01 level*

The results in Table 4.58 reveal a stronger correlation between study habits and academic achievement among high school students in Meghalaya ($r = .563$, $p < 0.01$). This indicates that students with more structured and disciplined study practices tend to perform better academically. The higher correlation in Meghalaya compared to Mizoram suggests variations in the influence of study habits on academic achievement across the two regions.

4.7 RELATION BETWEEN PARENTAL INVOLVEMENT AND STUDY HABITS:

Objective 53: To find out the relationship between parental involvement and study habits among high school students of Mizoram and Meghalaya

Hypothesis No. 43 states: “There is no significant relationship between parental involvement and study habits among high school students of Mizoram and Meghalaya.” Table 4.59 presents the findings.

Table 4.59

Relationship between Parental Involvement and Study Habits among High School Students of Mizoram and Meghalaya

(N=1120)

Categories	Study Habits	Academic Achievement
Parental Involvement	1	.342**
Study Habits	.342**	1

*****means significant at 0.01 level***

The findings in Table 4.59 indicate a statistically significant positive correlation between parental involvement and study habits among high school students of Mizoram and Meghalaya ($r = .342$, $p < 0.01$). Therefore, the null hypothesis that states that ‘there is no significant relationship between parental involvement and study habits among high school students of Mizoram and Meghalaya’ is rejected. This suggests that students with more effective parental

involvement tend to have a better study habit. While the association is moderate, parental involvement play a measurable role in students' study habits.

Objective 54: To find out the relationship between parental involvement and study habits among high school students of Mizoram

Hypothesis No. 44 states: "There is no significant relationship between parental involvement and study habits among high school students of Mizoram." Table 4.60 presents the findings regarding the relationship between the two variables.

Table 4.60

Relationship between Parental Involvement and Study Habits among High School Students of Mizoram

(N=440)

Categories	Study Habits	Academic Achievement
Parental Involvement	1	.406**
Study Habits	.406**	1

***means significant at 0.01 level*

In Table 4.60, the correlation between parental involvement and study habits among high school students in Mizoram ($r = .406$, $p < 0.01$) is positive and statistically significant. This suggests that students with higher level of parental involvement possess a better study habit, though the relationship remains moderate. Thus, the null hypothesis which state that 'there is no significant relationship between parental involvement and study habits among high school students of Mizoram' is rejected.

Objective 55: To find out the relationship between parental involvement and study habits among high school students of Meghalaya

Hypothesis No. 45 states: “There is no significant relationship between parental involvement and study habits among high school students of Meghalaya.” Table 4.61 presents the findings.

Table 4.61

Relationship between Parental Involvement and Study Habits among High School Students of Meghalaya

(N=680)

Categories	Study Habits	Academic Achievement
Parental Involvement	1	.327**
Study Habits	.327**	1

***means significant at 0.01 level*

The results in Table 4.61 reveal a correlation between parental involvement and study habits among high school students in Meghalaya ($r = .327$, $p < 0.01$). Therefore, the null hypothesis is rejected indicating that there is a significant relationship between parental involvement and study habits among high school students of Meghalaya. Moreover, this implies that students whose parents are more involved possesses a better study habit than those students with less involved parents.

4.8 EFFECT OF PARENTAL INVOLVEMENT AND STUDY HABITS ON ACADEMIC ACHIEVEMENT:

Objective 56: To find out the effect of parental involvement and study habits on the academic achievement among high school students of Mizoram and Meghalaya

Hypothesis No. 46 states: “Parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram and Meghalaya.” The analysis was carried out using Multiple Regression to investigate the relationship between parental involvement and study habits on the

academic achievement among high school students of Mizoram and Meghalaya. Table 4.62 and Table 4.63 presents the regression model and regression co-efficient, respectively.

Table 4.62

Regression Model

Model	R	R²	Adjusted R²	Standard Error of the Estimate	F	Sig. Level
1	.516	.267	.265	10.855	203.146	0.01

Table 4.62 presents the multiple regression model for academic achievement among high school students of Mizoram and Meghalaya. The co-efficient of performance measure of parental involvement and study habits were found to be 0.516. The F-value of the regression equation was 203.146 and it was significant at 0.01 level. This value indicates that parental involvement and study habits considered together showed a high degree of association with academic achievement of high school students. The R² value of 0.267 explains the variance of academic achievement by 26.7 percent. Therefore, the R² and F values leads to the rejection of Null Hypotheses which states that ‘parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram and Meghalaya’.

Table 4.63***Regression Co-efficient***

Model	Unstandardised		Standardised	t	Sig.
	coefficient		coefficient		
	B	SE	B		
1 (Constant)	26.553	3.048		8.713	0.01
Parental Involvement	-.109	.031	-.096	-3.528	0.01
Study Habits	.864	.044	.541	19.854	0.01

Table 4.63 presents the unstandardized and standardized coefficients of predictor variables along with T-values. It shows the relationship between the predictor (Parental Involvement and Study Habits) and the criterion (Academic Achievement) variables. Each co-efficient shows the relative contribution of independent variables to the regression equation. The result also indicated study habits as the most significant predictor of academic achievement of high school students in Mizoram and Meghalaya.

Objective 57: To find out the effect of parental involvement and study habits on the academic achievement among high school students of Mizoram

Hypothesis No. 47 states: “Parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram.” The analysis was carried out using Multiple Regression to investigate the relationship between parental involvement and study habits on the academic achievement among high school students of Mizoram. Table 4.64 and Table 4.65 presents the regression model and regression co-efficient, respectively.

Table 4.64***Regression Model***

Model	R	R²	Adjusted R²	Standard Error of the Estimate	F	Sig. Level
1	.450	.203	.199	11.23329	55.501	0.01

Table 4.64 shows the multiple regression model for academic achievement among high school students of Mizoram. The co-efficient of performance measure of parental involvement and study habits were found to be 0.450. The F-value of the regression equation was 55.501 and it was significant at 0.01 level. This value indicates that parental involvement and study habits considered together showed a high degree of association with academic achievement of high school students. The R² value of 0.203 explains the variance of academic achievement by 20.3 percent. Therefore, the R² and F values leads to the rejection of Null Hypotheses which states that ‘parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram’.

Table 4.65***Regression Co-efficient***

Model	Unstandardised		Standardised	t	Sig.
	coefficient		coefficient		
	B	SE	B		
1 (Constant)	38.453	5.147		7.471	0.01
Parental Involvement	-.163	.054	-.141	-3.006	0.01
Study Habits	.767	.073	.488	10.448	0.01

Table 4.65 presents the unstandardized and standardized coefficients of predictor variables along with t-values. It shows the relationship between the predictor (Parental Involvement and Study Habits) and the criterion (Academic Achievement) variables. Each co-efficient shows the relative contribution of

independent variables to the regression equation. The result also indicated study habits as the most significant predictor of academic achievement of high school students in Mizoram.

Objective 58: To find out the effect of parental involvement and study habits on the academic achievement among high school students of Meghalaya

Hypothesis No. 48 states: “Parental involvement and study habits have no significant effect on the academic achievement among high school students of Meghalaya.” The analysis was carried out using Multiple Regression to investigate the relationship between parental involvement and study habits on the academic achievement among high school students of Meghalaya. Table 4.66 and Table 4.67 presents the regression model and regression co-efficient, respectively.

Table 4.66

Regression Model

Model	R	R²	Adjusted R²	Standard Error of the Estimate	F	Sig. Level
1	.571	.326	.324	10.46456	163.440	0.01

Table 4.66 shows the multiple regression model for academic achievement among high school students of Meghalaya. The co-efficient of performance measure of parental involvement and study habits were found to be 0.571. The F-value of the regression equation was 163.440 and it was significant at 0.01 level. This value indicates that parental involvement and study habits considered together showed a high degree of association with academic achievement of high school students. The R² value of 0.326 explains the variance of academic achievement by 23.6 percent. Therefore, the R² and F values leads to the rejection of Null Hypotheses which states that ‘parental involvement and study habits have no significant effect on the academic achievement among high school students of Meghalaya’.

Table 4.67***Regression Co-efficient***

Model	Unstandardised		Standardised	t	Sig.
	coefficient		coefficient		
	B	SE	B		
(Constant)	20.850	3.777		5.521	0.01
Parental Involvement	-.113	.038	-.099	-2.954	0.01
Study Habits	.960	.054	.595	17.822	0.01

Table 4.67 presents the unstandardized and standardized coefficients of predictor variables along with t-values. It shows the relationship between the predictor (Parental Involvement and Study Habits) and the criterion (Academic Achievement) variables. Each co-efficient shows the relative contribution of independent variables to the regression equation. The result also indicated study habits as the most significant predictor of academic achievement of high school students in Meghalaya.

CHAPTER V

**MAJOR FINDINGS, DISCUSSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER RESEARCH**

CHAPTER V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter outlines the key findings of the study, examines their significance, provides recommendations based on the results, and identifies areas for future research. The discussion places the findings in context, highlighting their relevance to existing literature and practical applications. Recommendations are drawn from the study's outcomes, offering insights for policy, practice, or further inquiry. Possible directions for future research are also suggested to build on the present work.

5.1 MAJOR FINDINGS

The research objectives were fulfilled as evidenced by the following key findings.

5.1.1 Construction and Standardization of Parental Involvement Scale:

1. The Parental Involvement Scale was constructed using the Likert scaling method to ensure systematic measurement. Reliability was evaluated through both the test-retest and split-half methods, yielding coefficients of 0.851 and 0.865, respectively, indicating high internal consistency and stability over time. Concurrent validity was examined, with a validity coefficient of 0.647, demonstrating the scale's effectiveness in measuring the intended construct. Norms were established using stanine scores to facilitate meaningful interpretation of individual scores within the broader population.

5.1.2 Study of Parental Involvement:

2. Parental involvement was assessed among 1,120 high school students from Mizoram and Meghalaya. The results show that 263 parents (23.48%) had High involvement, while 611 parents (54.56%) were categorized as having Average involvement and a total of 246 parents (21.96%) exhibited Low involvement.

3. The data from Mizoram, based on responses from 440 high school students, indicate that a total of 145 parents (32.96%) were classified as having high involvement, while 226 parents (51.36%) fell within the Average category. On the other hand, Low involvement was observed among 69 parents (21.82%).
4. Among the 680 high school students surveyed in Meghalaya, a total of 118 parents (17.35%) were classified as having High involvement, while 385 parents (56.62%) demonstrated Average involvement whereas, Low involvement was recorded among 177 parents (26.03%).

5.1.3 Comparison of Parental Involvement

5. Parents of high school students in Mizoram exhibited significantly greater involvement in their children's education than those in Meghalaya.
6. No significant difference in parental involvement was found between Mizoram and Meghalaya when analysed by gender. Within each state, levels of parental involvement did not differ on the basis of the student's gender.
7. Parental involvement showed no significant variation between the two states with respect to parents' educational qualifications. Within Mizoram, graduate parents were more involved than those with undergraduate qualifications. This pattern was not observed in Meghalaya.
8. No meaningful difference was identified between Mizoram and Meghalaya regarding parental involvement based on working status. In Mizoram, working parents were more engaged in their children's education than non-working parents, whereas in Meghalaya, no such distinction emerged.
9. The type of school management had no significant effect on parental involvement, either between the two states or within each state individually.
10. A significant difference in parental involvement was observed when examined by locale. In Mizoram, levels of involvement were similar across

rural and urban areas. In Meghalaya, rural parents were more actively involved than urban parents.

5.1.4 Analysis of Study Habits

11. Among the 1,120 high school students from Mizoram and Meghalaya, 242 students (21.61%) demonstrated Good study habits. A total of 625 students (55.80%) were categorised as having Average study habits, while 253 students (22.59%) exhibited unsatisfactory study habits.
12. Of the 440 high school students in Mizoram, 86 students (19.54%) were identified as having Good study habits. Average study habits were recorded for 243 students (55.23%) while a total of 111 students (25.23%) demonstrated unsatisfactory study habits.
13. Among the 680 high school students in Meghalaya, 156 students (22.94%) were classified as having Good study habits. A total of 382 students (56.18%) were identified as having Average study habits while unsatisfactory study habits were observed in 208 students (30.59%).

5.1.5 Comparison of Study Habits

14. No significant difference was found in the study habits of high school students when comparing Mizoram and Meghalaya as a whole.
15. When analysed by gender, female students from both Mizoram and Meghalaya demonstrated significantly better study habits than their male counterparts. Within Mizoram, study habits did not vary significantly between male and female students. In contrast, female students in Meghalaya exhibited significantly better study habits than male students.
16. Private school students in both Mizoram and Meghalaya recorded significantly better study habits than students attending government schools. This trend was consistent within each state, with private school students in Mizoram and Meghalaya both showing stronger study habits compared to their peers in government schools.

17. No meaningful difference in study habits was observed between students in rural and urban areas when comparing Mizoram and Meghalaya. Similarly, within Mizoram, study habits did not differ significantly by locale. In Meghalaya, however, students in rural areas demonstrated better study habits than those in urban schools.

5.1.6 Study of Academic Achievement

18. Among the 1,120 high school students surveyed in Mizoram and Meghalaya, 205 (18.31 per cent) achieved distinction and 461 (41.16 per cent) were awarded first division. Second division results were obtained by 317 students (28.30 per cent), while 137 (12.23 per cent) were placed in the third division.
19. In Mizoram, of the 440 students assessed, 89 (20.23 per cent) attained distinction and 170 (38.64 per cent) secured first division. Second and third divisions were achieved by 134 (30.45 per cent) and 47 students (10.68 per cent), respectively.
20. In Meghalaya, among 680 students, 116 (17.06 per cent) were awarded distinction and 291 (42.79 per cent) obtained first division. A total of 183 students (26.91 per cent) passed with second division, while 90 (13.24 per cent) were placed in the third.

5.1.7 Comparison of Academic Achievement

21. Academic achievement did not differ significantly between high school students in Mizoram and those in Meghalaya.
22. When analysed by gender, female students across both states performed better than male students. Within Mizoram, the difference was evident, with female students showing higher levels of academic achievement. In Meghalaya, no such variation was found between male and female students.
23. A comparison based on school management showed that students attending private schools in both states performed better than those in government schools. In Mizoram, this difference was not statistically significant, while in

Meghalaya, private school students demonstrated notably higher academic performance than their peers in government schools.

24. No meaningful difference in academic achievement was found between rural and urban students when the two states were viewed together. In Mizoram, urban students did better than those in rural areas. In contrast, students in Meghalaya had similar performance regardless of where they lived.

5.1.8 Relation between Parental Involvement and Academic Achievement

25. An overall review showed a low but statistically significant positive link between parental involvement and academic achievement among high school students in Mizoram and Meghalaya.
26. When looked at separately, no significant connection appeared in Mizoram, suggesting that parental involvement did not affect students' academic performance in this situation.
27. In contrast, the results from Meghalaya showed a low but significant positive relationship, meaning that more parental involvement was slightly related to higher academic achievement among students.

5.1.9 Relation between Study Habits and Academic Achievement

28. The analysis showed a strong link between study habits and academic success among high school students in Mizoram and Meghalaya.
29. In Mizoram, this relationship was positive and statistically significant, indicating that students with better study habits usually did better in their studies.
30. The results from Meghalaya showed a similar pattern, with a positive and significant connection between study habits and academic performance.

5.1.10 Relation between Parental Involvement and Study Habits

31. Regarding the relationship between parental involvement and study habits among high school students in Mizoram and Meghalaya, the results showed a significant positive connection between the two factors.
32. When analysed separately, a notable positive link was found in Mizoram. This means that students with more parental involvement demonstrated better study habits.
33. The data from Meghalaya also showed a positive and significant relationship between parental involvement and study habits among high school students.

5.1.11 Effect of Parental Involvement and Study Habits on the Academic Achievement

34. The study showed parental involvement and study habits as the significant predictors of the academic achievement among high school students in Mizoram and Meghalaya. It also revealed study habits as the most significant predictor of academic achievement among high school students.
35. When examined separately, parental involvement and study habits were found to be significant predictors of the academic achievement among high school students in Mizoram where study habits had a major contribution towards academic achievement among high school students.
36. The result from Meghalaya also revealed that parental involvement and study habits had significantly contributed towards students' academic achievement, in which study habits was also found to be the major predictor of the academic achievement of high school students.

5.2 DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY:

This section presents discussion on the major findings of the present study and its probable causes as under.

5.2.1 Discussion on the findings related to parental involvement

1. *The study found that parents of high school students in Mizoram had higher involvement than parents in Meghalaya.*

Discussion: Parental involvement among high school students was found to be more pronounced in Mizoram than in Meghalaya. Several interconnected factors may explain this difference. The literacy rate in Mizoram is considerably higher at 91.33 per cent, compared to 74.43 per cent in Meghalaya (Census of India, 2011). A literate parent is more likely to recognise the value of formal education, communicate effectively with teachers, and provide appropriate support for learning at home (Fan and Chen, 2001; Jeynes, 2007).

In Mizoram, many schools actively sustain Parent–Teacher Associations and promote consistent communication with families. These practices are rooted in a tradition of missionary-led education that emphasised shared responsibility for learning outcomes (Zokaitluangi, 2013). When families are regularly invited to participate in the school community, engagement becomes part of the routine educational experience (Epstein, 2001).

Employment patterns also differ between the two states. Parents in Mizoram often hold salaried positions in government or organised sectors, offering greater financial stability and regular schedules. These conditions facilitate parental engagement in school affairs. In Meghalaya, economic activity is more frequently tied to agriculture and informal labour, which may involve irregular hours, lower wages, and fewer opportunities for sustained involvement in schooling (Hoover-Dempsey and Sandler, 2005; Hill and Tyson, 2009).

Although Meghalaya follows a matrilineal system, where women occupy central roles in family and property inheritance, this cultural structure does not automatically lead to greater educational involvement. Parental participation is shaped by more than lineage, including daily work demands, limited transport infrastructure, and weaker institutional connections between home and school (Chakraborty, 2010; Desforges and Abouchaar, 2003). In contrast, Mizoram's

emphasis on education appears more widely supported by institutional, cultural, and economic conditions.

2. Graduate parents of high school-going children had significantly higher involvement than undergraduate parents in Mizoram.

Discussion: A significant difference in parental involvement was observed between graduate and undergraduate parents in Mizoram, with the former demonstrating greater engagement. This finding aligns with those reported by Sharma and Tahira (2011), Vellymalay (2011), and Borah and Das (2021). Domina (2005), however, argued that higher educational attainment does not necessarily lead to increased parental participation.

Graduate parents are often better prepared to support their children's academic work because they know formal education systems well. They are more likely to monitor academic progress, attend meetings with teachers, and help with homework. Their ability to understand curriculum demands and interact with school structures makes them more confident and effective in their role.

Higher levels of education often lead to more stable jobs and better financial standing. These factors allow graduate parents to provide access to learning materials, extra tutoring, and educational technologies that improve student performance. Their influence also reaches into long-term planning, such as advising on higher education options and scholarship opportunities (Jeynes, 2007).

In Mizoram, where education is highly valued and widely prioritized, graduate parents tend to get more involved in their children's schooling. Their own academic experiences strengthen their sense of responsibility and investment in educational outcomes.

3. Working parents in Mizoram had a significantly higher involvement than the non-working parents while a significant difference was not found for Meghalaya with regard to working status.

Discussion: The level of parental involvement in Mizoram was found to be higher among working parents. This may reflect a deliberate effort to make the most of limited time through purposeful engagement in their children's academic life. When time is scarce, working parents may focus their attention more directly on meaningful support, such as ensuring completion of homework, meeting with teachers, and encouraging study routines.

In Mizoram, a considerable number of working parents are employed in sectors such as education, public service, and church-based organisations, where educational engagement is both encouraged and expected. These environments often promote a culture of responsibility towards learning, both at home and within the wider community. Employment also offers financial resources that support academic progress through better materials and opportunities for enrichment.

In Meghalaya, the absence of a statistically significant difference may be due to the nature of employment and caregiving norms. Many families rely on women for household and educational responsibilities regardless of whether they are employed. Employment in sectors such as agriculture or manual labour tends to involve long hours and physically demanding tasks, leaving little time or energy for school engagement. As a result, involvement appears more uniformly distributed across working and non-working parents.

4. Parents of rural high school students in Meghalaya were significantly more involved in their children's education than parents of urban high school students while a significant difference was not found in Mizoram in this regard

Discussion: In Meghalaya, rural parents were more actively engaged in their children's education than those in urban settings. Families in rural communities often view education as one of the few avenues for social and economic advancement. This belief can foster a strong commitment to school participation and academic supervision.

Smaller school communities and stronger ties between families and teachers also contribute to higher involvement in rural areas. Personal relationships between

educators and parents create opportunities for regular interaction and shared efforts to support learning. Daily routines in rural households may be more flexible, allowing parents to be present during key academic activities or communicate with schools when needed. In contrast, parents in urban areas often contend with longer working hours, demanding schedules, and less frequent contact with school staff.

In Mizoram, no notable difference emerged between rural and urban families in this regard. Educational expectations are widely shared across the state, reinforced by consistent messages from churches, civil society groups, and educational institutions. This shared commitment ensures that parental engagement remains relatively uniform, regardless of location. Both rural and urban households receive similar support and encouragement to take an active role in their children's learning.

The findings highlight the influence of local values, school-community partnerships, and social structures in shaping the extent and quality of parental involvement. Where education is understood as a collective goal, and where families are supported in their efforts, engagement tends to remain consistent across regions.

5.2.2 Discussion on the findings related to study habits

1. The findings indicated that Female high school students of Meghalaya possessed a significantly better study habits than the male students. However, a significant difference was not found in the case of Mizoram

Discussion: The finding of the present study was supported by Blumner and Richards (1997), Medo (2000), Aluja and Blanch (2004), Arockiadoss (2005), Annaraja and Mohanan (2006), Khan and Jan (2010), Khurshid et al. (2012), Mudasir (2012), Chamundeswari et al. (2014), Malsawmi and Lalmuanzuali (2015), Numan and Hasan (2017), Singh (2019), Kaur and Singh (2020), Bibi et al. (2020), Unwalla (2020). However, the finding was in contrary to Sharma and Vyas (2016), who found that male students possessed better study habits than the female students. Moreover, studies conducted by Reddy and Nagaraju (2001), Jagannath and Dange (2007), Nuthana and Yenagi (2009), Rajendran et al. (2009), Ayodele and Adebisi

(2013), Konwar (2014), Verma (2016), Khan (2019) found that gender difference did not have a significant impact on the study habits of students.

The results suggest that female students in Meghalaya exhibit more disciplined and effective study habits than their male peers. This pattern may be influenced by cultural norms in the Khasi, Jaintia, and Garo communities, where women traditionally hold a central role in family and social structures. The importance placed on women's roles can lead to higher expectations for girls' academic success. Families often provide strong emotional and practical support, which reinforces responsible academic behaviours.

Girls often have more consistent study schedules, show greater focus, and handle academic tasks more regularly. In contrast, boys may lean more toward unstructured activities or digital entertainment, which can impact their study habits.

In Mizoram, the lack of a major gender-based difference indicates a more balanced educational setting. Boys and girls receive similar encouragement at home and in school, and both genders face comparable academic expectations. Churches, community organizations, and local schools play an important role in reinforcing these expectations within households. The tight-knit nature of society in Mizoram helps build a shared educational culture, guiding both male and female students with similar norms, values, and support systems.

This environment likely leads to similar study habits among genders. The presence of successful women in public and academic life may also inspire both boys and girls, encouraging mutual motivation and engagement in their studies.

2. The private school students of Mizoram and Meghalaya had a significantly better study habits than government school students.

Discussion: The finding that students in private schools develop stronger study habits is consistent with earlier research by Arockiadoss (2005), Annaraja and Mohanan (2006), Rather and Malik (2023), and Medo (2000). These studies highlight the positive influence of institutional discipline, access to resources, and parental involvement. However, studies by Amalraj and Anandha (2006) and

Lawrence (2014) found stronger habits among government school students, while Rao and Rao (2004), Khan (2019), Mehnaaz and Siddiqui (2021), and Islam (2021) reported no significant difference.

Private schools usually have a more structured academic setting. They often enforce strict rules regarding attendance, homework completion, and test preparation. These routines help students develop consistent study habits over time. Many private schools provide better access to resources, such as libraries, digital tools, and academic enrichment programs. The focus on English-language instruction may also encourage students to spend extra time improving their reading and language skills, leading to more intentional study habits.

Parents who opt for private schooling often closely monitor their children's academic progress, as their financial investment comes with performance expectations. This situation helps reinforce consistent study habits at home. Peer influence can also play a role, since students in private schools are often surrounded by motivated and competitive classmates. This social environment can help foster good study behaviours.

3. High school students in rural areas had better study habits than urban school students in Meghalaya, while a significant difference was not found in Mizoram based on gender

Discussion: Students in rural areas of Meghalaya displayed stronger study habits than their urban peers. This observation is in agreement with the findings of Konwar (2014), though other studies, including those by Khan (2019) and Singh (2019), suggested stronger habits among urban students. Thakkar (2003) reported no meaningful difference based on gender or geography.

In rural settings, the daily rhythm of life tends to support greater regularity. Families involved in agriculture or small-scale livelihoods often cultivate values of discipline, time management, and responsibility, which can influence children's study patterns. Limited exposure to digital distractions, peer-related pressures, or

urban entertainment may further allow students in rural areas to concentrate more fully on their academic work.

For many rural families, education is perceived as a primary route to improved livelihood and social status. This belief can strengthen the commitment of both parents and students to academic success. In smaller schools, teachers often maintain closer relationships with students and families, offering encouragement, guidance, and individual attention that foster better study habits.

In Mizoram, study habits were found to be broadly consistent across both rural and urban contexts. This uniformity likely reflects the widespread commitment to education at the state level. Government agencies, churches, and local organisations have long promoted educational equity, and their influence extends across geographic boundaries. Institutional support, regular school outreach, and community-based educational initiatives help ensure that students across regions are socialised into similar academic expectations and behaviours.

The contrast between the two states suggests that geographic setting alone does not determine academic behaviour. In Meghalaya, rural environments appear to offer protective conditions that promote focused study. In Mizoram, shared educational values and cohesive institutional networks help to equalise learning behaviour across both urban and rural areas.

5.2.3 Discussion on the findings related to academic achievement

1. Female high school students of Mizoram had significantly higher academic achievement than the male students.

Discussion: The study found that female high school students in Mizoram outperformed their male counterparts in terms of academic achievement. This pattern corresponds with the findings of Annaraja and Mohanan (2006), Aluja and Blanch (2004), Chamundeswari et al. (2014), Illahi and Khandai (2015), Numan and Hasan (2017), and more recently, Humtsoe and Lapang (2024). However, Mudasir (2012) reported the opposite trend, favouring male students, while studies by Blumner and

Richards (1997), Verma (2016), and Kaur and Singh (2020) noted no substantial gender-based differences.

Although the present study found no significant gender variation in study habits or in the relationship between parental involvement and academic performance, female students consistently demonstrated higher academic attainment. This outcome may be linked to behaviour patterns often seen in female learners. They tend to have more disciplined classroom behaviour, attend class regularly, and maintain a higher level of academic consistency. These factors might work together to improve outcomes across assessments and subjects.

Supportive school policies could also play a role. Programs designed to lower dropout rates, scholarship opportunities, and focused outreach for girls may have boosted their motivation and retention. In families, the responsibilities given to girls often help them build time management and organizational skills, which can indirectly support their academic involvement. In contrast, boys may deal with more unstructured activities or peer pressures that distract from their schoolwork. This doesn't mean they lack ability; it highlights different behaviour focuses that could impact their educational consistency.

The findings hint that even when study habits and parental support seem balanced, academic outcomes can still show subtle differences based on social behaviour, family expectations, and school reinforcement. Understanding these dynamics is important for figuring out how to customize academic support to meet the needs of all learners.

2. The private school students of Mizoram and Meghalaya had a significantly higher academic achievement than government school students.

Discussion: Students enrolled in private schools in both states were found to have significantly better academic performance compared to those in government schools. This observation is consistent with the work of Somers et al. (2004), Annaraja and Mohanan (2006), Muralidharan and Sundararaman (2015), and Rather and Malik (2023). In contrast, Bose and Joshi (2004) reported stronger outcomes for

government school students, and Islam (2021) found no consistent association between school type and academic achievement.

Private schools often have greater accountability and focus on performance. Teachers usually undergo regular evaluations, and they often have higher qualifications and training standards. Their teaching methods are backed by continuous assessments, timely feedback, and access to extra help, which helps students make steady academic progress. Many private schools also prioritize co-curricular activities, which improve communication skills and confidence—both valuable in academic settings.

Using English as the main language of instruction in many private schools provides more chances for exposure to academic and global content, potentially boosting students' performance in internal and external tests. Additionally, the culture in private schools often encourages academic ambition, supported by what parents expect and competition among peers.

On the other hand, government schools, especially in rural areas of Mizoram and Meghalaya, often struggle with structural and operational challenges. These may include not having enough teachers, limited teaching materials, and larger student-to-teacher ratios. Many of these schools operate in ways that hinder personalized attention and restrict opportunities for enrichment. These systemic problems can widen the performance gap, even when students have similar potential.

The differences in academic results between private and government school students reflect larger inequalities in access, infrastructure, and quality of teaching. Closing this gap needs a long-term investment in school facilities, professional training for teachers, and stronger partnerships between schools and the community to encourage consistent and inclusive academic involvement.

3. The urban school students of Mizoram had a significantly higher academic achievement than rural school students.

Discussion: Urban students in Mizoram were found to outperform their rural peers, a finding that contrasts with the study by Humtsoe and Lapang (2024), which reported

stronger achievement among rural students. Although a significant variation in study habits or parental involvement was not observed based on locale; academic performance remained higher in urban areas.

This difference may come from the benefits of urban schooling. Schools in towns and cities usually have better resources, improved facilities, digital tools, and teaching materials. Urban schools also tend to attract and keep qualified teachers because they are near administrative centers and offer professional development opportunities. These factors create a learning environment that is structured and engaging.

In urban areas, students may have more chances to participate in academic competitions, coaching programs, and extra learning platforms. Access to libraries, career counseling services, and extracurricular activities leads to a richer educational experience. Families in urban areas often see education as a way to improve their socio-economic status and usually have the time, attention, and money to support academic efforts.

While rural communities in Mizoram also value education, practical issues like limited transport, fewer learning resources, and understaffed schools can slow student progress. Despite strong community support, the lack of academic infrastructure can limit opportunities for ongoing achievement.

Although study habits and parental support appear consistent across regions in Mizoram, the academic advantage of urban students points to the influence of institutional and environmental conditions. These findings highlight the need to expand educational infrastructure in rural areas and ensure that all students, regardless of location, have equitable access to high-quality learning opportunities.

5.2.4 Discussion on the findings related to relationship between parental involvement and academic achievement

1. The study found that there was a low, but significant positive relationship between parental involvement and academic achievement among high school students of Meghalaya, while the relationship was negligible in Mizoram

Discussions: The study revealed a low yet statistically significant positive relationship between parental involvement and academic achievement among high school students in Meghalaya. In Mizoram, however, this association was negligible. The result from Meghalaya reflects a broad body of literature which has underscored the importance of parental engagement in enhancing student outcomes. Researchers such as Keith and Lichtman (1994), Catsambis (1998), Jayaswal et al. (2003), Vamadevappa (2005), Jeynes (2005), Ahuja and Goyal (2006), Sreekanth (2010), Acharya and Joshi (2011), Raju and Samiullah (2011), Lenka and Kant (2012), Kaur (2013), Veer-Singh and Singh-Vyast (2014), Vijayalakshmi and Muniappan (2016), Talluri and Suneela (2017), Pandey and Thapa (2017), and Rajkumari (2019) have all demonstrated that parental involvement contributes meaningfully to students' academic development.

Parental engagement can occur in various ways. These include direct support, such as helping with homework and attending school meetings, and indirect forms, such as monitoring progress or fostering a structured learning environment at home. When parents show sustained interest in their children's education; it often leads to greater student accountability, stronger motivation, and improved learning attitudes.

In Meghalaya, the presence of a measurable association indicates that parental support remains an important influence on students' academic trajectories. The sense of partnership between the home and the school may encourage learners to remain focused, adhere to routines, and take greater responsibility for academic success.

In Mizoram, the situation appears to follow a different pattern. While education is widely valued and consistently promoted, the relationship between parental involvement and academic performance was not significant. One possible explanation is that high-achieving students may be granted greater autonomy, with less direct oversight from parents. When children perform well, parents may consider them capable of self-management and redirect their support to siblings who may require more assistance. In this context, involvement becomes more situational, based on perceived need rather than applied uniformly across all children.

This differentiated approach, although supportive, may limit ongoing reinforcement of academic behaviours in students who are already performing well. Where involvement is conditional or responsive, rather than sustained, its effect on performance may be diminished.

The contrast between the two states illustrates that the effectiveness of parental involvement depends not only on its presence but also on how it is exercised. The expectations families hold, the distribution of attention within the household, and the assumptions about children's autonomy all shape the ways in which involvement contributes to academic outcomes.

5.2.5 Discussion on the findings related to relationship between study habits and academic achievement

1. A significant relationship was found between study habits and academic achievement among high school students of Mizoram and Meghalaya.

Discussions: The study identified a significant relationship between study habits and academic achievement among high school students in both Mizoram and Meghalaya. This finding aligns with extensive prior research, including studies by Kumaran and Kamala (2001), Riaz et al. (2002), Annaraja and Mohanan (2006), Jagannath and Dange (2007), Moghadam and Cheraghian (2008), Sivakumar (2009), Parua and Archana (2011), Khurshid et al. (2012), Mudasir (2012), Chaudhari (2013), Chamundeswari et al. (2014), Malsawmi and Lalmuanzuali (2015), Siahi and Maiyo (2015), Verma (2016), Numan and Hasan (2017), Jafari et al. (2019), Bibi et al. (2020), Islam (2021), and Gahir et al. (2022). Although the consensus supports a positive association, some exceptions exist. Lawrence (2014) did not find a significant relationship, and Kaur and Singh (2020) reported a negative correlation.

The findings of this study suggest that students who have strong study habits are more likely to do well academically. A structured approach to learning, which includes consistency, time management, and effective use of academic resources, seems to support higher levels of achievement. Students who plan their study

schedules, regularly review materials, and monitor themselves generally handle academic challenges better.

In contrast, those with disorganized or inconsistent study routines often face trouble meeting academic expectations. Irregular study patterns, limited focus, and lack of preparation can lead to gaps in understanding and lower performance.

These results underscore the importance of student initiative in academic success. While support from schools, quality teaching, and home environments matter, the ability of learners to manage their study habits is equally important. When outside resources are limited, self-discipline and consistency become even more crucial.

Encouraging the development of strong study habits should be a key part of educational support. Focusing on time management, setting goals, and promoting self-directed learning can help students create the necessary foundation for long-term academic growth.

5.3.0 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of this study provide valuable insights for various educational stakeholders, including policymakers, school administrators, teachers, parents, and the wider community. These insights offer practical ways to improve educational quality, promote equity, and support student achievement in Mizoram and Meghalaya.

1. Policy Implications

This research highlights the need for policies that prioritize parental engagement in education. Policymakers can create and support initiatives that motivate and enable parents to participate more actively in schools. Addressing the gaps in access and resources between urban and rural areas will help ensure that every student has an equal opportunity to succeed. The findings suggest that curriculum development should intentionally promote effective study habits and

encourage self-directed learning, helping students gain essential skills for their educational journey and beyond.

2. Institutional Implications

Schools and educational institutions can establish frameworks that welcome parents as partners and provide students with helpful support services. Improving communication between families and schools builds trust and collaboration. Using research-based teaching methods can create learning environments where all students are engaged and can flourish. Identifying students who need help early, along with regular assessment and feedback, ensures timely and effective support for those facing academic challenges.

3. Pedagogical Implications

Teachers play a crucial role in shaping learning experiences, so their ongoing professional development should be a priority. Training that prepares teachers to meet the diverse needs of their students will enhance the classroom experience. Thoughtfully using technology in lessons can make learning more interactive and engaging. Providing students with clear guidance in study skills and self-management within the curriculum boosts their confidence and readiness for academic tasks.

4. Community and Parental Involvement

The connection between schools, families, and communities is vital for student success. Organizing workshops and awareness programs for parents offers practical tools to support their children's learning at home. When the community unites to provide mentoring, additional coaching, or peer support, students benefit from a larger network of encouragement and guidance. These collective efforts foster an environment where individual learning needs are met and every student feels supported.

By acting on these implications, all stakeholders can collaborate to create an educational landscape that values excellence, promotes equity, and prepares students to navigate a changing world with confidence.

5.4.0 RECOMMENDATIONS

In light of the major findings of this study, the following comprehensive recommendations are advanced to enhance academic achievement, foster effective study habits, and promote robust parental involvement among high school students in Mizoram and Meghalaya. These recommendations, aligned with the data-driven conclusions of the research, are directed at policymakers, school administrators, teachers, parents, and community stakeholders to ensure practical, equitable, and sustainable improvement in educational outcomes.

1. Enhancing Parental Involvement

Given the finding that over half of parents in both Mizoram and Meghalaya demonstrate only average levels of involvement, and that Meghalaya in particular reflects a notably high proportion of low parental involvement, the following actions are recommended:

- Schools should establish structured parent and teacher engagement frameworks, which may include regular workshops, parent and teacher meetings, and the dissemination of practical, easy-to-understand parental guides. These guides should offer strategies for supporting students' study routines, preparation for examinations, and mental well-being at home.
- Community-based parental awareness initiatives should be undertaken, especially in Meghalaya, in close cooperation with traditional local institutions, village councils, churches, and non-governmental organisations. These initiatives should raise awareness regarding the critical role of parental engagement in students' academic progress.
- In Mizoram, where graduate and working parents demonstrate higher involvement, targeted orientation programmes and bilingual learning support

materials should be designed for undergraduate and non-working parents. Additionally, the formation of teacher and parent mentorship systems and peer support groups is encouraged to increase engagement.

- Schools should create meaningful opportunities for non-working parents; including home-based learning tasks and school volunteer roles, so that all parents can participate in their children's educational journey.
- Regular academic progress meetings, parent-led learning initiatives, and collaborative goal-setting sessions involving teachers, students, and parents should be institutionalised in both states. These should be complemented by awareness campaigns delivered through community platforms; ensuring parents understand their substantial contribution to academic achievement.
- In Mizoram, where parents of high-achieving students may provide less direct oversight, teachers are encouraged to maintain open communication with parents and encourage continued support for all learners, regardless of their performance level.
- Policies should be formulated to systematically encourage greater parental participation in school activities and to promote the establishment of home-based academic support systems as complements to formal schooling.
- Workshops and seminars for parents should be organised regularly to reinforce the importance of active engagement in their children's educational development.

2. Fostering Effective Study Habits

As the study indicates that a considerable number of students exhibit only average or unsatisfactory study habits, the following measures are recommended:

- Schools should embed structured study skills programmes within their curricula. These programmes should focus on critical areas such as time management, goal setting, concentration, note-taking, and self-monitoring of

academic progress, with additional personalised counselling for students demonstrating weak study patterns.

- Teachers should reinforce the importance of effective study habits by integrating study skills development into daily classroom practices and by sharing actionable strategies with parents. This empowers parents to monitor and encourage productive study behaviour at home.
- In view of the evidence that female students demonstrate more effective study habits, gender-responsive interventions should be introduced to support male students. These could include the formation of peer study groups, mentorship programmes, and increased parental guidance, particularly from fathers.
- Government schools, where students generally display weaker study habits than those in private schools, should adopt best practices from private institutions, including structured study skills training, regular academic monitoring, and the establishment of mentoring systems.
- Collaborative partnerships between government and private schools should be encouraged to facilitate the exchange of knowledge and successful practices.
- All students should be granted improved access to learning resources, including digital libraries, e-learning platforms, and academic support services.
- Schools should actively promote goal setting and the self-monitoring of academic progress among students.

3. Promoting Academic Achievement and Reducing Disparities

Based on the finding that private school students and urban students, particularly in Mizoram, achieve higher academic outcomes, and that female students outperformed their male counterparts, the following are recommended:

- Mentorship programmes should be created specifically for male students, pairing them with high-achieving peers or academic role models. Teachers should implement instructional strategies that actively engage boys through collaborative, practical, and interest-driven learning experiences.

- Schools should provide targeted academic counselling, monitor learning behaviours more closely among male students, and encourage the involvement of parents, particularly fathers, in reinforcing positive academic habits and goal setting.
- Government schools require strengthening through the introduction of structured remedial programmes, enhanced teacher training in active learning strategies, and improved access to libraries, digital resources, and study materials.
- Rural infrastructure must be improved to address the urban-rural achievement gap in Mizoram. This should include recruiting qualified teachers, integrating technology-assisted learning tools such as smart classrooms and offline digital content, and forming partnerships with non-governmental organisations to deliver supplementary educational support in rural regions.
- Special attention must be paid to students from economically disadvantaged backgrounds by implementing policy measures that address financial barriers and ensure equitable access to all learning opportunities.
- Incentive and recognition schemes should be introduced to motivate academic excellence among students from all backgrounds.

4. Advancing Teacher Development and Institutional Support

High-quality teaching is central to academic achievement, effective study habits, and sustained parental involvement. Therefore:

- Teacher training programmes should be strengthened and continuously updated to enhance pedagogical effectiveness, address diverse student needs, and support differentiated instruction.
- Professional development should focus on the adoption of modern teaching methods, including the use of technology, blended learning approaches, and active learning strategies to increase engagement.

- Schools should regularly conduct workshops and training sessions for teachers on evidence-based practices, classroom management, and student support services.
- Institutions should put in place regular systems for assessing and tracking student performance, identifying struggling students early, and providing timely academic interventions.
- Guidance and counselling services must be expanded, with a clear mandate to support students facing academic, personal, or social challenges.

5. Ensuring Equitable Access and Infrastructure

To bridge disparities across schools and regions, the following are recommended:

- Government schools should be allocated additional resources to enhance teaching quality and learning outcomes.
- Infrastructure and learning facilities in rural schools should be improved to meet standards found in urban schools.
- Collaboration between urban and rural schools, as well as between private and government schools, should be encouraged for the sharing of resources, expertise, and best practices.
- Policy measures should directly address financial and logistical barriers, ensuring that all students, regardless of background or location, have equal opportunities to succeed.

6. Addressing Gender Disparities

Given the consistent finding of gender differences in study habits and academic achievement, the following recommendations are proposed:

- Schools should introduce targeted interventions to support male students in building effective study habits and sustaining academic motivation.
- All pedagogical approaches should be gender-sensitive and ensure that teaching strategies do not reinforce stereotypes but instead provide equitable learning opportunities for all students.

- Awareness campaigns should be conducted to challenge cultural norms and beliefs that contribute to gender-based disparities in academic performance.

7. Integrating Technology in Learning

Recognising the potential of technology to enhance educational engagement and achievement:

- Digital learning platforms should be made widely available to all students, offering access to supplementary academic resources and interactive content.
- Schools should adopt blended learning models that combine traditional classroom instruction with digital learning, creating a more flexible and engaging educational experience.
- Teachers must receive on-going training in the effective and equitable use of educational technology, ensuring that all students benefit from digital innovations.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

1. Future research could explore how the use of digital tools—such as school management apps, mobile messaging platforms, and online parent-teacher communication portals—affects the level and nature of parental involvement in both rural and urban areas of Mizoram and Meghalaya.
2. A comparative study may be conducted to examine how indigenous cultural values, traditions, and community expectations shape parental attitudes and behaviours toward educational involvement across different ethnic groups in Northeast India.
3. Further research can investigate the academic performance of students from single-parent and dual-parent households to understand the role of family structure in shaping student achievement within the context of Northeast Indian secondary schools.

4. Analysing how differences in income, education, and occupation impact the frequency, quality, and type of parental involvement across various socioeconomic groups within and between states in the Northeast region.
5. A focused study may be undertaken to explore how teachers and school administrators perceive different models of parental involvement, and how these perceptions influence their instructional strategies, communication practices, and school-home partnerships.

SUMMARY

Introduction:

Education is fundamental to human development, equipping individuals with the intellectual and social competencies necessary to navigate an increasingly interconnected world. Secondary education serves as a transitional phase between foundational learning and the acquisition of specialised knowledge essential for higher education and professional advancement (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2015). This stage cultivates critical thinking, adaptability, and self-awareness, influencing students' aspirations for lifelong learning (Epstein, 2018).

Academic achievement at the secondary level is influenced by a complex interplay of individual and external factors. Cognitive ability, motivation, and emotional resilience contribute to the student's learning capacity while parental involvement and study habits are the supporting structure (Fan & Chen, 2001). The interplay among these factors determines the extent to which students can succeed in their learning environment. Parental involvement puts learning resources at students' disposal and gets them motivated whereas proper study habits allow the students to carry out their study work efficiently. An understanding of the relationship among these factors is essential to promote the success of education.

Parental involvement comprises emotional, academic, and financial support, each playing an important role in shaping educational outcomes (Hill & Tyson, 2009). Emotional support increases motivation and self-confidence, whereas involvement in academics, like keeping track of progress and helping with homework, holds children accountable. Paying for tutoring and extracurricular activities and buying digital tools can prepare students for academic challenges (Singh & Kumari, 2021). In community societies such as Mizoram and Meghalaya, parental involvement goes beyond the confines of a household; it is interlaced with the larger domain of social responsibility and collective involvement in education (Rao & Kaul, 2008).

Study habits refer to the structured routines and cognitive strategies that students put in place to work through academic demands. Such habits include goal setting, time management, and engagement with the study material. Good study habits result in good grades and promote self-discipline, while their absence gives rise to inconsistency in grades and more stress on students. A structured approach to study routine should be encouraged for academic sustenance, given the increasing demands of secondary education.

Academic achievement, identified by grades, examination scores, and level of classroom engagement, represents intellectual development, resilience, and positive utilization of learning resources (Harackiewicz et al., 2012). In this long-term journey of academic life, parental involvement and building proper habits of study remain testaments. In Mizoram and Meghalaya, where educational commitment is greatly affected by kinship and communal linkages, these interactions become very critical factors affecting student performance (Rao & Kaul, 2008).

Understanding the interrelationship among parental involvement, study habits, and academic achievements is of special significance in the socio-cultural contexts of Mizoram and Meghalaya. By analyzing these relationships, the research aims to generate insights for parents, educators, and policymakers, who will then develop strategies to improve the learning environment. An understanding of these processes in finer detail would stimulate the formation of just educational policies that would ultimately aid the students in realizing the maximum potential before them.

Parental Involvement:

Parental involvement is a complex and multidimensional construct which denotes active participation in a child's academic, emotional, and social development. Its crux lies not just on financial support, but also on providing emotional support, rendering academic guidance, and framing a home ambience that fosters learning. Scholars have highlighted its immense role in fortifying student motivation, sustaining student engagement, and culminating in student performance (Epstein, 2018; Fan & Chen, 2001). It becomes even more pronounced during adolescence, when the academic

pressure increases along with personality development. At this stage, sustained parental support creates confidence and stability for students as they begin to gain the skills required to immediately overcome educational and social transitions.

Study Habits:

Study habits are structured practices that support effective learning and academic success. These include cognitive and behavioural strategies such as time management, organised note-taking, task prioritisation, and active engagement with academic content (Singh & Kumari, 2021). Establishing disciplined study routines enables students to systematically acquire, retain, and apply knowledge across disciplines, supporting both immediate academic achievement and long-term intellectual development.

According to educational psychology research, structured study habits may play an important role in academic achievement, especially with regard to learning that is self-regulated (Zimmerman, 2002). Structured learning schedules nurture and maintain cognitive processing abilities by encouraging analytical thinking and complex problem-solving skills (Mayer, 2020). Further on, the digitalization of education that has been gradually taking place has also changed the study habits, as it allows for personalized teaching methods catering to different cognitive styles. Hence, knowing what the key dimensions of study habits are, what factors influence them, what challenges they face, and what strategies can be implemented for improvement would serve the cause of building proper learning environments, thus leading to better educational outcomes.

Academic Achievement:

Academic achievement encompasses the development of cognitive abilities, knowledge acquisition, and the demonstration of skills across educational settings. While standardised measures such as grades and test scores remain primary indicators, academic success also includes creativity, critical thinking, problem-solving, and perseverance (Harackiewicz et al., 2012). Research highlights a strong correlation between high academic performance and long-term intellectual

adaptability, professional success, and meaningful societal contributions (Miller & Lloyd, 2017).

Assessing academic achievement requires examining its key dimensions, factors influencing student performance, and broader societal implications. Understanding these elements enables educators and policymakers to develop evidence-based strategies that promote intellectual growth, foster inclusivity, and support lifelong learning (UNESCO, 2015).

Rationale of the Study:

Mizoram and Meghalaya, two northeastern states in India, provide a unique backdrop for the interplay of parental involvement, study habits, and academic achievement shaping educational outcomes. While both states share historical, cultural, and geographical similarities, their divergent social structures, economic conditions, and educational infrastructures create unique challenges and opportunities within their respective schooling systems. The formalisation of education in these states can be seen through the missionary initiative during the colonial period which aimed to set up organised schooling imparting education in local languages and with local cultural values as an emphasis (Lyngdoh, 2019).

The role of parental involvement in education varies greatly between the states of Mizoram and Meghalaya, being influenced by cultural norms, economic situations, and institutional setups. Mizoram, with its patriarchal social configuration, has developed a community-based pattern of education; organisations such as YMA (Young Mizo Association) and church committees form the backbone of academic support (Government of Mizoram, 2021). These institutional and communal networks promote sustained parental engagement, contributing to one of the highest literacy rates in India.

Meghalaya, which follows a matrilineal system, presents a contrasting model, where mothers often assume primary responsibility for educational decision-making, particularly in urban and semi-urban regions where gender equity in education is well established (Choudhury, 2020). However, in the wake of economic disparities

and traditional ways of life, parental participation is limited in some cases, especially in villages where the educational infrastructure is inconsistent (MBOSE, 2022).

Whereas strong institutional and community participation in education is present in Mizoram, higher parental involvement in urban centers than in rural areas in Meghalaya serves as a regional variation. These constitute differences which make it necessary to inquire into how socio-economic factors affect parental roles in education, which in turn shape the learning experiences and academic trajectories of students.

Study habits, a critical determinant of academic success, exhibit regional disparities across Mizoram and Meghalaya. Urban centres in Mizoram benefit from structured learning environments, including digital resources, well-equipped libraries, and disciplined academic routines, all of which promote consistent study practices (Government of Mizoram, 2021). Shillong, Meghalaya's primary urban hub, offers similar facilities, yet ensuring uniform study practices across the state remains a challenge (Lyngdoh, 2019).

In both states, traditional cultural practices and communal duties might sometimes clash with scheduled study routines, whereas students need to maintain their study habits (Singh & Deka, 2020). The discrepancy in access to school materials, digital integration, and learning frameworks increases the need to investigate how study environments affect students' study behaviour, especially across socio-economic and geographical disparities

Academic achievement typically assessed through examination results, grades, and overall student performance, reflects the interplay of educational policies, parental engagement, and study habits. Mizoram's policy framework, along with emphasis on teacher training and resource allocation strategies, has facilitated consistently high levels of student performance (Government of Mizoram, 2021). Meghalaya has strong academic performance in urban areas, but rural disparities persist; infrastructural constraints and inconsistent access to learning facilities continues to be a challenge (MBOSE, 2022).

Despite such differences, the two states share great cultural emphasis on education, with religious and community institutions fostering student engagement and learning opportunities. The economic landscape thus also shapes educational access and quality in the two states. With a more stable economy, Mizoram allows its families to engage in private tuition and other supplementary learning resources, thus giving that additional leverage to their children in academics (Choudhury, 2020). Meghalaya, being relatively more diversified in economic structure, may afford private coaching to families in urban areas in contrast to their rural counterparts, who mostly depend on government support to bridge educational gaps.

At times, cultural events, festivals, and community obligations clash with academic schedules, necessitating an exploration of how students balance traditional expectations with their studies. An analysis of the relationship between these factors and academic achievement needs to be undertaken in order to develop viable strategies to address the challenges faced by students in these two states.

This comparative study seeks to explore the interrelationship between parental involvement, study habits, and academic achievement within the socio-cultural and economic contexts of Mizoram and Meghalaya. By analysing how patriarchal structure and matrilineal tradition of Mizoram and Meghalaya respectively influence educational engagement and students' performance, this research aims to provide insights into the impact of societal norms on learning outcomes.

Understanding the facilitators and barriers to academic success is crucial for promoting equitable educational opportunities. This study aims to identify urban-rural disparities in education and propose targeted interventions to enhance student learning experiences. Additionally, the research will develop evidence-based policy recommendations for resource allocation, infrastructure development, and pedagogical improvements. Strengthening parental engagement strategies aligned with the cultural frameworks of both states is also a key objective, as family involvement remains a significant determinant of students' academic success.

This research aligns with India's National Education Policy (NEP) 2020, which advocates for inclusive, equitable, and culturally relevant education (Government of India, 2020). By integrating regional insights into educational policies and practices, this study seeks to support sustainable academic development and promote learning environments that empower students across diverse educational landscapes.

Research Questions:

This study seeks to explore the interconnections between parental involvement, study habits, and academic achievement among high school students in Mizoram and Meghalaya. To achieve this, the research is guided by the following questions:

1. What is the nature of parental involvement among high school students in Mizoram and Meghalaya?
2. To what extent does parental involvement differ among high school students in Mizoram and Meghalaya based on gender, educational qualification, type of school management, locale and working status?
3. How do study habits vary among high school students in Mizoram and Meghalaya?
4. How do study habits differ among high school students in Mizoram and Meghalaya concerning gender, type of school management and locale?
5. What are the patterns of academic achievement among high school students in Mizoram and Meghalaya?
6. Does academic achievement vary among high school students in Mizoram and Meghalaya with respect to gender, type of school management and locale?
7. What is the relationship between parental involvement, study habits, and academic achievement among high school students in Mizoram and Meghalaya?
8. Do parental involvement and study habits have a significant impact on the academic achievement among high school students of Mizoram and Meghalaya?

Statement of the Problem:

The problem has been stated as “*Parental Involvement, Study Habits and Academic Achievement among High School Students of Mizoram and Meghalaya: A Comparative Study*”

Objectives of the Study:

The objectives of the study include:

1. To construct and standardize the parental involvement scale.
2. To find out the parental involvement among high school students of Mizoram and Meghalaya.
3. To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to gender, educational qualification, type of school management, locale and working status.
4. To find out the study habits among high school students of Mizoram and Meghalaya.
5. To compare the study habits among high school students of Mizoram and Meghalaya with reference to gender, type of management and locale.
6. To find out the academic achievement among high school students of Mizoram and Meghalaya.
7. To compare the academic achievement among high school students of Mizoram and Meghalaya with reference to gender, type of management and locale.
8. To find out the relationship between parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.
9. To find out the effect of parental involvement and study habits on the academic achievement among high school students of Mizoram and Meghalaya.

Hypotheses of the Study:

1. There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya.
2. There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to gender, educational qualification and working status.
3. There is no significant difference in the study habits among high school students of Mizoram and Meghalaya.
4. There is no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to gender, locale, and type of management.
5. There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya.
6. There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya with reference to gender, locale, and type of management.
7. There is no significant relationship between parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.
8. Parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram and Meghalaya.

Delimitations of the Study:

The present study is confined only to those high schools and students enrolled in Class X, affiliated to Mizoram Board of School Education (MBSE) and Meghalaya Board of School Education (MBOSE).

Review of Related Literature:

A total of 139 related literatures had been reviewed in the study. Out of these, 73 studies were conducted in India and 66 studies were from abroad. The period of the reviewed studies ranges from 1991 to 2025.

Methodology:

The present study is descriptive in nature; therefore, descriptive survey method was employed since the study focused on determining the parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.

Population:

In the present study, the population comprised of all the high school students enrolled in Class X, in schools affiliated to Mizoram Board of School Education (MBSE) and Meghalaya Board of School Education (MBOSE). Based on UDISE 2022-23 record, there were 718 high schools in Mizoram, In the year 2022-23, the enrolment was 18346. Likewise, as per the records obtained from the Directorate of School Education and Literacy (DSEL), there were 783 high schools in Meghalaya. The enrolment during the academic session 2022-23 was 51280.

Sample:

As the study entails a comparison between the two states, the sample was selected systematically. The investigator adopted multi-stage sampling technique while using proportionate and stratified random sampling technique for sample selection. Likewise, Aizawl and Lunglei District in Mizoram and East Khasi Hills and West Garo Hills in Meghalaya were randomly selected. Secondly, 15% of the total schools were selected from both the States i.e. 44 high schools in Mizoram and 68 high schools in Meghalaya. Applying a proportionate technique with regard to the number of school selection, the investigator randomly selected 28 schools in Aizawl and 16 schools in Lunglei, Mizoram; and 36 Schools in East Khasi Hills and 32 schools in West Garo Hills, Meghalaya. Again, stratified method was adopted on the

basis of locale and type of school management. From each school, 10 students were selected randomly.

The selected sample comprised 1,120 high school students, including 559 males and 561 females. Of these, 216 males and 224 females were from Mizoram, while 343 males and 337 females were from Meghalaya.

The following table 1 presents the sample distribution in Mizoram and Meghalaya

Table 1
Sample Distribution

Sl No.	States		Strata	No. of Schools	No. of Students	Total
1	Mizoram	Urban	Government	11	110	440
			Private	11	110	
		Rural	Government	11	110	
			Private	11	110	
2	Meghalaya	Urban	Government	17	170	680
			Private	17	170	
		Rural	Government	17	170	
			Private	17	170	
TOTAL				112	1120	

Tools Used for Data Collection:

For the present study, the following tools were used for data collection:

1. Parental Involvement Scale (PIS) developed by the researcher
2. Study Habits Inventory (SHI) developed by M. N. Palsane and Anuradha Sharma
3. Academic achievement of the students obtained from their previous examination i.e. Class IX

Data Collection:

The investigator systematically administered the tests to all the 1120 high school students in Mizoram (440) and Meghalaya (680) during the academic session 2023-24. After getting due permission from the school authorities, the test was administered to the high school students. The students were asked to answer the Parental Involvement Scale and Study Habits Inventory one after the other and were assured that their responses will be kept strictly confidential, and shall be used only for research purpose.

Data Analysis:

For the present study, appropriate statistical techniques including descriptive and inferential statistics like mean, standard deviation, percentage, stanine score, t test, Pearson product-moment correlation and multiple regression were employed.

Major Findings of the Study:

1. CONSTRUCTION AND STANDARDIZATION OF PARENTAL INVOLVEMENT SCALE

The investigator designed and standardized a Parental Involvement Scale for high school students, and the procedures used for its development and standardization are detailed below:

Collection and editing of statements

The scale was structured around three key dimensions: home involvement, school involvement, and participation in Parent-Teacher Association (PTA) activities. The initial draft was developed by generating a broad set of statements reflecting different facets of parental engagement. To enhance its clarity and relevance, a panel of 15 experts reviewed the draft, assessing each item for its significance and comprehensibility. Based on their feedback, redundant or ambiguous statements were removed, necessary revisions were made, and additional insights were incorporated. This refinement process resulted in a final version consisting of 45 well-structured statements. The

scale adopted a three-point rating format: 'Always', 'Sometimes', and 'Never'.

Try out

The Parental Involvement Scale, comprising 45 well-structured items, was administered to a sample of 100 high school students in Mizoram.

Item Discrimination

After the scale was administered to 100 students, the responses were arranged in ascending order, and the upper and lower 27% of the sample were selected for item analysis. A t-test was then performed to assess the discriminative value of all 45 items. Statements with a t-value greater than 2.58, which indicate statistical significance at the 0.01 confidence level, were retained. Following this process, the final version of the Parental Involvement Scale consisted of 43 statements.

Establishment of reliability

The investigator applied test-retest method and split-half method for the establishment of reliability of the scale.

For the test-retest, the scale was administered to a sample of 100 high school students. After four weeks, the scale was re-administered to the same sample for the retest phase. The correlation coefficient was found to be 0.851, indicating strong reliability and reaching statistical significance at the 0.01 level.

For split-half analysis, the items were systematically divided into two sets, with odd-numbered items forming one group and even-numbered items forming the other. After applying Spearman-Brown's formula, the reliability coefficient was found to be 0.865, indicating a high level of reliability.

Establishment of Validity

For the present scale, content validity was established through an evaluation by fifteen experts, who assessed the significance and relevance of each statement.

To establish criterion-related validity, the investigator administered the “Parent Involvement Scale” developed by Dr. Rita Chopra and Dr. Surabal Sahoo (2005), alongside the newly constructed Parental Involvement Scale, to a sample of 100 respondents. The correlation coefficient between the two scales was calculated, yielding a value of 0.647, which was deemed appropriate for assessing parental involvement among high school students.

Scoring

The scoring procedure follows the Likert Method, with three response options for each item: "Always," "Sometimes," and "Never." These responses are assigned weights of 3, 2, and 1, respectively. The total score ranges from a maximum of 126 (42×3) to a minimum of 42 (42×1), reflecting the degree of parental involvement measured by the scale.

Table 2

Scoring Key

Sl. No.	Response	Score
1	Always	3
2	Sometimes	2
3	Never	1

Norms and Interpretation of the Scale

Norms for the present study were established using stanine scores to categorize respondents based on their level of parental involvement. The Parental Involvement Scale was administered to a sample of 1,120 high school students, comprising of 440 from Mizoram and 680 from Meghalaya. The collected scores were analyzed and classified into distinct levels of parental involvement according to their stanine distribution.

Table 3***Norms and Interpretation of the Parental Involvement Scale***

Stanine Grade	Range of Score	Interpretation
1	74 and below	Low Involvement
2	75 - 79	
3	80 - 85	
4	86 - 90	
5	91 - 96	Average Involvement
6	97 - 101	
7	102 - 107	
8	108 - 112	High Involvement
9	113 and above	

2. LEVEL OF PARENTAL INVOLVEMENT:***a) Among high school students of Mizoram and Meghalaya***

Analysis of 1,120 high school students in Mizoram and Meghalaya highlights notable variations in parental involvement. A total of 263 students (23.48%) perceived their parents as highly engaged in their education, while 611 students (54.56%) reported average level of parental involvement, making this the most common category. In contrast, 246 students (21.96%) expressed that their parents' involvement level was low. These findings reflect a broad spectrum of parental participation, with many students benefiting from active involvement, yet a considerable portion experiencing limited support.

b) Among high school students in Mizoram

Out of 440 high school students in Mizoram, a total of 145 parents (32.96%) exhibited high involvement, indicating strong and consistent participation in their children's education. The largest proportion, 226 parents (51.36%), fell into the average involvement category while 69 parents (15.68%) demonstrated low involvement, suggesting minimal parental support in academic matters. These findings highlight that while many parents actively contribute to their children's

education, considerable proportion exhibit lower levels of involvement, raising concerns about factors that may hinder greater parental engagement

c) Among high school students in Meghalaya

Out of 680 high school students in Meghalaya, a total of 118 parents (17.35%) demonstrated high involvement, indicating consistent and active participation in their children's education. A total of 385 parents (56.62%) exhibited average involvement, reflecting moderate participation in academic activities. Notably, 177 parents (26.03%), fell under low involvement, suggesting limited parental engagement. These findings suggest that while some parents maintain strong involvement in their children's education, a significant proportion demonstrate lower levels of engagement, raising concerns about potential barriers to parental participation.

3. COMPARISON OF PARENTAL INVOLVEMENT

a) Among high school students in Mizoram and Meghalaya.

The study revealed that there was a significant difference in the parental involvement among high school students of Mizoram and Meghalaya. The result indicated that parental involvement is significantly higher among students in Mizoram compared to those in Meghalaya.

b) With reference to gender

- i) A significant difference was not found in the parental involvement among high school students of Mizoram and Meghalaya with reference to gender.
- ii) There was no significant difference in the parental involvement among high school students of Mizoram with reference to gender
- iii) The result indicated that parental involvement among high school students does not significantly differ between male and female in Meghalaya.

c) With reference to educational qualification

- i) The difference in parental involvement between graduate and undergraduate parents was not statistically significant.

- ii) Graduate parents of Mizoram had significantly greater involvement in their children's education compared to undergraduate parents.
- iii) A significant difference was not found with regard to parental involvement among high school students in Meghalaya based on parental educational qualification.

d) *With reference to Working status*

- i) Parental working status did not show a significant difference regarding parents' involvement in their children's education.
- ii) The working parents had significantly greater involvement in their children's education than non-working parents.
- iii) There was no significant difference in the parental involvement among high school students of Meghalaya with reference to working status.

e) *With reference to type of school management*

- i) A significant difference in the parental involvement was not found among high school students of Mizoram and Meghalaya with reference to type of school management.
- ii) Parental involvement was not influenced by the type of school management in Mizoram.
- iii) Parental involvement in students' education is similar across government and private schools in Meghalaya.

f) *With reference to locale*

- i) Parents of rural school students were significantly more involved compared to parents of urban school students of Mizoram and Meghalaya.
- ii) A significant difference in the parental involvement was not found among high school students of Mizoram with reference to locale.
- iii) Parents of rural school students exhibit greater involvement in their children's education compared to parents of urban school students.

4. LEVEL OF STUDY HABITS

a) Among high school students in Mizoram and Meghalaya

Analysis of 1,120 high school students revealed distinct variations in study habits. A total of 242 students (21.61%) demonstrated good study habits, whereas 198 students (17.68%) had average study habits, making this the most prevalent category, 253 students (22.59%) fell into the unsatisfactory study habits category. These results suggest that while a significant proportion of students maintain structured study routines, a considerable number require academic support to enhance their study practices.

b) Among high school students of Mizoram

Analysis of 440 high school students in Mizoram shows that 86 students (19.54%) demonstrated good study habits. 243 students (55.23%) exhibited average study habits, whereas 111 (25.23%) were classified as having unsatisfactory study habits. The findings indicate that while a substantial number of students in Mizoram maintain structured study habits, a significant portion requires academic interventions to enhance their study routines.

c) Among high school students of Meghalaya

Of the 680 high school students in Meghalaya, 156 students (22.94%) exhibited good study habits, while 382 students (56.18%) fell into the average study habits category, making this the most dominant category. The remaining 142 students (20.88%) displayed unsatisfactory study habits. These results suggest that although a significant number of students maintain good study habits, a substantial proportion requires structured academic support to improve their learning practices.

5. COMPARISON OF STUDY HABITS:

a) Among high school students of Mizoram and Meghalaya

There was no significant difference in the study habits among high school students of Mizoram and Meghalaya.

b) With reference to gender

- i) Female students of Mizoram and Meghalaya exhibit more effective study habits than male students.

- ii) A significant difference in the study habits was not found among high school students of Mizoram with reference to gender.
- iii) Female students possessed better study habits compared to male students of Meghalaya.

c) *With reference to type of school management*

- i) Private school students of Mizoram and Meghalaya exhibited better study habits than government school students.
- ii) In Mizoram, private school students possessed better study habits than government school students.
- iii) It was also found in Meghalaya that private school students had better study habits than government school students.

d) *With reference to locale*

- i) There was no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to locale.
- ii) In Mizoram, a significant difference in the study habits was not found among high school students with reference to locale.
- iii) Rural students had better study habits than urban students in Meghalaya.

6. LEVEL OF ACADEMIC ACHIEVEMENT:

a) *Among high school students of Mizoram and Meghalaya*

Among the 1,120 students, 205 (18.31%) attained Distinction, while 461 (41.16%) were placed in the First Division. A total of 317 students (28.3%) achieved Second Division, and 137 (12.23%) were in the Third Division. The highest proportions of students were in the First Division category, indicating that this was the most common level of academic achievement in the sample.

b) *Among high school students of Mizoram*

Of the 440 high school students of Mizoram, 89 (20.23%) attained Distinction, while 170 (38.64%) were placed in the First Division. A total of 134 students (30.45%) secured Second Division, and 47 (10.68%) were in the Third Division. The highest proportion of students achieved First Division, indicating that this was the most prevalent level of academic performance within the sample.

c) *Among high school students of Meghalaya*

Among the 680 students included in the study, 116 (17.06%) attained Distinction, while 291 (42.79%) were placed in the First Division. A total of 183 students (26.91%) secured Second Division, and 90 (13.24%) were in the Third Division. The highest proportion of students achieved First Division, indicating that this was the most prevalent level of academic performance within the sample.

7. COMPARISON OF ACADEMIC ACHIEVEMENT:

a) Among high school students of Mizoram and Meghalaya

There was no significant difference in the academic achievement among high school students of Mizoram and Meghalaya.

b) With reference to gender

- i) Female high school students of Mizoram and Meghalaya outperformed their male counterparts with regard to academic achievement.
- ii) In Mizoram, female high school students achieved higher academic performance than their male counterparts.
- iii) Whereas in Meghalaya, a significant difference in the academic achievement was not found among high school students based on gender.

c) With reference to the type of school management

- i) Private school students of Mizoram and Meghalaya demonstrated higher academic achievement compared to their peers in government schools.
- ii) There was no significant difference in academic achievement among high school students in Mizoram with reference to the type of school management.
- iii) In Meghalaya, students in private schools achieved higher academic performance than those in government schools.

d) With reference to locale

- i) A significant difference in the academic achievement was not found among high school students of Mizoram and Meghalaya with reference to locale.

- ii) In Mizoram, students in urban schools demonstrated higher academic achievement compared to their counterparts in rural schools.
- iii) There was no significant difference in academic achievement between urban and rural students in Meghalaya.

8. RELATION BETWEEN PARENTAL INVOLVEMENT, STUDY HABITS AND ACADEMIC ACHIEVEMENT

a) *Relation between parental involvement and academic achievement*

- i) A significant relationship was found between parental involvement and academic achievement among high school students of Mizoram and Meghalaya.
- ii) There was no significant relationship between parental involvement and academic achievement of high school students in Mizoram.
- iii) A statistically significant relationship between parental involvement and academic achievement was found among high school students of Meghalaya.

b) *Relation between study habits and academic achievement*

- i) A moderate and significant relationship was found between study habits and academic achievement among high school students of Mizoram and Meghalaya.
- ii) Students with better study habits demonstrate higher academic achievement in Mizoram, though the relationship remains moderate.
- iii) The study also revealed a significant correlation between study habits and academic achievement among high school students in Meghalaya.

c) *Relation between parental involvement and study habits*

- i) A significant relationship was found between parental involvement and study habits among high school students of Mizoram and Meghalaya.
- ii) There was a significant relationship between parental involvement and study habits among high school students in Mizoram.

- iii) A statistically significant relationship between parental involvement and study habits was also found among high school students of Meghalaya.

9. EFFECT OF PARENTAL INVOLVEMENT AND STUDY HABITS ON ACADEMIC ACHIEVEMENT

- i) Parental involvement and study habits considered together showed a significant effect on the academic achievement of high school students of Mizoram and Meghalaya and study habits was found to be more significant predictor of academic achievement among high school students in Mizoram and Meghalaya.
- ii) Analysis of data from Mizoram shows that parental involvement and study habits considered together had a high degree of relationship with academic achievement of high school students. It also shows that study habits was a major contributor towards academic achievement among high school students.
- iii) The study also revealed a significant effect of parental involvement and study habits on the academic achievement of high school students in Meghalaya where study habits was the most significant predictors of academic achievement.

RECOMMENDATIONS:

In light of the major findings of this study, the following comprehensive recommendations are advanced to enhance academic achievement, foster effective study habits, and promote robust parental involvement among high school students in Mizoram and Meghalaya. These recommendations, aligned with the data-driven conclusions of the research, are directed at policymakers, school administrators, teachers, parents, and community stakeholders to ensure practical, equitable, and sustainable improvement in educational outcomes.

1. Enhancing Parental Involvement

Given the finding that over half of parents in both Mizoram and Meghalaya demonstrate only average levels of involvement, and that Meghalaya in particular reflects a notably high proportion of low parental involvement, the following actions are recommended:

9. Schools should establish structured parent and teacher engagement frameworks, which may include regular workshops, parent and teacher meetings, and the dissemination of practical, easy-to-understand parental guides. These guides should offer strategies for supporting students' study routines, preparation for examinations, and mental well-being at home.
10. Community-based parental awareness initiatives should be undertaken, especially in Meghalaya, in close cooperation with traditional local institutions, village councils, churches, and non-governmental organisations. These initiatives should raise awareness regarding the critical role of parental engagement in students' academic progress.
11. In Mizoram, where graduate and working parents demonstrate higher involvement, targeted orientation programmes and bilingual learning support materials should be designed for undergraduate and non-working parents. Additionally, the formation of teacher and parent mentorship systems and peer support groups is encouraged to increase engagement.
12. Schools should create meaningful opportunities for non-working parents; including home-based learning tasks and school volunteer roles, so that all parents can participate in their children's educational journey.
13. Regular academic progress meetings, parent-led learning initiatives, and collaborative goal-setting sessions involving teachers, students, and parents should be institutionalised in both states. These should be complemented by awareness campaigns delivered through community platforms; ensuring parents understand their substantial contribution to academic achievement.

14. In Mizoram, where parents of high-achieving students may provide less direct oversight, teachers are encouraged to maintain open communication with parents and encourage continued support for all learners, regardless of their performance level.
15. Policies should be formulated to systematically encourage greater parental participation in school activities and to promote the establishment of home-based academic support systems as complements to formal schooling.
16. Workshops and seminars for parents should be organised regularly to reinforce the importance of active engagement in their children's educational development.

2. Fostering Effective Study Habits

As the study indicates that a considerable number of students exhibit only average or unsatisfactory study habits, the following measures are recommended:

- Schools should embed structured study skills programmes within their curricula. These programmes should focus on critical areas such as time management, goal setting, concentration, note-taking, and self-monitoring of academic progress, with additional personalised counselling for students demonstrating weak study patterns.
- Teachers should reinforce the importance of effective study habits by integrating study skills development into daily classroom practices and by sharing actionable strategies with parents. This empowers parents to monitor and encourage productive study behaviour at home.
- In view of the evidence that female students demonstrate more effective study habits, gender-responsive interventions should be introduced to support male students. These could include the formation of peer study groups, mentorship programmes, and increased parental guidance, particularly from fathers.
- Government schools, where students generally display weaker study habits than those in private schools, should adopt best practices from private

institutions, including structured study skills training, regular academic monitoring, and the establishment of mentoring systems.

- Collaborative partnerships between government and private schools should be encouraged to facilitate the exchange of knowledge and successful practices.
- All students should be granted improved access to learning resources, including digital libraries, e-learning platforms, and academic support services.
- Schools should actively promote goal setting and the self-monitoring of academic progress among students.

3. Promoting Academic Achievement and Reducing Disparities

Based on the finding that private school students and urban students, particularly in Mizoram, achieve higher academic outcomes, and that female students outperformed their male counterparts, the following are recommended:

- Mentorship programmes should be created specifically for male students, pairing them with high-achieving peers or academic role models. Teachers should implement instructional strategies that actively engage boys through collaborative, practical, and interest-driven learning experiences.
- Schools should provide targeted academic counselling, monitor learning behaviours more closely among male students, and encourage the involvement of parents, particularly fathers, in reinforcing positive academic habits and goal setting.
- Government schools require strengthening through the introduction of structured remedial programmes, enhanced teacher training in active learning strategies, and improved access to libraries, digital resources, and study materials.
- Rural infrastructure must be improved to address the urban-rural achievement gap in Mizoram. This should include recruiting qualified teachers, integrating technology-assisted learning tools such as smart classrooms and offline

digital content, and forming partnerships with non-governmental organisations to deliver supplementary educational support in rural regions.

- Special attention must be paid to students from economically disadvantaged backgrounds by implementing policy measures that address financial barriers and ensure equitable access to all learning opportunities.
- Incentive and recognition schemes should be introduced to motivate academic excellence among students from all backgrounds.

4. Advancing Teacher Development and Institutional Support

High-quality teaching is central to academic achievement, effective study habits, and sustained parental involvement. Therefore:

- Teacher training programmes should be strengthened and continuously updated to enhance pedagogical effectiveness, address diverse student needs, and support differentiated instruction.
- Professional development should focus on the adoption of modern teaching methods, including the use of technology, blended learning approaches, and active learning strategies to increase engagement.
- Schools should regularly conduct workshops and training sessions for teachers on evidence-based practices, classroom management, and student support services.
- Institutions should put in place regular systems for assessing and tracking student performance, identifying struggling students early, and providing timely academic interventions.
- Guidance and counselling services must be expanded, with a clear mandate to support students facing academic, personal, or social challenges.

5. Ensuring Equitable Access and Infrastructure

To bridge disparities across schools and regions, the following are recommended:

- Government schools should be allocated additional resources to enhance teaching quality and learning outcomes.

- Infrastructure and learning facilities in rural schools should be improved to meet standards found in urban schools.
- Collaboration between urban and rural schools, as well as between private and government schools, should be encouraged for the sharing of resources, expertise, and best practices.
- Policy measures should directly address financial and logistical barriers, ensuring that all students, regardless of background or location, have equal opportunities to succeed.

6. Addressing Gender Disparities

Given the consistent finding of gender differences in study habits and academic achievement, the following recommendations are proposed:

- Schools should introduce targeted interventions to support male students in building effective study habits and sustaining academic motivation.
- All pedagogical approaches should be gender-sensitive and ensure that teaching strategies do not reinforce stereotypes but instead provide equitable learning opportunities for all students.
- Awareness campaigns should be conducted to challenge cultural norms and beliefs that contribute to gender-based disparities in academic performance.

7. Integrating Technology in Learning

Recognising the potential of technology to enhance educational engagement and achievement:

- Digital learning platforms should be made widely available to all students, offering access to supplementary academic resources and interactive content.
- Schools should adopt blended learning models that combine traditional classroom instruction with digital learning, creating a more flexible and engaging educational experience.

- Teachers must receive on-going training in the effective and equitable use of educational technology, ensuring that all students benefit from digital innovations.

SUGGESTIONS FOR FURTHER RESEARCH

1. Future research could explore how the use of digital tools—such as school management apps, mobile messaging platforms, and online parent-teacher communication portals—affects the level and nature of parental involvement in both rural and urban areas of Mizoram and Meghalaya.
2. A comparative study may be conducted to examine how indigenous cultural values, traditions, and community expectations shape parental attitudes and behaviours toward educational involvement across different ethnic groups in Northeast India.
3. Further research can investigate the academic performance of students from single-parent and dual-parent households to understand the role of family structure in shaping student achievement within the context of Northeast Indian secondary schools.
4. Analysing how differences in income, education, and occupation impact the frequency, quality, and type of parental involvement across various socioeconomic groups within and between states in the Northeast region.
5. A focused study may be undertaken to explore how teachers and school administrators perceive different models of parental involvement, and how these perceptions influence their instructional strategies, communication practices, and school-home partnerships.

APPENDICES

APPENDIX - 1

BIOGRAPHICAL DATA

Name of the School: _____

Gender: _____ (Male/Female)

Previous Marks (%) _____

Type of Management: _____
(Government/Private)

Locale: _____ (Rural/Urban)

Educational Qualification: Mother: _____ (Graduate/Undergraduate)

Father: _____ (Graduate/Undergraduate)

Working status: Mother: _____ (Working/ Non-working)

Father: _____ (Working/ Non-working)

INSTRUCTIONS

This scale contains statements relating to parental involvement. It comprises of three broad dimensions i.e., home involvement, school involvement and involvement through parent-teacher association. Please go through each statement and respond in relation to the nature of parent's involvement with regard to your education. If you agree with the statement as always involved/ sometimes/never, put a tick mark on the place given under as always/sometimes/never.

Please give free and frank opinion to each statement. Your responses will be used for research purpose only and will be kept strictly confidential.

Home Involvement		Always	Sometimes	Never
1	My parents help me with my homework or assignments			
2	My parents provide me with educational resources such as books			
3	My parents encourage me to read additional materials outside of schoolwork			
4	My parents maintain a comfortable study space at home			
5	My parents regularly communicate with my teachers to discuss about my progress			
6	My parents emphasize the benefits of excelling academically			
7	My parents ensure I have healthy meals or snacks during study periods			
8	My parents set aside time for me to study for tests			
9	My parents help in organizing my school assignments			
10	My parents involve me in discussions about my academic goals			
11	My parents work closely with me to develop good study habits			
12	My parents celebrate my academic achievements and successes.			
13	My parents encourage me to participate in extracurricular activities			
14	My parents provide opportunities for me to explore outside of school, such as museums or cultural events.			
15	My parents encourage the development of my critical thinking skills			

16	My parents encourage me to set personal goals and work towards achieving them			
17	My parents encourage the development of my creative skills			
18	My parents often ask my classmates about my academic progress			
School Involvement		Always	Sometimes	Never
19	My parents volunteer at school			
20	My parents regularly attend school events			
21	My parents are fully aware of my school schedule, including important dates, deadlines, and events			
22	My parents provide support for school activities, such as fundraising and field trips			
23	My parents participate in school committees or councils			
24	My parents give feedback to the school administration about policies and procedures			
25	My parents attend workshops or training sessions for parents at the school			
26	My parents support and encourage me to participate in school events			
27	My parents work closely with my teacher(s) to address any academic or behavioural issues			
28	My parents support the school's co-curricular activities, such as sports teams or clubs			
29	My parents ensure I arrive at school on time			
30	My parents ensure that I attend classes regularly			
31	My parents strongly advocate for my rights in school when necessary			
32	My parents participate in school decision-making processes, such as voting on school policies or attending school board meetings			
33	My parents communicate with other parents about school-related issues and concerns			

Involvement through Parent-Teacher Association (PTA)		Always	Sometimes	Never
34	My parents regularly attend PTA meetings at school			
35	My parents actively volunteer their time or skills for PTA-sponsored events or initiatives			
36	My parents communicate with other PTA members or school staff regarding school-related matters			
37	My parents actively participate in PTA-led discussions or decision-making processes related to the school			
38	My parents support and are involved in PTA-led initiatives to support co-curricular activities, clubs, or sports teams at the school			
39	My parents support PTA-sponsored social events or gatherings for the school community			
40	My parents contribute to PTA-led efforts to improve school facilities or infrastructure			
41	My parents share their opinion, give suggestions and provide feedback in the PTA			
42	My parents provide financial support to the PTA when required			

APPENDIX – 2

 T. M. Page No. 28-1939 Copyright Regd. No. B A 73295 2008 Dt. 13.5.08 Prof. M. N. Palsane (Pune) Anuradha Sharma (Agra)	Consumable Booklet of SHI- PS (English Version)

Please fill in the following informations :-		Date
Name _____		
Age _____	Class _____	Sex _____
Subject _____		Monthly Income _____
College/School _____		

INSTRUCTIONS

Much of your success in the examinations depends upon the way you study your School/ College subjects. Following are the statements describing your habits of study. We wish to know your study habits so that we may help you in getting better marks in your examination. Your active cooperation, therefore, is absolutely needed.

Please read the following statements. Three alternatives are given for your answers, Always or Mostly, Sometimes, Rarely or Never. The example will help you in understanding the mode of answers. **Example-** Always or Mostly Sometimes Rarely or Never.

• I take notes when I study. ☐ ☐ ☐

If you take notes always, then select alternative and cross mark it, if you take note sometimes, then select alternative and cross mark it, and if you rarely or never take notes, then select alternative and cross mark it.

There is no time limit, but give answer to all statements as honestly and carefully as you can within 20 minutes.

SCORING TABLE

Page	2	3	4	Level of Study Habit
Score				
Total				

Estd. 1971	www.npcindia.com	☎:(0562) 2601080
NATIONAL PSYCHOLOGICAL CORPORATION		
UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007		

2 | Consumable Booklet of SHI-PS

Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Sometimes	Rarely or Never	
1.	I study everyday.	☐	☐	☐	00
2.	I study at a particular time of the day.	☐	☐	☐	00
3.	I do my home work daily.	☐	☐	☐	00
4.	If I have to study for a longer time, I take rest in between.	☐	☐	☐	00
5.	I have all the required books and other relevant materials of study with me.	☐	☐	☐	0
6.	For the time of study, I get disturbed by the surroundings at the time of the study.	☐	☐	☐	00
7.	I develop automatic interest in the subject as soon as I start studying it.	☐	☐	☐	00
8.	I realise the importance of the subjects for my future career.	☐	☐	☐	0
9.	Other stray thoughts gradually flow in, as soon as I settle down for the study.	☐	☐	☐	00
10.	I read the main points before I read the chapter.	☐	☐	☐	00
11.	I take down notes while reading.	☐	☐	☐	00
12.	I try to recall the matter after reading it.	☐	☐	☐	00
13.	I continue my reading despite the difficulties in understanding meaning of some of the words.	☐	☐	☐	0
14.	I read very carefully in order to understand every point.	☐	☐	☐	00
15.	I never read silently.	☐	☐	☐	00
16.	According to the importance and difficulty of the subject matter, I change and adjust speed of my reading.	☐	☐	☐	0
					Score

Sr. No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Sometimes	Rarely or Never	
17.	I study figures and graphs very carefully while reading.	☐	☐	☐	00
18.	During the classroom teaching, I take down notes very sincerely.	☐	☐	☐	00
19.	At home, I compare my class notes with the notes from the text books.	☐	☐	☐	00
20.	I take help of anybody if I do not follow anything.	☐	☐	☐	00
21.	I study the subject matter at home thoroughly before it is taught in the classroom.	☐	☐	☐	00
22.	I read books whenever I get free time whether at home or in the school/college.	☐	☐	☐	00
23.	I attend my classes regularly in time.	☐	☐	☐	000
24.	I frequently remain absent from class.	☐	☐	☐	000
25.	If a matter is to be learnt by heart, I read and memorize it part by part.	☐	☐	☐	000
26.	I cram certain things without understanding.	☐	☐	☐	000
27.	I revise the subject matter from time to time.	☐	☐	☐	000
28.	I study in the library regularly.	☐	☐	☐	000
29.	During examination days also, I sleep as usual in the night.	☐	☐	☐	00
30.	Before writing the answers to the questions in the examination, I read very carefully the entire question paper.	☐	☐	☐	00
31.	In the examination, I answer the question in their serial order.	☐	☐	☐	00
32.	I divide the time according to the matter to be answered in respect of the number of questions.	☐	☐	☐	00
					Score

4 | Consumable Booklet of SHI-PS

Sr.No.	STATEMENTS	ALTERNATIVE			Score
		Always or Mostly	Sometimes	Rarely or Never	
33.	Before examination, I read my own notes carefully.	☐	☐	☐	
34.	I prepare for the examinations from the guides/notes available in the market.	☐	☐	☐	
35.	I draw an outline of answers of each question, before writing answers to the questions in the examination.	☐	☐	☐	
36.	I feel tense at the beginning of the examination.	☐	☐	☐	
37.	After the examination, I realise that I have made some mistakes in the answers I have written or I have forgotten some important points.	☐	☐	☐	
38.	I carefully record my examination results.	☐	☐	☐	
39.	I single out my weak subjects on the strength of my examination results.	☐	☐	☐	
40.	I try to make up my deficiency in the weak subjects to my best.	☐	☐	☐	
41.	I get disappointed, if the examination result is not favourable.	☐	☐	☐	
42.	I have a tendency to compare my marks with others after the results are declared.	☐	☐	☐	
43.	I think that I can improve fairly my study habits.	☐	☐	☐	
44.	I get guidance about proper study habit from my teachers.	☐	☐	☐	
45.	I will take advantage if a guidance programme in study habits is arranged.	☐	☐	☐	
					Score

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EDUCATION

Examination	Board/University	Year of passing	Division	Percentage
HSLC	St. Lawrence School	2010	First	68
HSSLC (Arts)	Govt. Chaltlang Hr. Sec. School	2012	Distinction	77.8
B.A (Political Science)	St. Anthony's College	2015	First	61.5
M.A (Political Science)	Mizoram University	2017	First	69.66
B.Ed. (Education)	Mizoram University	2019	First	74.05
M.Ed. (Education)	Mizoram University	2021	First	73.90
NET-Political Science	UGC	2019	Lectureship	
JRF- Education	UGC	2023	Lectureship/JRF	

SEMINAR, WORKSHOP AND CONFERENCE

NATIONAL

1. Participated in a Short Term Course on “Research Publication and Ethics” organized by University Grant Commission (Human Resource Development Centre), Mizoram University held from 1st – 7th October, 2021.
2. Participated in the 12 Days Online Short Term Course on ‘Data Analysis and Interpretation’ organised by Indian Teacher Education Community, Indore (M.P), from 11th to 22nd February, 2023.
3. Presented a paper on ‘Artificial Intelligence in Higher Education: Issues and Challenges’ in the International Conference on ‘Reskilling and Upskilling Stakeholders of Higher Education through Artificial Intelligence under G20 Initiative, 2023’, held on 19th – 20th May, 2023, organised by the Department of Education, Mizoram University.
4. Presented a paper entitled ‘Deciphering Study Habits: A detailed Examination of High School Student’s Learning Practices’ in the National Seminar on Educating Youth in the Digital and Transformative Innovation Age, organized by Department of Education, Pachhunga University College, on 8th June, 2023.
5. Presented a paper entitled ‘Educational Challenges Faced by College Teachers during COVID-19 Pandemic in Mizoram’ in the National Seminar on Educating Youth in the Digital and Transformative Innovation Age, organized by Department of Education, Pachhunga University College, on 8th June, 2023.
6. Participated in One Day State Level Workshop on ‘NEP 2020 – The Way Forward’ organised by Mizoram Educational Foundation on 28th June, 2023 at Govt. Aizawl College, Mualpui, Aizawl.
7. Completed the Global Initiative of Academic Network (GIAN) Course on ‘Human Rights and Peace Education’ (Course Code: 194017F02) conducted between 9th – 20th November, 2023 at the Department of Education, Mizoram University.

8. Presented a paper on 'Parental Support in their Children's Education: A Study of High School Students in Aizawl City' in the National Seminar on Contemporary Issues in Education – 4, organised by Mizoram Educational Foundation on 8th December, 2023, at Institute of Advanced Study in Education (IASE), Aizawl.
9. Presented a paper on 'Gender as an Indicator of Parental Involvement among High School Students in Aizawl' in the National Seminar on Contemporary Issues in Education – 5, organised by Mizoram Educational Foundation on 8th November, 2024, at Institute of Advanced Study in Education (IASE), Aizawl.
10. Presented a paper on 'Gender as an Indicator of Parental Involvement among High School Students in Aizawl' in the National Seminar on Contemporary Issues in Education – 5, organised by Mizoram Educational Foundation on 8th November, 2024, at Institute of Advanced Study in Education (IASE), Aizawl.
11. Presented a paper on 'Analysing the Study Habits of High School Students in Aizawl City' in the International Seminar on One Day International Seminar on Issues and Trends in Education, organised by Kawnpui College on 19th March, 2024.
12. Presented a paper on 'Comparative Analysis of Occupational Stress among Secondary School Teachers in Sikkim' in the two-day National Seminar on Analysing Contemporary Issues in North-East India: Problems and Opportunities, held on 9th & 10th July, 2025, organised by Golden Jubilee Organising Committee and IQAC, Govt. Aizawl College.

RESEARCH PUBLICATIONS

1. **Vanlaldinpuia**, Lalmuanzuali, & Lalchuangkima, R. (2021). A study of parental involvement in their children's education. *Mizoram Educational Journal*, 7(3&4), 62–71.
2. Lalramnghaki, **Vanlaldinpuia**, & Lalhmingangi, R. (2023). Dynamics of parental involvement: A focus on high school students in Aizawl. *Mizoram Educational Journal*, 9(2), 51–59.
3. Lahlhimawmi, K., Lalrinzuali, F., & **Vanlaldinpuia**. (2023). A study of parental support among high school students in Aizawl district. *Mizoram Educational Journal*, 9(3&4), 1–12.
4. **Vanlaldinpuia**, Lalmuanzuali, & Hlondo, V. (2024). Parent involvement in education of their high school-going children in Aizawl city. *Mizoram Educational Journal*, 10(1&2), 77-85.
5. Lalhriatpuii, Lamuanzuali, & **Vanlaldinpuia**. (2024). Self-esteem and video game addiction of elementary school students: Prospective cohort survey of Mizoram and Kerala. *Yugato*, 76(1).
6. Lalmuanzuali, **Vanlaldinpuia**, Lalhmingangi, R. & Humtsoe, A. (2024). Analysing high school students: A comprehensive review of their study methods. *African Journal of Biological Sciences*, 6(Si2), 6289-6297. <https://doi.org/10.48047/AFJBS.6.Si2.2024.6289-6297>.
7. **Vanlaldinpuia**, & Lalmuanzuali. (2025). Academic achievement of high school students in relation to their study habits: A study of high school students in Mizoram. *EPRA International Journal of Research and Development*, 10(7), 42-46. <https://doi.org/10.36713/epra22977>
8. **Vanlaldinpuia**, & Lalmuanzuali. (2025). Gender-wise analysis of parental involvement on selected dimensions: A study of high school students in Aizawl, Mizoram. *International Journal for Research Trends and Innovation*, 10(7), a101-a106. <https://doi.org/10.56975/ijrti.v10i7.205155>



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ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR STUDY HABITS: A STUDY OF HIGH SCHOOL STUDENTS IN MIZORAM

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ABSTRACT

This research explores how study habits affect the academic performance of high school students in Mizoram, India. Using a descriptive survey design, the study adopted a stratified random technique and schools were taken as the unit for sample selection. Accordingly, 600 students were included from a random selection of 48 schools. The 'Study Habits Inventory' developed by M.N. Palsane and Anuradha Sharma was used to collect the data, whereas the percentage of marks obtained by the students in their previous class was considered as their academic achievement. The findings of the study revealed that the study habits of children differed significantly with regard to gender and the type of management, favoring the female and private school students, respectively. However, a significant difference was not found in comparison between rural and urban school students in relation to their study habits. The study also concluded that study habits had a significant impact student's academic achievement.

KEY WORDS: Academic Achievement, Study Habits, High School Students

INTRODUCTION

Academic achievement is a multifaceted phenomenon influenced by various factors, among which study habits play a pivotal role. Understanding the relationship between effective study practices and academic performance can provide valuable insights for students seeking to enhance their educational outcomes. Numerous studies have demonstrated that students who employ well-organized study routines, engage in active learning, and create conducive study environments tend to achieve higher academic success (Credé & Kuncel, 2008; Dunlosky et al., 2013). By examining the methods and routines that contribute to successful learning, we can identify strategies that not only improve grades but also foster enduring skills essential for personal and professional growth (Brown et al., 2014). This emphasizes the importance of adopting structured and efficient study habits to optimize academic success and overall well-being, highlighting the long-term benefits of developing strong time management and self-discipline skills (Van der Meer et al., 2010).

Effective study habits are crucial for academic achievement among students. Research indicates that students who consistently practice organized study routines, such as setting specific goals, breaking study sessions into manageable intervals, and utilizing active learning techniques, tend to perform better academically (Dunlosky et al., 2013; Zimmerman, 1998). Techniques like summarization, self-testing, and distributed practice enhance retention and comprehension of material (Dunlosky et al., 2013). Moreover, a conducive study environment, free from distractions, and a balanced lifestyle that includes adequate rest, nutrition, and physical activity further support academic success (Taras, 2005). These habits not only improve immediate academic outcomes but also foster long-term skills in time management and self-discipline, essential for lifelong learning (Credé & Kuncel, 2008).

Effective study habits result in strong academic performance, while poor study habits are associated with lower academic achievement, indicating a direct link between study habits and academic success (Darji, 2019). Study habits are a key factor influencing academic performance, as highlighted by several researchers (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) rightly pointed out that even individuals with strong intelligence and personality traits may struggle academically without effective study habits. Therefore, students' study habits are crucial to the learning process and essential for success in school.

Rationale of the Study

Given that high school is a key time for students' lifelong learning habits and academic success, it is crucial to examine how study habits impact students' academic performance. Effective study habits in high school, such as time management, active engagement with



material, and consistent review, can significantly impact students' grades, understanding of subjects, and preparedness for higher education. Understanding these habits allows educators to design targeted interventions and support systems that cater to diverse learning needs. Likewise, insights gained from this analysis help students build resilience and self-discipline, fostering habits that enhance their performance and academic confidence throughout their educational journey.

Research Questions

1. Is there a significant difference in the study habits between male and female students of high school in Mizoram?
2. Is there a significant difference in the study habits between government and private school students of high school in Mizoram?
3. Is there a significant difference in the study habits between rural and urban students of high school in Mizoram?
4. Is there a significant relationship between study habits and academic achievement among high school students of Mizoram?

Statement of the Problem

The problem has been stated as “Academic Achievement of High School Students in Relation to their Study Habits: A Study of High School Students in Mizoram”.

Objectives

The study focused on the following objectives

1. To compare the difference among male and female students with regard to their study habits.
2. To compare the difference among government and private school students with regard to their study habits.
3. To compare the difference among rural and urban school students with regard to their study habits.
4. To study the relationship between study habits and academic achievement among high school students in Mizoram.

Hypotheses

Based on the above objectives, null hypotheses have been framed

1. There is no significant difference between male and female students with regard to their study habits.
2. There is no significant difference between government and private school students with regard to their study habits.
3. There is no significant difference between rural and urban school students with regard to their study habits.
4. There is no significant relationship between study habits and academic achievement among high school students.

Delimitations

Due to time constraint, the study has been delimited to two districts in Mizoram i.e., Aizawl and Lunglei.

LITERATURE REVIEW

Mudasir (2012) conducted a study entitled “Study habits and academic achievement- A case study of higher secondary school students” and the study determined that there was a strong and statistically significant correlation between students' study habits and their academic performance. Additionally, it revealed that female students demonstrated more effective study habits compared to their male counterparts. However, the academic achievement was higher for the boys as compared to the girls.

Siahi and Maiyo (2015) in their study analysed the relationship between study habits and academic achievement of higher secondary school students. The findings of the study revealed that the academic achievement of students was above average while majority of the students had an average level of study habits. Moreover, there was a strong and positive relationship between study habits and students' academic achievement.

Singh and Mahipal (2015) studied the academic achievement of secondary school students in relation to their study habits. The study found a significant relationship between academic achievement and study habits with regard to gender and type of school.

Khan (2016) analysed factors affecting the study habits and highlighted that student (regardless of gender) with high socio-economic status had better study habits as compared to students with low socio-economic status. While the study habit among students differs significantly with respect to gender, no significant relationship existed between socio-economic status and study habits.

Rabia et al. (2017) explored the link between study habits and academic performance of students, where it was found that study habits had a significant impact on students' academic achievement.



Singh (2019) in his attempt to examine the study habits of secondary school students concluded that students of non-working mothers had better study habits than students of working mothers. While the urban students possessed better study habits than rural students, gender analysis showed that female students also had better study habits as compared to male students.

Tus et al. (2020) also found from their study that the level of study habits among the students was average while highlighting that study habits had no significant relationship with their academic performance.

Unwalla (2020) made a gender-wise comparison where a better study habit was found among girls as compared to boys.

Mehnaaz and Siddiqui (2021) made a comparative analysis where significant difference was not found between classes VIII and IX and between private and government school concerning their study habits. However, a significant difference was found in the study habit between boys and girls.

METHODOLOGY

The study employed a descriptive survey approach, aiming primarily to examine the study habits and academic performance of high school students.

Population

The population of the study included all students of high school in Mizoram affiliated under Mizoram Board of School Education (MBSE).

Sample

For the present study, schools were taken as the unit for sample selection. Stratified random technique was employed where type of school management and locale were considered as the main strata. Accordingly, 600 students were included as a sample from a random selection of 48 schools in Mizoram. There were 298 male and 302 female students.

Tool used for data collection

The 'Study Habits Inventory' developed by M.N. Palsane and Anuradha Sharma was used to collect the data, and the percentage of marks obtained by the students in their previous class was considered as their academic achievement.

ANALYSIS AND INTERPRETATION

The data collected were analysed using appropriate statistical technique and interpreted in accordance with the objectives, which are presented as under:

Objective 1: To compare the difference among male and female students with regard to their study habits

With regard to objective 1, To compare the study habits of high school students in Mizoram based on gender, the participants were grouped into male and female categories. To test the null hypothesis which states that 'there is no significant difference between male and female students with regard to their study habits', the t value was calculated using t test and a comparison was made between male and female students. The following table 1 shows the analysis of data using t test

Table 1
Comparison between Male and Female students

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Male	298	52.734	8.981	.441	598	1.964	2.202	.05
Female	302	54.235	7.660					

The above table shows that the calculated t value, with the degrees of freedom= 598 was found to be 2.202. While the critical value was 1.964, it shows that the difference in the study habits between male and female was significant at 0.05 level. Therefore, the null hypothesis was rejected. It also implies that female students had better study habits than male students.

Objective 2: To compare the difference among government and private school students with regard to their study habits.

The null hypothesis states that 'there is no significant difference between government and private school students with regard to their study habits'. Therefore, in order to test the null hypothesis t test was used to find out if there is a significant difference between government and private school students with regard to their study habits. The result of the analysis is presented in the following table 2.



Table 2
Comparison between Government and private school students

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Government	266	52.391	8.154					
Private	334	54.365	8.446	.462	598	2.584	2.888	.01

The above table 2 shows the comparison of study habits between the government and private high school students of Mizoram. The calculated t value was found to be 2.888 whereas the critical value stands at 2.584, with the degrees of freedom, 598. Since the calculated t value was greater than the critical value at 0.01 level of significance, we can conclude that there is a significant difference in the study habits between the government and private school students. The null hypothesis is thus rejected and shows that the private school students had more favourable study habits than the government school students.

Objective 3: To compare the difference among rural and urban school students with regard to their study habits.

For comparing the study habits of high school students between rural and urban school students, the null hypothesis was framed stating that 'there is no significant difference between rural and urban school students with regard to their study habits'. The following table 3 reflect the comparison between rural and urban students with regard to their study habits.

Table 3
Comparison between rural and urban school students

Group	Number	Mean	SD	SEM	df	Criterion value	t-value	Sig. Level
Urban	313	53.744	8.477					
Rural	287	53.213	8.256	.487	598	1.964	.777	NS

NS means not significant at .05 level

The above table 3, shows the comparison of study habits between rural and urban school students. the calculated t value was .777 whereas the critical value stands at 1.964, with the degrees of freedom= 598. Thus, the calculated t value was below the critical value and the null hypothesis got rejected. Therefore, it can be concluded that there was no significant difference in the study habits between the rural and urban school students.

Objective 4: To study the relationship between study habits and academic achievement among high school students in Mizoram.

Hypothesis No 4 states: 'there is no significant relationship between study habits and academic achievement among high school students'. In order to test the null hypothesis, the coefficient of correlation was determined using Pearson's Product Moment method which is presented as under

Table 4
Correlation between Study Habits and Academic Achievement of High School Students in Mizoram

		Study Habits	Academic Achievement
Study Habits	Pearson Correlation	1	.436**
	Sig. (2-tailed)		.000
	N	600	600
Academic Achievement	Pearson Correlation	.436**	1
	Sig. (2-tailed)	.000	
	N	600	600

** . Correlation is significant at the 0.01 level (2-tailed)

From the above table 4, it was found that the correlation between study habits and academic achievement of high school students in Mizoram was positive and significant at 0.01 level ($r=.436$, $p<0.01$). Therefore, the null hypothesis which states that 'there is no significant relationship between study habits and academic achievement among high school students' was rejected. The value also indicated that there is a low positive correlation between the study habits and academic achievement of high school students in Mizoram. It also implies that with an increase in the level of study habits, the academic achievement of students also tends to increase.

Major Findings

1. Female students had better study habits than the male students.



2. Private school students possessed better study habits than the government school students.
3. There was no significant difference in the study habits between rural and urban school students.
4. A positive and significant correlation was found between study habits and academic achievement among high school students of Mizoram.

CONCLUSION

The study on students' study habits across gender, type of school management, and locality offers valuable insights into their influence on academic achievement. Female students demonstrated better study habits compared to their male counterparts, highlighting the need for targeted strategies to support male students in developing effective study practices. When comparing school management types, students from private schools exhibited superior study habits relative to those from government schools. Interestingly, no significant difference was found between rural and urban students in their study habits, indicating that geographical locality might not be a decisive factor in shaping how students approach their studies. Finally, the positive correlation was found between study habits and academic achievement.

This research highlights critical factors influencing study habits, offering insights into how gender, school management, and locality impact students' academic performance. It underscores the importance of addressing disparities in study habits, such as those between male and female students or government and private school learners, to create targeted interventions. Furthermore, the study reinforces the strong link between effective study habits and academic achievement, providing a foundation for students, parents, educators and policymakers to develop strategies that enhance learning outcomes.

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Gender-Wise Analysis of Parental Involvement on Selected Dimensions: A Study of High School Students in Aizawl, Mizoram

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Abstract- This study investigates parental involvement across three key dimensions: engagement at home, participation in school-related activities, and involvement through parent-teacher associations. The research sample included 110 parents (55 mothers and 55 fathers) of high school students in Aizawl city. Data collection was conducted using the Parental Involvement Scale (PIS), developed by Rita Chopra and Surabala Sahoo. The findings revealed a statistically significant gender difference in both school-related participation and parent-teacher association involvement, with mothers showing greater engagement than fathers. Conversely, no significant gender disparity was observed in home-based parental involvement.

Key Words: Parental involvement, High school students, Gender

INTRODUCTION

In the field of education, there is a widespread consensus among researchers, educators, and policymakers regarding the essential role parents play in influencing students' academic success (Tapor et al, 2010). Parental involvement refers to the active participation of parents in their children's educational development, which includes direct participation i.e. engagement within the school setting and indirect support i.e. providing congenial home environment (Goh & Gardiner, 2004). Parental involvement, therefore play a crucial role in influencing the academic achievement of children (Tapor et al, 2010).

The home environment serves as the foundation upon which a student's academic success is built. By fostering a supportive and nurturing atmosphere, families can significantly enhance their child's educational outcomes (Kellaghan et al., 1993) and set them on the path to future success. Hence, the environment provided to children by the family has major impact on their growth and development as a whole (Kansara & Makwana, 2020), while the efforts and academic involvement of parents in their children's education positively affects their achievement (Sreekanth, 2010; Rana & Halder, 2015; Vijayalakshmi & Muniappan, 2016). Thus, the active participation of parents in their children's education has traditionally been seen as essential for promoting the best possible development during childhood and ensuring academic success (Mugumya et al., 2022).

Educational research consistently highlights the significant impact of parental involvement on children's academic achievement (Acharya & Joshi, 2011; Vijayalakshmi & Muaniappan, 2016). Regardless of gender, a collaborative partnership of the parents toward their children's education affects their overall attitude and achievement. Creating robust collaborations among families, educators, and educational institutions paves the way for an environment that nurtures every student's achievement and overall welfare.

Rationale

Examining gender differences in parental involvement provides crucial insights into the dynamics of family-school relationships. This understanding is essential for developing effective educational policies and practices that promote student success. By identifying how mothers and fathers may differ in their approaches to involvement, educators can come up with strategies to engage both parents more effectively. It sheds light on how traditional gender norms may influence parental behaviours in educational contexts, potentially perpetuating or challenging existing stereotypes. This knowledge is vital for addressing gender inequalities and promoting more balanced parental involvement. Moreover, this examination can highlight potential gaps in school communication and engagement strategies and contribute to broader discussions on gender equity in education and society. This information can guide schools in developing more inclusive approaches that effectively reach and involve both mothers and fathers. Thus, studying gender differences in parental

involvement in children's education is crucial for enhancing educational practices, promoting gender equity, and supporting optimal child development outcomes.

Research Questions

1. What is the level of parental involvement among high school students in Aizawl?
2. What is the parental school involvement among high school students in Aizawl with regard to gender?
3. What is the parental home involvement among high school students in Aizawl with regard to gender?
4. What is the parental involvement through parent-teacher association among high school students in Aizawl with regard to gender?

Objectives of the Study

1. To determine the level of parental involvement among high school students in Aizawl.
2. To compare the parental school involvement among high school students in Aizawl with regard to gender.
3. To compare the parental home involvement among high school students in Aizawl with regard to gender.
4. To compare the parental involvement through parent-teacher association among high school students in Aizawl with regard to gender

Hypothesis

1. There is no significant difference in the parental school involvement among high school students in Aizawl with regard to gender.
2. There is no significant difference in the parental home involvement among high school students in Aizawl with regard to gender.
3. There is no significant difference in the parental involvement through parent-teacher association among high school students in Aizawl with regard to gender.

Statement of the Problem

The problem is stated as “Gender-Wise Analysis of Parental Involvement on Selected Dimensions: A Study of High School Students in Aizawl, Mizoram”.

LITERATURE REVIEW

Kellaghan et al. (1993) investigated home environment and school learning as indicating parental involvement in children's education. Based on the findings, it was concluded that there exists a positive significant effect of home environments on school learning. In addition, home environment had a major influence on school performance and achievement.

Finn (1998) studied the influence of parental engagement in students' achievement. Study revealed that parents' home-based involvement had a stronger impact than school-based involvement.

Sreekanth (2010) analysed level of involvement in their children's education. The findings of the study showed that higher level of involvement of parents reasonably better the success of the child in education. Moreover, parent's high involvement was likely to influence the home environment as well as the outlook of children's education in school.

Chowa et al. (2013) conducted a study in Ghana to examine the effects of parental involvement on academic performance. The study revealed that while parental involvement at home positively impacted academic performance, parental participation in school-based activities was associated with lower academic outcomes.

Vijayalakshmi & Muniappan (2016) analysed the influence of parental involvement among high school students and found that the level of parental involvement was average in the majority of the students. In addition, parental involvement positively influenced the achievement of secondary school students.

Prema (2016) has undertaken a study on “Parental Involvement in Relation with Academic Achievement of Progeny”. Results indicated that majority of the parents involved at a moderate level with

regard to their children's education. The research also demonstrated a significant correlation between parental engagement and their children's educational success.

Jaiswal and Choudhuri (2017) conducted a review study regarding the influence of parental engagement towards academic performance of students. Research findings indicate a generally positive link between parental home and school involvement and academic performance, though some inconsistencies were observed in these relationships.

Ranjan & Malik (2020) studied the impact of parental involvement in slum area with regard to children's education in Odisha. The findings suggested that active involvement of parents in their children's education results in greater achievement of students than the passive ones. Moreover, the more intensive involvement of parents, the more beneficial are the achievement effects.

METHODOLOGY

Method

The research employs a descriptive survey method to explore gender-based influences on parental involvement in children's education.

Population

The population of the study includes all the parents of high school-going children in Aizawl who are enrolled under Mizoram Board of School Education (MBSE).

Sample

The present study focuses on the study of parental involvement within Aizawl. Therefore, the sample is drawn randomly from the parents of high school-going children in Aizawl. It comprises of 110 parents, out of which 55 parents were male and 55 parents were female.

Tool used for data collection

For this purpose, 'Parent Involvement Scale' developed by Rita Chopra and Surabala Sahoo was used for data collection.

Collection of data

After identifying the high school-going children, the students were approached and the nature and purpose of the study was instructed to them on their parent's behalf. The students were also made to choose between google form and a hard copy, which would be more convenient for their parents to respond. The scale was thus administered through blended mode and overall, there were 110 responses.

DATA ANALYSIS

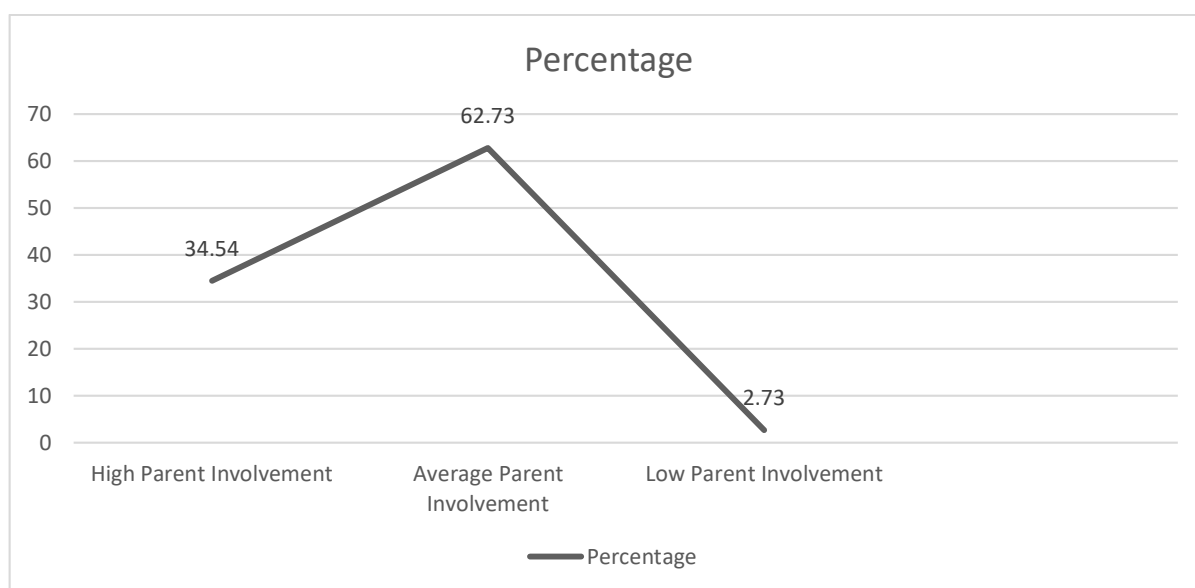
Data were analysed using descriptive statistics like mean, median, modes, and standard deviation as well as inferential statistic like t test were used.

Level of parent's involvement

Data collected from surveys conducted with high school parents using the 'Parent Involvement Scale' were systematically compiled and analyzed. Parental engagement levels were classified into three categories—High, Average, and Low—based on the scoring criteria defined by the scale. Respondents whose scores exceeded the 66th percentile were categorized as exhibiting High Parental Involvement, those scoring between the 33rd and 66th percentiles were classified under Average Parental Involvement, and individuals with scores below the 33rd percentile were identified as having Low Parental Involvement. Specifically, participants with scores of 81 and above fell into the high involvement group, those scoring between 49 and 80 were placed in the average group, and scores of 48 or lower indicated low involvement. The following table presented reflects involvement level of parents towards their children's education.

Table 1**Level of Parent's Overall Involvement**

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	81 and above	38	34.54
Average Parent Involvement	49 - 80	69	62.73
Low Parent Involvement	48 and below	3	2.73
Total		110	100

**Fig. 1**

As shown in Table 1 and Fig.1, out of the 110 parents, 38 parents (34.54%) had high parent involvement, while 69 parents (62.73%) and 3 parents (2.73%) were categorised as having an average parent involvement and low parent involvement, respectively. The overall finding shows that the majority of the parents had average parental involvement.

Comparison of parental school involvement with regard to gender

Hypothesis No.1 states: "There is no significant difference in the parental school involvement with reference to gender." Table 2 presents a comparison of parental school involvement with reference to gender.

Table 2**Parental School Involvement with regard to gender**

Gender	Number	Mean	SD	t-value	Sig level
Male	55	24.472	4.004	2.905	*
Female	55	26.290	2.346		

**means significant at 0.01 level*

In Table 2, it is highlighted that the mean score of mothers and fathers with regard to school involvement are 24.472 and 26.290 respectively. Similarly, the standard deviation showed 4.004 for the mothers while 2.346 for the fathers. Therefore, the calculated t value, with the degrees of freedom i.e., 108, is 2.905. This indicated that the difference was significant at 0.01 level of confidence. It also revealed that mothers had more involvement in school-related education as compared to fathers.

Comparison of parental home involvement with regard to gender

With regard to Parental home involvement, hypothesis No.2 states “There is no significant difference in the parental home involvement with reference to gender.” The following table presents a comparison of parental home involvement with reference to gender.

Table 3

Parental Home Involvement with regard to gender

Gender	Number	Mean	SD	t-value	Sig level
Male	55	32.490	6.179	1.838	NS
Female	55	34.381	4.474		

NS means not significant at 0.05 level

As shown in table 3, the required ‘t’ value for declaring the difference as significant is 1.984 at 0.05 level of confidence. From the above finding, the null hypothesis is accepted since the calculated t value was lesser the criterion value. Therefore, we can conclude that gender influence was not significant with regard to parental home involvement.

Comparison of parental involvement through Parent-Teacher Association with regard to gender

Hypothesis No. 3 states: “There is no significant difference in the parental involvement through Parent-Teacher Association with reference to gender.” Table 4 highlighted a comparison of parental involvement with reference to gender.

Table 4

Parental Involvement through Parent-Teacher Association with regard to gender

Gender	Number	Mean	SD	t-value	Sig level
Male	55	16.745	3.806	2.694	*
Female	55	18.927	4.646		

** means significant at 0.01 level*

Table 4 highlights a significant gender disparity in parental involvement through the Parent-Teacher Association. With a calculated ‘t’ value of 2.694, which surpasses the critical value, we observe a marked difference between mothers' and fathers' participation levels. This finding leads us to reject the third null hypothesis, which had proposed no significant gender-based variation in parental engagement with regard to the Parent-Teacher Association. A comparison of mean scores also reveals that mothers demonstrate a higher degree of involvement in these activities than fathers.

DISCUSSION AND CONCLUSION

The study revealed notable variations in parental involvement patterns based on gender. Significant differences were observed in two key areas: school involvement and participation through Parent-Teacher Associations (PTAs), while no significant difference was found with regard to home-based parental involvement.

The study indicates that the majority of parents demonstrated average levels of involvement in their children's education. The prevalence of average parental involvement suggests that while most parents are engaging with their children's education to some extent, there may be room for improvement in terms of depth and quality of involvement. This aligns with previous research by Vijayalakshmi & Muniappan (2016) and Prema (2016).

Research shows that mothers are generally more engaged in their children's school related activities and participate more in the Parent-Teacher Association. This trend might be influenced by traditional gender roles that have historically assigned the responsibilities of childcare and education to women. While societal norms and peer pressures reinforce the expectation of maternal involvement, school communication methods may unintentionally focus on mothers as the primary contacts. However, this pattern can vary among different families and cultures, emphasizing the need for more inclusive approaches to engaging parents in education.

These findings emphasize the intricate dynamics of parental involvement, particularly how gender affects different facets of engagement in education. Although there are gender differences in school-related activities and PTA membership, support provided at home tends to be more evenly shared between mothers and fathers. This research has significant implications for educational policies and practices that aim to foster parental participation. It suggests that specific strategies may be required to promote more balanced gender participation in school-based events and PTA roles, whereas initiatives focused on home-based involvement could be applied more broadly and inclusively.

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NATIONAL SEMINAR ON CONTEMPORARY ISSUES IN EDUCATION SERIES V

This is to certify that

Mr. Vandaldirpuia
Research Scholar, Mizoram University

presented a paper on the topic

Gender as an Indicator of Parental Involvement
among High School Students in Aizawl.

on 8th November, 2024, held at

Institute of Advanced Studies in Education, Aizawl, Mizoram.

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This is to certify that **VANLALDINPUIA**, Research Scholar, Mizoram University presented a paper titled '*Analysing the Study Habits of High School Students in Aizawl City*' in the *One Day International Seminar on Issues and Trends in Education* organized by Kawnpui College on 19th March, 2024.

Lalnunhlima
Co-Convener

Dr. Reuben Lalchuangkima
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Kawnpui College

Lalchhanhima
Secretary

PARTICULARS OF THE CANDIDATE

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DEGREE : Ph.D.

DEPARTMENT : Education

TITLE OF THESIS : Parental Involvement, Study Habits and
Academic Achievement among High
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Meghalaya: A Comparative Study

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EXTENSION (IF ANY) : NIL

Head

Department of Education

ABSTRACT

PARENTAL INVOLVEMENT, STUDY HABITS AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS OF MIZORAM AND MEGHALAYA: A COMPARATIVE STUDY

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

VANLALDINPUIA

MZU REGISTRATION NO.: 1505363

Ph.D. REGISTRATION NO.: MZU/Ph.D./1757 of 28.08.2021



DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

NOVEMBER, 2025

**PARENTAL INVOLVEMENT, STUDY HABITS AND ACADEMIC
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MEGHALAYA: A COMPARATIVE STUDY**

BY

VANLALDINPUIA

Department of Education

Supervisor

Dr. LALMUANZUALI

Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl.**

Introduction:

Education is fundamental to human development, equipping individuals with the intellectual and social competencies necessary to navigate an increasingly interconnected world. Secondary education serves as a transitional phase between foundational learning and the acquisition of specialised knowledge essential for higher education and professional advancement (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2015). This stage cultivates critical thinking, adaptability, and self-awareness, influencing students' aspirations for lifelong learning (Epstein, 2018).

Academic achievement at the secondary level is influenced by a complex interplay of individual and external factors. Cognitive ability, motivation, and emotional resilience contribute to the student's learning capacity while parental involvement and study habits are the supporting structure (Fan & Chen, 2001). The interplay among these factors determines the extent to which students can succeed in their learning environment. Parental involvement puts learning resources at students' disposal and gets them motivated whereas proper study habits allow the students to carry out their study work efficiently. An understanding of the relationship among these factors is essential to promote the success of education.

Parental involvement comprises emotional, academic, and financial support, each playing an important role in shaping educational outcomes (Hill & Tyson, 2009). Emotional support increases motivation and self-confidence, whereas involvement in academics, like keeping track of progress and helping with homework, holds children accountable. Paying for tutoring and extracurricular activities and buying digital tools can prepare students for academic challenges (Singh & Kumari, 2021). In community societies such as Mizoram and Meghalaya, parental involvement goes beyond the confines of a household; it is interlaced with the larger domain of social responsibility and collective involvement in education (Rao & Kaul, 2008).

Study habits refer to the structured routines and cognitive strategies that students put in place to work through academic demands. Such habits include goal setting, time management, and engagement with the study material. Good study habits result in good grades and promote self-discipline, while their absence gives rise to inconsistency in grades and more stress on students. A structured approach to study routine should be encouraged for academic sustenance, given the increasing demands of secondary education.

Academic achievement, identified by grades, examination scores, and level of classroom engagement, represents intellectual development, resilience, and positive utilization of learning resources (Harackiewicz et al., 2012). In this long-term journey of academic life, parental involvement and building proper habits of study remain testaments. In Mizoram and Meghalaya, where educational commitment is greatly affected by kinship and communal linkages, these interactions become very critical factors affecting student performance (Rao & Kaul, 2008).

Understanding the interrelationship among parental involvement, study habits, and academic achievements is of special significance in the socio-cultural contexts of Mizoram and Meghalaya. By analyzing these relationships, the research aims to generate insights for parents, educators, and policymakers, who will then develop strategies to improve the learning environment. An understanding of these processes in finer detail would stimulate the formation of just educational policies that would ultimately aid the students in realizing the maximum potential before them.

Parental Involvement:

Parental involvement is a complex and multidimensional construct which denotes active participation in a child's academic, emotional, and social development. Its crux lies not just on financial support, but also on providing emotional support, rendering academic guidance, and framing a home ambience that fosters learning. Scholars have highlighted its immense role in fortifying student motivation, sustaining student engagement, and culminating in student performance

(Epstein, 2018; Fan & Chen, 2001). It becomes even more pronounced during adolescence, when the academic pressure increases along with personality development. At this stage, sustained parental support creates confidence and stability for students as they begin to gain the skills required to immediately overcome educational and social transitions.

Study Habits:

Study habits are structured practices that support effective learning and academic success. These include cognitive and behavioural strategies such as time management, organised note-taking, task prioritisation, and active engagement with academic content (Singh & Kumari, 2021). Establishing disciplined study routines enables students to systematically acquire, retain, and apply knowledge across disciplines, supporting both immediate academic achievement and long-term intellectual development.

According to educational psychology research, structured study habits may play an important role in academic achievement, especially with regard to learning that is self-regulated (Zimmerman, 2002). Structured learning schedules nurture and maintain cognitive processing abilities by encouraging analytical thinking and complex problem-solving skills (Mayer, 2020). Further on, the digitalization of education that has been gradually taking place has also changed the study habits, as it allows for personalized teaching methods catering to different cognitive styles. Hence, knowing what the key dimensions of study habits are, what factors influence them, what challenges they face, and what strategies can be implemented for improvement would serve the cause of building proper learning environments, thus leading to better educational outcomes.

Academic Achievement:

Academic achievement encompasses the development of cognitive abilities, knowledge acquisition, and the demonstration of skills across educational settings. While standardised measures such as grades and test scores remain primary indicators, academic success also includes creativity, critical thinking, problem-

solving, and perseverance (Harackiewicz et al., 2012). Research highlights a strong correlation between high academic performance and long-term intellectual adaptability, professional success, and meaningful societal contributions (Miller & Lloyd, 2017).

Assessing academic achievement requires examining its key dimensions, factors influencing student performance, and broader societal implications. Understanding these elements enables educators and policymakers to develop evidence-based strategies that promote intellectual growth, foster inclusivity, and support lifelong learning (UNESCO, 2015).

Rationale of the Study:

Mizoram and Meghalaya, two northeastern states in India, provide a unique backdrop for the interplay of parental involvement, study habits, and academic achievement shaping educational outcomes. While both states share historical, cultural, and geographical similarities, their divergent social structures, economic conditions, and educational infrastructures create unique challenges and opportunities within their respective schooling systems. The formalisation of education in these states can be seen through the missionary initiative during the colonial period which aimed to set up organised schooling imparting education in local languages and with local cultural values as an emphasis (Lyngdoh, 2019).

The role of parental involvement in education varies greatly between the states of Mizoram and Meghalaya, being influenced by cultural norms, economic situations, and institutional setups. Mizoram, with its patriarchal social configuration, has developed a community-based pattern of education; organisations such as YMA (Young Mizo Association) and church committees form the backbone of academic support (Government of Mizoram, 2021). These institutional and communal networks promote sustained parental engagement, contributing to one of the highest literacy rates in India.

Meghalaya, which follows a matrilineal system, presents a contrasting model, where mothers often assume primary responsibility for educational decision-making,

particularly in urban and semi-urban regions where gender equity in education is well established (Choudhury, 2020). However, in the wake of economic disparities and traditional ways of life, parental participation is limited in some cases, especially in villages where the educational infrastructure is inconsistent (MBOSE, 2022).

Whereas strong institutional and community participation in education is present in Mizoram, higher parental involvement in urban centers than in rural areas in Meghalaya serves as a regional variation. These constitute differences which make it necessary to inquire into how socio-economic factors affect parental roles in education, which in turn shape the learning experiences and academic trajectories of students.

Study habits, a critical determinant of academic success, exhibit regional disparities across Mizoram and Meghalaya. Urban centres in Mizoram benefit from structured learning environments, including digital resources, well-equipped libraries, and disciplined academic routines, all of which promote consistent study practices (Government of Mizoram, 2021). Shillong, Meghalaya's primary urban hub, offers similar facilities, yet ensuring uniform study practices across the state remains a challenge (Lyngdoh, 2019).

In both states, traditional cultural practices and communal duties might sometimes clash with scheduled study routines, whereas students need to maintain their study habits (Singh & Deka, 2020). The discrepancy in access to school materials, digital integration, and learning frameworks increases the need to investigate how study environments affect students' study behaviour, especially across socio-economic and geographical disparities

Academic achievement typically assessed through examination results, grades, and overall student performance, reflects the interplay of educational policies, parental engagement, and study habits. Mizoram's policy framework, along with emphasis on teacher training and resource allocation strategies, has facilitated consistently high levels of student performance (Government of Mizoram, 2021). Meghalaya has strong academic performance in urban areas, but rural disparities

persist; infrastructural constraints and inconsistent access to learning facilities continues to be a challenge (MBOSE, 2022).

Despite such differences, the two states share great cultural emphasis on education, with religious and community institutions fostering student engagement and learning opportunities. The economic landscape thus also shapes educational access and quality in the two states. With a more stable economy, Mizoram allows its families to engage in private tuition and other supplementary learning resources, thus giving that additional leverage to their children in academics (Choudhury, 2020). Meghalaya, being relatively more diversified in economic structure, may afford private coaching to families in urban areas in contrast to their rural counterparts, who mostly depend on government support to bridge educational gaps.

At times, cultural events, festivals, and community obligations clash with academic schedules, necessitating an exploration of how students balance traditional expectations with their studies. An analysis of the relationship between these factors and academic achievement needs to be undertaken in order to develop viable strategies to address the challenges faced by students in these two states.

This comparative study seeks to explore the interrelationship between parental involvement, study habits, and academic achievement within the socio-cultural and economic contexts of Mizoram and Meghalaya. By analysing how patriarchal structure and matrilineal tradition of Mizoram and Meghalaya respectively influence educational engagement and students' performance, this research aims to provide insights into the impact of societal norms on learning outcomes.

Understanding the facilitators and barriers to academic success is crucial for promoting equitable educational opportunities. This study aims to identify urban-rural disparities in education and propose targeted interventions to enhance student learning experiences. Additionally, the research will develop evidence-based policy recommendations for resource allocation, infrastructure development, and pedagogical improvements. Strengthening parental engagement strategies aligned

with the cultural frameworks of both states is also a key objective, as family involvement remains a significant determinant of students' academic success.

This research aligns with India's National Education Policy (NEP) 2020, which advocates for inclusive, equitable, and culturally relevant education (Government of India, 2020). By integrating regional insights into educational policies and practices, this study seeks to support sustainable academic development and promote learning environments that empower students across diverse educational landscapes.

Research Questions:

This study seeks to explore the interconnections between parental involvement, study habits, and academic achievement among high school students in Mizoram and Meghalaya. To achieve this, the research is guided by the following questions:

1. What is the nature of parental involvement among high school students in Mizoram and Meghalaya?
2. To what extent does parental involvement differ among high school students in Mizoram and Meghalaya based on gender, educational qualification, type of school management, locale and working status?
3. How do study habits vary among high school students in Mizoram and Meghalaya?
4. How do study habits differ among high school students in Mizoram and Meghalaya concerning gender, type of school management and locale?
5. What are the patterns of academic achievement among high school students in Mizoram and Meghalaya?
6. Does academic achievement vary among high school students in Mizoram and Meghalaya with respect to gender, type of school management and locale?

7. What is the relationship between parental involvement, study habits, and academic achievement among high school students in Mizoram and Meghalaya?
8. Do parental involvement and study habits have a significant impact on the academic achievement among high school students of Mizoram and Meghalaya?

Statement of the Problem:

The problem has been stated as “*Parental Involvement, Study Habits and Academic Achievement among High School Students of Mizoram and Meghalaya: A Comparative Study*”

Objectives of the Study:

The objectives of the study include:

1. To construct and standardize the parental involvement scale.
2. To find out the parental involvement among high school students of Mizoram and Meghalaya.
3. To compare the parental involvement among high school students of Mizoram and Meghalaya with reference to gender, educational qualification, type of school management, locale and working status.
4. To find out the study habits among high school students of Mizoram and Meghalaya.
5. To compare the study habits among high school students of Mizoram and Meghalaya with reference to gender, type of management and locale.
6. To find out the academic achievement among high school students of Mizoram and Meghalaya.
7. To compare the academic achievement among high school students of Mizoram and Meghalaya with reference to gender, type of management and locale.

8. To find out the relationship between parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.
9. To find out the effect of parental involvement and study habits on the academic achievement among high school students of Mizoram and Meghalaya.

Hypotheses of the Study:

1. There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya.
2. There is no significant difference in the parental involvement among high school students of Mizoram and Meghalaya with reference to gender, educational qualification and working status.
3. There is no significant difference in the study habits among high school students of Mizoram and Meghalaya.
4. There is no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to gender, locale, and type of management.
5. There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya.
6. There is no significant difference in the academic achievement among high school students of Mizoram and Meghalaya with reference to gender, locale, and type of management.
7. There is no significant relationship between parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.
8. Parental involvement and study habits have no significant effect on the academic achievement among high school students of Mizoram and Meghalaya.

Operational Definitions of Key Terms:

Parental Involvement: Parental involvement encompasses the various ways in which parents contribute to their children's education, either through direct participation in school activities or through supportive interactions that foster academic and personal development. This comprises assistance rendered by parents at home, participation in school activities and involvement through parent-teacher association. In this study, parental involvement shall be measured using the Parent Involvement Scale, developed by the investigator to ascertain the extent and form of parental involvements in their child's educational experiences.

Study Habits: Study habits refer to the behaviours, strategies, and routines that students adopt to manage their academic responsibilities effectively. These include budgeting time, physical conditions for study, reading ability, note taking, factors in learning motivation, memory, taking examinations and health. For this study, study habits among high school students will be examined using the Study Habits Inventory, developed by M. N. Palsane and Anuradha Sharma, which provides a structured framework for assessing students' study patterns and learning practices.

Academic Achievement: Academic achievement represents a student's level of proficiency in academic work, typically assessed through teacher evaluations, standardised examinations, or both. It reflects the degree to which a student has attained learning objectives and demonstrated mastery in specific subject areas. In this study, academic achievement among high school students in Mizoram and Meghalaya will be represented by the previous examination scores.

High School Students: For the purpose of this study, high school students are defined as those enrolled in Classes IX and X in institutions affiliated with the Mizoram Board of School Education (MBSE) and the Meghalaya Board of School Education (MBOSE). These students constitute the target population for examining the relationship between parental involvement, study habits, and academic achievement in the secondary education systems of both states.

Working Status: This implies an individual's current engagement in employment or work-related activities. In the present study, working status refers specifically to parents of high school students who are engaged in stable, formal employment characterized by a regular work schedule and receipt of a consistent monthly salary.

Delimitations of the Study:

The present study is confined only to those high schools and students enrolled in Class X, affiliated to Mizoram Board of School Education (MBSE) and Meghalaya Board of School Education (MBOSE).

Review of Related Literature:

A total of 139 related literatures had been reviewed in the study. Out of these, 73 studies were conducted in India and 66 studies were from abroad. The period of the reviewed studies ranges from 1991 to 2025.

Methodology:

The present study is descriptive in nature; therefore, descriptive survey method was employed since the study focused on determining the parental involvement, study habits and academic achievement among high school students of Mizoram and Meghalaya.

Population:

In the present study, the population comprised of all the high school students enrolled in Class X, in schools affiliated to Mizoram Board of School Education (MBSE) and Meghalaya Board of School Education (MBOSE). Based on UDISE 2022-23 record, there were 718 high schools in Mizoram, In the year 2022-23, the enrolment was 18346. Likewise, as per the records obtained from the Directorate of School Education and Literacy (DSEL), there were 783 high schools in Meghalaya. The enrolment during the academic session 2022-23 was 51280.

Sample:

As the study entails a comparison between the two states, the sample was selected systematically. The investigator adopted multi-stage sampling technique

while using proportionate and stratified random sampling technique for sample selection. Likewise, Aizawl and Lunglei District in Mizoram and East Khasi Hills and West Garo Hills in Meghalaya were randomly selected. Secondly, 15% of the total schools were selected from both the States i.e. 44 high schools in Mizoram and 68 high schools in Meghalaya. Applying a proportionate technique with regard to the number of school selection, the investigator randomly selected 28 schools in Aizawl and 16 schools in Lunglei, Mizoram; and 36 Schools in East Khasi Hills and 32 schools in West Garo Hills, Meghalaya. Again, stratified method was adopted on the basis of locale and type of school management. From each school, 10 students were selected randomly.

The selected sample comprised 1,120 high school students, including 559 males and 561 females. Of these, 216 males and 224 females were from Mizoram, while 343 males and 337 females were from Meghalaya.

The following table 1 presents the sample distribution in Mizoram and Meghalaya

Table 1

Sample Distribution

Sl No.	States		Strata	No. of Schools	No. of Students	Total
1	Mizoram	Urban	Government	11	110	440
			Private	11	110	
		Rural	Government	11	110	
			Private	11	110	
2	Meghalaya	Urban	Government	17	170	680
			Private	17	170	
		Rural	Government	17	170	
			Private	17	170	
TOTAL				112	1120	

Tools Used for Data Collection:

For the present study, the following tools were used for data collection:

1. Parental Involvement Scale (PIS) developed by the researcher
2. Study Habits Inventory (SHI) developed by M. N. Palsane and Anuradha Sharma
3. Academic achievement of the students obtained from their previous examination i.e. Class IX

Data Collection:

The investigator systematically administered the tests to all the 1120 high school students in Mizoram (440) and Meghalaya (680) during the academic session 2023-24. After getting due permission from the school authorities, the test was administered to the high school students. The students were asked to answer the Parental Involvement Scale and Study Habits Inventory one after the other and were assured that their responses will be kept strictly confidential, and shall be used only for research purpose.

Data Analysis:

For the present study, appropriate statistical techniques including descriptive and inferential statistics like mean, standard deviation, percentage, stanine score, t test, Pearson product-moment correlation and multiple regression were employed.

Major Findings of the Study:

1. CONSTRUCTION AND STANDARDIZATION OF PARENTAL INVOLVEMENT SCALE

The investigator designed and standardized a Parental Involvement Scale for high school students, and the procedures used for its development and standardization are detailed below:

Collection and editing of statements

The scale was structured around three key dimensions: home involvement, school involvement, and participation in Parent-Teacher Association (PTA) activities. The initial draft was developed by generating a broad set of statements reflecting different facets of parental engagement. To enhance its clarity and relevance, a panel of 15 experts reviewed the draft, assessing each item for its significance and comprehensibility. Based on their feedback, redundant or ambiguous statements were removed, necessary revisions were made, and additional insights were incorporated. This refinement process resulted in a final version consisting of 45 well-structured statements. The scale adopted a three-point rating format: 'Always', 'Sometimes', and 'Never'.

Try out

The Parental Involvement Scale, comprising 45 well-structured items, was administered to a sample of 100 high school students in Mizoram.

Item Discrimination

After the scale was administered to 100 students, the responses were arranged in ascending order, and the upper and lower 27% of the sample were selected for item analysis. A t-test was then performed to assess the discriminative value of all 45 items. Statements with a t-value greater than 2.58, which indicate statistical significance at the 0.01 confidence level, were retained. Following this process, the final version of the Parental Involvement Scale consisted of 43 statements.

Establishment of reliability

The investigator applied test-retest method and split-half method for the establishment of reliability of the scale.

For the test-retest, the scale was administered to a sample of 100 high school students. After four weeks, the scale was re-administered to the same sample for the retest phase. The correlation coefficient was found to be 0.851,

indicating strong reliability and reaching statistical significance at the 0.01 level.

For split-half analysis, the items were systematically divided into two sets, with odd-numbered items forming one group and even-numbered items forming the other. After applying Spearman-Brown's formula, the reliability coefficient was found to be 0.865, indicating a high level of reliability.

Establishment of Validity

For the present scale, content validity was established through an evaluation by fifteen experts, who assessed the significance and relevance of each statement.

To establish criterion-related validity, the investigator administered the "Parent Involvement Scale" developed by Dr. Rita Chopra and Dr. Surabal Sahoo (2005), alongside the newly constructed Parental Involvement Scale, to a sample of 100 respondents. The correlation coefficient between the two scales was calculated, yielding a value of 0.647, which was deemed appropriate for assessing parental involvement among high school students.

Scoring

The scoring procedure follows the Likert Method, with three response options for each item: "Always," "Sometimes," and "Never." These responses are assigned weights of 3, 2, and 1, respectively. The total score ranges from a maximum of 126 (42×3) to a minimum of 42 (42×1), reflecting the degree of parental involvement measured by the scale.

Table 2

Scoring Key

Sl. No.	Response	Score
1	Always	3
2	Sometimes	2
3	Never	1

Norms and Interpretation of the Scale

Norms for the present study were established using stanine scores to categorize respondents based on their level of parental involvement. The Parental Involvement Scale was administered to a sample of 1,120 high school students, comprising of 440 from Mizoram and 680 from Meghalaya. The collected scores were analyzed and classified into distinct levels of parental involvement according to their stanine distribution.

Table 3

Norms and Interpretation of the Parental Involvement Scale

Stanine Grade	Range of Score	Interpretation
1	74 and below	Low Involvement
2	75 - 79	
3	80 - 85	
4	86 - 90	Average Involvement
5	91 - 96	
6	97 - 101	
7	102 - 107	High Involvement
8	108 - 112	
9	113 and above	

2. LEVEL OF PARENTAL INVOLVEMENT:

a) *Among high school students of Mizoram and Meghalaya*

Analysis of 1,120 high school students in Mizoram and Meghalaya highlights notable variations in parental involvement. A total of 263 students (23.48%) perceived their parents as highly engaged in their education, while 611 students (54.56%) reported average level of parental involvement, making this the most common category. In contrast, 246 students (21.96%) expressed that their parents' involvement level was low. These findings reflect a broad spectrum of parental

participation, with many students benefiting from active involvement, yet a considerable portion experiencing limited support.

b) Among high school students in Mizoram

Out of 440 high school students in Mizoram, a total of 145 parents (32.96%) exhibited high involvement, indicating strong and consistent participation in their children's education. The largest proportion, 226 parents (51.36%), fell into the average involvement category while 69 parents (15.68%) demonstrated low involvement, suggesting minimal parental support in academic matters. These findings highlight that while many parents actively contribute to their children's education, considerable proportion exhibit lower levels of involvement, raising concerns about factors that may hinder greater parental engagement

c) Among high school students in Meghalaya

Out of 680 high school students in Meghalaya, a total of 118 parents (17.35%) demonstrated high involvement, indicating consistent and active participation in their children's education. A total of 385 parents (56.62%) exhibited average involvement, reflecting moderate participation in academic activities. Notably, 177 parents (26.03%), fell under low involvement, suggesting limited parental engagement. These findings suggest that while some parents maintain strong involvement in their children's education, a significant proportion demonstrate lower levels of engagement, raising concerns about potential barriers to parental participation.

3. COMPARISON OF PARENTAL INVOLVEMENT

a) Among high school students in Mizoram and Meghalaya.

The study revealed that there was a significant difference in the parental involvement among high school students of Mizoram and Meghalaya. The result indicated that parental involvement is significantly higher among students in Mizoram compared to those in Meghalaya.

b) With reference to gender

- i) A significant difference was not found in the parental involvement among high school students of Mizoram and Meghalaya with reference to gender.
- ii) There was no significant difference in the parental involvement among high school students of Mizoram with reference to gender
- iii) The result indicated that parental involvement among high school students does not significantly differ between male and female in Meghalaya.

c) With reference to educational qualification

- i) The difference in parental involvement between graduate and undergraduate parents was not statistically significant.
- ii) Graduate parents of Mizoram had significantly greater involvement in their children's education compared to undergraduate parents.
- iii) A significant difference was not found with regard to parental involvement among high school students in Meghalaya based on parental educational qualification.

d) With reference to Working status

- i) Parental working status did not show a significant difference regarding parents' involvement in their children's education.
- ii) The working parents had significantly greater involvement in their children's education than non-working parents.
- iii) There was no significant difference in the parental involvement among high school students of Meghalaya with reference to working status.

e) With reference to type of school management

- i) A significant difference in the parental involvement was not found among high school students of Mizoram and Meghalaya with reference to type of school management.
- ii) Parental involvement was not influenced by the type of school management in Mizoram.

- iii) Parental involvement in students' education is similar across government and private schools in Meghalaya.

f) *With reference to locale*

- i) Parents of rural school students were significantly more involved compared to parents of urban school students of Mizoram and Meghalaya.
- ii) A significant difference in the parental involvement was not found among high school students of Mizoram with reference to locale.
- iii) Parents of rural school students exhibit greater involvement in their children's education compared to parents of urban school students.

4. LEVEL OF STUDY HABITS

a) *Among high school students in Mizoram and Meghalaya*

Analysis of 1,120 high school students revealed distinct variations in study habits. A total of 242 students (21.61%) demonstrated good study habits, whereas 625 students (55.80%) had average study habits, making this the most prevalent category, 253 students (22.59%) fell into the unsatisfactory study habits category. These results suggest that while a significant proportion of students maintain structured study routines, a considerable number require academic support to enhance their study practices.

b) *Among high school students of Mizoram*

Analysis of 440 high school students in Mizoram shows that 86 students (19.54%) demonstrated good study habits. 243 students (55.23%) exhibited average study habits, whereas 111 (25.23%) were classified as having unsatisfactory study habits. The findings indicate that while a substantial number of students in Mizoram maintain structured study habits, a significant portion requires academic interventions to enhance their study routines.

c) Among high school students of Meghalaya

Of the 680 high school students in Meghalaya, 156 students (22.94%) exhibited good study habits, while 382 students (56.18%) fell into the average study habits category, making this the most dominant category. The remaining 142 students (20.88%) displayed unsatisfactory study habits. These results suggest that although a significant number of students maintain good study habits, a substantial proportion requires structured academic support to improve their learning practices.

5. COMPARISON OF STUDY HABITS:

a) Among high school students of Mizoram and Meghalaya

There was no significant difference in the study habits among high school students of Mizoram and Meghalaya.

b) With reference to gender

- i) Female students of Mizoram and Meghalaya exhibit more effective study habits than male students.
- ii) A significant difference in the study habits was not found among high school students of Mizoram with reference to gender.
- iii) Female students possessed better study habits compared to male students of Meghalaya.

c) With reference to type of school management

- i) Private school students of Mizoram and Meghalaya exhibited better study habits than government school students.
- ii) In Mizoram, private school students possessed better study habits than government school students.
- iii) It was also found in Meghalaya that private school students had better study habits than government school students.

d) With reference to locale

- i) There was no significant difference in the study habits among high school students of Mizoram and Meghalaya with reference to locale.
- ii) In Mizoram, a significant difference in the study habits was not found among high school students with reference to locale.

- iii) Rural students had better study habits than urban students in Meghalaya.

6. LEVEL OF ACADEMIC ACHIEVEMENT:

a) Among high school students of Mizoram and Meghalaya

Among the 1,120 students, 205 (18.31%) attained Distinction, while 461 (41.16%) were placed in the First Division. A total of 317 students (28.3%) achieved Second Division, and 137 (12.23%) were in the Third Division. The highest proportions of students were in the First Division category, indicating that this was the most common level of academic achievement in the sample.

b) Among high school students of Mizoram

Of the 440 high school students of Mizoram, 89 (20.23%) attained Distinction, while 170 (38.64%) were placed in the First Division. A total of 134 students (30.45%) secured Second Division, and 47 (10.68%) were in the Third Division. The highest proportion of students achieved First Division, indicating that this was the most prevalent level of academic performance within the sample.

c) Among high school students of Meghalaya

Among the 680 students included in the study, 116 (17.06%) attained Distinction, while 291 (42.79%) were placed in the First Division. A total of 183 students (26.91%) secured Second Division, and 90 (13.24%) were in the Third Division. The highest proportion of students achieved First Division, indicating that this was the most prevalent level of academic performance within the sample.

7. COMPARISON OF ACADEMIC ACHIEVEMENT:

a) Among high school students of Mizoram and Meghalaya

There was no significant difference in the academic achievement among high school students of Mizoram and Meghalaya.

b) With reference to gender

- i) Female high school students of Mizoram and Meghalaya outperformed their male counterparts with regard to academic achievement.

- ii) In Mizoram, female high school students achieved higher academic performance than their male counterparts.
- iii) Whereas in Meghalaya, a significant difference in the academic achievement was not found among high school students based on gender.

c) *With reference to the type of school management*

- i) Private school students of Mizoram and Meghalaya demonstrated higher academic achievement compared to their peers in government schools.
- ii) There was no significant difference in academic achievement among high school students in Mizoram with reference to the type of school management.
- iii) In Meghalaya, students in private schools achieved higher academic performance than those in government schools.

d) *With reference to locale*

- i) A significant difference in the academic achievement was not found among high school students of Mizoram and Meghalaya with reference to locale.
- ii) In Mizoram, students in urban schools demonstrated higher academic achievement compared to their counterparts in rural schools.
- iii) There was no significant difference in academic achievement between urban and rural students in Meghalaya.

8. RELATION BETWEEN PARENTAL INVOLVEMENT, STUDY HABITS AND ACADEMIC ACHIEVEMENT

a) *Relation between parental involvement and academic achievement*

- i) A significant relationship was found between parental involvement and academic achievement among high school students of Mizoram and Meghalaya.
- ii) There was no significant relationship between parental involvement and academic achievement of high school students in Mizoram.

- iii) A statistically significant relationship between parental involvement and academic achievement was found among high school students of Meghalaya.

b) Relation between study habits and academic achievement

- i) A moderate and significant relationship was found between study habits and academic achievement among high school students of Mizoram and Meghalaya.
- ii) Students with better study habits demonstrate higher academic achievement in Mizoram, though the relationship remains moderate.
- iii) The study also revealed a significant correlation between study habits and academic achievement among high school students in Meghalaya.

c) Relation between parental involvement and study habits

- i) A significant relationship was found between parental involvement and study habits among high school students of Mizoram and Meghalaya.
- ii) There was a significant relationship between parental involvement and study habits among high school students in Mizoram.
- iii) A statistically significant relationship between parental involvement and study habits was also found among high school students of Meghalaya.

9. EFFECT OF PARENTAL INVOLVEMENT AND STUDY HABITS ON ACADEMIC ACHIEVEMENT

- i) Parental involvement and study habits considered together showed a significant effect on the academic achievement of high school students of Mizoram and Meghalaya and study habits was found to be more significant predictor of academic achievement among high school students in Mizoram and Meghalaya.
- ii) Analysis of data from Mizoram shows that parental involvement and study habits considered together had a high degree of relationship with academic achievement of high school students. It also shows that study habits was a major contributor towards academic achievement among high school students.

- iii) The study also revealed a significant effect of parental involvement and study habits on the academic achievement of high school students in Meghalaya where study habits was the most significant predictors of academic achievement.

RECOMMENDATIONS:

In light of the major findings of this study, the following comprehensive recommendations are advanced to enhance academic achievement, foster effective study habits, and promote robust parental involvement among high school students in Mizoram and Meghalaya. These recommendations, aligned with the data-driven conclusions of the research, are directed at policymakers, school administrators, teachers, parents, and community stakeholders to ensure practical, equitable, and sustainable improvement in educational outcomes.

1. Enhancing Parental Involvement

Given the finding that over half of parents in both Mizoram and Meghalaya demonstrate only average levels of involvement, and that Meghalaya in particular reflects a notably high proportion of low parental involvement, the following actions are recommended:

- Schools should establish structured parent and teacher engagement frameworks, which may include regular workshops, parent and teacher meetings, and the dissemination of practical, easy-to-understand parental guides. These guides should offer strategies for supporting students' study routines, preparation for examinations, and mental well-being at home.
- Community-based parental awareness initiatives should be undertaken, especially in Meghalaya, in close cooperation with traditional local institutions, village councils, churches, and non-governmental organisations. These initiatives should raise awareness regarding the critical role of parental engagement in students' academic progress.

- In Mizoram, where graduate and working parents demonstrate higher involvement, targeted orientation programmes and bilingual learning support materials should be designed for undergraduate and non-working parents. Additionally, the formation of teacher and parent mentorship systems and peer support groups is encouraged to increase engagement.
- Schools should create meaningful opportunities for non-working parents; including home-based learning tasks and school volunteer roles, so that all parents can participate in their children's educational journey.
- Regular academic progress meetings, parent-led learning initiatives, and collaborative goal-setting sessions involving teachers, students, and parents should be institutionalised in both states. These should be complemented by awareness campaigns delivered through community platforms; ensuring parents understand their substantial contribution to academic achievement.
- In Mizoram, where parents of high-achieving students may provide less direct oversight, teachers are encouraged to maintain open communication with parents and encourage continued support for all learners, regardless of their performance level.
- Policies should be formulated to systematically encourage greater parental participation in school activities and to promote the establishment of home-based academic support systems as complements to formal schooling.
- Workshops and seminars for parents should be organised regularly to reinforce the importance of active engagement in their children's educational development.

2. Fostering Effective Study Habits

As the study indicates that a considerable number of students exhibit only average or unsatisfactory study habits, the following measures are recommended:

- Schools should embed structured study skills programmes within their curricula. These programmes should focus on critical areas such as time management, goal setting, concentration, note-taking, and self-monitoring of

academic progress, with additional personalised counselling for students demonstrating weak study patterns.

- Teachers should reinforce the importance of effective study habits by integrating study skills development into daily classroom practices and by sharing actionable strategies with parents. This empowers parents to monitor and encourage productive study behaviour at home.
- In view of the evidence that female students demonstrate more effective study habits, gender-responsive interventions should be introduced to support male students. These could include the formation of peer study groups, mentorship programmes, and increased parental guidance, particularly from fathers.
- Government schools, where students generally display weaker study habits than those in private schools, should adopt best practices from private institutions, including structured study skills training, regular academic monitoring, and the establishment of mentoring systems.
- Collaborative partnerships between government and private schools should be encouraged to facilitate the exchange of knowledge and successful practices.
- All students should be granted improved access to learning resources, including digital libraries, e-learning platforms, and academic support services.
- Schools should actively promote goal setting and the self-monitoring of academic progress among students.

3. Promoting Academic Achievement and Reducing Disparities

Based on the finding that private school students and urban students, particularly in Mizoram, achieve higher academic outcomes, and that female students outperformed their male counterparts, the following are recommended:

- Mentorship programmes should be created specifically for male students, pairing them with high-achieving peers or academic role models. Teachers should implement instructional strategies that actively engage boys through collaborative, practical, and interest-driven learning experiences.

- Schools should provide targeted academic counselling, monitor learning behaviours more closely among male students, and encourage the involvement of parents, particularly fathers, in reinforcing positive academic habits and goal setting.
- Government schools require strengthening through the introduction of structured remedial programmes, enhanced teacher training in active learning strategies, and improved access to libraries, digital resources, and study materials.
- Rural infrastructure must be improved to address the urban-rural achievement gap in Mizoram. This should include recruiting qualified teachers, integrating technology-assisted learning tools such as smart classrooms and offline digital content, and forming partnerships with non-governmental organisations to deliver supplementary educational support in rural regions.
- Special attention must be paid to students from economically disadvantaged backgrounds by implementing policy measures that address financial barriers and ensure equitable access to all learning opportunities.
- Incentive and recognition schemes should be introduced to motivate academic excellence among students from all backgrounds.

4. Advancing Teacher Development and Institutional Support

High-quality teaching is central to academic achievement, effective study habits, and sustained parental involvement. Therefore:

- Teacher training programmes should be strengthened and continuously updated to enhance pedagogical effectiveness, address diverse student needs, and support differentiated instruction.
- Professional development should focus on the adoption of modern teaching methods, including the use of technology, blended learning approaches, and active learning strategies to increase engagement.
- Schools should regularly conduct workshops and training sessions for teachers on evidence-based practices, classroom management, and student support services.

- Institutions should put in place regular systems for assessing and tracking student performance, identifying struggling students early, and providing timely academic interventions.
- Guidance and counselling services must be expanded, with a clear mandate to support students facing academic, personal, or social challenges.

5. Ensuring Equitable Access and Infrastructure

To bridge disparities across schools and regions, the following are recommended:

- Government schools should be allocated additional resources to enhance teaching quality and learning outcomes.
- Infrastructure and learning facilities in rural schools should be improved to meet standards found in urban schools.
- Collaboration between urban and rural schools, as well as between private and government schools, should be encouraged for the sharing of resources, expertise, and best practices.
- Policy measures should directly address financial and logistical barriers, ensuring that all students, regardless of background or location, have equal opportunities to succeed.

6. Addressing Gender Disparities

Given the consistent finding of gender differences in study habits and academic achievement, the following recommendations are proposed:

- Schools should introduce targeted interventions to support male students in building effective study habits and sustaining academic motivation.
- All pedagogical approaches should be gender-sensitive and ensure that teaching strategies do not reinforce stereotypes but instead provide equitable learning opportunities for all students.
- Awareness campaigns should be conducted to challenge cultural norms and beliefs that contribute to gender-based disparities in academic performance.

7. Integrating Technology in Learning

Recognising the potential of technology to enhance educational engagement and achievement:

- Digital learning platforms should be made widely available to all students, offering access to supplementary academic resources and interactive content.
- Schools should adopt blended learning models that combine traditional classroom instruction with digital learning, creating a more flexible and engaging educational experience.
- Teachers must receive on-going training in the effective and equitable use of educational technology, ensuring that all students benefit from digital innovations.

SUGGESTIONS FOR FURTHER RESEARCH

1. Future research could explore how the use of digital tools—such as school management apps, mobile messaging platforms, and online parent-teacher communication portals—affects the level and nature of parental involvement in both rural and urban areas of Mizoram and Meghalaya.
2. A comparative study may be conducted to examine how indigenous cultural values, traditions, and community expectations shape parental attitudes and behaviours toward educational involvement across different ethnic groups in Northeast India.
3. Further research can investigate the academic performance of students from single-parent and dual-parent households to understand the role of family structure in shaping student achievement within the context of Northeast Indian secondary schools.

4. Analysing how differences in income, education, and occupation impact the frequency, quality, and type of parental involvement across various socioeconomic groups within and between states in the Northeast region.
5. A focused study may be undertaken to explore how teachers and school administrators perceive different models of parental involvement, and how these perceptions influence their instructional strategies, communication practices, and school-home partnerships.

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