



Parental Engagement and Its Impact on Student Study Practices: A Study Focused on Karnataka State

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ARTICLE INFO ABSTRACT

The present study was conducted in selected regions of Tumkur District, Karnataka, with the objective of examining the role of parents in enhancing the study habits of their children. Recognized as the primary and most influential agents in a child's learning journey, parents play a pivotal role in fostering consistent reading habits that contribute significantly to the development of learning abilities. The study primarily focused on parents of high school students enrolled in both government and private institutions within the district. A purposive sampling technique was employed to select a sample of 160 participants. The findings indicated a positive correlation between parental involvement in reading activities and the academic performance of students. Furthermore, the study highlighted that while both parents contribute to the behavioral and communicative development of children, mothers tend to be more actively involved in supporting their children's intellectual growth compared to fathers, siblings, and other guardians.

Keywords: Study habits, parental involvement, high school students, academic learning, Tumkur District

Introduction

Children are the foundational pillars and the future of any nation. A nation's future becomes brighter when these pillars are strong and well-constructed. As the base upon which national development and progress rest, children must be educated, informed, and proactive citizens capable of making wise decisions for themselves and contributing meaningfully to society. Parents play a crucial role in shaping their children into responsible and knowledgeable individuals. Proper parental guidance is instrumental in helping children achieve success in various aspects of life (Ahmad, 2020).

Among the many factors influencing a child's academic success, **study habits** stand out as one of the most critical. Study habits significantly affect students' academic performance. If stakeholders—students, parents, teachers, administrators, school counselors, and government authorities—fail to recognize and address the issues surrounding poor academic performance, the problem may worsen, leading to more alarming outcomes (Ebele & Olofu, 2017). One of the most prevalent causes of poor academic performance is the lack of effective and positive study habits. Research suggests that students who adopt disciplined and consistent study practices are more likely to succeed academically (Mark & Howard, 2009).

Developing effective study habits involves dedicating uninterrupted time each day solely for studying. Without this discipline, individuals may struggle to grow academically and personally. Study habits are a powerful indicator of how much a person is willing to learn, the extent of their aspirations, and their potential for success in life (Rabia, Mubarak, Tallat, & Nasir, 2017). While students' academic performance is often categorized as high, average, or low achievers based on standard benchmarks, it is essential to recognize that study habits vary from person to person. Therefore, supporting students in cultivating personalized and effective study strategies requires an approach that moves beyond generic classification and considers individual learning needs (Stella & Purushothaman, 1993).

Parents Influence on Study Habits

At home, the learning environment should be conducive. In the years preceding up to school, parents may do a lot to establish strong foundations for a successful and pleasurable school experience. Even if it means talking to their children about specific problems or school-related themes, parents can continue to aid their children

in developing their skills and abilities. If parents cannot devote time to active participation in school, cannot afford to provide educational materials, or do not have the academic ability to assist with schoolwork, they can at least provide parental support by attempting to instil good study habits and having high expectations for their child's progress. Parents that place a high value on education may be able to overcome any obstacles to ensure their children's academic success. Students' study habits and academic performance are affected by a variety of factors. The impact of family disintegration on children's schooling. In many aspects, it is obvious that family life has a big impact on children's education. In light of this, family structure is a critical educational concern, particularly given the rising rate of divorce and family breakup for a variety of reasons.

Poor Study Habits of Students

Poor study habits among students include the notion that the easier assignments should be completed first and the more difficult assignments should be completed last, resulting in insufficient time to complete the latter assignments. When you study in a noisy atmosphere or when you're distracted, you'll pay less attention. Allowing your mind to wander while studying in a crowded environment. Children thoughts can wander when you're studying in a distracting atmosphere. "A fatigued mind is a slow mind." As a result, studying when tired or hungry slows down the thinking. Sometimes students will simply copy the homework without considering what it entails (Path, 2017). Students that stay up late to study are more likely to cram the material rather than absorb the concepts, which has an influence on long-term concept knowledge.

Improving Study Habit

Learning to study smarter, not harder, is the key to becoming a successful student. As you go through your schooling, this becomes increasingly true. If you don't know how to study smarter, an hour or two of studying per day is generally enough to get through high school with good results. However, when college comes around, there aren't enough hours in the day to get all of studying done. While some pupils are able to sail through school with little work, they are the exception rather than the rule. The great majority of successful students succeed as a result of adopting and implementing good study habits (Loveless, 2021).

Significance of the Study

Academic accomplishment is a fundamental factor in modern society for assessing one's complete potential and capabilities. As a result, academic accomplishment is extremely crucial in both education and the learning process. Crow & Crow (1969) define academic achievement as the extent to which a student benefits from teaching in a particular area of study, i.e. achievement is measured by the extent to which skill and knowledge have been taught to him. Academic achievement also refers to the knowledge and skills gained in a particular subject, as measured by exam scores. Personality, motivation, opportunities, education, and training all have an impact on success. Other elements that influence a student's academic accomplishment include study habits, self-concept, socioeconomic level, IQ, and so on. However, the present study was conducted in Tumkur District of Karnataka State in order to identify the influence of parents on study habits of students.

Objectives of the Study

The present study has following objectives

1. To assess the socio-economic status of the respondents
2. To under stand the parents involvement in study habit of respondents
3. To examine the study habit of respondents

Hypothesis

H1: There is a significance relationship between the parents involvement and study habit of respondents

Material Method

The present study was carried out in the Tumkur District of Karnataka State, employing a descriptive research design to explore the role of parents in enhancing students' study habits. A purposive sampling technique was adopted to select the participants. Data were collected from 160 high school students enrolled in both government and private institutions across the district.

To assess students' study habits, the Study Habits Inventory developed by Patel (1976) was utilized with minor modifications to suit the current context. The instrument measured various dimensions of students' study behavior and learning patterns. The collected data were systematically coded and analyzed using Statistical Package for the Social Sciences (SPSS) version 20.0. Descriptive statistics, along with relevant inferential tests, were applied to derive meaningful insights and interpretations.

Result and Discussion

Table: 1 Personal Profile of the Respondents

Item		Frequency	Percent
Nature of School	Private School	45	28.1
	Government School	69	43.1
	Aided	46	28.8
	Total	160	100.0
Social Category	SC	60	37.5
	ST	30	18.8
	General Caste	8	5.0
	OBC	62	38.8
	Total	160	100.0

The data collected from 160 high school students in Tumkur District highlights a varied distribution in terms of the nature of schools and social categories. Among the respondents, government school students formed the largest group, representing 43.1% of the sample. This was followed by students from aided schools at 28.8%, while private school students accounted for 28.1%. This distribution suggests that government institutions continue to play a dominant role in providing secondary education in the region, with aided and private schools also serving a significant portion of the student population.

In terms of social category, the majority of students belonged to the Other Backward Classes (38.8%), closely followed by Scheduled Castes (37.5%). Scheduled Tribes comprised 18.8% of the sample, whereas students from the General category represented only 5%. This distribution reflects the demographic composition of the region, where a large proportion of the student population comes from socially and economically disadvantaged communities. The high representation of SC, ST, and OBC students emphasizes the importance of understanding and addressing the specific educational needs and challenges faced by these groups. It also underscores the role of inclusive educational strategies and parental involvement in supporting their academic growth and development.

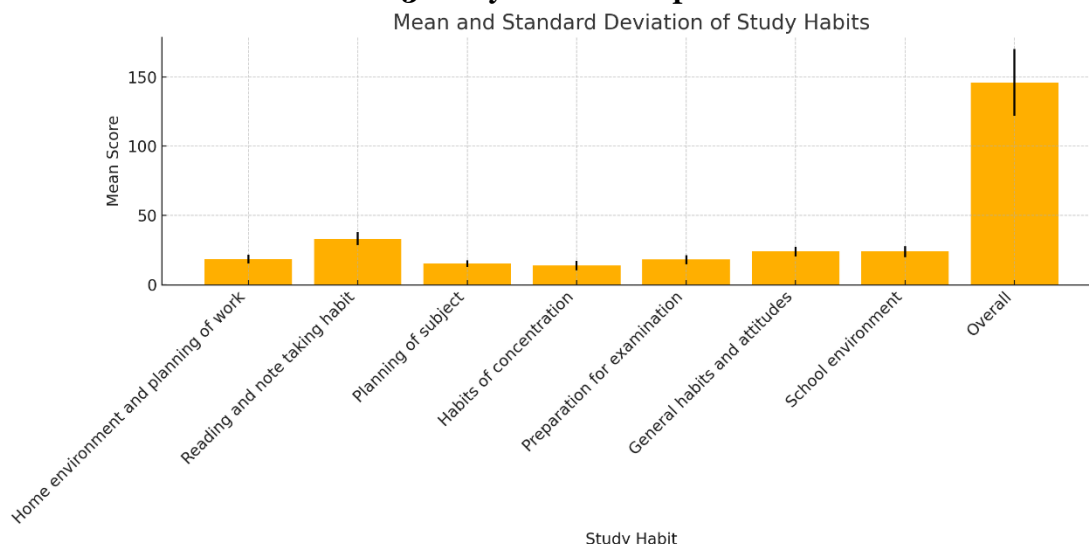
Table: 2 Parents Involvement in their Children's Study Practice

Attitude	Frequency	Percent
Caring more	45	28.1
Disappearing	24	15.0
Neglecting	28	17.5
Nurturing	7	4.4
Educating	56	35.0
Total	160	100.0

The analysis of parental involvement in their children's study practices reveals varying levels of engagement among parents. A significant portion of the respondents, accounting for 35%, perceived their parents' attitude as *educating*, indicating that these parents actively guide and support their children's learning by providing educational input and encouragement. This suggests a strong and constructive parental role in shaping effective study habits.

Following this, 28.1% of students reported that their parents are *caring more*, which implies emotional support and concern for academic progress, though not necessarily involving direct educational intervention. On the other hand, 17.5% of the students indicated a *neglecting* attitude from their parents, highlighting a lack of attention or involvement in academic matters. Additionally, 15% of the students described their parents as *disappearing*, suggesting minimal or inconsistent presence in their study routine. Only 4.4% of the respondents identified their parents' involvement as *nurturing*, which may reflect a more holistic and emotionally supportive engagement that nurtures the overall well-being of the child, including academics.

The data underscores the diversity in parental roles, ranging from highly engaged to largely absent. The high percentage of students experiencing educational involvement from their parents reflects positively on parental awareness, while the notable presence of neglect and absence points to areas where more parental engagement and awareness-building initiatives are needed to support student academic success.

Table: 3 Study habit of Respondents

The analysis of mean scores across different dimensions of study habits reveals important insights into the academic behaviors and learning environments of high school students in Tumkur District. Among all the components assessed, *Reading and Note Taking Habit* scored the highest mean of **33.18**, indicating that students are relatively more engaged in active learning practices such as reading and taking notes. This suggests that students are aware of the importance of these foundational skills in academic success.

The *Overall Study Habit* score recorded a mean of **145.94** with a standard deviation of **24.28**, which reflects a moderately strong consistency in students' study practices across various domains. However, variability among individual components shows differing levels of student preparedness and engagement.

School Environment (**23.84**) and *General Habits and Attitudes* (**23.75**) also demonstrated relatively high mean scores, suggesting that external academic surroundings and students' general approaches to learning are supportive to some extent. This may reflect the influence of a structured school system and positive mindset toward studies.

Conversely, *Habits of Concentration* had the lowest mean score of **13.69**, indicating that many students may face challenges in maintaining focus and attention while studying. Similarly, *Planning of Subject* (**15.15**) and *Preparation for Examination* (**17.99**) scored lower, suggesting a need for improvement in structured academic planning and systematic exam preparation.

The dimension *Home Environment and Planning of Work* recorded a moderate mean of **18.34**, reflecting that while there is some level of support and organization at home, there is still room to enhance parental involvement and the structuring of academic routines at home.

Overall, the findings point toward strengths in students' individual learning habits like reading and note-taking, while also highlighting gaps in concentration, planning, and exam readiness. These insights can be used to develop targeted interventions to improve specific aspects of study habits, thereby enhancing students' academic outcomes.

Policy Recommendations

1. Promote Parental Engagement Programs in Schools

Schools should regularly conduct workshops, orientation programs, and awareness campaigns to educate parents on the importance of their role in their children's academic life. These programs should include strategies for effective study support, time management, and the creation of home learning environments.

2. Integration of Family-School Partnerships into Education Policy

Education departments should incorporate family-school partnership models into school policies, encouraging collaborative efforts between educators and parents. Regular communication channels (e.g., parent-teacher meetings, academic progress reports, digital platforms) should be institutionalized.

3. Training Modules for Parents

Develop and implement short training modules, particularly for parents from marginalized or less-educated backgrounds, to equip them with practical tools and techniques to support their children's learning at home.

4. Incentivize Home-Based Learning Support

Government and educational institutions can design incentive-based schemes that recognize and reward families for their active participation in students' academic growth. This may include certificates, recognition at school events, or academic credits for community involvement.

5. Include Parental Involvement Metrics in School Evaluation

School evaluation frameworks should include indicators of parental involvement and support as part of holistic student development metrics. This can encourage schools to foster stronger family engagement.

6. Targeted Interventions for At-Risk Families

Special programs must be developed to support students from families where parental neglect, absence, or low literacy levels exist. In such cases, schools and social workers can collaborate to provide additional tutoring and counseling support to both students and parents.

Conclusion

The findings of this study clearly demonstrate that parents play a vital role in shaping and enhancing their children's study habits. From early childhood, children acquire knowledge and experience through constant interaction with their families, peer groups, and educational environments. Among these, the family stands out as the foundational unit, offering emotional, moral, and cognitive support that significantly influences a child's development. Alongside school—another crucial formal institution—the family contributes to molding children's thoughts, habits, and behaviors.

Active parental involvement during the early stages of a child's educational journey helps lay the groundwork for positive learning behaviors and academic success. When parents engage with their children's academic routines, provide guidance, and cultivate a conducive home learning environment, children tend to be more alert, motivated, and organized in their studies. In the contemporary context, where distractions are plentiful and academic demands are increasing, the combined attention of both parents and teachers is essential for delivering quality education.

This study contributes to a deeper understanding of how parental support, particularly in the form of educational involvement and nurturing home environments, positively impacts students' learning habits. It reinforces the idea that the family is not only a space for emotional growth but also the primary site for academic and behavioral learning. Therefore, empowering parents and making them active stakeholders in education can yield significant improvements in student performance and overall development.

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