

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 Introduction

To develop clarity and comprehension in any study, it is necessary first to review the various concepts, research methodologies and analytical tools used by researchers in earlier studies. Such an attempt would help the researcher to have a better and precise understanding of the perspectives of the research problem and would also facilitate the researcher to modify and improve the present analytical framework in the right direction to suit the problem selected. The findings of earlier studies would guide the researcher in setting the hypotheses and objectives enabling the scholar to evaluate the validity of one's own findings. Devadas and Kulandaivel (1976) said that, "Review of research literature is made to develop a background for planning the research to obtain information concerning techniques, equipment and potential problems to avoid unnecessary duplication of work of others".

The literature pertaining to the study on 'Effectiveness Of Language Games in Learning English Grammar at the Secondary Level' reviewed in this chapter under the following headings:

- 2.1 Teaching-learning Strategies**
- 2.2 Role of Games in Teaching-learning other Subjects**
- 2.3 Multimedia and Language Learning**
- 2.4 Communicative Language Games**
- 2.5 Role and the Relationship between Family Education Levels and Students' Learning**

2.1 Teaching-learning Strategies

An effective teacher has to be friendly, enthusiastic and creative should have sense of humour. And this is the expectation of the children also. She is named an effective language teacher. The results obtained

allowed to develop a model of a creative online course in ESP. It includes specific course content, creative process support (creative thinking tools, techniques and software) and corresponding course administration: selection of the learning content, user support, software environment and assessment techniques.

Dennis and Jurhill (2011) described the active grammar involvement amongst students might lead to better results. The researcher approach was to activate the students during grammar instruction by using cooperative learning. The students in the experimental group scored higher and were more actively involved during the grammar lessons than their peers of the control groups. Though this approach to grammar seems to have worked in school practice.

Jurhill and Dennis (2011) examined that if active grammar involvement amongst students might lead to better results. The approach was to activate my students during grammar instruction by using cooperative learning: that is a form of learning in which teachers favour the instructional use of small groups through which students work together to maximize their own and each other's learning.

Jones and Bruce (2010) studied the motivating and supporting English language learners with the Poems. The Poems offer a compact and highly expressive alternative to traditional prose and lengthy written texts typically used in middle grades classrooms. The author describes how ESL teachers can use poetry to introduce English vocabulary and grammar to English language learners and help their students develop writing skills.

Mohammad and Amin (2009) wanted to share experiences about “how to teach English vocabulary using games”. There was a common perception that all learning should be serious and solemn in nature and that if one was having fun and there was hilarity and laughter, then it was not really learning. This was a misconception. It was possible to learn a

language as well as enjoy oneself at the same time. One of the best ways of doing this was through games. Games can help the teachers to create contexts in which the language was useful and meaningful. In the whole process of teaching and learning by games, the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Arikan et al. (2008) attempted to study Turkish EFL students' conceptualization of an effective English language teacher. A survey formerly developed by Yu-Hsin (1999) was adapted and administered to 100 foreign language learners studying at two state universities' English language preparatory schools. Results show that an effective teacher is a friendly, young, enthusiastic, creative, and humorous person whose gender is not important. Also, students expect the teacher to be a native speaker of Turkish, but fluent in English, someone who likes to play educational games, and who teaches grammar effectively by using real life situations to explain language items. Also, students claim that an effective English language teacher has correct pronunciation.

Huyen (2006) examined that Vietnamese students usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations. To help students find language classes, especially vocabulary lessons more interesting, and to achieve more from games, we conducted action research to find the answer to the question, "Do games help students learn vocabulary effectively, and if so, how?" Most academic reviews start from an assumption that games, bundled with other aspects of learning, e.g., CALL, are beneficial. However we singled out the component of games to study that in isolation. After reviewing academic opinions on this specifically focussed matter, of which there are relatively

few, we began action research which included applying games in our own classes, observing other teachers' classes, and interviewing both teachers and learners so as to elicit students' reactions, feelings and the effectiveness of games in vocabulary learning. The research shows they are effective in helping students to improve their vocabulary building skills.

Sungurtekin et al.(2006) in their “Drama in Primary School” course show a significant difference according to gender or not, and to state the contribution of the creative drama course on their personal and professional development through their own point of views. As a result of this study, the analysis of the data was revealed that there was not a significant difference according to gender. The pre-service teachers stated the necessity of “Drama in Primary School” course.

Bonnie Piller and skillings (2005) investigated teacher behaviours, lesson delivery and sequence of content and learning expectations used by K-5 teachers at one school in New Delhi, India. This research brings broader understanding of strategies for teaching English reading and writing to students whose first language is not English. The rationale for the study stems from the need to gain greater international perspective of the teaching of English learners. Results reflect analysis of classroom observation field notes, face-to-face interviews with thirty three teachers and administrators, digital photo journaling, and artefacts. The theoretical framework for this study draws from Collier's Conceptual Model, Acquiring a Second Language, explaining the complex interacting factors students experience when acquiring a second language, and the work of Dorothy Strickland outlining effective literacy instruction. Emerging from the data are nine effective teaching strategies that teachers of English learners can add to their repertoire.

Akin and seferoglu (2004) determined whether an approach combining creating strategy awareness and recycling words will result in better vocabulary learning (delayed recall) of selected words than teaching

vocabulary following the course book alone, for intermediate level English language learners. Two English language classes, a total of 51 students at Hacettepe University Preparatory School participated in the study. The study followed a pre-test post-test control group design. The comparison of the means of the pre-test scores of both control and experimental groups showed that the two groups were not significantly different in terms of their vocabulary proficiency on the tested items. After the treatment however, the post-test scores of the two groups showed significant differences. The results indicated that the treatment the experimental group received contributed to students' vocabulary recall of the selected items positively.

Genc, (2004) in his study, the basic aim was to introduce the Turkish students and teachers some of the recent vocabulary learning and teaching techniques used and favoured by the worldwide experts in ELT. Since vocabulary development was one of the essential components of language learning every student of a foreign language need to dwell on vocabulary learning. This study had mainly two parts: an introduction on the importance and gradation of vocabulary in foreign language and techniques pertaining to vocabulary teaching and learning.

Guo et al. (1994) aimed to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The paper indicates that among current problems, and their causes in English teaching practice, the most frequent is that of cultural difference and its affect on listening comprehension. The author puts forward the teaching approach of "listening based, overall development" and addresses listening comprehension strategies such as distinguishing different stages of listening teaching, matching instruction to students' individual differences, developing students' listening comprehension micro skills, and especially focusing on cultural learning in language teaching. Results of the research are of significance and may prove beneficial to English language teaching in Chinese tertiary institutions.

Lee et al. (1991) focused his study on affective effects of Spoken Dialog-Based Language Learning Game (DB-LLG) currently under the development in our research group. Students have meaningful interactions with Non Player Characters to complete tasks in each game mission. We used the Wizard-of-Oz method as a preliminary technique to explore various affective effects resulting from students' dialogue behaviours during the game. The pre/post survey questionnaires were conducted to investigate the effect of DB-LLG approach on the affective factors of learning English. The findings showed that DB-LLG significantly encourages students' satisfaction, interest, and learn ability, while slightly decreasing students' pre-existing confidence.

Johnson's (1991) motivation was to instill a more active attitude towards grammar instruction amongst my students. He used three groups, of 26-30 students each that participated in this study: one experimental group and two control groups. He incorporated the "Jigsaw Method" in my experimental group. He divided this group into small groups with one mini-expert who would explain grammar to others. After two cycles the findings were promising. The students of his experimental group scored higher and were more actively involved during the grammar lessons than their peers of the control groups.

2.2 Role of Games in Teaching-learning other Subjects

Michal and Goren (2012) investigated the concepts of quantum mechanics in a fun way. "Schrodinger cat and hounds" demonstrates the effects of superposition, destructive and constructive interference, measurements and entanglement. More advanced concepts, like particle-wave duality and DE coherence, can also be taught using the game as a model. The game that has an optimal solution in the classical version can have many different solutions and a new balance of powers in the quantum world. Game-aided lectures were given to high-school students which showed that it is a valid and entertaining teaching platform.

Bragg and Leicha (2012) conducted study on the Effect of Mathematical Games on On-Task Behaviours in the Primary Classroom. There is a general assumption by educators that games ignite children's on-task behaviours, but there is little systemically researched empirical data to support this claim. This paper compares students' on-task behaviours during non-digital game-playing lessons compared with non-game-playing lessons. Six randomly selected grade 5 and 6 students (9-12 year olds) were observed during ten mathematics lessons. A total of 2,100 observations were recorded via an observational schedule and analysed by comparing the percentage of exhibited behaviours. The study found the children spent 93% of the class-time exhibiting on-task engagement during the game-playing lessons compared with 72% during the non-game-playing lessons. The game-playing lessons also promoted greater incidents of student talk related to the mathematical task (34%) compared with the non-game-playing lessons (11%). These results support the argument that games serve to increase students' time-on-task in mathematics lessons. Therefore, it is contended that use of games explicitly addressing the mathematical content being taught in a classroom is one way to increase engagement and, in turn, potential for learning.

Bai et al.'s (2012) study assessed the effectiveness of a three-dimensional mathematics game, Dimension M, through a pre test-post test control group quasi-experimental design. Participants consisted of 437 eighth graders. The classrooms were randomly assigned either to the treatment group that utilized Dimension M as a supplement to regular classroom instructions or to the control group that received regular class instructions without any computer activities. The results of the analysis on the pretest-posttest data revealed that the Dimension M game increased mathematical knowledge acquisition in algebra and maintained student motivation to learn. The findings suggest that the implementation of Dimension M in mathematics education can greatly benefit middle school students learning algebra.

Frank's (2012) study on 'Gaming the Game' associated with the use of games in training and education is that players "game the game," instead of focusing on their learning goals. The term "gamer mode" was proposed to describe this attitude. A player with a gamer-mode attitude strived to achieve goals that are optimal for winning the game, but sub optimal with respect to educational objectives. In this study of cadets playing an educational war game to learn ground warfare tactics, the author examined occurrences of gamer mode. The results showed that gamer mode on and off emerged in all analyzed sessions. Cadets' understanding of the wargame was different from what the instructors expected. This study discussed why it was important to avoid situations where the gamer mode emerges and also speculates on the sources that generate this attitude--the game itself, the educational setting, and the participants' previous experiences.

Leicha et al. (2012) made an attempt to study to find out the effectiveness of mathematical games on on-task behaviours in the primary classroom. A challenge for primary classroom teachers is to maintain students' engagement with learning tasks while catering for their diverse needs, capabilities and interests. This paper compares students' on-task behaviours during non-digital game-playing lessons compared with non-game-playing lessons. Six randomly selected grade 5 and 6 students (9-12 year olds) were observed during ten mathematics lessons. This study found the children spent 93% of the class-time exhibiting on-task engagement during the game-playing lessons compared with 72% during the nongame-playing lessons. The game-playing lessons also promoted greater incidents of student talk related to the mathematical task (34%) compared with the nongame-playing lessons (11%). These results support the argument that games serve to increase students' time-on-task in mathematics lessons.

Chen et al. (2012) studied the elementary EFL Teachers' Computer Phobia and Computer Self Efficacy in Taiwan .The advent and application of computer and information technology has increased the overall success of

EFL teaching; however, such success is hard to assess, and teachers prone to computer avoidance face negative consequences. Two major obstacles are high computer phobia and low computer self-efficacy. However, little research has been carried out in this area, especially from instructors.

Gordon et al. (2012) discussed 'Quantum computer games: Schrodinger Cat and Hounds' The quantum computer game "Schrodinger cat and hounds" was the quantum extension of the well-known classical game fox and hounds. Its main objective was to teach the unique concepts of quantum mechanics in a fun way. "Schrodinger cat and hounds" demonstrated the effects of superposition, destructive and constructive interference, measurements and entanglement. More advanced concepts, like particle-wave duality and decoherence, could also be taught using the game as a model. The game that had an optimal solution in the classical version, could have many different solutions and a new balance of powers in the quantum world. Game-aided lectures were given to high-school students which showed that it is a valid and entertaining teaching platform.

Bachen et al.(2012) in their study on 'Simulating REAL LIVES: Promoting Global Empathy and Interest in Learning through Simulation Games'(EJ975882) response to an increasingly interdependent world, educators were demonstrating a growing interest in educating for global citizenship. Many definitions of the "good global citizen" valued empathy as an especially important disposition for understanding others across national borders and cultural divides. Yet it might be difficult for people to achieve empathy with others who were perceived as psychologically and geographically distant. Could computerized simulation games help foster global empathy and interest in global civic learning? This quasi experimental classroom study of 301 Northern California high school students in three schools examined the effects of playing REAL LIVES, a simulation game that allowed players to inhabit the lives of individuals around the world. Compared with a control group, students who played the simulation game as part of their curriculum expressed more global empathy and greater interest

in learning about other countries. Identification with REAL LIVES characters was also positively related to global empathy. These findings claimed that computerized simulations could cultivate important dispositions for global learning and citizenship.

Joy et al. (2011) compared the study between engagement and learning outcomes between genders and in comparison to a non-narrative version of the game. One hundred seventy-seven students enrolled in a remedial math course, pre-algebra, or Algebra 1 participated in the main study; this included 85 males, 80 females, and 12 students who did not report their gender. Thus the results indicate that narrative did increase student experience of flow and positive perceptions of the game, especially when males were matched with the masculine version of the game. Increased learning outcomes took place only when students were placed in the masculine narrative and when males were matched to the masculine narrative.

Ozsevix (2010) investigated the Turkish EFL teachers' understanding of English teaching, predominantly the difficulties and challenges they face in the implementation of CLT practices in the Turkish context. The findings of this research showed that the Turkish EFL teachers, whilst were aware of the achievements, observed many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results suggested that despite showing keen interest in change and being eager to identify with CLT, Turkish teachers are not rather optimistic about the complete adoption of CLT, and thus felt that only by overcoming the difficulties from the few sources mentioned, and by establishing more favourable conditions for the implementation of CLT can teachers truly benefit from CLT in their English classrooms.

Angkana Deesri (2008) says that when using games in the classroom, it is beneficial for teachers to have a complete understanding of the

definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

Brumfit et al. (1995) explained that teachers have to be aware of two basic aspects. Firstly, what we expect from the particular activity. We should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practise some particular part of grammar, vocabulary etc. Secondly, it is important not to waste our time. Some activities have too complicated rules or on the other hand, some activities are too simple and both the cases make children speak their native language, which we definitely want to avoid.

2.3 Multimedia and Language Learning

Peterson et al. (2012) investigated the linguistic and social interaction of four intermediate EFL learners during game play in a massively multiplayer online role playing game (MMORPG). Throughout this study the learners successfully engaged in collaborative social interaction involving dialogue, conduct elusively in the target language. Learner feedback was positive, and suggested that although the participants found the game play challenging; as this research progressed they became increasingly comfortable as their familiarity with the game increased. Thus, the analysis suggested that the game provided access to an environment conducive to forms of collaborative target language use and social interaction identified as beneficial in the socio cultural account of language development

Jungmin et al. (2012) found out that computer and video games have much in common with the strategies used in special education.

Free resources for game development are becoming more widely available, so lay computer users, such as teachers and other practitioners, now have the capacity to develop games using a low budget and a little self-teaching. This article provides a guideline for teacher-, clinician-, practitioner-, and parent-developers on the development of a game for the education and/or training of students with disabilities.

Gülin, Yolageldili (2011) explored the effectiveness of using games in teaching grammar to young learners from the viewpoints of Turkish EFL teachers working in primary schools. English language teachers' (n=15) opinions were collected through a questionnaire and the results of this study demonstrated that Turkish EFL teachers have a range of conceptions about using games in grammar teaching similar to those reported in the current literature. The study suggests that while Turkish EFL teachers accept the effectiveness of using games in grammar teaching, they do not use games as frequently as expected in their classrooms.

Emrah et al. (2010) carried out a study to find out whether mobile phones could give remarkable advantages in learning process. They provide opportunity for learning to occur outside the classroom walls anytime and at anyplace. The effects of using vocabulary learning programs in mobile phones on students' English vocabulary learning are investigated using the mixed-method research design with sixty students studying in the Undergraduate Compulsory Preparatory Program of a public university located in the Black Sea region of Turkey. Results indicated that using mobile phones as a vocabulary learning tool is more effective than one of the traditional vocabulary learning tools

John et al's (2010) study revealed that implementing multimedia in the high school language arts curriculum has become necessary so that teachers may build connections between the background knowledge of students and the printed texts that are thrust upon them. This idea came from an area of research in cognitive science known commonly as schema

theory, which contends that every perception of human experience, including reading, involved an interaction between the input one received and what one already knows. Therefore, the research finding implied that the students should comprehend a text more easily if they are able to call on schema that relate to that material. As teachers they may sometimes forget that feeling of struggle and take for granted the natural ability to access schema during reading, while many students with less reading experience have not developed or even acquired the skill.

Julie et al. (2010) examined the seventh graders at Woodlawn School in Davidson, North Carolina, learn about Japan through a compilation of literature, history, and art. They were introduced to a wide range of ideas and materials: they studied the Heian and Tokugawa Periods as well as modern Japan, the code of the samurai warriors, haiku and its components, and Japanese calligraphy and "sumie." The authors therefore decided to harness the entertaining, inviting quality of anime, or Japanese animation, to create a collaborative interdisciplinary project. In this article, an English teacher, visual arts teacher, and social studies teacher collaborate on a project using Hayao Miyazaki's anime film "Spirited Away" to inspire students to create short videos on an environmental theme.

Angkana Deesri (2008) says that when using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

Rumpit et al (2005) explored the recent trends in online and off-line learning of English for Specific Purposes (ESP), and the integration of

Information and Communications Technology (ICT) facilities into the creative learning methodology of ESP. The results obtained allowed to develop a model of a creative online course in ESP. It includes specific course content, creative process support (creative thinking tools, techniques and software) and corresponding course administration: selection of the learning content, user support, software environment and assessment techniques. It embodies purposeful development of students' professional communicative skills in ESP in the virtual environment and stimulating their creative thinking skills by learning creative thinking tools and techniques.

Hamzah et al. (1995) examined the effects of games in teaching grammar, particularly in the use of the simple present tense and simple past tense as well as to gain insights on students' and teachers' responses towards the use of games in teaching and learning grammar items. The subjects were assigned to either experimental or control conditions. Data gathered from the pre-test and post-test were analysed descriptively. Classroom observations were used to observe students' reaction to the games in terms of communication, motivation and enthusiasm. In addition, interviews were conducted to find out ESL teachers' perspectives on using games to teach grammar. Qualitative and quantitative data gathered indicated that grammar games had a positive effect in the learning of the simple present tense and simple past tense. Students who practiced grammar with games felt more motivated and enthusiastic in what they were doing. Descriptive data gathered implies that teachers were positive of the potential of using games to teach grammar. It was suggested that the use of games in teaching and learning of grammar be actively promoted as a successful way of acquiring grammatical competence.

2.4 Communicative Language Games

Murphy et al. (2012) conducted a study on 'Games for Multicultural Physical Education'. Students from diverse, multicultural families and backgrounds fill today's classrooms. Diversity encompasses ethnicity,

gender, ability level, learning style, English language learners, socioeconomic status, and cultural values. Educators have a responsibility to offer inclusive curricula tailored to the needs of all students. Teaching multicultural games is a fun way for students to learn about other cultures, as well as to perpetuate the traditions and history of various indigenous groups. The purpose of this article is to introduce two multicultural games that can be adapted and incorporated into a multicultural or interdisciplinary unit in elementary or secondary physical education. These activities are Hawaiian "UluMaika" or "Olohu" (Rolling Stone Disks) and Micronesian Rocaball.

Sanaz (2012) in his paper presented a review of Jane McGonigal's book, "Reality is broken" (Reality is broken: why games make us better and how they can change the world. Penguin Press, New York, 2011). As the book subtitle suggested it was a book about "why games make us better and how they can change the world", written by a specialist in computer game design. He tried to show the relevance this book might have to science educators through emphasizing the points that the author offers as the fixes to rebuild reality on the image of gaming world. Using cultural-historical activity theory, he explored how taking up a gamer mindset can challenge one to consider shortcomings in current approaches to the activity of teaching-learning science and how using this mindset can open our minds to think of new ways of engaging in the activity of doing science. He hoped that review will encourage educators to explore the worldview presented in the book and use it to transform our thinking about science education

Ganjabi et al. (2011) explored the language learners' attitudes towards grammar instruction and error correction and see how they perceive them. The result of the study concluded that Iranian high school students had varied attitudes towards the role of grammar and the manner of teaching grammar. Their ideas regarding the role of grammar ranged from its use in communication to the mere use of grammar in learning English for academic purposes. Also, the activities preferred by the students included a range of

both mechanical and meaningful drills. They made a conclusion that to maintain the students' interest and motivation, L2 teachers and practitioners must vary the type of activities and procedures to teach grammatical points. Teachers should come to this understanding that students' beliefs and attitudes have a determining effect on the success or failure of their teaching enterprise.

Yen-Hui Wang (2010) examined the use of communicative language games for teaching and learning English in Taiwanese elementary schools. This study provided encouraging evidence to indicate that Taiwanese elementary school teachers generally appreciated the benefits and value of communicative game activities in the teaching of English language. The findings also suggested that when facing students with different backgrounds, learning styles, needs, and expectations, teachers should be aware to take learners' individual variations into account and be more flexible in their use of communicative games in order to maximize educational effect.

Balkin A L et al. (2009) described a handy package of music and activities that musically introduced and reinforced crucial literacy concepts such as the alphabet, vowels, consonants, nouns, verbs, adjectives, sentence construction, punctuation, sequence, rhyming, and much, much more. The book includes: (1) 20 original songs to encourage children's development of literacy; (2) Rhyme-a-ton rhyming dictionary of commonly used one-syllable words; and (3) Activities related to each song from inventing new verses to telling stories to playing flash-card games. Catchy and strikingly original, the road-tested songs of "Tune Up to Literacy" are proven tools for acquainting kids with basic literacy concepts.

Blockberger (2008) in his study he determine the lack of productive control impedes acquisition of grammatical morphology, the acquisition of three grammatical morphemes was explored in children who are non-speaking, typically developing children and atypical speaking children in the

non-speaking group exhibited significantly more difficulty on both these tasks than typically developing children at the same content vocabulary comprehension level. Children who are non-speaking tended to omit grammatical morphemes in their written output, whereas children in the typical group tended to include them. To rule out the possibilities the researcher introduced another group typical speaking children (group) in this, the typical speaking youngsters did not do as well as children in the typical group, but they did do better than the children in the non-speaking group.

Greenall (1984) opined that language games and activities provided students an opportunity for real communication, and, although there were some artificial limits, they helped to link the classroom with the real world. Language games provided a chance for students to learn or reinforce their knowledge about a foreign language. Moreover, language games gave practice in all the skills (listening, speaking, writing and reading) and in all the stages of teaching and learning that occur in a lesson (introduction, repetition, etc.). But one of the main reasons to use them in foreign language lessons was that they were very enjoyable for both teacher and students

2.5 Role and the Relationship between Family Education Levels and Students' Learning

Mayo, Aziza; Siraj, Iram (2015) in their study, Parenting Practices and Children's Academic Success in Low-SES Families the disadvantaged position of working-class children in the education system is given, it is important to understand how parents and families might support their children to succeed academically. This paper reports on 35 case studies that were conducted as part of the Effective Provision of Pre-School, Primary and Secondary Education (EPPSE 3-16) research project. Using in-depth interviews with children and parents this study investigates parental involvement with school and learning during primary and secondary school years in working-class families with children who are academically

succeeding above prediction and children who are progressing as predicted, given their background characteristics. The paper provides descriptions of emotional and practical support for academic learning in these families and discusses how parents explain their involvement or lack thereof. This paper identifies differences in socialisation practices between the two groups of working-class families: "accomplishment of natural growth" in families with children progressing as predicted (Lareau, 2003) and "active cultivation" in families with children succeeding above prediction.

Okado, Yuko; Bierman, Karen L.; Welsh, Janet A. (2014) in their research paper, Promoting School Readiness in the Context of Socio-Economic Adversity: Associations with Parental Demoralization and Support for Learning have discussed about the background: Existing research suggests that parenting stress and demoralization, as well as provision of learning activities at home, significantly affect child school readiness. However, the degree to which these dimensions of parenting uniquely influence child school readiness remains unclear. Objective: This study tested the hypothesis that parent demoralization and support for learning are distinct constructs that independently influence child school. In a factor analysis, parent demoralization and support for learning emerged as distinct constructs. Structural equation models revealed that parent demoralization was negatively associated with child school readiness, whereas parent support for learning was positively associated with child school readiness. Neither parenting construct mediated the effect of the other readiness.

Mudiappa, Michael; Kluczniok, Katharina in their study, (2015). Visits to Cultural Learning Places in the Early Childhood show how the important role of the home learning environment in early childhood for later school success. This article focuses on a particular aspect of the home learning environment: visits to cultural learning places (e.g. museums) as a component of the quality of the home learning environment. Therefore the educational concept of educational quality in family settings and the

sociological concept of cultural capital were combined. The question is how often parents visit cultural learning places with their children and what aspects influence this participation. Data are from the German longitudinal study BiKS-3-10 (N=?554 children and their families). Multivariate regression analyses show that parental educational beliefs and high cultural resources in the families are relevant factors for the visits to cultural learning places. Socioeconomic background variables are less important. The results are discussed with respect to practical and political issues.

Tozer, Rosemary; Atkin, Karl (2015) in their research paper, "Recognized, Valued and Supported" The Experiences of Adult Siblings of People with Autism Plus Learning Disability The researchers have attempted to the potential of adult siblings to offer long-term support to a brother or sister with autism is rarely realized. To understand this, our study explores the expectations of social care among adult siblings. Method: Using qualitative interviews, we spoke to 21 adult siblings about their family relationships and engagement with service delivery, met with 12 of their siblings with autism and talked to 12 social care staff. Results: Siblings, although reflecting on the difficulties of growing up with someone who had autism, expressed a commitment towards their brother or sister. Most wanted involvement in their care. While some siblings described positive relationships with services, many felt marginalized. Practitioners largely confirmed their perceptions, while offering a justification for why they struggled to engage with adult siblings.

Ng, Shun Wing; Lee, Tai Hoi Theodore (2015), in their research article, "How Parents Were Involved in a Special School in Hong Kong", wanted to report on a case study of 93 parents' attitude toward their involvement at various levels of school education in a special school. It also examines the relations between parents' education backgrounds and different levels of parental involvement. The study indicates that parents' inclined to be involved more outside the school including "two-way

communication," "supervision of children at home" and "participation in parent organizations and activities" than that inside the school such as "volunteering," "providing advice on school policies" and "participating in decision making. It could help school personnel, a total and positive relationship could help enhance efficient and effective management of education. Second, more resources should be provided by the Education Bureau for special schools to educate parents and subsidize their involvement. Third, more training opportunities regarding knowledge and skills of parental involvement should be provided for frontline teachers.

Kabir, Ariful Haq; Akter, Farjana, (2014), in their investigation on, 'Parental Involvement in the Secondary Schools in Bangladesh: Challenges and a Way Forward', this article reports the processes of parental involvement in the secondary schools in Bangladesh. Consequently, they aimed to access to the perceptions and experiences of different stakeholders in Bangladesh to explore how parents' are being involved in children's education, and how secondary schools are using different strategies to form partnerships with parents'. Consequently, they aimed to access to the perceptions and experiences of different stakeholders in Bangladesh to explore how parents' are being involved in children's education, and how secondary schools are using different strategies to form partnerships with parents'. The result suggested parents experience different issues related to students learning and success, and contributing to school improvement. To build a relationship with parents, schools used limited strategies like organise parents' convention and form parents committee. The school also often used telephone and email to communicate with parents.

Khambhaita, Priya (2014), in their study, Indian Mothers' Perceptions of Their Roles in Their Daughters' University Course Choices have compared the studies undergone between 'Indian Mothers' and 'White mothers'. In their research paper, Indian mothers' Perceptions of Their Roles in Their Daughters' University Course Choices', they have presented their new findings on the experiences of Indian mothers in the roles they play

in their daughters' higher education (HE) subject choices. This qualitative study involved semi-structured interviews with nine Indian mothers from different areas in England. Commonalities and disparities between the experiences of Indian mothers presented here and accounts of White mothers of similar class and educational backgrounds presented in existing literature are analysed using an intersectional lens.. Results show that working class Indian mothers could be making up some of their disadvantage in terms of social and cultural capital through family and community networks. Furthermore, mothers regard younger relatives as potential sources of important knowledge and resources that could help them and their daughters navigate the HE (Higher Education) landscape. This has not been found in studies on White mothers where the emphasis instead has been on the exchange of knowledge from adults to the younger generation

DeLoatche, Kendall Jeffries; Bradley-Klug, Kathy L.; Ogg, Julia; Kromrey, Jeffrey D.; Sundman-Wheat, Ashley N. (2015), who under the heading, 'Increasing Parent Involvement among Head Start Families: A Randomized Control Group Study, aimed to study with the purpose to estimate the impact of a parent-directed early literacy intervention on three dimensions of PI-home-based, school-based, and home-school conferencing (HSC)-among Head Start parents and their preschool-aged children. Twenty-four preschool children (and their parents) were randomly assigned to an intervention or active control group. Parent involvement (PI) was assessed at the beginning and end of the intervention. The Results of a series of two-way repeated measures analyses of variance indicated significant improvements in home-based PI (Parent Involvement) among parents in the intervention group, but no differences in school-based or HSC types of PI. Parents' prior experience with their children's preschool education did not moderate the impact of the intervention on PI. These findings provide support for the effectiveness of this parent-directed

early literacy intervention as a strategy to increase home-based PI (Parent Involvement) activities among families in Head Start.

Johnson and Sherrie L., (2013), “Single African American Fathers and Their Perceptions of Their Involvement in Their Children's Education”, the researchers affirm that culture, teaching, and learning are interconnected and there is a link between student achievement and parent involvement. Research has shown suggestions that parent involvement correlates positively with academic success for most students, and the more parents are involved in a child's education, both at home and at school, the more academically successful the child will be. In this basic qualitative research study, the perceptions of nine single African American fathers about their level of involvement in the education of their elementary-school-aged children were examined. In-depth interview questions were used to collect data for the study. These questions gave the participants an opportunity to share thoughts and personal feelings, to offer suggestions as to how the schools can help fathers feel more welcome in the school environment, and to suggest ways that the schools could accommodate fathers to become more involved with the school, as well as in the home. The conclusion of the major findings of this study was that these fathers have a desire to be more involved in the lives of their children's academics, and they are serious about their children obtaining a quality education. It was also concluded that all nine fathers were looking for an opportunity to share their stories with anyone willing to listen. All nine fathers wanted their children to be successful and become productive citizens.

Lawrence, Elizabeth (Apr 2015) in their research study ‘ The Family-School Interaction: School Composition and Parental Educational Expectations in the United States’, explored one aspect of the overlapping influence of schools and families on children's education: the relationship between parental education expectations and school composition. Extending findings from literature on how parent expectations differ across social groups and studies showing school compositional effects on student

outcomes suggests that schools may affect parents' attitudes and beliefs. The results also show that parents of low socioeconomic status (SES) have higher expectations in schools with greater percentages of minority students, but higher SES parents are largely unaffected by school composition. Although the study cannot rule out the possible influence of unobservables, it cautiously interprets a causal effect of US schools on parent expectations. The study therefore concludes that school influence may extend beyond the child to family processes and that school composition is an important but overlooked factor related to educational expectations.

Zorbaz, Selen Demirtas; Ulas, Ozlem; Kizildag, Seval (2015) in their study, 'Relation between Video Game Addiction and Interfamily Relationships on Primary School Students', This study seeks to analyze whether or not the following three variables of "Discouraging Family Relations," "Supportive Family Relations," "Total Time Spent on the Computer," and "Grade Point Average (GPA)" predict elementary school students' video game addiction rates, and whether or not there exists a meaningful difference in students' video game addiction rates based on gender or on parents' levels of education. Being a descriptive survey model, the study group consists of 396 4th and 6th grade primary school students. According to the findings of the study, while the variables "Discouraging Family Relations," "Time Spent on the Computer," and "GPA" predict 4th and 5th grade students' video game addiction rates in a meaningful way, the variable "Supportive Family Relations" does not. Moreover, it was seen that male students' video game addiction rates were higher than those of female students. The results of a one way variance analysis show that there is no meaningful difference in students' video game addiction rates based on parents' levels of education. The findings were discussed under the light of the literature and suggestions and limitations discussed.

Olszewski-Kubilius, Paula; Lee, Seon-Young; Thomson, Dana (2014) under the topic, 'Family Environment and Social Development in Gifted Students' Involving more than 1,500 academically gifted students and their

parents, this study examined relationships between family environment and social competence of gifted students. Results from an online survey revealed that our gifted students rated their families as cohesive and flexible with high levels of satisfaction and communication among family members. Compared with students, parents identified their families as more intimate, cohesive, and flexible and felt more positively about communication among their family members. Students' ratings of their family were found to be good predictors of their interpersonal ability and peer relationships, and positive correlations were found between the students' social competence and their ratings of functional aspects of the family. Differences were also found by students' level of social competence, with students with higher levels of social competence rating their families more positively. Unlike the norming sample, rigidity was not endorsed as a negative family variable. The results of this study are consistent with previous research in that affectionate, supportive, and respectful family environments appear to be important to the development of interpersonal skills and competency and peer relationships for gifted individuals.

Hines, Erik M.; Holcomb-McCoy, Cheryl (2013) in their investigation into the topic, 'Parental Characteristics, Ecological Factors, and the Academic Achievement of African American Males', reveal that parental characteristics, ecological factors, and the academic achievement of African American male high school students were examined. One hundred fifty-three 11th and 12th grade African American males completed the Parenting Style Index (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) and a demographic questionnaire. Results indicated no significant relationship between parenting styles and enrollment in honors courses. However, the results indicated that fathers' education level and two-parent family structures are positive predictors of grade point average (GPA), and fathers' expectations is a negative predictor of GPA. Implications for counselor practice and research are delineated.

Khan, Rana Muhammad Asad; Iqbal, Nadeem; Tasneem, Saima (2015) in their research report, 'The Influence of Parents Educational Level on Secondary School Students Academic Achievements in District Rajanpur', have focused on the influence and impact of parents educational level on students academic achievement at secondary level of education. The study utilizes the students results of the 9th class in secondary school certificate examination taken by the Board of Intermediate & Secondary Education Dera Ghazi Khan. Oral interview, observation and a questionnaire were used for this study. This article tries to find out the impact of parental education status at students academic achievements of secondary school level. Research population was the students of different public and private high schools of District Rajanpur, South Punjab. 200 students of Grade 10th were taken as a sample randomly. Null hypothesis was formulated and tested using independent Z-test analysis. Descriptive study based on empirical data was tested to correlate the described variables. After analysis of the data the research finds significant positive relationship between parents education level and academic achievements of students.

2.6 Conclusion

The review presented in this chapter gives a clear picture of the research done in the past and the important findings related to the study. This is followed by the details of methodology for the present study in chapter III.