Ethiopian Journal of Business and Social Science
Available online at: https://survey.amu.edu.et/ojs/index.php/EJBSS/issue/archive
Volume: 3 Number: 2 , 2020 , Pages: 82~111
ISSN:2707-2770

Secondary School Students' Home Study Habits and Parents' Involvement during Covid-19 Pandemic School Closure: Implications for Configuring Resilient Education

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Article Info

Accepted on October, 2020
Received in revised form: December,2020
Published on: December, 2020

Abstract

Education is one of the areas affected by the Coronavirus disease (COVID-19) pandemic in the globe. This study, therefore, aimed to explore students' home study habits and their parents' involvement in schooling during the COVID-19 pandemic in Arba Minch town, Ethiopia. To trace the home study habits of the students and their parents' involvement, a concurrent mixed-method design was adopted. We selected 192 students and parents for a questionnaire survey through a systematic random sampling technique. Besides, we employed a purposive sampling technique to select five parents and five students for interviews. We analyzed quantitative data using mean scores, MANOVA, ANOVA, Games-Howell post hoc analysis, and simple linear regression. In contrast, we analyzed the interview data using a narrative description. The mixed results showed that the student's home study habits and the level of parents' involvement in their teens' home learning fall within poor to moderate levels. Based on the results, we forwarded recommendations as well.

Keywords: *study habits; parent involvement; resilient education; school closure, COVID-19*

1. Introduction

Coronavirus disease (COVID-19) is an illness caused by a novel coronavirus that primarily attacks respiratory organs severely. It was first identified as an outbreak in Wuhan City, Hubei Province, China. The WHO first declared the COVID-19 epidemic as a global health emergency on 30 January 2020. Later, on 11 March 2020, the WHO announced COVID-19 global pandemic. Since then, the COVID-19 endemic has spread to more than 190 countries resulting in fatalities hundred thousand. Besides, it has affected the economic, social, and educational lives of billions throughout the world.

Specific to education, the outbreak of the pandemic has distressed educational systems worldwide to the extent of forcing school closures around the globe. To this effect, more than 1.725 billion learners, which is about 99.9 percent of the student population across the planet, have been greatly affected as a result of school closures in reaction to the pandemic (UNESCO, 2020. The number of primary to upper secondary students affected by school closure due to COVID-19 in Ethiopia was about 23, 929,322 with the exclusion of the number of tertiary level students.

The decisions to school closure by nations around the globe have led billions of students to temporary homeschooling situations (https://www.weforum.org). According to Burgess and Sievertsen (2020, Para 2.), the students have not generally been sent home to play. The idea is that they continue their education at home in the hope of not missing out too much. To limit the interruption in education, and pursue an education at home, different options have been suggested and are in place via various means. Distance learning, radio, and TV transmissions, and various e-learning platforms are some (UNESCO, 2020). In Hong Kong, for instance, personal tablets are in use while what's App, telegrams, or email have been used to send lessons and assignments to students in developing countries (https://www.weforum.org).

In developing countries where technology infrastructures are limited and access to them for education may be a challenge, home study habits (learning) and family involvement could be more potential and are irreplaceable in supplementing and reinforcing mainstream education. The main intent of effective study habits is to acquire knowledge and behaviors that will help meet new situations. Besides, it enhances students to be independent explorers of their learning at home and

seek higher education (Adeninyi, 2011). Therefore, building good study habits at all levels of education is highly essential for effective and successful learning.

Mundy and Hares (2020) underlined that family engagement and support in their teens' education during COVID-19, in particular, are vital in the endeavor of closing gaps in learning at the time of emergencies. Let alone educated families, according to the duo, parents with limited literacy can do much to enhance their teens' learning. To this effect, they suggested educational response to COVID-19 should build on such existing social institutions though it is an area often overlooked. The family could engage in their teen learning through monitoring home study (Kotaman, 2008 as in Gurbuzturk, 2010). Besides, they could prepare a favorable physical and emotional environment for home study (Aslanargun, 2007 as in Gurbuzturk, 2010; Desforges & Abouchaar 2003; Epstein, 2005). On top of this, the family could encourage communication with their teens on trust (Bakker & Denessen, 2007; Shearer, 2006), and help them set short and long terms goals for their education and future career (Epstein, 2004). Studies showed the engagement of parents in their teens' learning could result in increased academic achievement (Epstein, 2009; Whitaker & Fiore, 2001). However, the degree of parental involvement in schooling could be affected by bogus factors like socioeconomic status, the educational attainment of parents, and other factors.

The rapid spread of COVID-19 around the globe has shown the need for education that absorbs accidental shocks of various forms such as pandemic diseases, fanatic violence, climate insecurity, and the like (Burgess & Sievertsen, 2020). Student home study habits and parents' involvement in their teen's learning is adaptable, independent, and distant educational endeavor that bridge gaps in learning. Additionally, home study habits and the involvement of parents are protected ways of learning and comply with social distancing, the COVID-19 pandemic prevention method. Nevertheless, the issue seems an overlooked area though it is vital in the time of emergencies. Besides, there is no local document on the issue as long as our knowledge is concerned. Therefore, it seems timely and imperative to study secondary school students' home study habits and their parent's involvement in the learning of their teens during the COVID-19 pandemic school closure in Ethiopia. We conducted this study on secondary school students and parents living at randomly selected sample Kebeles in Arba Minch Town.

The study has both general and specific objectives. The general objective of the study was to portray secondary school students' home study habits and their parents' home involvement in the learning of their teens during the COVID-19 pandemic school closure. The study was carried out concerning secondary school students and their parents living at selected Kebeles in Arba Minch Town, Ethiopia. The specific objectives of the study were to: (i) assess secondary school students' levels of home study habits during the COVID-19 pandemic school closure, (ii) explore student parents' involvement in their teens' home learning during COVID-19 pandemic school closure, and (iii) examine if the parents' involvements predict the success of home study habits of learners during Pandemic.

2. Research Methodology

This section describes the research design, sample and sampling procedures, data collection tools, and methods of data analysis.

2.1. Research Design

To address the aforementioned objectives of the study, we adopted a concurrent/convergent mixed-methods design since it enables to integrate of the use of both qualitative and quantitative data in a single study. To this effect, we analyzed the quantitative data obtained from students and parents. Then, we analyzed the qualitative data we gained from the semi-structured interviews with selected students and their parents. We integrated the results obtained through quantitative and qualitative methods in the discussion section.

2.2. *Sample Size and Sampling Procedures*

The populations of this study were secondary school students and student parents in Arba Minch Town. The town is divided into four Sub-cities for administration purposes. The Sub-cities (kifle ketema) are named Secha, Nech Sar, Sikela, and Abaya. Each Sub-city is further subdivided into a smaller administrative body called kebele. Each Sub-city has three kebeles except Abaya which has two. The secondary school student populations of the town were 5,364 in 2020/21. Since schools have been closed due to COVID-19 and direct access to students at schools was impossible, the

study was carried out through home to a home survey of households. To estimate the sample size from 5,364 households that host the secondary school student population in the town, the sample size determination formula was applied (Kothari, 2004). In the formula, 'n' is the sample size; 'e' is the standard error margin (0.05); 'z' is the standard value of the desired confidence level (95%, which is 1.96); 'p' is the desired sample proportion (0.15), 'N' is the population size, and 'q' is 1 – p (1 - 0.15 = 0.85). Accordingly, the sample size was found to be 192.

Therefore, 192 secondary school students and parents were selected from the four kebeles for questionnaire surveys through a systematic sampling technique. However, five parents and five students were selected for interviews based on their willingness.

2.3. Data Collection Tools

To collect data from students on their study habits, we used a study habits questionnaire (SHQ) and interviews. Similarly, we applied a parent involvement questionnaire (PIQ) and interviews to obtain parents' involvement in the learning of their teens. Each tool is presented independently in the subsections that follow.

2.3.1. Study Habits Questionnaire

To generate data on students' study habits, we administered a study habits questionnaire (SHQ) to (N=193) students. The questionnaire is a close-ended type which constituted 37 items and covers time management (8 items), concentration and memory (7), home study environment (3), reading comprehension and note-taking (10), self-testing/assessments (6), and development of new experiences (3). The items of the questionnaire are all in a 5-point Likert scale type. We adopted the items from Singh (2019) and a document from the University of Central Florida (n.d). However, we developed the development of new experiences during the COVID-19 school closure to examine whether the students developed or not new experiences of learning during the closure.

To this effect, the respondents were asked to rate each item which ranges from always (5) to never (1). As to scoring, positively worded items were scored with values of 1,2,3,4, and 5 respectively to

the responses ‘never’, 'rarely', 'sometimes', 'mostly', and 'always', while reverse scoring was applied for negative items.

2.3.2. Students’ Questionnaire on their Parents’ Home Involvement

To examine parents’ home involvement in the learning of their teens from the student's perspective, we administered a parent involvement questionnaire (PIQ) to the students. The questionnaire is close-ended and had focus on home support, monitoring home learning (study), communication parents had with the teens on their learning, home study environment, and whether they motivate their teens toward their goals. The items of the questionnaire are all on a 5-point Likert scale ranging from 5= (always) to 1= (never). We adapted the items from early works (Grover, Houlihan, & Campana, 2016; Rogers, Hickey, Wiener, Heath, & Noble, 2018) to fit the purpose of the current study.

2.3.3. Interview with Students

It was thought that interviews would enhance to get thick and in-depth qualitative data that could not be captured through the closed-ended questionnaire. As a result, we conducted interviews with selected students on their home study habits. The interview addressed issues that included time management, concentration and memory, home study environment, reading comprehension, note-taking, self-testing/assessments, and the development of new experiences for the students during school closure due to the COVID-19 pandemic.

2.3.4. Parent Involvement Questionnaire

To elicit data from parents on their involvement in the learning of their teens at home, we directed a parent involvement questionnaire (PIQ) to (N=192) student parents. The questionnaire is close-ended and enveloped items on home support, monitoring home learning (study), encouraging communication with the learner/s on their learning, creating a suitable environment for home study, and motivating teens toward their goals. The items of the questionnaire are all on a 5-point Likert scale ranging from 5= (always) to 1= (never). We adapted the items from previous works on the area

(Grover, Houlihan, & Campana, 2016; Rogers, Hickey, Wiener, Heath, & Noble, 2018) to fit the purpose of the current study.

2.3.5. Interview with Parents

To obtain rich data from the parents of the students on their involvement in the home learning of their teens, we considered qualitative data through the interview mandatory along with the close-ended questionnaire. To this effect, we held interviews with parents on home support, monitoring home learning (study), communication they had with the learner/s on their learning, a conducive environment for home study, and whether they motivate their teens toward their goals. The interview enabled us to get thick and in-depth qualitative data that may not be captured through a closed-ended questionnaire.

2.4. Reliability and Validity of Tools

One aspect of the questionnaire validation was to check for internal consistency reliability. Internal consistency reliabilities were estimated for students' home study habits and parents' involvement as viewed by the learners, and parents' ratings of their involvement in their teens' home learning. Therefore, internal consistency reliabilities of three sorts of questionnaires were presented below.

Table 1: Internal consistency reliability of students' questionnaire

Home Study Habit	No of items (N)	Cronbach alpha
Time Management	8	.89
Self-testing	6	.88
Concentration and Memory	7	.89
Comprehension and Note-taking	10	.88
Study Environment	3	.90
Developments of new experience	3	.91
Scale	37	.93
Parent involvement		
Support	3	.87
Monitoring/guiding	4	.86
Communication/discussion	6	.88
Home environment	3	.87
Motivation/encouragement	4	.85
Scale	20	.90

The assumptions necessary to apply Cronbach alpha were carefully checked before running the data to compute the internal consistency reliabilities (Pallant, 2005) of the questionnaires. The computed alpha values for home study habits and parent involvement and their respective dimensions showed that the values are above the minimum acceptable cut-off value of .70. This shows that the two scales and their respective sub-scales are highly consistent enough to measure what they were supposed to measure.

Table 2: Internal consistency reliability of parents' involvement questionnaire

Parent involvement	**No of items (N)**	**Cronbach alpha**
Support	3	.88
Monitoring/guiding	4	.87
Communication/discussion	6	.89
Home environment	3	.86
Motivation/encouragement	4	.85
Scale	20	.90

Similar to that of students' questionnaire on home study habits and parent involvement, Cronbach alpha values of the internal consistency reliabilities were computed for the parent involvement questionnaire. As indicated in Table 2, the Cronbach alpha values for the scale and dimensions were found to be ≥ .85. This reveals that the questionnaire has high internal consistency to serve its intended purpose.

As to the content validity of the questionnaires (appropriateness, clarity, and relevance of the items), three experts were involved in the ratings of the items. The Item Content Validity Index (I-CVIs) and Content Validity Index for scale (S-CVI/Ave) values for both students' and parents' questionnaires were I-CVI with ≥0.81 for an item and S-CVI/Ave ≥0.92 for scale. This suggests that both questionnaires are appropriate, clear, and relevant content-wise both at item and scale levels. In other words, it means that the instruments seem content valid for claimed purposes.

2.5. Methods of Data Analysis

We collected quantitative data through questionnaires from students and parents on students' home study habits and student parents' involvement. We encoded the data into SPSS version 21 for

analysis. We applied both descriptive and inferential statistics to analyze the quantitative data while we used qualitative descriptions to analyze data obtained through interviews.

We used mean scores at sub-scales or scale levels as units of analysis to decide students' home study habits and parents' involvement. To fix the students' level of home study habits in terms of the dimensions and scale, and that of parents' involvement too, We applied Magulod's (2019) categorization of Likert scale mean values. As to the author, 'never' fall within the range of 1.00 to 1.80, *rarely*=1.81–2.60, *sometimes*=2.61–3.40, *mostly*=3.41–4.20, and *always*=4.21-5.00, fall in the ranges indicated. According to Magulod (2019), the range between 4.20- 5.00 is very high and the rest four are high, moderate, low, and very low, respectively.

Since mean values alone do not enable us to compare and distinguish among the mean values of the students' home study habits in terms of their dimensions for statistical significance, we used way ANOVA test. To this effect, the ANOVA test was applied to inspect if there was a significant variation in the students' ratings of the six dimensions of home study habits during the COVID-19 school closure. Besides, the Games-Howell test pair-wise post hoc comparison was practiced to identify the dimensions which brought variations in the scale.

To answer parents' level of involvement in their teens' home learning during the COVID-19 pandemic school closure, we administered parents' questionnaires on their involvement and students' questionnaire on their parents' involvement levels, and interviews to both bodies. To analyze quantitative data acquired through questionnaires to parents and their teens, we applied both descriptive and inferential statistics. Specifically, we applied the mean, standard deviation, MANOVA, ANOVA, and Games-Howell post hoc analysis.

To answer the levels to which parents' involvement predicts the home study habits of students during COVID-19 school closure, we used simple linear regression with the entering method. However, it was paramount important to check the data for the assumptions of simple linear regression for valid and generalizable results. To this effect, we checked the assumptions before the use of simple linear regression for actual data analysis.

On the other hand, we used verbal descriptions to analyze the qualitative data obtained from interviews. Hence, we coded, categorized, and analyzed qualitatively through verbal descriptions of the data collected through interviews from both bodies. We integrated the results obtained through quantitative and qualitative methods in the discussion section and compared whether the results corroborated or contradicted each other.

3. Results and discussion of the study

3.1. Results of the quantitative data

Table 3 shows the students' home study habits dimensions and scale mean values. Consequently, the mean score for the home study environment (x=3.97) is the highest while the developments of new experience (x=2.64) dimension appear to have the lowest mean value. The mean values of the rest four dimensions fall in between the mean values of the home study environment and new experience dimensions. Besides, the overall mean value of the home study habit scale is found to be 3.33.

Table 3: Descriptive Statistics of home study habits dimensions

Groups	**N**	**Mean**	**SD**
Time Management	193	3.16	.78
Self-testing	193	3.12	.81
Concentration and Memory	193	3.59	.57
Comprehension and Note-taking	193	3.49	.59
Study Environment	193	3.97	.61
Developments of new experience	193	2.64	.53
Scale		**3.33**	**.78**

The mean values alone may not enable one to compare and distinguish for statistically significant differences among the mean values of the students' home study habits in terms of the six dimensions. To this effect, the ANOVA test was run to see if there was a significant variation in the students' ratings of the six dimensions of home study habits as shown in Table 4,

Table 4: ANOVA comparisons of home study environment dimensions

	Sum of squares	df	Mean Square	F	Sig.
Between Groups	202.902	5	40.580	93.313	.000
Within Groups	500.988	1152	.435		
Total	703.890	1157			

N=193 $\eta 2 = .288$

A one-way between-groups analysis of variance (ANOVA) was conducted to examine whether there were statistically significant differences among home study habit dimensions mean scores. As shown in table 4, the home study habit dimensions mean scores differed significantly [F (5, 1152) = 93.313, p=.000]. The effect size, calculated using eta squared (η2), was found to be .288. This implies that the difference is large according to Cohen's (1998) categorization of effect size. This shows roughly that there was a 28.8% difference in the students' ratings of certain dimensions from their ratings of some other dimensions. Nonetheless, this result does not show the dimensions that contributed significantly to the differences. To identify these, post hoc comparisons of the dimensions were computed with the Games-Howell test as presented in Table 5.

Table 5: Dimensions pair Comparisons with Games-Howell Test

Mean	1	2	3	4	5	6	Rank
3.16	--	.041	-.43*	-.33*	-.81*	.52*	3
3.12		--	-.47*	-.37*	-.85*	.48*	3
3.59			--	.098	-.38*	.95*	2
3.49				--	-. 48*	.85*	2
3.97					--	1.33*	1
2.64						---	4

* p <.01

The Games-Howell test for comparison of mean scores showed that there was no statistically acceptable difference between the time management mean score (x=3.16) and self-testing mean score (x=3.12), p > .05. Besides, there was no statistically adequate difference between concentration and memory (x=3.59), and reading comprehension and note taking dimension to mean score (x=3.49), p > .05. On the contrary, there were statistically significant mean score differences among the rest pairs of dimensions at p <.01. Thus, the home environment sub-scale of home study habits had the highest impact while the development of new experience dimensions during COVID-19 school closure was the 4th or the least among the dimensions on its influence of home study habits. Besides, concentration and memory, reading comprehension, and note-taking dimensions had equal weight and were placed second in their influence in the dimensions. Similarly, time management and self-testing dimensions had an equal weight of 3rd in their influence in the dimensions.

To decide the students' levels of home study habits in terms of the dimensions and scale, Magulod's (2019) categorization of Likert scale mean values were applied. Although there were statistically significant differences among home study habit dimensions, as per this categorization, it seems generally that the students mostly had a conducive home study environment, carried their home, study with concentration and memory, and read with comprehension and take notes most of the time. On the contrary, the students used to manage their study time tested themselves and attempted to learn new experiences as frequently as sometimes. In general, the students appear to be involved in their home study habits sometimes as the scale mean value has fallen in this category.

The second objective of the study was to examine parents' levels of involvement in students' home learning; and whether there was a difference between parents' and students' ratings of parent involvement in terms of the dimensions of involvement. To answer this objective, various quantitative analyses were conducted as presented below.

Table 6: Summary of Descriptive Statistics

Group		**Mean**	**Std. D**	**N**
Students	Support	2.84	1.01	193
	Monitoring/Guiding	2.29	.89	193
	Communication/Discussion	2.53	.80	193
	Home Environment	3.32	1.18	193
	Motivation/Encouragement	3.82	.80	193
	Total	2.96	1.09	965
Parents	Support	2.84	.97	193
	Monitoring/Guiding	2.42	.80	193
	Communication/Discussion	2.73	.84	193
	Home Environment	3.40	1.15	193
	Motivation/Encouragement	3.83	.83	193
	Total	3.04	1.05	965

Table 6 shows students' and parents' rating mean scores of parent involvement dimensions and scale. In light of this, both students' and parents' rating mean scores for the motivation/encouragement dimension seem to be the highest followed by a conducive home

environment for learning whilst parents' monitoring of their teens for the home learning dimension has the lowest mean value. The students' and parents' mean values concerning the provision of support appear to be similar while there seems to be a difference in their rating of communication/discussion with their teens on their home learning. Also, the overall mean values of the parents' involvement scale as rated by both students and parents seem to be far from each other implying that there is a noticeable difference in their ratings. Moreover, the standard deviation of each dimension seems that both the students and the parents had no considerable variations in their ratings of parents' involvement in the students' home learning during the COVID-19 school closure.

The mean values could not enable us to differentiate whether there was a statistically significant difference between parents' and students' ratings of parent involvement in terms of the dimensions of involvement. Therefore, a one-way between-groups multivariate analysis of variance (MANOVA) was run.

Table 7: MANOVA Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	partial η^2
Intercept	Pillai's Trace	.919	5435.025[b]	2.000	959.000	.000	.919
	Wilks' Lambda	.081	5435.025[b]	2.000	959.000	.000	.919
	Hotelling's Trace	11.335	5435.025[b]	2.000	959.000	.000	.919
	Roy's Largest Root	11.335	5435.025[b]	2.000	959.000	.000	.919
Involvement	Pillai's Trace	.733	40.344[b]	8.000	1918.000	.000	.144
	Wilks' Lambda	.361	43.237	8.000	1916.000	.000	.153
	Hotelling's Trace	.350	84.040[c]	4.000	960.000	.000	.259
	Roy's Largest Root	.733	40.344[b]	8.000	1918.000	.000	.144

a. Design: Intercept + cod2
b. Exact statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.
d. Computed using alpha = .01

As indicated in Table 7, there was a statistically significant difference between students and parents in terms of the overall ratings of parents' involvement in home learning during the COVID-19 pandemic school closure; F (8, 1918) =40.34, p=.000; Pillai's Trace =.733; partial η2= .144. Effect size indicated that 14.4% of the variance in the dimensions of home learning involvement could be attributed to the differences in the rating of students and parents.

The MANOVA table showed a significant multivariate main effect between students and parents on the combined dependent variables. Between-subjects ANOVA was then used to examine whether there was a difference between students' and parents' ratings of parent involvement on all of the dependent measures. The result revealed that there were statistically significant Univariate main effects for students, F (4, 960) = 80.88, p=.000, partial η2=.252, power to detect the effect was found to be 1.00; and parents' rating, F (4, 960) =70.64, p=.000, partial η2= .227, power = 1.00. To identify the dependent variables which attributed to the differences, pairwise comparisons were made.

Table 8: Tests of Between-Subjects Effects

Source	Dependent variables	sum of squares	Df	Mean square	F	Sig.	partial η^2
Corrected Model	Students' rating	292.619[a]	4	73.155	80.882	.000	.252
	Parents' rating	244.939[b]	4	61.235	70.635	.000	.227
Intercept	Students' rating	8477.830	1	8477.830	9373.292	.000	.907
	Parents' rating	8923.678	1	8923.678	10293.634	.000	.915
Involvement	Students' rating	292.619	4	73.155	80.882	.000	.252
	Parents' rating	244.939	4	61.235	70.635	.000	.227
Error	Students' rating	868.288	960	.904			
	Parents' rating	832.236	960	.867			
Total	Students' rating	9638.738	965				
	Parents' rating	10000.852	965				
Corrected Total	Students' rating	1160.907	964				
	Parents' rating	1077.175	964				

a. R Squared = .252 (Adjusted R Squared = .249)
b. R Squared = .227 (Adjusted R Squared = .224)
c. Computed using alpha = .01

Games-Howell pairwise comparisons were conducted to discover the dependent variables that attributed to the differences. The result showed that there were statistically significant mean differences for the students' ratings of parents' involvement in home learning for all pairs at p=.000 except for the mean difference between monitoring and communication/discussion (p=.063). Similarly, statistically significant mean differences were obtained for parents' rating of their involvement in home learning for all pairs at p=.000 excluding the non-significant mean difference between parent support and communication/discussion (p = .76).

Consequently, the students rated the motivation/encouragement dimension, the highest followed by a conducive home environment for the learning dimension when home support took third place in its influence. Monitoring home learning and communication/discussion with parents' dimensions equally obtained the fourth place and weight in their impact. By the same token, the parents rated the motivation/encouragement dimension the highest followed by the conducive home environment for learning dimension whilst home support and communication/discussion with teens dimensions equally gained the third place in their influence. Surprisingly, monitoring home learning of teens took the fourth or last attended by the parents.

As per the categorization by Magulod (2019), both students and parents agreed that parents motivate/encourage their teens most of the time for learning. Besides, they unanimously agreed as frequently as sometimes on the necessity of a favorable home environment and parents' support for home learning while they coincided with rarely monitoring home learning. On the contrary, the teens rated their parents rarely communicate with them while the parents rated that they sometimes communicate with their teens on their learning. In terms of the overall scale mean, both the students' and parents' ratings for parents' involvement in home learning mean scores of the entire scale showed that parents sometimes involve in their teens' home learning.

To answer the levels to which parents' involvement predicts the home study habits of students during COVID-19 school closure, the simple linear regression entry method was preferred. The analysis is presented as follows.

Table 9 B: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728[a]	.530	.527	.37990

a. Predictors: (Constant), parents' involvement
b. Dependent Variable: students' home study

Table 9B shows a model summary of simple linear regression output. The *R*-value represents the correlation between the independent and dependent variables and is 0.728 which is a high degree of correlation. The R square value (.530) explains the variance in the dependent variable (home study habit) by the independent variable which is parents' involvement. This means that the independent variable explained 53% of variances in the dependent variable, the home study habits of students. According to Cohen (1988), this much variance (.530) is considered a large effect.

Table 9A: ANOVA Model Summary

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.030	1	31.030	251.007	.000[b]
	Residual	27.566	191	.144		
	Total	58.596	192			

a. Dependent Variable: students' home study
b. Predictors: (Constant), parents' involvement

Table 9A shows an ANOVA summary to know whether the variances by the independent variable on home study habit (the dependent variable) were statistically significant or not. As shown, the independent variable predicted students' home study habits significantly [F (1, 192) = 251.007, p=.000].

As discussed above, the independent variable predicted students' home study habits significantly. However, the unique contribution of the independent variable is unknown yet. To identify the contribution of the independent variable, the standardized beta coefficient (β), p-value, and related data are provided in table 10 for analysis.

Table 10**:** Relative Contributions of Predictor Variables to the Observed Variance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.781	.109		16.331	.000
	parents' involvement	.509	.035	.728	14.663	.000

Table 10 gives the relative contribution of the independent variable (predictor) in the regression equation. The result reveals that parents' involvement (β = .728; t = 14.663, p= .000) significantly predicted students' home study habits.

3.2. Results of qualitative data

*The s*elected secondary school students were interviewed about their home study habits during the COVID-19 pandemic school closure. With regards to their time management in their study, some interviewed students disclosed that they had no pre-prepared study schedule in which they outlined specific subjects they study along with the time budget necessary to cover the contents for study. They further noted that they just pick up any subject they liked to study. Moreover, they stated that they lost interest in their study, particularly after the COVID-19 school closure, and do their study rarely or sometimes though it is their major duty. Conversely, a few of the interviewed students revealed that they have a study schedule and do their studies most of the time as per the schedule.

As to their home study environment, most of the interviewees uncovered that they opt for a convenient time and environment which is silent for their home study. Also, they mentioned that their parents keep the study environment silent while they sit to study. However, one of the interviewees (S5) explained that he likes reading/studying and listening to music or the radio. He pointed out that he will get bored soon unless he listens to music or the radio while reading. Though the students preferred and had a silent and conducive home study environment for their study, they stated that they have difficulty concentrating on their studies. They reflected that school closure due to the COVID-19 pandemic has affected their interest and motivation for home study. Hence, they mentioned they easily and quickly get distracted and cannot concentrate and study for a long time. On the same issue of concern, one of the interviewees (S3) noted that:

> *I used to study hard before the COVID-19 pandemic school closure. After the school closure, however, I lost focus and interest in my study. I gradually declined from where I was. The school closure and the postponement of the grade 12 national examination to an unknown time have negatively affected my motivation to study. I now rarely study.*

In summing up this issue, one can infer that the interviewees rarely study after the COVID-19 school closure as they lost their interest and motivation for home study.

Concerning the comprehension and note-taking skills of the students, one of the interviewees uncovered that he does not think he has an understanding problem while doing his reading. On top of this, he mentioned that he does not think he has a serious problem with note-taking skills that he can take readable notes of his reading. On the same issues of the study, the other student (S1) stated:

> *Most of the time, I take notes of the main points from my reading. I sometimes revise the notes I took during my study. Besides, I sometimes solve problems provided in textbooks, reference books, and previous test papers. Through these ways, I assess myself to how much I have learned. I ask the assistance from my brother for what is not clear to me. Besides, my brother helps me with problems that I could not solve.*

The other interviewed student (S2) explained that she refers to books to get additional insight when she finds the assignments difficult to do.

Two of the interviewed students affirmed they sometimes study and rarely take notes while they study. Besides, they underscored that they hardly get the main points of the materials they read though they take notes. Moreover, they stated that they found it difficult to take a well-organized note. Furthermore, they sometimes solve problems provided in textbooks, reference books, and previous test papers and assess themselves as to how much they have learned in these ways.

We interviewed parents on their involvement in the home learning of their teens. The parents raised various issues and we presented them selectively as seen here. The study habit environment is decisive for effective concentration on the reading/study materials and retention. A good study environment is therefore necessary for optimizing the ability of students for learning. Parents, who were interviewed on how much they prepare a favorable learning environment for their teens, responded that they recognize the importance of the study environment and that they made sure

silent and non-distracting for their teens. All the respondents replied that they give priority to their teens learning and they try to turn off the TV, radio and avoid other distracters during study time. Besides, the parents stated that they support their teens to be successful in their academics in various ways. Among these supports, most parents unanimously agreed that they buy reference books regardless of the financial limitation they have, borrow books from the library, and initiate their teens to borrow books from the library. Some of the interviewees also mentioned that they insist the elder support the younger in their studies. On top of this, one interviewee stated that her son gets academic support from his father sometimes as he is a school teacher. Contrary to what has been discussed above, an interviewed mother showed frustration with her son and noted as follows:

> *The school was a good place for my son. I believe that he gains lessons though he is not a motivated learner. He used to sit for a while to do his assignments before the COVID-19 pandemic outbreak. After the school closure due to COVID, however, he completely left his study. I support and monitor the one who attempts his best; what do you do to one who abandoned his study? I wish to see the reopening of schools soon.*

As opposed to the quote above, there are responsible students for their education. For instance, one interviewed mother stated that her daughter 'is self-responsible and does her study independently without being nagged to do' (P 4).

In addition to supporting their teens, parents should also monitor their teens for effective home study. Some parents disclosed that their teens had a study schedule. When it is time for their teens to study, they switch off the TV and radio during their teens' home study most of the time. Also, they monitor noise and disturbances around to maintain a good study environment. Moreover, they limit the social media and playtime of their teens while they study in their rooms. One of the interviewees mentioned that she advises her daughter to draw all her attention to her education. Besides, she stated that they set ground rules for her daughter to adhere to. I do my follow-up to insist on my daughter studying hard and paying attention to her studies.

Divergent to the points discussed above, one of the parents (P5) explained that her daughter is self-responsible for her study, and she noted that:

> *My daughter learns at a private school. Though schools have been closed due to the COVID-19 pandemic, there is still contact between my daughter and her school. The school sends assignments and reading materials through telegram and other options. My daughter works and returns the assignments on time. Besides, she studies her lessons as usual effectively. I see that she is responsible for her learning. Therefore, I do not see the need for my intervention in monitoring her study.*

It seems then reasonable to conclude that there are less responsible students for their learning, but there are also very responsible and independent students who carry out their studies without as such being reinforced by parents.

Open and mutual communication between parents and teens in their home study is also paramount important for effective learning. Two of the interviewed parents disclosed that they have two-way mutual communication with their teens. Parent (P2) stated he believes open discussion is important and that he discusses mutually and openly all matters including her education. Besides, they discuss her daily study and her future career and hope too. Other parent underlined the communication they have as follow:

> *We have a mutual and open two-way dialogue on her education and other issues as well. We discuss her education and daily encounter sometimes. As well, we discussed what she wants to be in the future and what is expected of her to reach there. We have concluded the need for working hard on her education to realize her dream. I hope this will become true provided that she persists in her study as she does now.*

Nevertheless, two of the interviewees responded that they communicate with their teens rarely and not that much. Two of the parents (P1 & P3) stated that open communication between parents and teens is unusual in their culture and they think this has to be changed. Also, they noted that communication is one way from the parents to the teens in the form of advice to study hard and have a goal in life for future success. Although the fourth interviewee (P4) is willing enough for mutual communication with her son, he is not happy and willing for that and she noted the following:

> *I tried to make discussions with him at various times. However, he does not feel happy to make a dialogue on issues related to his education. Despite his lack of interest in dialogue, I*

use to plead with him now and then to focus on his study though he has never taken practical actions towards it.

Therefore, we may conclude that some parents do not make open and mutual discussions with and have not given ears to their teens on their home study while some have open and mutual discussions with their teens. In contrast, it seems that there are teens who are not motivated to make dialogue with their parents.

Motivation is a very important tool that drives one to the desired goal. Parents are expected to encourage and motivate their teens to achieve the best in their education. In this regard, all interviewees unanimously responded that they believe motivation is a very important tool that pushes someone towards the desired goal that one holds. Besides, they affirmed that they sometimes encourage their teens to be strong, courageous, and long-sighted in their education. On top of this, they express their appreciation for their accomplishment of daily study at the end of the study if they study as planned hoping that this may motivate them for the next day's tasks.

In addition to what have discussed above, one of the interviewed parents (P3) pointed out that they motivate their son by telling stories of famous people who have become successful out of many ups and downs and noted below:

His father sometimes motivates and encourages him to be a well-planned and hard worker in his education. He used to tell inspiring stories of famous people like Isaac Newton and Saint Yared of Ethiopia and others. He told him how several attempts had brought these people to success. He tells him how working hard will make a person great.

Similar to motivating teens through telling them inspiring stories, a parent (P4) who has been fed up with the unwillingness of her son to study, this parent tried to motivate his son through the fate of successful and unsuccessful stores of youths in the village as stated below:

I have never seized up advising him at all. I sometimes encourage him to study hard and give attention to his education through the success stories of his elders in the neighborhood that joined universities, and on the job. In contrast, I also let him see his elders in the neighborhood who failed to realize their dream because of not working hard on their education. I tried to let him see his fate on both ends and take his best.

Even though parents support their teens in their home study, monitoring and motivating their teens to study hard during the pandemic school closure is irreplaceable. Home study should be used along with school as support.

3.3. Discussion

It was already stated that this study aimed to examine secondary school students' home study habits and their parents' involvement during the COVID-19 pandemic school closure. Besides, it aimed to scrutinize how much parents' involvement predicted their teens' home study habits. As to the students' levels of home study habits, the results obtained through the questionnaire disclosed that the students had a favorable home study environment, carried their home study with concentration and memory, and read with comprehension and take notes most of the time. In contrast, the study revealed that the students used to manage their study time, assessed themselves, and attempted to learn new experiences as frequently as sometimes. Besides, the study showed that the students are generally involved in their home study habits sometimes as the scale mean value has fallen in this category. Accordingly, the students' levels of home study habits are found to be moderate for study time management, self-testing/assessment, and the development of new experiences subscales. In contrast, the students' levels of home study habits are high for concentration and memory, reading comprehension and note-taking, and a suitable study environment (Magulod, 2019).

Nonetheless, the interview results showed that most of the interviewees had no pre-prepared study schedule. Instead, they mentioned that they just pick up any subject they wanted to study. Besides, they stated that they lost interest in their study and engaged in it rarely during the COVID-19 school closure. Concerning their reading comprehension and note-taking skills, the interview results pointed out that some of the respondents had serious problems in getting the main points from their reading and difficulty in taking well-organized notes. However, most of the interviewees uncovered that they opted for a convenient time and a silent home environment for their study. Furthermore, they sometimes solve problems provided in textbooks, reference books, and previous test papers and assess themselves to check how much they have learned in these ways.

Although the results obtained through quantitative inquiry revealed that the students' levels of time management for study, self-testing and development of new experiences were moderate, their levels for concentration and memory, reading comprehension and note-taking and home study environments were found to be high. The interview results showed the students had serious problems of getting the main points from their reading and difficulty of taking well-organized notes. Thus, this implies that the home study habits of the students are not up to the levels expected of them though they should have consistent and high study habits for their academic success. Consistent with this result, studies asserted that students with poor study habits are not successful in their learning and ended up failing in their learning endeavors (Bolling, 2000; Chand, 2013; Mark & Howard, 2009). On the contrary, students who had good time management skills through planning and scheduling for study, a good environment to study, note-taking and summarizing skills, use of prior knowledge, understanding, and monitoring understanding were found successful in their education (Azikiwe, 1998; Chand, 2013; Maribeth & Seibert, 2002; Singh, 2019).

The quick spread of COVID-19 around the globe has given a glimpse of education that may absorb accidental shocks of various forms and bridge gaps in education (Burgess & Sievertsen, 2020). Parents' home involvement in the learning of their teens could be one of the many means during a such crisis in education. On top of this, Mundy and Hares (2020) underlined that families' engagement and support in their children's education during COVID-19, in particular, are vital in the endeavor of closing gaps in learning at the time of emergencies.

To this effect, the second objective of the study was to examine parents' levels of involvement in teens' home learning as viewed by both students and parents in terms of the dimensions of the parent involvement scale. The results obtained from the questionnaires to both students and parents, according to Magulod's (2019) average value interpretations, showed that both students and parents coincided in their rating and disclosed that parents motivate/encourage their teens most of the time for learning. Besides, both bodies unanimously agreed on the necessity of a favorable home environment and parents' support for home learning as frequently as sometimes. Yet, both the parents and the teens revealed that parents monitor their teens' home learning rarely. Divergently, the students rated their parents as rarely communicating with them although the parents rated

themselves as they sometimes communicating with their teens on their learning. In terms of the overall parents' home involvement, the results from both the students and parents pointed out that parents are involved in their teens' home learning as frequently as sometimes.

The results gained from the interview also showed that the parents recognized the importance of a study environment and ensured silent and a non-distracting environment for their teens, monitored and supervise the home study, support their teens through supplying reference books, and insisted on the elder to support the younger brother or sister in the home study although some parents disclosed that their teens have not been willing to be engaged in serious home study. As to open and mutual communication between the parents and the teens in their home study, the interview result indicated differences among the interviewees. Two of the interviewed parents disclosed that they have ways of mutual communication with their teens while the other two mentioned that they communicate with their teens rarely, and not that much. They further noted that the communication they rarely had was one-way from the parents to the teens in the form of advice and pointed out that they have not given ears to their teens.

The levels of parents' involvement in the current study, as compared to the previous work of Sad and Gurbuzturk (2013), could be taken as moderate and/or poor. Specifically, in the study done by Sad and Gurbuzturk (2013), parents used to be involved always in their teens' home learning that included communication with the child ($x = 4.57$), enabling home environment ($x = 4.43$), supporting home learning ($x = 4.35$), and helping with tasks while the levels of parents' involvement in the current study swung among most of the time, sometimes, and rarely.

Although effective parents' home involvement for the learning of their teens should be a regular and sustainable practice, the current study found that the involvement is not done on regular basis, particularly during the COVID-19 school closure where students had no such school support. Let alone during school closure, students' success at school is assured if school-based instruction is supported by parents' involvement at home (Simsek & Tanaydın, 2002). To this end, the results implied that parents are inhibiting and annihilating the motivation and ability of their teens by ignoring and disregarding their achievements (Al-Matalka, 2014). On the contrary, studies showed that parents' involvement in the home learning of their teens has several impacts among which

increased the academic performance of teens is one (Bower & Griffin, 2011; Epstein, 2009; Whitaker & Fiore, 2001).

The third objective was to examine the level to which parents' home involvement predicts the home study habits of students during COVID-19 school closure. The result depicted that parents' home involvement predicted their teens' home-study habits by 53% which could be regarded as a large effect. Early works indirectly corroborate with the findings of this study that parents' involvement in home learning of their teens has been found an accurate predictor of student achievement (Henderson & Berla, 1994) as achievement could not be sought without effective study habits. Besides, studies showed that parental involvement promotes teens' motivation for learning (Hoover-Dempsey et al., 2001; Seginer, 2006). Moreover, Luster and McAdoo (1996) affirmed that parents' involvement influences their teens' home study habits. Furthermore, Dudeja and Bald (2019) asserted the higher parental involvement in their teens' studies, the better the study habits of their teens.

4. Conclusion and recommendations

This section introduces the findings, conclusion, and recommendations of the study briefly. Also, it highlights the potential limitations of the study.

4.1. Conclusions

This study aimed to explore secondary school students' levels of home study habits and their parents' home involvement during the COVID-19 pandemic school closure at Arba Minch town in Ethiopia. Besides, it examined the degree to which parents' home involvement predicted students' levels of home study habits during this time. Secondary school students have been engaged in their home study habits sometimes and rarely thought study is their primary concern, particularly during the COVID-19 pandemic school closure. Therefore, it seems reasonable to conclude that secondary school students' study habits in the study area fall within poor to moderate levels. This implies that the students have not developed effective study habits that may help them bridge the gaps in the education disruption during the COVID-19 pandemic school closure to be successful in their education.

Parents' levels of involvement in students' home learning, family engagement, and support in their teens' education in general and during emergencies like COVID-19, in particular, are crucial to close the gaps in learning (Mundy & Hares, 2020). Nevertheless, the current study revealed parents' levels of involvement in their teens' home learning fall within the range of poor to moderate. This shows that parents have not regularly and sufficiently engaged in their teens' home learning even during schooling let alone at the time of school closure like the COVID-19 pandemic. Parents consciously or unconsciously restrained their teens' academic and other growth in one way or the other. Besides, it is concluded that the more the parents involve in the home learning of their teens, the better the teens develop effective home study habits which accounts for about 53% variance in their learning.

Countries may encounter a crisis of various forms that enforce school closure. For instance, the rapid spread of COVID-19 around the globe has shown the need for education that absorbs accidental shocks of various forms such as pandemic diseases, fanatic violence, climate insecurity, and the like (**Burgess & Sievertsen**, 2020). Concerning this, the World Bank Group (2016) stated that countries need to build resilient education systems that react to the crisis to minimize the impacts, succeed, and experience positive change during adversities.

In light of this, the secondary school students' home study habits and their parents' involvement in the study area seem to be poor although home study habits and parents' involvement in their teens' learning is adaptable, independent, and remote educational endeavor which bridge gaps in learning during misfortunes (**Burgess & Sievertsen,** 2020). This implies that teens' home study habits and their parents' involvement in the study area appear unable to resist and bridge educational gaps in learning during the COVID-19 pandemic school closure.

4.2. Recommendations

Based on the findings and conclusions drawn, the following recommendations are made:

1. The study disclosed that the secondary school students in the study area do not have effective study habits that may enhance them bridge the gaps in their education during the COVID-19 school closure. Therefore, it is recommended that the Ethiopian Ministry of Education and concerned regional Education Bureaus in collaboration with parents and teachers have to work towards

reinforcing the effective reading habits of students. Also, the Ministry of Education and/or concerned regional Education Bureaus have to include issues of effective study habits and strategies in the curricula to strengthen the development of study habits.

2. Colleges of education and universities specialized in teacher education should emphasize issues related to study habits and equip their graduates with the necessary skills so that they may support students to improve their study habits to be successful in their education.

3. The home study involvement of parents in their teens learning during the COVID-19 school closure was not regular and sufficient. Besides, the study revealed that parents' involvement significantly predicted their teens' home study habits. Thus, the Ministry of Education, Regional Education Bureaus, and other concerned bodies are recommended to organize awareness creation programs for parents on the necessity of parents' home involvement in their teens learning for the academic success of their teens.

4. It seems that the Ethiopian Ministry of Education should work towards building resilient education systems that absorb various shocks and reduce the influences, succeed, and experience positive change during the crisis. Specifically, it should consider protective strategies such as parent support and study habits that could diminish adversities that we may encounter in education.

This study is limited to secondary school students and student parents in Arba Minch town only. Besides, the sample size was not large enough. Therefore, the results may not be generalized to the entire secondary school students and student parents throughout Ethiopia. Local empirical work related to the issues of the study was also one of the limitations faced in writing this article.

Acknowledgments

We would like to acknowledge Arba Minch University for funding this study. We are also grateful to parents and students who were cooperative and helpful during the data collection. Last, we would like to thank data collectors for their patience and devotion to data collection during the COVID-19 school closure.

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