



A Comparative study between Indian and American School students Attitude towards Education

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Abstract: *The major aim of this study was to compare the Attitude towards education of Indian and American students. The study was conducted on a total of 200 secondary school students, out of which 100 were Indian and 100 were American. The tool used for this study was the Attitude scale towards education (ASTE) given by Dr. S.L. Chopra, which consists of 22 items. The study also checked for the association between attitude towards education and four other independent variables, that were- Gender, Academic achievement, Father's level of Education and Mother's level of education. The findings of the study revealed that the Indian students' have much more positive attitude towards education as compared to American students'. Females were found to have a more positive attitude towards education as compared to male students. It was also found that high education of father positively contributed to their children's attitude towards education. Mother's level of education and academic achievement didn't seem to correlate with the students' attitude towards education.*

Key Words: *Comparison study, Attitude, Education, Indian and American secondary school students.*

1. INTRODUCTION:

Both Eastern and Western educationists have explained the word 'education' in different ways according to the need of hour. Unlike the Indian thinkers who wish to promote spiritualism and perennial truth through education, Western philosophers think that education consists of a limited number of deliberate, planned, influences which have a direct bearing on a child's development. Education is viewed not only as a tool for social change, but also as an investment in the development of a nation. The Indian philosophers, however, focused on the mental, moral, social, physical, and intellectual capacity of human beings.

1.1. HISTORY OF EDUCATION IN INDIA:

India's first educational system was the Gurukul. This was a system of residential education dating back to around 5000 BC: the students (shishyas) and teachers (Guru) resided in the guru's ashram (home) or within close proximity. Thus, prior to passing on knowledge, an emotional connection could be developed. [1] The focus of learning was not only on reading books and memorizing information, but on a child's holistic development. It encompassed mental and cognitive development, as well as physical and spiritual health. The curriculum covered topics such as religion, holy scriptures, medicine, philosophy, warfare, statecraft, and astrology.

Emphasis was laid on strengthening students' ethical and moral values as well as developing their self-reliance, right behavior, empathy and creativity. Knowledge was aimed at later being applied to real-life situations to find solutions. Moreover, the education was free of charge to the general public, but a voluntary contribution was allowed at the end of the course, called the Guru Dakshina, typically paid by a few well-to-do families. Nalanda, Takshashila University, Ujjain, and Vikramshila Universities contributed greatly to the development of higher education in the first millennium and the decades preceding it. Several Foreign students were attracted to these institutions to study Buddhist Páli literature, Páli grammar, etc. The Brahmin teacher Chanakya, who helped establish the Mauryan Empire, was considered one of the most famous teachers in history. In the words of Mahatma Gandhi, traditional educational system represented a 'beautiful tree' which was destroyed during the British rule.

It was Lord Macaulay who proposed India's current education system in the 20th century, believing that Indians should acquire modern education to get out of their traditional beliefs, interests, morals, and intelligence. As a result of the British government's refusal to acknowledge traditional education in India, the system gradually declined. English language learning gained greater importance than other languages in India during the British era. The western education in India observed the setting up of missionary colleges throughout the country. The education



policy and planning was prepared on behalf of the central government through the Ministry of Human Resource Development's Department of Education. During the prime ministership of Atal Bihari Vajpayee the Vidya Vahini Network was set up in November, 1988 to link up universities with UGC and CSIR. The general marks-based education system got replaced by the grades-based system. Despite having a rich educational history, India is still afflicted by high levels of illiteracy and school dropouts.

1.2. HISTORY OF EDUCATION IN THE USA:

Schooling was not the primary method of education in early America. As part of the Puritan-led colonial period (what is now Massachusetts), parents were required to teach their children to read and larger towns had to establish elementary schools, where children learned reading and writing. Most colonial children were not required to attend school, and only about 10%, usually the wealthiest ones, had access to it [2]. Harvard became the first college in 1636, even though education was considered less important at the time. The first girls' academy was founded more than a century later in 1787. Students were taught patriotism and religious beliefs with the aim of unifying the nation after the Revolutionary War through textbooks that standardized spelling and pronunciation. By the middle of the nineteenth century, free, formal education was made available to all children, regardless of social class. It was intended that compulsory education would strengthen national unity and instill "American" values in immigrants. Industrialization contributed to it as well, as an industrial economy required more reading, writing, and math skills than an agricultural economy did. Only primary and secondary schools offered free, compulsory education. In the early 1900s, college was a privilege for a few people, and those who went tended to come from fairly wealthy families. College enrollment soared after World War II, and today more people attend college than ever before, even though attendance is still influenced by social class.

1.3. INDIAN VS AMERICAN EDUCATION SYSTEMS:

There are strengths and weaknesses to both American and Indian education systems. But, a good education system is one that sustains the capability to transform a child into an asset for the society, and both the American as well as the Indian education systems have accomplished that task several times. Both of these systems have produced great personalities including scientists, IT professionals, journalists, doctors, engineers and many others.

Public Schools in USA and India – In the US, the government operates public schools in most of the states that offer free education to children. Taxes collected by the federal/state/county/city governments are used to fund schools. Public schools in the US are better maintained and managed than government schools in India. The vast majority of schools receive significant government funding; therefore, they have good infrastructure. In both USA and India, studying in public schools are free of cost. Indian government schools are usually not preferred because of inadequate government funding, outdated infrastructure, and a lack of committed management.

Private schools in USA and India – Private schools in India are preferred over government schools primarily due to higher infrastructure and facilities, better contacts with financially and educationally sound people, and a more committed management team. There are several private schools in the USA that provide an education similar to public schools. To cover the huge costs associated with running a private school, students are required to pay heavy fees. Many private schools in the United States are unable to compete with public schools when it comes to infrastructure and programs. There are, however, several renowned private schools in the United States that attract the cream layer of bright students. There are many reasons why parents choose private schools in the US, including social standing, race, dissatisfaction with public schools in an area, academic standard, convenience, and religious education.

Home schooling in USA vs India – Home-schooling is another form of imparting common education in the USA. This form of education does not involve children going to school. Instead, parents or tuition teachers teach students at home. Home schooling does not have a formal schedule or time-table, but typically, parents would set one up for their children. Home-schooling enables parents to teach their children at their own pace. Every child's needs can be met individually. For gifted children, they can cover a lot more syllabus than formal schools, while for children who require special attention, they can go at a slow pace, giving them all the care they need. There is a major disadvantage to home-schooling in America, which is that the children lack social skills, since they don't get the chance to interact with the other kids. In India, the concept of home schooling is not very popular. Many Indians still believe in formal learning, conducted in a classroom setting. It is not easy for parents to home-school, since there is no structured system that enables them to do so.



American vs Indian system – In India, there are four levels of education: pre-primary (kindergarten), primary (1st to 8th grades), secondary (9th and 10th grades) and higher secondary (11th and 12th grades). After finishing the 12th grade, one can enrol in any professional course of one's choice, which means a shorter time to become a professional and an earlier job. Generally, there are three levels of schooling in the United States, namely elementary school (kindergarten through fifth grade), middle school (6th to 8th grade) and high school (9th to 12th grade). After the kid graduates from high school, he can enrol in bachelor courses of his choice at college and later move into professional studies at universities, which means it will take a longer time for him to become a professional. In Indian schools, the number of students per class is much higher. Unlike the US where most schools do not have uniforms and dress codes are very flexible, Indian schools place a high priority on uniforms and adhere to them strictly.

Tests – Formal exams are conducted in India, even for the lower classes. Examinations are a very stressful time both for students and their parents. The exam dates are announced well in advance. As exam season approaches, parents usually cancel all other activities and concentrate solely on creating a conducive study environment for children. The students who can better memorize the study material tend to score higher marks in India. Creative kids score higher in USA. Examinations are usually part of normal teaching in the lower grades, so kids don't spend days reading before they take the test. In high school, however, students prepare for tests earlier, although it isn't as stressful. India's education system places a great deal of emphasis on rote learning. Students are encouraged to absorb as much knowledge as possible. This explains why Indians excel in quantitative subjects. As a result, young Indians generally perform poorly in "soft" subjects, but do well in "hard" subjects. They also tend to be poor at critical thinking. The educational system overlooks identity development and socialization. In contrast, the American system stresses soft skills more and creates a more rounded competitive individual with a broader cross-disciplinary knowledge, but one that is weakened in specific subject areas than Indian peers. In India, your grades are determined by how well you perform on the midterm or final exam. There is comparatively less weight given to assignments, quizzes, classwork/homework, etc., unlike how it is in USA, although it is changing considerably now, especially with the coming up of new Education policy.

Grading or Percentage - Grading in the USA differs greatly from India. Typically, grades are converted into GPAs for high school. A, A-, B, B-, C, C-, D, D-, and F are assigned according to their respective percentages. Testing and scoring exercises, quizzes, and performances, including homework, are typically conducted by teachers for some points and then converted to a 100-point scale. In India, only the results of the 12th grade board exams are considered for college admission, unlike the continuous and comprehensive high school evaluation in the United States from 9th to 12th. Therefore, it is not necessary to constantly monitor or maintain grades for the entire four-year period. Grading ranges from A+, A, B+, B, C+, C, D, and F based on percentages.

Comparatively, the educational system in the USA is centered around preparing children to understand concepts through books, but also through practical experience rather than stressing them over written tests or academic competitions, about learning in small groups, and more about evaluating their daily performance. India's education is predominantly focused on memorizing study materials, academic performance, and giving utmost respect to teachers. Sports or other overall success are not as favored as academic excellence; however, with recent modifications which claim to have a global basis, things may be changing.

2. ATTITUDE:

Simply put, an attitude can be defined as a way of thinking, feeling, or acting towards something or someone. An individual's attitude may also include positive or negative evaluations of whatever surrounds them. Attitudes depend on beliefs, intentions, and actions (Fishbein and Ajzen, 1975) [3] and are expressed by evaluating each individual with respect or disdain (Eagly and Chaiken). [4] According to Silverman and Subramonium [5], students with either a positive or negative belief will develop favourable or unfavourable attitudes respectively. There are several components involved in forming attitudes in pupils, including emotional, cognitive, and behavioral components. Individuals' attitudes are shaped by their own experiences, observation, and social standards. Students with positive attitudes achieve their goals easily no matter what the situation is. Therefore, forming a positive attitude in one's life is helpful in overcoming any challenge. In the learning environment, having an appropriate attitude is vital to the process of teaching-learning. In regards to the current study, this term refers to the way students feel or think about the necessity of education, their opinions about how advantageous/disadvantageous education is, and how motivated they are to pursue education whether it is at the school or home level and how much it could be influenced



by parent's level of education and their academic achievement, which is observed by looking at the total percentage achieved in the previous year of study.

3. SECONDARY EDUCATION:

The study focuses specifically on the attitudes of students pursuing secondary education in India and the United States. Secondary education provides the strongest link between primary and higher education, and is an important stage in the educational hierarchy in preparing youth (between the ages of 14 and 18) for higher education.[6]

3. LITERATURE REVIEW:

A study done by Idris, Hussain and Ahmad (2020) that studied the relationship between parents' education and their children's (10th class students) academic achievement. This study found that fathers and mothers with a high level of education positively contribute to their children's academic success. A strong correlation was found between parents' education and students' academic achievement. A number of recommendations were made based on the study's findings, including the introduction of adult education programs, awareness campaigns, and the use of social media for community outreach. [7]

Abdelrahim M. Gaffar (2018) studied the relationship between student's perception regarding their education and their academic performance, and found that students with higher academic achievement had more positive perceptions regarding their education, while the perception of education was more negative among low-achieving students. [8]

Musheer, Govil, and Gupta (2016) studied the attitude of secondary school students toward their school climate based upon certain demographic factors viz. gender, language of instruction, and educational level of parents. A representative sample of 358 students from secondary schools in India was selected. There was a significant difference in attitudes of secondary school students depending on their gender and medium of instruction. However, there was no significant difference in attitudes towards school climate based on their parents' educational levels. [9]

Smitha and Sheeba (2016) conducted a study to examine the attitude towards higher education of under graduate Indian students of Business Administration. Based on their findings, the majority of students decided to pursue higher education in order to find good jobs. There are also more positive attitudes towards education among girls than among boys, and all of them are keen to get into top b-schools for their MBA. [10]

Veresova and Malia (2016) conducted a study to find how gender and GPA (Academic achievement) is related to attitude toward School and Learning (ATSL) of Adolescents. They found that the more positive is the ATSL of adolescents, the better was their academic achievement expressed by GPA at the end of the school year and they also noted that girls have a more positive attitude towards ATSL as compared to boys. [11]

A study by Halder and Rana (2015) studied the relationship between parental attitudes towards education and academic achievement of students of class VII of Bengali medium secondary schools, located in Murshidabad District, West Bengal and affiliated with the West Bengal Board of Secondary Education. The study revealed that parents' attitude towards their child's education has a positive and large correlation with the academic achievement of the students. [12]

A study of students' CGPAs and their learning environment conducted in Pakistan (2015) showed that CGPAs do not have a great impact on students' mindsets. It could be the result of other intrinsic factors, such as learning motivation, study habits, and examination performance, that affect academic achievement. [13]

Das, Halder, and Mishra (2014) conducted a study to find out how gender and academic achievement is related to the Attitude towards education in secondary level minority students and found that boys and girls did not differ significantly in their attitudes towards education and academic achievement scores. It was also found that attitude towards education and academic achievement have a very low negative relation (-0.10). Although the mean scores difference was very small between Boys and Girls Students but both the attitude and achievement were found to be higher in case of minority girls students. [14]

Valerica (2013) studied the factors affecting students' attitudes towards learning and concluded that students who engage in academic activities and have a positive attitude toward education achieve higher academic performance than students who make little effort. Thus, good-performing students believe that learning brings them satisfaction, and simply attending class doesn't suffice. Their willingness to take on additional tasks and condemnation of superficial tasks at school indicate that they are responsible learners. Rather than just completing a routine activity, they set specific learning goals, and strive to achieve excellent school performance. Further, students with high school performance consider learning as a method of personal development. Consequently, they are more likely to succeed in life.[15]



Chou (2005) studied the relationship among the learning attitude, learning behaviour and academic achievement of junior high school student. The results of analysis revealed that the learning attitude, learning behaviour and academic achievement of girls were better than those of boys. A positive significant correlation occurred between the learning attitude, learning behavior and academic achievement. The findings suggested that schools needed to pay much attention to male students and school teachers and parents should help students in cultivating good study methods and good reading habits. [16]

Moon & Callahan (1999) studied the differences in 1,326 American, middle school students' attitudes toward school. Four attitudinal surveys (attitudes toward teachers, learning processes, language arts, and mathematics) were administered to these students. It was found that, regardless of achievement, most students do not hold very positive attitudes toward school and students who were identified as high achievers held more positive attitudes toward school, regardless of grade level, as compared with average or low achievers. [17]

Begum, F., & Begum, H. A. (1985) studied Factors related to students' attitude towards education and found that high school and college Students had more favorable attitudes toward education than did university students and students whose fathers had high levels of education had more favorable attitudes than did Students whose fathers had low levels of education. Mothers' occupational status (OS) did not have an effect on Students' attitudes, while fathers' OS did show some non significant positive effect on students' attitude towards education. [18]

4. OBJECTIVES OF THE STUDY:

1. To investigate and compare the differences in Attitude towards Education of Indian and American Secondary school Students.
2. To investigate the role of gender in deciding the Attitude towards education of the total sample and sub-samples created based on the Nationality of the students.
3. To investigate the role of Father's and Mother's level of education in deciding the Attitude towards education of the total sample and sub-samples created based on the Nationality of the students.
4. To explore the relationship between the attitude towards education and academic achievement of the students.

HYPOTHESIS:

H₀₁ There is no significant difference between Indian and American student's attitudes towards education.

H₀₂: There is no significant difference between males and females attitude towards education in both Indian and American groups.

H₀₃: There is no significant association between Father's level of Education and Attitude towards Education in both Indian and American groups

H₀₄: There is no significant association between Mother's level of Education and Attitude towards Education in both Indian and American groups

H₀₅: There is no significant association between student's attitude towards education and the total percentage achieved in their previous year of study (academic education) in both Indian and American groups

5. METHODOLOGY:

5.1. SAMPLING: Sample was collected from American and Indian school students. The questionnaire was sent to around 200 students each from both nationalities, out of which 102 American students and 187 Indian students responded, from which 100 responses from each group was further utilised to do this research. Hence a total of 200 school students are part of this research, including 100 American and 100 Indian students. The research is focused on secondary school students' attitude towards education and hence the participant students were from either 9th or 10th grade only and their age ranged from 14-17, most of them being either 15 or 16 years old.

5.2. RESEARCH DESIGN: A two group Research design was used for this research to compare the group means for attitude towards education of Indian and American students.

5.3. TOOL USED: To measure attitude towards education of secondary level students Attitude Scale Towards Education (ASTE) by Dr. S. L. Chopra was used as an inventory.

ASTE consists of 22 items in the form of statements, having two options, one agreement with the statement and another disagreement with the statement related to the areas of attitude towards education.

Reliability: reliability of the scale was calculated by "split-half" method also. Its test-retest reliability found 0.93 and split half reliability was 0.89, which suggests that the scale is quite reliable.



6. RESULTS:

A. NATIONALITY AND ATTITUDE TOWARDS EDUCATION

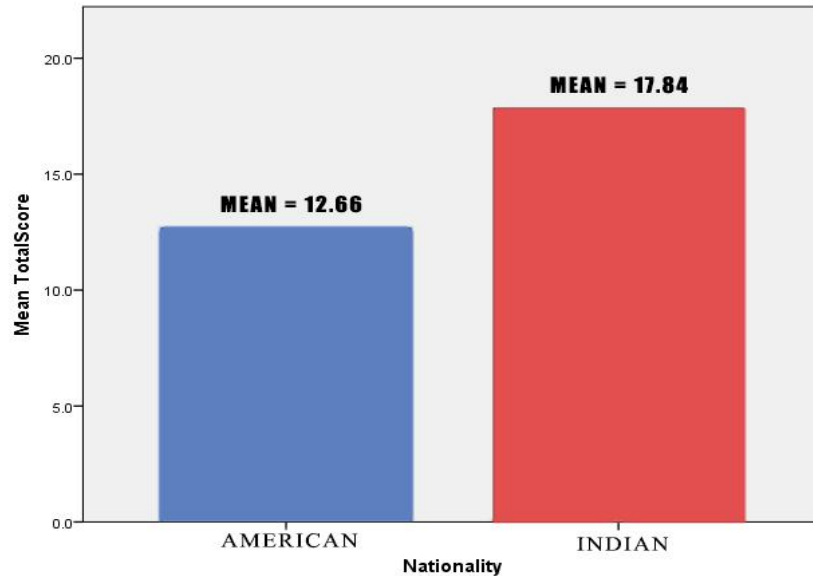


FIGURE- 1

TABLE-1 DIFFERENCE IN ATTITUDE TOWARDS EDUCATION BETWEEN AMERICAN AND INDIAN STUDENTS

NATIONALITY	N (Total=200)	MEAN SCORE (Out of 22)
Indian	100	17.84
American	100	12.66

B. GENDER AND ATTITUDE TOWARDS EDUCATION

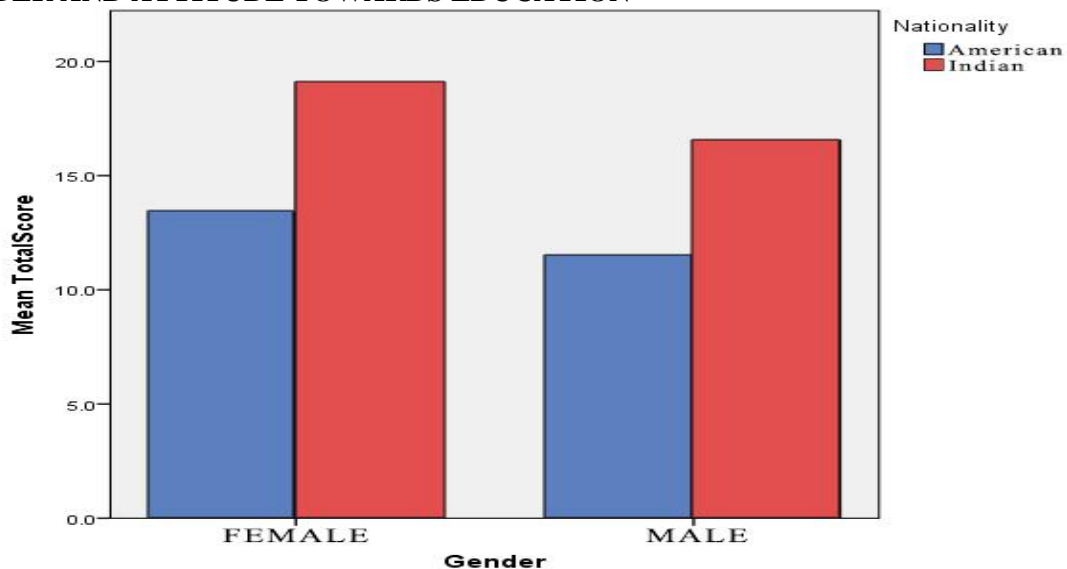


FIGURE-2

TABLE-2 GENDER AND ATTITUDE TOWARDS EDUCATION (AMERICAN STUDENTS)

GENDER	N (Total=100)	MEAN SCORE (Out of 22)
Male	37	11.45
Female	63	13.36



TABLE-3 GENDER AND ATTITUDE TOWARDS EDUCATION (INDIAN STUDENTS)

GENDER	N (Total=100)	MEAN SCORE (Out of 22)
Male	49	16.55
Female	51	19.07

C. FATHER’S LEVEL OF EDUCATION AND ATTITUDE TOWARDS EDUCATION

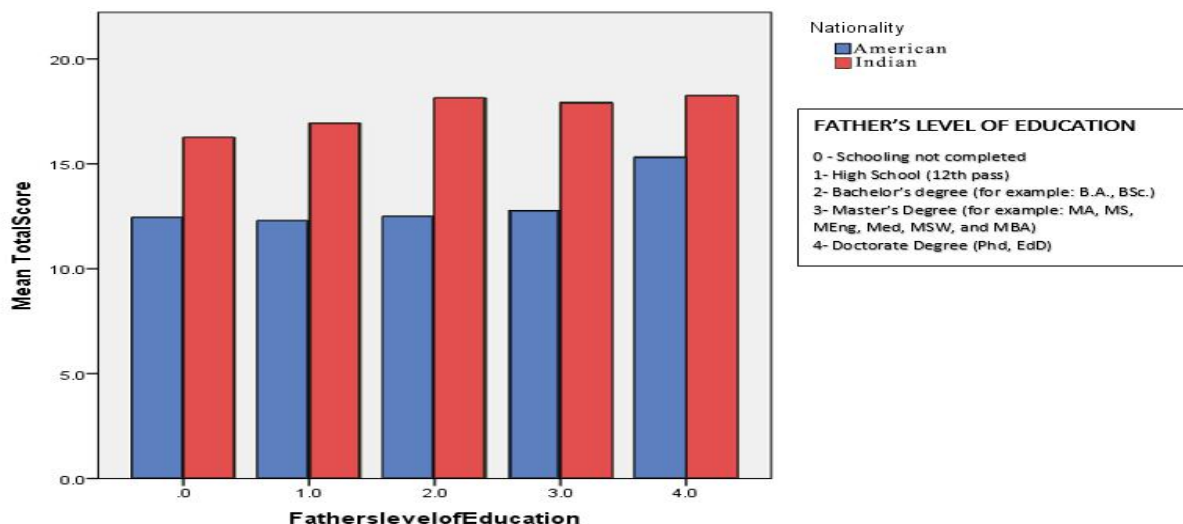


FIGURE-3

TABLE 4 ATTITUDE TOWARDS EDUCATION AND FATHER’S LEVEL OF EDUCATION (INDIAN STUDENTS)

FATHER’S LEVEL OF EDUCATION	N (Total=100)	MEAN SCORE OF ATTITUDE TOWARDS EDUCATION
Schooling not Completed	4	16.25
High School (12 th pass)	15	16.99
Bachelor’s degree (for example: B.A., BSc.)	29	18.13
Master’s Degree (for example: MA,MS,MEng,Med, MSW,MBA)	32	17.9
Doctorate Degree (Phd, EdD)	20	18.25

TABLE 5 ATTITUDE TOWARDS EDUCATION AND FATHER’S LEVEL OF EDUCATION (AMERICAN STUDENTS)

FATHER’S LEVEL OF EDUCATION	N (Total=100)	MEAN SCORE OF ATTITUDE TOWARDS EDUCATION
Schooling not Completed	18	12.44
High School (12th pass)	28	12.28
Bachelor’s degree (for example: B.A., BSc.)	26	12.5
Master’s Degree (for example: MA,MS,MEng,Med, MSW,MBA)	22	12.7
Doctorate Degree (Phd, EdD)	6	15.33



D. MOTHER’S LEVEL OF EDUCATION AND ATTITUDE TOWARDS EDUCATION

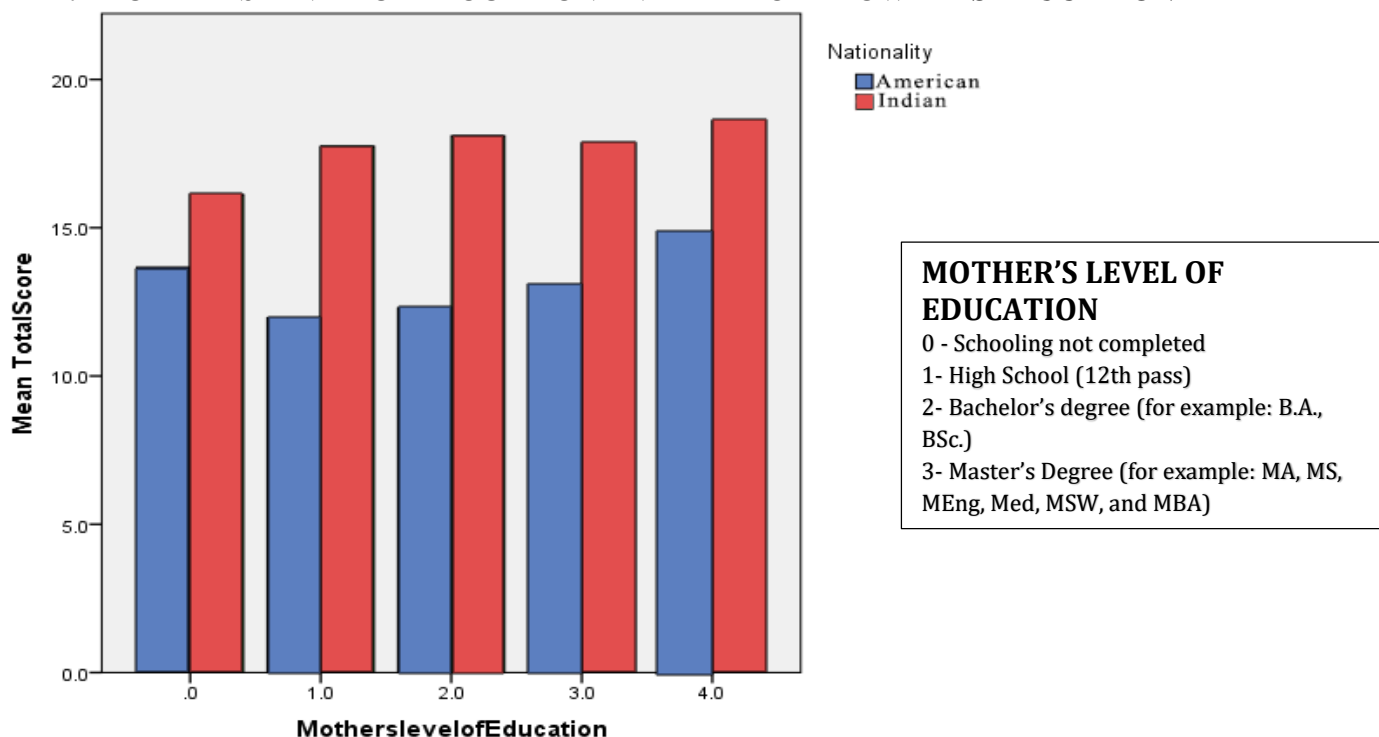


FIGURE-4

TABLE 6. ATTITUDE TOWARDS EDUCATION AND MOTHER’S LEVEL OF EDUCATION (INDIAN STUDENTS)

MOTHER’S LEVEL OF EDUCATION	N (Total=100)	MEAN SCORE OF ATTITUDE TOWARDS EDUCATION
Schooling not Completed	9	16.11
High School (12 th pass)	12	17.75
Bachelor’s degree (for example: B.A., BSc.)	30	18.1
Master’s Degree (for example: MA, MS, MEng, Med, MSW, MBA)	37	17.83
Doctorate Degree (Phd, EdD)	12	18.58

TABLE 7. ATTITUDE TOWARDS EDUCATION AND MOTHER’S LEVEL OF EDUCATION (AMERICAN STUDENTS)

MOTHER’S LEVEL OF EDUCATION	N (Total=100)	MEAN SCORE OF ATTITUDE TOWARDS EDUCATION
Schooling not Completed	6	13.66
High School (12 th pass)	27	11.96
Bachelor’s degree (for example : B.A., BSc.)	35	12.28
Master’s Degree (for example: MA, MS, MEng, Med, MSW, MBA)	25	13.08
Doctorate Degree (Phd, EdD)	7	14.85



E. ACADEMIC ACHIEVEMENT AND ATTITUDE TOWARDS EDUCATION

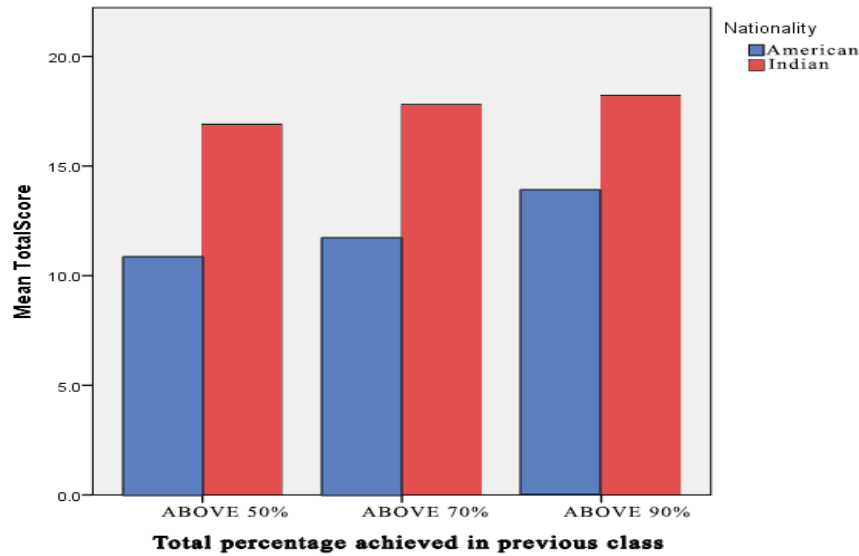


FIGURE-5

TABLE-8. TOTAL PERCENTAGE ACHIEVED IN PREVIOUS YEAR OF STUDY (ACADEMIC PERFORMANCE) AND ATTITUDE TOWARDS EDUCATION (INDIAN STUDENTS)

TOTAL PERCENTAGE ACHIEVED IN PREVIOUS YEAR OF STUDY	N=100	MEAN SCORE OF ATTITUDE TOWARDS EDUCATION
Above 50%	11	16.9
Above 70%	57	17.8
Above 90%	32	18.218

TABLE-9. TOTAL PERCENTAGE ACHIEVED IN PREVIOUS YEAR OF STUDY (ACADEMIC PERFORMANCE) AND ATTITUDE TOWARDS EDUCATION (AMERICAN STUDENTS)

TOTAL PERCENTAGE ACHIEVED IN PREVIOUS YEAR OF STUDY	N =100	MEAN SCORE OF ATTITUDE TOWARDS EDUCATION
Above 50%	6	10.8
Above 70%	47	11.702
Above 90%	47	13.65

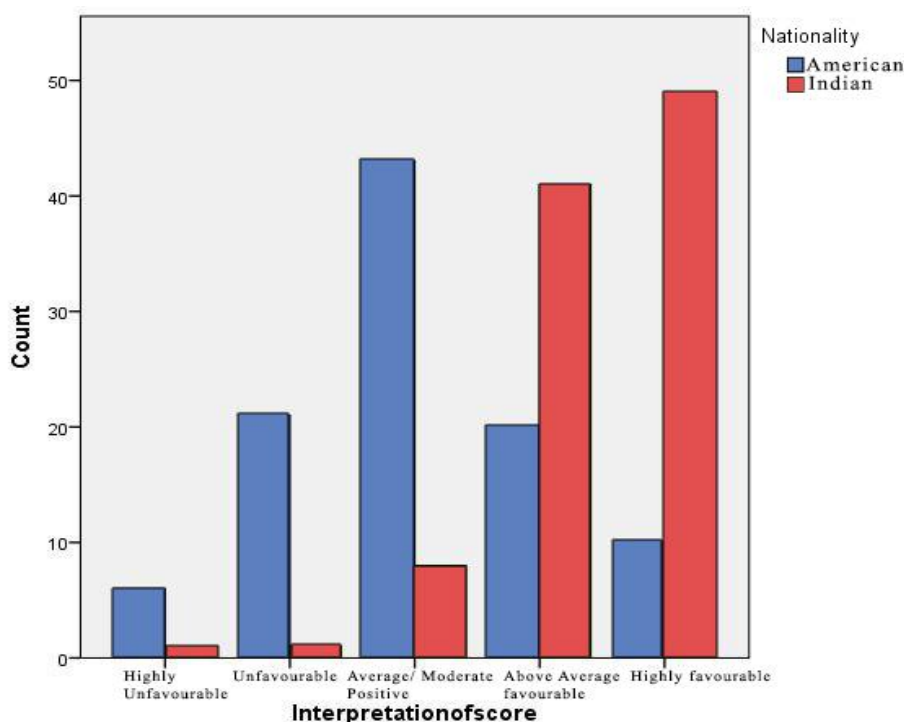


FIGURE-6

TABLE-10 LEVEL OF ATTITUDE TOWARDS EDUCATION

LEVEL OF ATTITUDE TOWARDS EDUCATION	RANGE OF SCORE	Z-	GRADE	NO. OF INDIAN STUDENTS	NO. OF AMERICAN STUDENTS
Highly Favourable	1.26 to 2.01		A	49	10
Above Average Favourable	0.51 to 1.25		B	41	20
Average/Moderate Positive	-0.50 to 0.50		C	8	43
Unfavourable	-0.51 to -1.25		D	1	21
Highly Unfavourable	-1.26 to -2.01 and below		E	1	6

7. DATA ANALYSIS AND INTERPRETATION:

The collected data were fed to SPSS (version 20) which was analyzed through applying t-test, ANOVA, chi-square and Bivariate correlation. The analyzed data were interpreted and tabulated accordingly **H₀1 There is no significant difference between Indian and American student's attitudes towards education.**

TABLE-11 t-test for Attitude towards Education between Indian and American Students

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TotalScore	Equal variances assumed	9.126	.003	-9.901	198	.000	-5.1800	.5232	-6.2117	-4.1483
	Equal variances not assumed			-9.901	186.303	.000	-5.1800	.5232	-6.2121	-4.1479



From the above Table-11, it is clear that there exists a statistically significant difference between the attitude towards education of Indian and American students as the p-value is 0.00 which is less than 0.05. Hence the first null hypothesis that there is no significant difference between Indian and American student's attitudes towards education is rejected.

H₀2: There is no significant difference between males and females attitude towards education in both Indian and American groups.

TABLE-12. t-test for Attitude towards Education between Male and Female students (Combined data)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TotalScore	Equal variances assumed	.454	.501	2.452	198	.015	1.5606	.6365	.3054	2.8158
	Equal variances not assumed			2.428	176.202	.016	1.5606	.6427	.2922	2.8289

The above Table-12 makes it clear that attitude towards education is affected by Gender of the students. (p-value = 0.015 < 0.05). Female Students have more positive attitude as compared to male students since the mean scores of Boys are lower than that of Girls.

TABLE-13. t-test for Attitude towards Education between American Male and Female students

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TotalScore	Equal variances assumed	.528	.469	2.270	98	.025	1.9056	.8395	.2397	3.5715
	Equal variances not assumed			2.247	73.166	.028	1.9056	.8482	.2152	3.5960

The findings from the above table suggests that Gender can be associated with American students' Attitude towards Education, since the P-value (0.025) is less than 0.05. Girls have more positive Attitude towards Education.

TABLE-14. t-test for Attitude towards Education between Indian Male and Female students

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TotalScore	Equal variances assumed	6.260	.014	4.275	98	.000	2.5274	.5911	1.3543	3.7005
	Equal variances not assumed			4.229	73.479	.000	2.5274	.5977	1.3364	3.7184

From the above Table-15, it is shown that Gender can be associated with Indian students' Attitude towards Education, since the P-value (0.000) is less than 0.05. Girls have more positive Attitude towards Education



TABLE-15 Chi- square for association between Gender and Attitude towards Education of American Students
Interpretationofscore * Gender Crosstabulation

Count		Gender		Total
		.0	1.0	
Interpretationofscore	.0	3	3	6
	1.0	8	13	21
	2.0	31	12	43
	3.0	13	7	20
	4.0	8	2	10
Total		63	37	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.822 ^a	4	.066
Likelihood Ratio	8.739	4	.068
Linear-by-Linear Association	4.558	1	.033
N of Valid Cases	100		

Since the P-value for association between Gender and Attitude towards Education in American students is 0.066, which is a bit bigger than 0.05 it cannot be said that American students' attitude towards education is associated with Gender.

TABLE-16 Chi- square for association between Gender and Attitude towards Education of Indian Students
Interpretationofscore * Gender Crosstabulation

Count		Gender		Total
		.0	1.0	
Interpretationofscore	.0	0	1	1
	1.0	0	1	1
	2.0	1	7	8
	3.0	18	23	41
	4.0	32	17	49
Total		51	49	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.666 ^a	4	.020
Likelihood Ratio	13.072	4	.011
Linear-by-Linear Association	11.096	1	.001
N of Valid Cases	100		

Since the P-value for association between Gender and Attitude towards Education in Indian students is 0.020, which is less than 0.05 , it can be said that that Indian students' attitude towards education can be associated with Gender. Females Indian students have a more positive attitude towards education.



Hence, out of all the above 6 cases for finding the association between Attitude towards Education and Gender, in 5 cases a statistically significant P-value is obtained. Thus, the second null hypothesis that there is no significant difference between males and females attitude towards education in both Indian and American groups is rejected.

H₀3: There is no significant association between Father's level of Education and Attitude towards Education in both Indian and American groups

TABLE-17 Chi- square for association between Father's level of Education and Attitude towards Education (Combined Data)

FatherslevelofEducation * Interpretationofscore Crosstabulation

Count		Interpretationofscore					Total
		.0	1.0	2.0	3.0	4.0	
FatherslevelofEducation	.0	1	7	5	7	2	22
	1.0	2	5	17	11	8	43
	2.0	2	5	15	15	18	55
	3.0	2	3	12	19	18	54
	4.0	0	2	2	9	13	26
Total		7	22	51	61	59	200

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.725 ^a	16	.026
Likelihood Ratio	28.554	16	.027
Linear-by-Linear Association	17.408	1	.000
N of Valid Cases	200		

On applying Chi-square to combined data of Indian and American students', a statistically significant P-value (0.026) is obtained, and hence it is shown that Father's level of Education effects Students' attitude towards education.

TABLE-18 Chi- square for association between Father's level of Education and Attitude towards Education of Indian Students

Interpretationofscore * FatherslevelofEducation Crosstabulation

Count		Total
Interpretationofscore	.0	1
	1.0	1
	2.0	8
	3.0	41
	4.0	49
Total		100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.815 ^a	20	.885
Likelihood Ratio	10.910	20	.949
Linear-by-Linear Association	1.707	1	.191
N of Valid Cases	100		

On applying Chi-square to individual data of Indian students', no significant P-value (0.885) is obtained, which implies that Father's level of Education does not affect Indian Students' attitude towards education.



TABLE-19 Chi- square for association between Father’s level of Education and Attitude towards Education of American Students

Interpretationofscore * FatherslevelofEducation Crosstabulation

Count		FatherslevelofEducation					Total
		.0	1.0	2.0	3.0	4.0	
Interpretationofscore	.0	1	1	2	2	0	6
	1.0	7	5	4	3	2	21
	2.0	4	16	13	9	1	43
	3.0	5	4	5	6	0	20
	4.0	1	2	2	2	3	10
Total		18	28	26	22	6	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.911 ^a	16	.116
Likelihood Ratio	19.812	16	.229
Linear-by-Linear Association	1.792	1	.181
N of Valid Cases	100		

On applying Chi-square to individual data of American students’, no statistically significant P-value (0.116) is obtained, and hence it is implied that Father’s level of Education does not affect American Students’ attitude towards education. From all the above cases of association between Father’s level of Education and students’ Attitude towards Education, it was found that Father’s level of education can be related with Attitude towards education because it gives a significant P-value for the combined data, but due to the sample size being small for both individual groups (Indian and American), which can also be said as a limitation to this study, the P-value of the individual data sets is not significant at an alpha value of 0.05.

H₀4: There is no significant association between Mother's level of Education and Attitude towards Education in both Indian and American groups

TABLE-20 Chi- square for association between Mother’s level of Education and Attitude towards Education (Combined data)

MotherlevelofEducation * Interpretationofscore Crosstabulation

Count		Interpretationofscore					Total
		.0	1.0	2.0	3.0	4.0	
MotherlevelofEducation	.0	0	2	3	7	3	15
	1.0	2	6	13	12	6	39
	2.0	2	9	17	19	18	65
	3.0	3	5	12	18	24	62
	4.0	0	0	6	5	8	19
Total		7	22	51	61	59	200

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.412 ^a	16	.495
Likelihood Ratio	18.717	16	.284
Linear-by-Linear Association	5.281	1	.022
N of Valid Cases	200		

From the above Table-23, we observe that on applying chi-square on the combined data of Indian and American Students, we don’t get a statistically significant P-value (0.495) since it is greater than 0.05.



TABLE-21 Chi- square for association between Mother’s level of Education and Attitude towards Education of Indian Students

Interpretationofscore * MotherslevelofEducation Crosstabulation

Count		MotherslevelofEducation					Total
		.0	1.0	2.0	3.0	4.0	
Interpretationofscore	.0	0	0	0	1	0	1
	1.0	0	0	1	0	0	1
	2.0	2	1	0	4	1	8
	3.0	4	6	14	12	5	41
	4.0	3	5	15	20	6	49
Total		9	12	30	37	12	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.026 ^a	16	.808
Likelihood Ratio	13.084	16	.667
Linear-by-Linear Association	.480	1	.489
N of Valid Cases	100		

From the above Table-24, we observe that on applying chi-square on the Individual data of Indian Students, we don’t get a statistically significant P-value (0.808) since it is greater than 0.05

TABLE-22 Chi- square for association between Mother’s level of Education and Attitude towards Education of American Students

Interpretationofscore * MotherslevelofEducation Crosstabulation

Count		MotherslevelofEducation					Total
		.0	1.0	2.0	3.0	4.0	
Interpretationofscore	.0	0	2	2	2	0	6
	1.0	2	6	8	5	0	21
	2.0	1	12	17	8	5	43
	3.0	3	6	5	6	0	20
	4.0	0	1	3	4	2	10
Total		6	27	35	25	7	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.280 ^a	16	.434
Likelihood Ratio	19.214	16	.258
Linear-by-Linear Association	1.539	1	.215
N of Valid Cases	100		

From the above Table-24, we observe that on applying chi-square on the Individual data of American Students, we don’t get a statistically significant P-value (0.434) since it is greater than 0.05

Since in all the above 3 cases for finding association between Mother’s Level of Education and Attitude towards Education the P-value is coming to be more than 0.05, the fourth null hypothesis that there is no significant association between Mother's level of Education and Attitude towards Education in both Indian and American groups is accepted.

H₀5: There is no significant association between student's attitude towards education and the total percentage achieved in their previous year of study (academic achievement) in both Indian and American groups



TABLE-23 Chi-square for association between total percentage achieved in previous year of study (academic achievement) and attitude towards education of American students

Totalpercentageachievedinpreviousclass * Interpretationofscore Crosstabulation

Count		Interpretationofscore					Total
		.0	1.0	2.0	3.0	4.0	
Totalpercentageachievedinpreviousclass	.0	0	3	3	0	0	6
	1.0	3	14	19	8	3	47
	2.0	3	4	21	12	7	47
Total		6	21	43	20	10	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.645 ^a	8	.125
Likelihood Ratio	14.842	8	.062
Linear-by-Linear Association	6.810	1	.009
N of Valid Cases	100		

It can be seen through Table-26 that there exists no association between total percentage achieved in previous year of study (academic achievement) and attitude towards education of American students, since the P-value (0.125) is greater than 0.05.

TABLE-24 Chi-square for association between total percentage achieved in previous year of study (academic achievement) and attitude towards education of Indian students

Totalpercentageachievedinpreviousclass * Interpretationofscore Crosstabulation

Count		Interpretationofscore					Total
		.0	1.0	2.0	3.0	4.0	
Totalpercentageachievedinpreviousclass	.0	0	0	2	5	4	11
	1.0	1	1	2	24	29	57
	2.0	0	0	4	12	16	32
Total		1	1	8	41	49	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.753 ^a	8	.675
Likelihood Ratio	6.414	8	.601
Linear-by-Linear Association	.268	1	.605
N of Valid Cases	100		



It can be seen through Table-27 that there doesn't exist any association between total percentage achieved in previous year of study (academic achievement) and attitude towards education of Indian students, since the P-value (0.675) is greater than 0.05.

Since in the above 2 cases for finding association between Academic achievement and Attitude towards Education the P-value is coming to be more than 0.05, the fourth null hypothesis that there is no significant association between Academic achievement and Attitude towards Education in both Indian and American groups is accepted .

8. CONCLUSION:

According to the findings of this study, American students have much less positive attitude towards education as compared to Indian students. The findings suggest that Gender and Father's level of Education are two determinant factors of students' Attitude towards education. In both Indian and American groups, Female students had a more positive attitude as compared to their male counterparts, and higher level of father's education contributed in the child having a more positive attitude towards education. While, the other two independent variables-, i.e., Mothers' level of Education and Academic Achievement couldn't be linked to the students' attitude towards education based on the findings of this study.

Several studies support the research finding about the attitude towards education of American students being less positive. Many researches have found that after taking into account family SES (socio-economic status), children of Mexican (Landale, Oropesa, and Llanes 1998) [19], Hispanic (Driscoll 1999; Perreira, Harris, and Lee 2006) [20][21], and Asian immigrants in America (Perreira, Harris, and Lee 2006) [20] are much less likely to drop out of high school than their same-race or white native peers. There have also been studies showing that immigrants in the USA perform better in tests than native children (Harris, Jamison and Trujillo 2008; Kao and Tienda 1995; White and Glick 2009) [22,23,24] and have higher GPAs (Kao and Tienda 1995; Pong, Hao, and Gardner 2005; Rumbaut 1997)[23,25, 26] Immigrant children, who might at first glance seem to be educationally disadvantaged due to weaker English skills and limited knowledge of American culture, actually seem to have an edge in education over their native peers. This apparent educational advantage of immigrants' children has been referred to as the "immigrant paradox". [27] Previous studies have shown that children of immigrants in the US have very positive attitudes and behaviors toward education, including higher educational aspirations (Kao and Tienda 1995)[23] and putting more effort into schoolwork (Rumbaut 1997)[26] There could be several reasons that why the Attitude of American students is negative in comparison to Indian students. One reason could be that Public schools in America offer free education, and unlike in India where parents usually prefer sending their students to private schools over public/government schools, about 90% American students attend public schools. If the school is free, students might not take it so seriously since they don't have to struggle to get an education. Since, it is being handed to them on a silver platter, it loses some of its value. Students tend to work harder in school when tuition costs are paid by their parents or is coming out of their pockets. If the parents are paying for the child's education, they have expectations from their children to perform well in exams and tests being held in school.

An HSBC report [28] reveals some very interesting insights on how different cultures value education. Over a dozen countries were covered in the study, including India. It showed that the most important goal for India's parents is for their children to build successful careers as adults. 51 percent of the Indian parents surveyed said this was their ultimate goal. Mexico is the only country ahead of India in rating a successful career of the children as the ultimate goal, with 52% saying so. The survey also found that 89% of Indian parents are willing to sacrifice for their child's success. For example, many chose to give up vacationing and hobbies for their children. Conversely, in most developed countries, parents did not place much value on a successful career. In the United States, only one fifth of parents see successful careers as an ultimate goal. Now, this can be an explanation as why American students' would have lower attitudes towards Education, because many researches show that a strong link exists between education and a successful career. Using a meta-analysis of 25 studies, Fan and Chen [29] calculated average correlations between parental involvement (overall construct and specific aspects of it) and school achievement. Variables affecting parental involvement in children's education included parental expectations and aspirations, communication with their children about school matters, parental supervision, and parental participation in school activities. Parenting style and parents' expectations defined as most significant aspects of parental involvement in children's education. A Gallup poll done in 2019 [30], found that merely 51% of U.S. adults considered a college education to be "very important," 36% felt it was "fairly important" and 13% said it was "not too important." Among young adults between the ages of 18 and 29, only 41% of Americans in this age group consider college was "very important".

Another reason why American students wouldn't be so interested in Education can be the Lack of Discipline that exists in American schools, which is not the case with a lot of schools in India. The line between the teacher and the students in America is blurry. According to Public Agenda's study [31] conducted in 2004, 725 middle school and



high school teachers and 600 parents of middle and high school students were approached in order to learn more about the discipline problems teachers in American public schools face. The vast majority of teachers (85%), as well as parents (73%), agreed that most students suffer because of a few delinquent students or offenders in school.

- 78% of teachers say students are quick to remind them of their rights or that their parents can sue.
- 49% of teachers (almost half) reported that they have been accused of unfairly disciplining a student.
- 55% of teachers say that districts backing down from assertive parents contributes to discipline problems.
- 78% Teachers say they have students who exhibit persistent behavior problems and should be removed from the regular classroom.
- One out of three teachers has seriously considered quitting the profession - or knows of a colleague who has left - because of poor student behavior and discipline. 85% of educators believe that new teachers are especially unprepared to deal with behavior problems.

On the contrary, Indian schools promote a lot of disciplinary rules in Indian students. Like you cannot leave schools based on your convenience. A majority of schools in India also require students to wear uniforms and often don't allow the use of mobile phones in schools to avoid distractions.

Furthermore, City Express interviewed 60 Indian students from government and private schools about their experiences with school punishments.[32] Among the 60 pupils interviewed, 55 reported that they had been punished by their teachers and that they had not shared the incidents with their parents as they felt they deserved it and they believed their parents would support the school. So, teachers and parents governing lot of power and respect over Indian students can be one reason why Indian students are more disciplined as compared to American students, due to the fear instilled in them since childhood. Hence, they may feel more accountable to the expectations of their parents and teachers towards their education. From a cultural point of view, Americans view schools as a means of socialization, while Indians view it for studying. Thus, maintenance of proper discipline in schools and recognition that the school is a learning place can be counted as few other factors for Indian student's positive attitude towards Education. The findings of this study also claim that the Father's level of education has a positive influence on the child's attitude towards education, although it couldn't be related with the level of education of the mother. This could be due to the small sample size used for the study. A lot of researches are consistent with these results and have foreseen that parents' educational level was the most important element in predicting children's Attitude towards learning and school. Parents' attitudes toward education depend on their level of education and the educational experiences they have had as students. There is no doubt in the fact that the higher the educational attainment of parents, the more conscious and concerned they will be for the education of their children (Kassim, 2011)[33]. There is evidence that students from educated families do significantly better than those from uneducated families. This is because they are able to easily assist their children in their educational activities and motivate them to excel in the classroom, while uneducated parents are not in a position to do so. In Hanafi's (2008) point of view, an uneducated parent's method of dealing with their children includes extra care, but instability in the home's educational environment, and having high expectations for their children. These strategies produce uneven and uncertain academic results. Primary pass parents, on the other hand, adopt more neglected and unrealistic educational practices. This is because they have high expectations from their children, but low investment, and sometimes use corporal punishment and the traditional system of rewards and punishments for their children. Generally, parents with a higher education level plan their children's academic goals in a more realistic and systematic manner. Highly educated parents practice modern and adoptive academic settings for their kids at home (Hanafi, 2008) [34]

Haris and Goodall (2008) found that highly educated parents' children performed better than children from less educated parents. Parental guidance and motivation contribute positively to the academic achievement of their children. Children of parents with intermediate education and higher scored 90% as compared to 56% of parents with less education.[35] It was found that Parents who are well educated made good educational decisions for their children. In a study conducted by Azhar, Nadeem, Naz, Perveen, and Samreen (2013), Jerrim (2009) the close positive correlation between parents' educational level and schooling decisions of their children was confirmed, thus supporting the previous findings.[36,37] Another finding of this study is that girls have a more positive attitude towards education as compared to males. This is due to the fact that girls mature earlier and show more positive attitude towards class rules and respect for discipline in school. The commitment and involvement in studies is influenced a lot by the social relations in the classroom. Due to the importance of being accepted and valued by their peers especially during adolescence, students care a lot about the image they give to their classmates and here the demand is different for boys and girls. (Akey, 2006; Francis; Read; Skeleton, 2009) [38] Girls generally develop supportive relationships to studies and esteem of school life, while some boys attempt to resist school culture through



disruptive behavior in the classroom, even rejecting some boys who show an interest in learning. (Rodríguez and Gallardo Gil,2020). Hence, it can be seen why girls possess a better attitude towards education.[39]

9. RECOMMENDATIONS:

1. The government, and NGOs should organize certain awareness programs for parents who are less educated (especially those who haven't even finished school or college) in both rural and urban areas, and educate them about the kind of attitude they should have towards their child's education, the amount of involvement and expectations in studies they should keep from their children, and the right parenting style to adopt.
2. Parents need to feel appreciated and respected by school staff members in order for schools to overcome barriers to parental involvement .Teachers and administrators must facilitate respectful two-way communication between the school and home.
3. Boys in the schools should be paid extra attention by the teachers to keep in check any kind of self-destructive habits they are developing. Teachers must try to keep a check on the kind of activities boys are indulging in when they are not in schools. They should be aware of the several peer groups among boys in class and if the boys belonging to a particular group are standing out as disobedient, disrespectful and ill-mannered. Counselling sessions must be given to them making them realise that just to get acceptance in the group they belong to, they are risking their future by not caring about their education.
4. American government (more specifically, Donald Trump), instead of claiming that the Americans are living through the "greatest jobs theft" in the history of the world, saying US companies are moving out jobs to countries like India, China, Mexico and Singapore, should rather focus on improving their youth's Attitude towards education, so that American students are more qualified than Indians for jobs in America. This will be helpful for both Americans and Indians. For Americans, it will help them reduce unemployment, and for Indians, it will help avoid brain drain to countries like USA- still being the most favourite destination for Indian students for pursuing higher education and job opportunities.

10. LIMITATIONS OF THE STUDY:

1. The sample size used for this research is limited to only 200 students in total from both the American and Indian groups. If the sample size can be increased to at least 300-400 students, it could be a much better representative of the population of secondary school students from both the nationalities.
2. The sample for Indian students was collected from only a few schools in the state of Madhya Pradesh, hence, the mean score obtained from Indian students could get affected if students from northern and Southern states would have participated in this study.

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