REVIEW OF THE RELATED LITERATURE
CHAPTER – II

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In the present work literature has been reviewed in relation to factors affecting academic achievement; home environment and academic achievement; parental involvement and academic achievement; family relationship and academic achievement; family problems and academic achievement; school-college problems and academic achievement; social problems and academic achievement; personal problems and academic achievement; school environment and academic achievement, and impulsiveness and academic achievement.

2.1 Factor affecting Academic Achievement

Hussain (1977) found that the effect of level of aspiration on academic achievement was different in both the high and low achievers. The academic performance of the groups showing moderate goal discrepancy was better than the group showing either high or low goal discrepancy.

Manral (1988) explored the impact of emotional maturity and prolonged deprivation on undisciplined behaviour of students. The study revealed that the emotional maturity was related to undisciplined behaviour. Emotional instability, a dimension of emotional maturity was related to behaviour in classroom. The emotional instability was related to home environment, economic sufficiency, parental characteristics, interaction with parents, motivation experiences, emotional experiences and total scores of prolonged deprivation. Undisciplined behaviour was found to be related with academic achievement. Emotional maturity and prolonged deprivation contributed towards undisciplined behaviour when differentiated on the basis of achievement. High maturity group differed significantly on prolonged deprivation and academic achievement when compared with low maturity group. High achievers differed from low achievers on emotional maturity and all the variables of undisciplined behaviour. High undisciplined students
differed significantly on prolonged deprivation, emotional maturity and achievement.

Usha (1992) investigated certain socio-familial correlates of secondary school science achievement and recorded that home learning facility, family acceptance of the child, size of the family, parent's sex bias in education, family achievement and order of birth were the familial correlates for academic achievement in the order of importance.

Gupta and Paul (1998) found that, the level of aspiration of urban students was better than rural students, and the level of female students was found to be better than male students.

Vijayalakshami (2003) while studying the problem areas and most affecting problems of the tribal students identified that the tribal students had more problems with regard to their parents and families followed by personal, infrastructural, academic and teacher related problems. The individual problems faced by the students were low social status of the parents, lack of education of parents, cultural backwardness of the family, low educational levels of the siblings and nomadic life of the parents.

Ackard et. al. (2006) using a population-based sample of nearly 5,000 students in public schools found that the majority of girls and boys reported valuing their parents' opinion when making serious decisions and believing that their parents cared about them. However, they also recorded that many teens do not feel connected to their parents. In particular, the study found that valuing friends' opinions over parents' opinions and perceiving low parental communication/caring were associated with unhealthy weight control, substance use, suicide attempts, body dissatisfaction, depression, and low self-esteem. The authors emphasized the importance of maintaining strong parent-child connectedness through the teenage years and the need to target parent-child relationships in teen treatment programmes.

Vineeta Chaudhary (2007) investigated 500 students of class ix to know the correlation between the level of aspiration and their academic achievement.
She recorded that level of aspiration is not a correlate of academic achievement.

2.2 Home Environment, Adjustment and Academic Achievement

Several researchers have studied the influence of family environment on adolescent adjustment and academic achievement. Results prove that home atmosphere influences academic achievement. Home atmosphere should be conducive to academic performance. Parents who create home atmosphere, which fosters learning have children who are academically inclined (White, 1982). On gender comparison, girls perceived more conflict than boys. This may be due to role expectations. At adolescence, girls are subjected to more heavy sex role constraints and must contend with culturally created values in the family. They are more vulnerable to social criticism. Boys, on the other hand perceived more control i.e., they perceived that their family has set rules and emphasize on following rules in the family. The boys are more sensitized than girls by control in the family. Parent-adolescent relationship is a dynamic continually one and the adjustments that each makes to accommodate the changes will play a critical part in determining the adolescent’s development, his home adjustment and academic achievement. This study established that family factors play an important role in adolescent’s adjustment and academic performance.

Sarkar (1983) studied the effect of home factors on scholastic achievement. He reported that scores of students on variables like educational environment, social background, provision of facilities and parent-child relationship were significantly different between the high achievers and low achievers. Mother attitude of the two groups was also significantly different in two cases. The multiple regression coefficients revealed that parent child relationship, social background and educational environment had a contribution of 17, 7 and 4 per cent on academic achievement.

Singh (1984) evaluated home environment in relation to academic achievement and recorded that there was a significant sex difference in the
areas of home environment. Males had a significantly higher mean score on school, economic recreation and home problems. The sex difference was significant in respect of permissiveness, loving, protecting and rejecting behaviours of father; restrictive and rejecting behaviours of mother; and academic motivation. Boys, in general, perceived restrictive, neglecting, protecting and rejecting behaviours in father, whereas girls perceived permissiveness, loving, neglecting and rejecting behaviours in their mothers.

The study of Enos and Handal (1985) states that adolescent psychological adjustment, and satisfaction is significantly related to level of perceived conflict in the family. Factors of independence and conflict emerged as predictors of academic achievement. Independence positively contributes to academic achievement. When adolescents perceive their families as self sufficient, having freedom to make their own decisions, then academic performances increases. Conflict on the other hand negatively contributes to academic performance.

Self-esteem is closely related to high cohesion independence and low conflict in the family (Hirsch and Moos, 1985). Family environment factors on home adjustment revealed that home adjustment is influenced by degree of support and help and commitment in the family (cohesion), extent to which set rules are followed in the family (control), the amount of anger and aggression in the family (conflict), the degree of interest in political, social and cultural activities (intellectual-cultural orientation) and the extent to which family members are assertive, self sufficient and make their own decisions.

A study by Nihiral et al., (1985) has revealed significant influences of changes in home environment on social adjustment in adolescent. This study explores the relationship between family environment, home adjustment and academic achievement. The objective of the study was to focus on the perception of family environment and it's influence on home adjustment and academic performance in adolescents.

Families of successful students showed high achievement orientation and organization in the family regardless of social class (Paul, 1988).
Saxena (1988) investigated the impact of family relationship on adjustment and academic achievement of high school students and observed a significant difference among the students having different family relationship regarding total, emotional, social and educational adjustment. Boys were found better adjusted than girls. On academic achievement, accepted girls and average students did not differ from rejected students.

When adolescent perceive more anger, criticism and arguments in the family their academic performance goes down (Bernard, 1991). Stevens (1991) showed a concomitant relationship between family environment and school outcome variables. The results of Whitehead and Deborah (1991) study indicated that best predictor of grade point average was the intellectual cultural orientation of the family environment.

Studies of Paul (1996) revealed that there is significant degree of conflict with less cohesion and organization in the emotionally disturbed families.

Mohanty (2002) conducted a study on 840 female and male students studying in tenth standard (age group 15+). Intellectually gifted students were identified using intelligence test score. Employing Family Environment Scale (FES) he recorded higher mean score of boys than those of girls. The boys scored higher on cohesion, intellectual cultural organization, active recreational orientation, moral and religious emphasis and control components of FES, while girls scored higher on conflict, achievement orientation and organization components of FES. In totality, the underachievers' academic achievement was significantly related with all components of FES except active recreational orientation. In case of underachieving girls, cohesion was found to be significantly positively correlated, while, independence and control components of FES were found to be significantly negatively correlated with academic achievement.

Abdul Khaleque et al. (2007) examined perceived parental acceptance-rejection and psychological adjustment of children and reported that children generally experience more parental acceptance than rejection and perceived parental acceptance is positively related to individuals' psychological
adjustment. They further observed that in loving families there is a significant agreement between children's and parents' report of parental acceptance, but not in less than loving families.

Sinha and Mehta (2007) examined the relationship between parenting behaviour and patterns of parent-child relationship. Their findings revealed that as compared to boys, girls reported to receive greater acceptance, admiration and lesser rejection from their fathers. No significant difference was seen between the early and late adolescent girls on acceptance and rejection, but they scored differently on admiration. The analysis for correlations for the girls' sample revealed a positive correlation of parental acceptance with control, intimacy and admiration.

2.3 Parental Involvement and Academic Achievement

Children who are monitored more carefully by their parents tend to be better in school than their peers (Steinberg et al. 1989). Parental encouragement, involvement, care, support and monitoring are related to adolescent perceptions and behaviours (Baumrind, 1991; Gronick & Slowiaczek, 1994; Trusty & Lamps, 1997) and academic success (Steinberg et al. 1992). Henderson and Berla (1994) reported that all types of parental involvement have positive effect on students' achievement.

Jayaswal et al. (2005) reported that parents of high achievers Tribal Saran as well as Tribal Christian exerted significantly more support in their children's studies than the parents of low achievers. The parents of high achievers had greater work commitment concern with the quality of performance and inclination to learn lessons from others. Parents of high achievers had high aspirations for their children educational success and high prestigious occupation. But the parents of low achievers were not strongly ambitious of children's upward mobility and were unable to guide them in homework. The parents of high achievers believed in counseling for correct behaviour whereas the parents of low achievers believed in physical punishment, like beating. High achievers' parents were liberal and allowed their children to mix
with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

Vamadevappa (2005) worked on 200 students of 6th standard and recorded significant and positive relationship between parental involvement and academic achievement. A significant difference was seen between the academic achievement of boys and girls of high parental involvement group, whereas, no significant difference was seen in low parental involvement group.

Jain & Jain (2007) examined the role of perceived parental encouragement in male and female adolescent students attending coaching institutions at Kota and recorded that the adolescents with greater perceived parental encouragement had lesser academic anxiety than those with low perceived parental encouragement.

Katiyar et al. (2007) recorded a significant positive correlation between means of parents' total involvement and children's overall school performance grades in low income and low education group, high income and high education group and high income and low education group i.e. higher grades of children were found to be associated with higher mean of parents' total involvement in these groups.

2.4 Family Relationship and Academic Achievement

Arora (1988) studied the parent-child relationship and teacher student relationship in relation to academic achievement of higher secondary school students. She did not record any significant relationship between educational academic achievement of students and parent-child relationship. However, educational standards of students and teacher student relationship were found to be significantly related.

Trivedi (1988) explored the relationship of parental attitude and academic achievement among the intermediate students. A significant relationship was
recorded among parental attitude, socio-economic status and academic achievement. The girls with high parental acceptance showed better achievement than with high parental concentration and avoidance. It was found that parental attitude was significantly related to the feeling of security and insecurity and socio-economic status. The students perceiving parental acceptance were inclined to display security feelings, but it was not found to be related with academic achievement.

Zaheer Saida (1988) investigated relationship between perceived maternal behaviour and personality as well as scholastic achievement of adolescents of age group of 15-17. The study revealed emotional instability and neurotic tendency in students perceiving their maternal behaviour as detached and persisting. Students became introvert and imaginative, if mother was possessive and persisting or even detached, while the rejecting and non-enforcing attitude of mother made them extrovert. Perceived maternal acceptance, child centeredness and non-enforcement helped the adolescent in obtaining high academic achievement. Rejection, enforcement, control and possessiveness hindered the academic achievement. Child centeredness was found to be helping in scholastic achievement even after neutralizing the effect of intelligence.

Ganguly (1989) recorded that parental care about child's education, emotional climate at home and socio-economic status of family had a positive correlation with the scholastic achievement of students of both urban and rural areas. Teacher's classroom behaviour and attitude for teaching were found to be having a positive correlation with academic achievement. School distance between home and school was found to be negatively correlated with attentiveness to study and school attendance.

Jain (1991) found that parental responsiveness was positively and significantly related with academic achievement of adolescents between the age group of 13 to 15. The regression analysis revealed that punishment and discipline by others were significantly but negatively related with cognitive measures.
Sahay (1991) investigated familial correlates of academic achievement and observed (the level of intelligence remaining constant) that, students with higher level of parental support achieved more than the students with lower level of parental support. Regression analysis revealed that mother's contribution was more effective than father's. Parental support was found to be the most powerful correlate of academic achievement.

Garg (1992) studied family relations, socio-economic status, intelligence and adjustment of failed high school students. He found that passed students were more intelligent, accepted by parents, better adjusted socially and economically and more advanced than the failed students. The failed students were more avoided by their parents than the passed students. The urban failed girls were more accepted by their parents than the passed girls.

Kulshrestha (1992) studied the effect of school environment on adjustment, study habits and achievement of high school students. He observed that high permissiveness and control were not having significant effect on the scores of perception for examination. Acceptance and rejection were found to be having significant effect on the academic achievement.

Pandey (1992) studied the effect of parent-child relationship perception upon the academic achievement of students. He recorded that both the parents were equally acceptable in an urban setting. Father's share of help was perceived as slightly more than the mother's. Parent of opposite sex was perceived as preferred parent. Girls did not appreciate controlling measures of their mothers, whereas father's controlling measures were appreciated. Boys did not like infantile care behaviour from their fathers, though they did not disapprove father's controlling measures. In a rural set up, mother was perceived as more helpful in comparison to father. Children did not perceive the controlling measures of father as positive, while mother controlling measures were perceived as positive and mother was perceived as preferred parent.
2.5 Family Problems and Academic Achievement

Mehta (1989) investigated the academic achievement, and psychological and educational-vocational planning characteristics of the Tribal high school students of Megalaya and recorded that there also girls and boys were given differential treatment, with more facilities and attention being given to the boys by the parents, thereby, resulting poorer academic achievement in girls. Girls showed more problems in many areas as compared to the boys, and guidance and counseling services were required for the girls to solve their problems.

Awasthi (1992) studied effect of prolonged deprivation and intellectual ability on self-concept and scholastic achievement. She recorded that intellectual ability and degree of deprivation by parents were the most influential factors affecting scholastic achievement and were negatively and significantly correlated.

2.6 School-college Problems and Academic Achievement

Madhu Bala (1990) investigated classroom learning behaviour of students in relation to academic achievement. She recorded that classroom behaviour of students like listening attentively, discussing points, accepting help and teacher behaviour, responding to student's questions and management of teacher directed activities were positively related to the achievement of the students.

Samal (1990) explored the relationship between planning and academic achievement of boys and girls in relation to home environment. The study revealed that the academic achievement of high planners were better than those of low planners. The children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from the low planning ability.
Badhri (1991) investigated into the causes of low achievement in government high school and recorded low motivation, policy of liberal promotion to the next higher class, poor study habits, lack of parental involvement in education and poor teaching as the attributes of poor achievement.

Padhi (1991) while exploring the effect of creativity and classroom environment on pupil academic self concept and academic achievement could not record any significant correlation between classroom environment and academic achievement.

Fatima (2005) reported that different facets of reading habit viz. voluntary concentration, fixing priorities, reading fast and loudly, and reading slowly and silently were the determinants of scholastic achievement. Further study revealed that students' attitude toward school- a facet of school environment, total school environment and self concept were the important predictors of scholastic achievement.

2.7 Social Problems and Academic Achievement

Seethamony (1988) studied relationship between familial and social factors associated with underachievers in school students. He observed that the mean scores of normal achievers were significantly greater than the mean scores of underachievers with respect to the eleven familial and social factors. The mean scores of overachievers were significantly higher than those of normal achievers for seven of the familial and social variables. While the mean scores of over achievers were significantly greater than those of underachievers for nine of the familial and social variables.

Nisha (1991) investigated the effect of alienation on academic achievement. She observed that female adolescents scored significantly higher on total alienation as well as on social isolation, powerlessness and normlessness. Adolescents high on alienation differed significantly on home adjustment and academic achievement.
Ramasamy (1992) studied the problem of adolescents and their achievement in mathematics in higher secondary students. He observed that the adolescent boys and girls in the urban area differed with respect to their physical problems. Adolescent boys and girls in the rural areas were found facing problems in social relationship. Adolescent boys and girls in the rural areas had similar problems regarding physical, school and social areas. Both the urban and rural adolescents faced problems in their vocational choice.

2.8 Personal Problems and Academic Achievement

Jasuja (1983) recorded that frustration and academic achievement were negatively and significantly related. Girls achieved higher in academic field and were less frustrated as compared to boys. Frustration and level of aspiration were positively related. Level of aspiration and frustration did affect the achievement.

Lall (1984) observed that restrictive and protective attitudes of parents were positively and significantly related to youth problems and anxiety. Protective attitudes of parents were positively and significantly related to academic success of boys. Academic achievement was negatively and significantly related to problems. Boys were more internally oriented and neurotic than girls, while girls were subjected to more restriction by parents and were more anxious than boys.

Mohan Anand (1988) while studying scholastic achievement in relation to depression and test anxiety recorded that scholastic achievement and depression were not significantly related.

Kaur Fuljeet (1990) explored meaning and attributes of loneliness among adolescents and recorded that the female adolescents experienced greater loneliness, anxiety, and depression than males, while males expressed hopelessness. Male attributed loneliness to a selfish world, while female stressed on low esteem. Watching television and doing work were the coping strategies.
Yeole (1990) explored to ascertain most frequent behavioural problems in adolescent girls and their relationship with academic achievement. The behavioural problems like fashion consciousness, interest in opposite sex, refuting parental supervision, challenging eve-teasing, reading cheap literature and smoking were the problems frequently seen in girls. The behavioural problems like loose in tongue, disobedience, forgetting, and clumsiness were related to academic achievement.

Chand (1992) worked to evaluate the relation between personal values of adolescent boys and girls and their academic achievement. He could not record any relationship between academic achievement and social, democratic, aesthetic, economic, family prestige and health values.

Gupta (1992) studied frustration in relation to adjustment and academic achievement of adolescents of intermediate class. He observed that both boys and girls had incidents of frustration to a considerable extent. Girls were found to be significantly more frustrated than boys. A significant negative correlation of frustration with adjustment and academic achievement was recorded.

Padamsri (1992) examined the interrelationship among school-system, family support and intellectual achievement. It was recorded that boys were higher on the mean scores on stress than those of girls. The factors which yielded significant correlation were sex and family support; stress and family support; and stress and academic achievement. In a three way ANOVA on the academic achievement scores, the main effect of family support scores was found to be significant.

2.9 School Environment and Academic Achievement

Dhar (1989) investigated into the effect of school environment and approval motive on memory and achievement on arts and science students. The study revealed a significant effect of school location, school environment and approval motive on academic achievement of students of both the streams.
Cherian (1990) explored a relationship between punishment of pupils and their academic achievement. The study revealed a significant relationship between the frequency of punishment experienced by pupils and their academic achievement.

2.10 Impulsiveness and Academic Achievement

Acharya (1991) worked on personality correlates of matching figure test. He recorded that the reflective group of subjects performed better in comparison to impulsive group of individuals.

Verma (1992) reported, while studying the relationship between temperament and academic achievement, that 'responsible'- a trait of temperament and academic achievement were positively and significantly related. No significant difference was recorded between high and low achieving groups for 'impulsivity', 'accepting', 'aggressiveness', and 'tolerance' traits of the temperament. Out of 15 traits of temperament, only one trait i.e. 'responsible' was found to be significantly related to academic achievement.