CHAPTER - II

REVIEW OF RELATED LITERATURE
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Practically all-human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past.

One of the most indispensable parts of the research project is reviewing the literature. The review of related studies is essential for several reasons. It helps in identifying the unanswered questions in the concerned field on the one hand and in locating the specific issues, which require immediate and pointed attack by the investigator on the other. This implies synthesizing and going into the works or researches that have already been done in the field over a period of time. This helps an investigator in knowing how to tackle his own problem and avoiding the risk involved in duplication of research. Besides, it gives an understanding of problems related to this field. Essentially, review of related literature economizes time and energy of the investigator.

The review of related literature works as a guide not only with regards to quantum of work done in that fields but also enables us to perceive the gap in the concerned field to research. It is highly essential for a researcher to make a comprehensive survey of what has already been done in the related areas. The purpose of the review of literature is to build up the context and background of research as well as to provide a basis for the formulation of the hypotheses. This literature is generally found in the form of books, monographs, government reports and publications on education, encyclopedias of educational research, theses, dissertations, educational journals and research report projects. Since a good research is based upon everything that is known in the area of research, the review of research provides to this effect.

The review of literature is an exacting task calling for a deep insight and clear perspective of the over all field. The time spent in it invariably minimizes wasted
efforts. The review of literature promotes greater understanding of the problem and its crucial aspects and ensures avoidance of unnecessary duplication. For progress to occur, it is essential that new work be based and built on what has already been accomplished. In this context, Mouly (1964) stated, “Survey of related literature avoids the risk of duplication, provides theories, ideas, explanations or hypotheses valuable in formulating the problem and contributes to the general scholarship of the investigator”.

To quote C.V. Good, "the survey of related literature may provide guiding hypotheses, suggestive methods of investigation and comparative data for interpretive purposes. Sometimes textbooks and subjective critique of a problem area provide important insights and hypotheses that may have a place in the summary of the related literature. The present investigator is not the first to work in this field, but she is trying to add one grain in the vast field of educational research. It is presumed that the survey of related studies will make the present investigation more direct and to the point.

In the present research, the investigator has scanned most of the relevant and reported studies done in India and abroad in the field of career maturity, achievement motivation, self-concept and scholastic achievement pertaining not only to the adolescent students, but to the students of all educational levels. Therefore, in order to prepare a base for defining the problem precisely, for making interpretation of data meaningful and for making comparisons among similar studies, the investigator studied the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator was selective and reviewed researches, which have direct bearing on the present study. The review is directed at such questions as what is scholastic achievement? What are the factors affecting scholastic achievement? What are the measures to enhance the scholastic excellence of students? Answers to these questions provided the basis and context of the present study. The present chapter provides a thumbnail account of such studies their input and outcomes. The available researches, which are directly and indirectly related to the present study, have been conveniently classified under the following three sections: The first section (2.1)
deals with the studies relating to Career Maturity and Scholastic Achievement; the second section (2.2) includes review of studies relating to Achievement Motivation and Scholastic Achievement; and the third section (2.3) deals with studies relating to Self-Concept and Scholastic Achievement.

2.1 STUDIES RELATED TO CAREER MATURITY & SCHOLASTIC ACHIEVEMENT

Thomas and William (1978) attempted to find the effect of career decision making on self-concept of the students and reported that career decision making was influenced by the self-concept of the students.

Chand (1979) in his study "Correlates of Vocational Maturity" found that there is a positive and significant correlation existed between intelligence and vocational maturity and Sex differences, rural-urban background differences were not significantly related to vocational maturity, Self-concept, SES, total income of family proved important correlates of vocational maturity but all the factors of personality could not be considered to be correlates of each and every measure of vocational maturity.

Agarwal (1981) conducted a study on factors related to career maturity of social students, and the main objective was to study the developmental pattern of career maturity across three school stages (standards VIII, X and XII) in both sexes. The major finding of the study reveals that there exist a significant positive relationship between career maturity and socio-economic status, Intelligence, vocational aspiration, extra curricular activity Regression analysis showed intelligence & status-economic status to be most significant variables contributing to the prediction of career maturity.

Salomone (1982) found that individuals who were not able to make their future career decisions were characterized by low self confidence.

Cook (1983) made a study to find the effect of sex differences on career choices and concluded that men and women differ in then career choices.
During the school stage at plus 2 levels, students have to select certain courses from the diversified courses. Thus the school pupils have to be conscious of their career decisions. Good scholastic scores are in a way thus related to one’s occupational choices. Hence, career maturity has a great impact on the scholastic achievement of the student.

**Brewer et al. (1986)** applied the self-concept implementation theory to vocational choice and arrived at the conclusion that individuals of high self esteem tended to implement self, when making career choices whereas individuals of low self esteem did not.

**Bhatnagar & Gupta (1988)** studied on Career Maturity of secondary students the effects of a Guidance Intervention Programme. The main objective of the present study was to determine if participation in a short term group guidance programme would enable students to move in a positive direction towards the goal of increasing maturity in career related attitudes. The present study has shown that even a short exposure to such guidance interventions could result in a positive growth in these areas of Career Maturity. Six differences in this study, however have not emerged on career maturity either before or after the guidance intervention.

**Sexena (1988)** investigated the pattern of vocational development in Indian students and tries to find out the applicability of the development view of vocational behaviour by studying its relationship to grade level. The main findings of the study reveals that the measures of vocational maturity were characterized by a general development trend in the positive direction from class IX to XII. And Class XI students are vocationally more mature than class X students. In respect of independent choice attitudes; knowledge of self and the occupational world; skill of relating capabilities to the demands and requirements of jobs; planning to achieve the goal and being creative in solving problems.
Kaur, (1992) attempted to investigate the predictors of career maturity and the efficacy of self-concept, locus of control and sex to predict the career maturity of 700 students of class XI of Govt. Sen. Sec. School Delhi. She found that self-concept and locus of control are significant predictors of career maturity with a mixed sample, whereas no sex differences were found.

Bhargava and Sharma (1995) examined the relative status of career maturity among high and low achievers. The main objective of the study was to compare the scholastic attainment and career maturity among high achievers and low achievers. The major findings of the study reveals that a significant difference was found in all the areas between students of high and low achievers group. High achiever’s group showed more favourable career competence as compared to low achievers’ group and it was also found that low achievers revealed significantly better goal selection ability as compared to high achievers.

Shanmya Ganesan and Gopalakrishnan (2000) made a study of career maturity of higher secondary (XII) students. Descriptive Survey Method as well as qualitative and quantitative approach was adopted for the study. The findings of the study reveals that there was no difference between rural and urban students in their career maturity and career competencies and as well as between science and humanities in their career maturity and career competencies and there was no difference between career maturity of FC, BC and SC students.

Creed & Patton (2003) conducted a study on predicting two components of career maturity in school based adolescents. To investigate the effect of their age, gender, socioeconomic status, school achievement and work experience. The result showed the importance of examining two aspects of career maturity (attitude and knowledge), and were discussed in the context of Super's (1957, 1990) theory of career development.
Sharma (2003) studied vocational maturity and level of aspiration in relation to scholastic achievement of intermediate college students. It was found that high achiever and low achievers were found significantly differencing from each other regarding their career attitude and career competence. High achievers were found more mature towards vocational maturity. It was further revealed that scholastic achievement has a great influence on vocational maturity of students.

Coertse & Schepers (2004) conducted a study on some personality and cognitive correlates of career maturity. The main objective of the study was to determine the personality and cognitive correlates of career maturity. The result showed statistically significant differences in respect of most of the personality constructs but not in terms of the cognitive constructs.

Pieterse Anna Margaretha (2005) conducted a study on the relationship between time perspective and career maturity for grade 11 and 12 learners. The main objective was to establish whether the time perspective of learners could be used to indicate a significant percentage of variance in the career maturity. The findings indicate that differences do exist in time perspective and career maturity for learners of different grades, genders and school environments. It was found that learners from disadvantaged schools are most focused on the future, while learners in advantaged schools are least focused on the future. Also, male learners in advantaged schools achieved the highest average in career maturity, while learners from disadvantaged schools achieved the lowest. It was also found that time perspective can be used to predict a significant percentage of variance in the career maturity of grade 11 and 12 learners.

Rajender and Upma Dhillon (2005) conducted a study on career maturity of school children. The main objective of the relationship between career maturity, self-concept and achievement motivation on scholastic achievement. The results indicate that the students of public schools possess a
Higher career maturity attitude (CMA), career maturity competence (CMC), as well as self-concept and achievement motivation. Significant relationships have also been obtained between CMA and CMC, ACMT and SCS in case of girls in public schools. On the other hand significant relationship has been found between CMA and external locus of control, achievement motivation and self-concept in case of boys in government school and between CMC and achievement motivation in case of girls in government schools.

Hasan. (2006) examined career maturity of Indian adolescents as a function of self-concept, vocational aspiration and gender. The main objective of the study was to examine empirically that whether or not self-concept, occupational aspiration and gender work independently or in interaction with each other are capable of generating variance in career maturity in case of Hindi speaking Indian adolescents studying in class X. Employing a (2)3 ex-post facto, non-experimental factorial design (fixed model) the two levels of self-concept, i.e. realistic and idealistic and the two levels of gender, i.e. male and female were manipulated in the study. Employing the stratified random sampling technique, finally 480 students of class X (240 males and 240 females) within the age range of 14 to 16 years were drawn randomly from different Hindi medium schools of Raipur City of Chhattisgarh State to serve as subjects in the present study. All the three independent variables were found to be potential enough in generating variance in career maturity. The result showed that the first order interactions were not found significant whereas the second order interactions were found significant for almost all the components of career maturity.

Salami (2008) conducted a study on gender, identity status and career maturity of adolescents in Southwest Nigeria to find out the relationship between identity status and career maturity of secondary school adolescents. The results showed that the identity statuses significantly predicted career maturity of the adolescents but gender did not. Diffused identity status made the highest (negative) contribution to the prediction of career maturity.
followed by achieved and moratorium identity statuses in that order. Foreclosure identity status did not make significant contribution to the prediction of career maturity. No significant differences were found between the males and females in their career maturity and identity statuses.

Cheng (2009) conducted a study on vocation oriented career program effects on career maturity of slow learners in Junior High School. Vocation oriented career program had significantly effects on increasing slow learners career development attitude, career development cognition and career development orientation and slow learners of different genders (boys and girls), accepted the VOCP, had no significant differences on career development attitude, and career development orientation, with the exception of career development cognition.

2.2 STUDIES RELATED TO ACHIEVEMENT MOTIVATION & SCHOLASTIC ACHIEVEMENT

Atkinson (1967) in their study of “performance as a function of motive strength and expectance of goal attainment” took a sample of 93 male college students. The finding was that need achievement was positively related with educational achievement.

McClelland (1965) concentrated primarily on studying the effect of achievement motivation training on school work. Teachers were trained to introduce achievement motivation training in the classroom in whatever way they found most convenient. They found that teachers who had been trained in achievement motivation tended to operate better in classroom, which encouraged more origin behaviour in the pupils i.e. the pupil felt more like origins in the classrooms operate by N-Ach trained teachers. It was also found that classroom with high origin climate scores tended to contain pupils who gained more in school learning.

Siddiqui (1979) attempted to investigate the effect of achievement motivation and personality and academic success. The main objective was to
study the relationship between intelligence, personality and achievement. The major findings of the study were that there were mutual relationship between intelligence achievement and personality, personality and N-Ach differed in rural and urban and overseas students and family background factors have positive relationship.

**Chatterji (1983)** made a comparative study of personality, intelligence and achievement motivation of students in different academic groups. The main objective of the study was to compare the personality, intelligence and achievement motivation of students studying in different academic groups at the +2 stage and to find out the academic-group differences among high scores in each of these three variables. The major findings were that commerce and agricultural students obtained significantly higher extroversion scores in comparison to those in the arts and science groups, students of the agriculture, arts and science groups attained significantly higher neuroticism scores in comparison with those in commerce group and since students achieved significantly higher verbal factor and total intelligence scores in comparison with those in all other academic groups. They are significantly higher than those of the other groups.

**Bhatnagar & Gupta (1988)** made a study to find the effect of guidance intervention programme on career maturity of secondary students effects of a Guidance Intervention Programme. The main objective of the present study was to determine if participation in a short term group guidance programme would enable students to move in a positive direction towards the goal of increasing Maturity in career related attitudes. Another objective of the study was to find out six differences in career maturity attitudes of adolescents. The present study has shown that even a short exposure to such guidance interventions could result in a positive growth in these areas of career maturity.
Gawande (1988) found relationship between achievement motivation and scholastic achievement of higher secondary students of class XI of Amaravati district of Maharashtra state. The study attempted to analyse the relationship between achievement motivation and scholastic achievement. The main findings were that the correlation between achievement motivation and scholastic achievement of urban students was at a higher level than that of rural students and there was no significant difference in the coefficient of correlation of achievement motivation and scholastic achievement of non-backward and backward students, boys were more achievement motivated than girls.

Ramasamy (1988) made an inquiry into the correlates of achievement. The study aims at analysing factors that are responsible for the scholastic performance of class X students. The main objective of the study was to investigate the relationship between academic achievement and personality, achievement motivation, self-concept, study habits and SES of high achievers. The major findings of the study were that academic achievement was found positively related to personality, achievement motivation, self-concept, study habits and SES among high and low achieving boys and girls. And significant difference was found between high and low achievers in personality, achievement motivation, self-concept, study habits and SES.

Saraswat (1988) made a differential study of achievement motivation, occupational aspiration and academic achievement of adolescents in different types of school climate in Aligarh district. The main objective of the study was to find out the occupational aspirations of adolescents and relationship between achievement motivation and academic achievement of different groups. The major findings of the study reveals that Boys-girls, rural-urban students, science-art students significantly differed in their academic achievement, occupational aspiration and achievement motivation and the coefficients of correlation among achievement motivation, occupational aspiration and academic achievement were significant.
Baskaran (1991) made a study on achievement motivation, attitude toward problem-solving and achievement in mathematics of standard X students in Devakottai Educational, District. The study aimed at finding out the relationship among achievement motivation, attitude towards problem solving and achievements in Mathematics. The major findings of the study were that there was significant relationship between achievement motivation and achievement in mathematics, urban and rural did not differ in their achievement motivation and attitude towards mathematics, urban and rural students differed significantly in their mathematics achievement and there was no difference in achievement motivation of boys and girls.

Harikrishan (1992) made a study of academic achievement of the students of the higher secondary stage in relation to achievement motivation and SES and found that achievement motivation and SES was an effective determinant of academic achievement.

Schultz (1993) examined relationship among socio-economic advantage, achievement motivation and academic performance in an urban elementary school population of 130 African-American and Hispanic fourth-through sixth-grade students. Results indicate that socio-economic advantage and achievement motivation are significant mediators of academic performance among minority children, independent of intellectual ability.

Devanesan (1999) made study on socio-economic status, achievement motivation and scholastic achievement of higher secondary students in pasumpon, Thevar Thriumagan District. The objective was to find out difference among various groups of higher secondary students in socio-economic status, achievement motivation and scholastic achievement. The findings of the study reveal, there was significant and positive relationship between the achievement motivation and scholastic achievement of higher secondary mathematics groups students. There was a significant and positive relationship between Achievement Motivation and Scholastic Achievement of higher secondary science students.
Alam (2001) found Academic Achievement in relationship to Socio-Economic Status, Anxiety Level and Achievement Motivation. The main objective was to study academic achievement in relation to socio-economic status of the selected sample of school going children and extent up to which academic achievement of the children are affected by their anxiety level. Findings of the study reveal significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of Muslim and Non-Muslim Children. Both Muslim and Non-Muslim Children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of Non-Muslim children has been found superior in comparison to their Muslim counterparts. The non-Muslim children have less anxiety in comparison to Muslim children. On the measure of achievement motivation non-Muslim children are found to be superior to Muslim children.

Martins Alves & Peixoto, Gouveia-Pereira Amaral & Pedro (2002) conducted a study on self-esteem and academic achievement among adolescents to find out the relationship between self-esteem and academic achievement among adolescents. The result show that there are significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappear in the eighth and ninth grades. They also reveal success-related differences in domain-specific self-evaluation. We also found that students with low levels of academic achievement attribute less importance to school-related areas and reveal less favourable attitudes towards school. We discuss these results in terms of Harter's self-esteem model and Robinson and Tayler's self-esteem protection model.
Praveen (2003) made a study of Achievement Motivation of Senior Secondary School children of working and non-working mothers. The major findings of the study reveal that working mothers’ boys Achievement Motivation is higher than the Non-working mothers boys and there is no significant difference in the Achievement Motivation of the girls of working and Non-working mothers, there is no significant difference in the Achievement Motivation of the children of working and Non-working mothers.

Savita (2003-2004) made a comparative study of Achievement Motivation of high school children of government and non-government schools. The main objective was to study the mean achievement motivation scores of boys of govt. and non-govt. schools and mean achievement motivation scores of the girls of govt. and non-govt. schools. The major findings of the study reveal that non-govt. school boys achievement motivation is higher than the govt. school boys and there is no significant difference in the mean achievement motivation scores of girls of govt. and non-govt. schools.

Hangal & Vijayalaxmi (2007) conducted a study on self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and home makers. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Long, Monoi & Harper (2007) conducted a study on academic motivation and achievement among urban adolescents. The study revealed that significant gender differences existed in goal orientation and achievement scores in both grades. Furthermore, self-efficacy and learning goals contributed to domain interests but the predictive value of these three motivational variables on achievement differed at each grade level.
Adsul and Kamble (2008) conducted a study on achievement motivation as a function of gender, economic background and caste differences in college students to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The results showed significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and economic background of family does not jointly affect on achievement motivation of college students.

Pandey (2008) conducted a study of Academic Achievement as related to Achievement Motivation and Parental Background of the students. The purpose of the study was to see the relationship of academic achievement with achievement motivation and parental background of the students. The study was conducted on 92 higher secondary students of Mizo Tribes, both male and female. Achievement motivation scale by Beena Shah was used. Information blank for parental background and achievement scores from school record were made use of in the study. It was found that there is a positive correlation between academic achievement and achievement motivation of Mizo students. Working of parent does show significant effect on academic achievement and achievement motivation. However, qualification of parents does not affect the academic achievement and achievement motivation of Mizo tribe students.

Noorjehan, Ganihar, Wajiha (2009) conducted a study on “Factors Affecting Academic Achievement of IX Standard students in Mathematics”. In this study, the investigators examined the effect of mathematical creativity,
attitude toward mathematics, achievement motivation and a low level of anxiety on academic achievement. The findings were that mathematical creativity, attitude toward mathematics, achievement motivation contributes significantly to achievement in mathematics.

**Muola, (2010)** investigated the relationship between academic achievement motivation and home environment among standard eight pupils and a significant positive relationship was found between six of the home environmental factors, that is fathers' occupation, mothers' occupation, father's education, mother's education, family size \((r = 0.26)\) and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation.

**Vijayakumari (2010)** studied some correlates of academic achievement of secondary school students. The present study focuses on the relationship of Academic Anxiety and Achievement Motivation with Academic Achievement. It also tries to find out the main and interaction effects of Academic Anxiety, Achievement Motivation and Sex on Academic Achievement. Findings of the study reveal that Academic Achievement is negatively related to Academic Anxiety and positively related to Achievement Motivation. The main effects of the three variables, Academic Anxiety, Achievement Motivation and sex on Academic Achievement is significant and the interaction effect of Academic Anxiety and Sex as well as Achievement Motivation and Sex are significant on Academic Achievement.

### 2.3 STUDIES RELATED TO SELF-CONCEPT & SCHOLASTIC ACHIEVEMENT

**Lucas (1968)** studied the relationships between self-concept, selected scholastic variables and the grade point average of high school students. The main findings include that the inclusion of self-concept variable contributed significantly to prediction of grade point average. The self-concept is
significantly related to the grade point average. The relationship between the ideal self-concept and scholastic ability was significant, however, that for concept of self, acceptance of self and discrepancy of self was not. The relationships between concepts of self, ideal self and scholastic achievement was significant while those for acceptance of self and discrepancy were not. Females held significantly higher ideal self-concepts than did males. The ideal self-aspect of self-concept is significantly related to scholastic achievement.

Mehta (1968) studied the self-concept of bright and underachieving high school students. He found that under achievers displayed positive aspects of self-concept less obviously than did their achieving counterparts, thus, suggesting a relationship between self-concept and academic achievement.

Goswami (1978) conducted a study of self-concept of adolescents and its relationship with scholastic achievement with self-concept of the school going adolescents and its relationship to sex, intelligence, place of residence, scholastic achievement and adjustment. It was found that the global self-concept of male adolescents was significantly different from the self-concept of their female counterparts. Also the self-concept was found to differ considerably among the urban and rural students. He found a positive relationship between self-concept and achievement and the adolescents with good self-concepts were likely to achieve more than those with poor self-concept. He further found that scholastic achievement is highly correlated with the concept of one's mental health and of socio-economic status. Moreover the global self-concept and the scholastic achievement had a significant positive correlation.

Shah, J.H. (1978) investigated the relationship of self-concept to academic achievement of secondary school pupils. He found that the relationship between self-concept and academic achievement was significantly positive and linear. The girls as a group do not indicate a higher positive self-concept.
Also there is no significant difference in the self-concept of pupils of the two grades. The most important finding was that the relationship between the self-concept and academic achievement was significantly positive and linear.

Sharma, R.R. (1979) conducted a study on self-concept, level of aspiration and mental health as factors in academic achievement of the students from U.P. He found that the students with high self-concept achieved academically greater as compared to the students with lower self-concept. The main aim of the work was to find the difference in scholastic achievement between the students of low and high self-concept. The study revealed that the level of self-concept affected academic achievement positively and significantly.

Rani (1980) conducted a study on self-concept and other non-cognitive factors affecting the academic achievement of the scheduled caste students in institutions for higher technical education. Results of the study revealed that the SC students’ academic achievement was significantly lower than that of the non-SC students both differed significantly with regard to physical, self-concept, self-esteem and self-concept. Compared to the Non-SC students, the SC students had a low self-concept of academic performance, a high reflected social self-concept of mothers and peers, and a high reflected self-concept of academic performance of teachers. A significant relationship existed between academic achievement and different aspects of self-concept.

Hirunval. (1980) conducted a study on pupils’ self-concept, achievement motivation, classroom climate and academic performance. The results of the study revealed that self-concept and pupils’ academic performance were positively related.

Homachandhuri (1980) conducted an analytical study of correlates of academic performance of college students (Tribal) of Mizoram. The results of the study concluded that the self-concept emerged as the most significant correlate of academic performance. The results further explored that socio-
economic status also came out as a significant correlate of academic performance.

Agarwal (1982) tested the relationship of self-disclosure and academic achievement, and self-concept and found positive relationship between self-concept and academic achievement. Further the study showed significant caste difference in self-concept. The scheduled caste girls had lower self-concept than the Brahman, Khatri and Vaish girls.

Singh (1983) carried out a comparative study of high and low academic achievers in self-concept formation. The findings of the study revealed that there was a positive and significant relationship between self-concept and academic achievement of arts, science and commerce students and the relationship between academic achievement and self-concept of art students studying in government schools was significantly higher than that of science, commerce and total students. In general, it was revealed that there was a comparatively higher relationship between the self-concept and academic achievement of arts students than that of the students studying commerce or science subjects and there was a significant difference in the self-concept of high and low academic achievement (in the favour of high achievers). This was true in rural as well as urban, male and female students. No significant difference was found in the self-concept of urban male and female high achievers. Further the urban girls belonging to low academic achievement were found to have a better self-concept than their male counterparts. Self-concept and academic achievement were significantly better in the case of female than of male students. It was further revealed that the government and non-government schools were at par in academic achievement, but the self-concept of the students of government schools was better than that of non-government schools and the urban students had better academic achievement than rural students, whereas, they were at par in self-concept.
Pathani (1985) carried out an investigation to study the effect of identity versus role-confusion, self-concept and need (self-actualization) on academic achievement of adolescents. The sample for the study consisted of 700 adolescents (360 boys and 340 girls) studying in 14 intermediate colleges. The data were collected with the help of the Neurosis Measurement Scale by Uniyal and Bisht and the Identity vs. Role-Confusion Scale, Self-Concept Scale and Self-Actualization Scale, all of which were standardized by Bisht and Pathani. It was found that self-concept was a significant predictor of academic achievement (actual) and academic achievement (perceived).

Mishra, A.M. (1987) studied locus of control and self-concept as related to academic achievement. He found that academic achievement was influenced by locus of control and self-concept. He further found that boys had higher self-concept and academic achievement than girls.

Dutta (1988) examined self-concept and personality adjustment of girls through pubescence. The study revealed that the self-concept and social self-concept, has only been found to be partially true. It further revealed that the hypothetical difference conceived as the above affects the individual’s adjustment to real be upheld.

Ramasamy (1988) conducted a study to determine correlates of achievement and explored that academic achievement was found positively related to self-concept and socio-economic status among high and low achieving boys and girls. A significant difference was found between high and low achievers in self-concept and socio-economic status.

Sexena (1988) studied the impact of family relationship on the self-concept and academic achievement of high school students. No significant difference was observed between dimensions of self-concept and family relationship.

Sharma (1988) conducted a comparative study of development of self-concept among children of working and non-working mothers. The major
findings of the study were that children of working mothers had a greater feeling of rejection and they differed significantly from the children of non-working mothers. The children of working and non-working mothers did not differ significantly regarding the feeling of insecurity but the children of working mothers had a greater feeling of insecurity.

Dixit (1989) found effect of personality factors and self-concept on educational achievement. The major findings of the study reveal that personality factors significantly influenced the educational achievement and self-concept was not related to educational achievement.

Nayal and Pathani (1989) studied self-concept and class adjustment in relation to their sex, school discipline, income group and academic achievement. The major findings were: (i) Males and females did not differ significantly in their self-concept. (ii) Science students had superior self-concept in comparison to arts students. (iii) The higher income group adolescents were superior in their self-concept than the average and low-income groups. (iv) First divisioners and second divisioners did not differ significantly, whereas first divisioners and third divisioners differed significantly on certain measured of self-concept. (v) High as well as average achievers had superior self-concept than low-achievers.

Swami (1989) conducted a study of the self-concept of orphan students living in orphanages as compared to normal students. The study revealed that the self-concept of normal students was better than the self-concept of orphan students. It further revealed that sex had no effect on the differences in the self-concept of orphan and normal students.

Jain and Jayanti (1990) studied the self-concept of adolescent girls, and identification with parent and parent substitutes as contributing to realisation of academic goals. The study revealed that girls having high self-concept tended to select high academic goals, which were positively associated with each other, suggesting that they reinforce each other where academic
achievement was dependent on the concept of self that adolescent girls possessed. It further revealed that positive self-concept and superior cognitive abilities went together significantly.

Khatoon (1990) investigated self-concept of college girls in relation to education and religion. The major findings of the study were: (i) there was no difference in the self-concept of college-going Hindu girls and uneducated Hindu girls. (ii) The self-concept of college going Muslim girls was higher than that of uneducated Muslim girls, (iii) Self-concept of college-going girls was higher than that of the uneducated girls in the sample among both Hindus and Muslims. (iv) Self-concept of Hindu and Muslim girls was not very different.

Kumari (1990) conducted a study of modernity of undergraduate students with reference to self-concept. The study revealed that under-graduate girls were in general more modern than under-graduate boys and they differed significantly in respect of all the four areas of modernity. It further revealed that as self-concept increased under-graduate boys and under-graduate girls showed significant increase in modernity. Self-concept in general was propellant to modernity.

Pareek (1990) conducted a comparative study of the self-concept, personality traits and aspirations of the adolescents studying in central schools, state government schools and private schools in Rajasthan. He explored that 45.2% of the adolescents studying in central schools, 44.4% in private schools and 57.6% in government schools, possessed 'average self-concept'.

Pokharia (1990) carried out an investigation into rearing up practices as determinants of self-concept among adolescents of Kumaun region in relation to their academic achievement. It was found that (i) only the self-concept was a significant correlate of rearing up practices, but self-concept was not a correlated of rearing up practices in rural population. (ii) Self-concept and
extraversion were significant correlates of rearing up practices of middle and late adolescent groups. (iii) The sex, achievement and rearing up practices did not have interactive effects on either self-concept or aspiration of extraversion.

Ramiah (1990) conducted a relational study of parent involvement and self-concept of standard IX students in Devakottai Educational District. The major objectives were: (i) to assess the level of parental involvement and self-concept of Standard IX students and (ii) to determine if there is any significant relationship between parental involvement and self-concept of Standard IX students. The study revealed that there was significant relationship between parental involvement and self-concept of the students. It further revealed that more the parental involvement the better the self-concept.

Shah (1990) examined relationship among intelligence, self-concept and academic achievement of pupils of standard X and semi-urban and rural areas of Sihor Taluka. The major findings were: (i) there was no sex difference in self-concept either in semi-urban or rural areas. (ii) There were positive and linear correlation among self-concept, intelligence and academic achievement in both types of areas. (iii) Intelligence was more related to academic achievement than self-concept.

Mukhopadhyaya (1991) conducted a study on attitude towards school in relation to interest pattern, self-concept, adjustment and scholastic achievement. The findings revealed a significant relationship between interest patterns, self-concept, adjustment behaviour and scholastic achievement and attitude towards school of students.

Padhi (1991) examined the effects of creativity and classroom environment on pupil academic self-concept and academic achievement. The major findings of the study were: (i) the correlation between academic self-concept and academic achievement in different school subjects were significant, (ii)
the main effects of CR and CE on academic self-concept were significant.

(iii) Family size had differential effects on academic achievement; there were no differences in academic self-concept and academic achievement attributable to birth order. Fathers’ occupation had influence on the academic self-concept of their children. Education qualification of the fathers had significant influences on the academic achievement, academic self-concept and CR of their children. The same result was also found with the mothers’ education.

Sinha (1991) attempted to find the impact of scientific attitude, motivation and self-concept in science upon achievement of science students. The major findings of the study reveal that in physical science urban boys achieved higher than rural boys and urban girls, urban students achieved better than rural students and there was no difference in the achievement in physical science of boys and girls. Also there was no difference in the self-concept of science between urban and rural students.

Vijayalakshmi (1991) examined relationship between self-concept and personality adjustment of family-reared and institution-reared children. The main objectives were; (i) to assess the self-concept of family-reared and institution-reared children, (ii) to find out the relationship between the self-concept and the personality adjustment of children at home and of those who are institutionalized. The study revealed that family-reared and institution-reared children were similar in their self-concept. It further revealed that self-concept of these children was related to their personality adjustment.

Chowhan (1992) examined the self-concept among professional college students. The main objective was: (i) to compare the self-concept among students of engineering, medicine and teaching. No differences were found in self-concept between students of engineering colleges and medical colleges.

Ganapathy (1992) examined the self-concept of students-teachers and their attitude towards teaching profession. The study revealed that both male and
female students-teachers had a positive self-concept and it was related to their attitude towards the teaching profession.

**Gupta (1992)** did a comparative study of self-concept, level of aspiration, anxiety and scholastic achievement of isolated and non-isolated adolescents. The major findings were: (i) isolated and non-isolated boys differed in feeling of inadequacy and emotional instability. (ii) Isolated boys and isolated girls differed in feeling of inadequacy. (iii) Non-isolated boys and girls differed in withdrawing tendency and emotional instability.

**Rangappa (1992)** observed no significant difference in achievement of students at different levels of self-concept. He further observed that girls and boys did not differ in their achievement in Mathematics. But a significant difference was observed between rural and urban schools students with regard to their achievement in mathematics. The study revealed a high significant difference of achievement between high and low concept groups students with high self-concept performed better in mathematics than the students belonging to low self-concept groups.

**Sharanjeet (1992)** conducted a study to find out self-concept and locus of control as predictors of career maturity on sex sub groups. The study revealed that self-concept was a significant predictor of competencies of career maturity. Further a significant correlation was found between self-concept and career maturity in case of girl students.

**Krishnan. (1993)** studied the relationship between self-concept and academic achievement of college students. He reported a significant relationship between self-concept and academic achievement of the college students. He further explored that sex had no influence on self-concept of the students.

**Trusty et al. (1994)** examined multidimensional self-concepts of fourth-eighth grade students. It was found that for fourth graders with low academic
achievement and low socio-economic status, social self-perceptions were more negative. For fourth graders, with low achievement and high socio-economic status, school related self-perceptions were more negative. It was further found that for fourth-through eighth-graders, social dimensions of self-concept were more highly predictive of academic achievement than school-related dimensions.

Tandon (1994) studied the relationship of self-concept to intelligence, creativity, SES and academic achievement and explored that the self-concept was found to be significantly related with academic achievement only under controlled conditions. There was found a significant relationship between self-concept and SES.

Maikhuri and Panda (1997) studied the self-concept of adolescents in relations to their academic achievement. They explored no significant relation between academic achievement and self-concept. Adolescents belonging to high and low self-concept did not differ significantly on their achievement.

Mavi and Patel (1997) explored a significant positive correlation between academic achievement, intelligence and self-concept and other selected personality factors. They further explored that correlation of academic achievement with intelligence and self-concept was not found to be significant. Further the male and female tribal students did not differ significantly on academic achievement.

Chakravarty (1999) observed a high, positive and significant correlation between scholastic achievement and family environment of the student. Self-concept was also found to be positive, high and significantly correlated with scholastic achievement of students while the boys and girls differed significantly on their self-concept.
Acosta (2001) examined relationships between the school climate, academic self-concept and academic performance. The study affirmed that multiple regression analyses gave indices where the predicting variables explained as much as 18% of the variance in academic achievement; though only the variance explained the self-concept was statistically significant.

Kaur (2001) conducted a study on self-concept in relation to intellectual variables. The main objective was to find out correlation with the values of self-concept and independent variables such as intelligence, creativity and achievement of rural and urban schools. The findings of the study reveal that variable of Intelligence and Creativity to be positively significant with Self-concept in urban as well as in rural. (2) No correlation found between variable of achievement and self-concept. (3) It is revealed that variable of achievement contributed 13.6% variance in predicting the self-concept of urban girls. (4) It is clear that conjoint effect of variable of intelligence creativity of achievement is higher in both the samples as compared to predicting the self-concept.

Thilaka & Jacob (2002) aimed to study the self-concept, test anxiety and academic achievement of ninth standard students in Anglo-Indian Schools from Chennai City. The findings of the study were: (1) The self-concept of girl students has been found to be higher than boys and co-education students. (2) The co-education students were found to have poor self-concept when compared with boys and girls. (3) The co-education students had higher test anxiety – worry and emotionally when compared with boys and girls.

Fatima (2003) conducted a study to explore the influence of school environmental reading habit and self-concept on scholastic achievement of school children. She found that self-concept emerged as significant predictors of scholastic achievement.

Sharma (2003) investigated the effect of study habits and self-concept on wastage and stagnation among scheduled caste students of primary classes.
One of the findings of the study revealed that low achieving students exhibited generally low self-concept than the high achieving students.

Deshmukh (2004) did a comparative study of the self-concept and anxiety of the athletes and non-athletes. It was found that there was significant difference between the mean score of the self-concept among athletes and non-athletes.

Maryand & Paul. (2005) studied the self-concept of integrated course students in Pondicherry. The findings were: (i) the students’ self-concept was above average, (ii) boys and girls differ significantly in their self-concept, (iii) day scholars and resident scholars differ significantly in their self-concept, (iv) students of joint and nuclear families, and large and small families do not differ with each other, the same result was also found in the case of the comparison between the arts and science students, (v) there was a significance difference among income groups in their self-concept.

Vamadevappa (2005) investigated factors causing under-achievement in Biology among pre-university students. The results of the investigation revealed that self-concept and socio-economic status along with other variables were found to be positively and significantly related to achievement in Biology. Low self-concept and socio-economic status were one of the causes of under achievement in Biology.

Mahashevta (2007) conducted a study of academic achievement of scheduled caste students in Hindi and English language in relation to their self-concept. The findings were: (i) in case of self-concept, significant difference was found in academic achievement of scheduled caste students belonging to high and low groups of self-concept. High self-concept group students excelled in academic achievement in Hindi language as compared to low self-concept group students, (ii) no significant difference was found between male and female scheduled caste students belonging to high self-concept group, with respect to their academic achievement in Hindi language,
significant difference was found in academic achievement of rural and urban scheduled caste students in Hindi language, belonging to high self-concept group. Urban students with high self-concept were found to be better in academic achievement in first language, as compared to their rural counterparts, (iv) no significant difference was found between male and female scheduled caste students belonging to low self-concept group, with respect to their academic achievement in Hindi language.

**Chandvir (2009)** conducted a study to find relation between self-concept and academic achievement. He found significant difference between high achieving and low achieving adolescents with respect to their self-concept. High achieving adolescents was found to have high self-concept than the low achieving adolescents.

**Gurubasappa (2009)** conducted a research on Intelligence and Self-concept as correlates of Academic Achievement of Secondary School Students. The main objective was to find out the nature of relationship between academic achievement with intelligence and self-concept and difference in academic achievement of students with different levels of intelligence and self-concept. It was found there is high significant correlation between academic achievement with intelligence and self-concept, there is a significant difference in the academic achievement of students with different levels of intelligence and self-concept. There is significant interactive effect of intelligence and self-concept on academic achievement and there is significant difference in the academic achievement of students’ sex, type of school, medium of instruction, locality and socio-economic status.

### 2.4 An Overview

An overview of the related research literature shows that the studies on scholastic achievement are voluminous and approached from a number of perspectives. There have been various studies on certain non-cognitive variables such as self-concept, achievement-motivation, mental health, and personality,
adjustment and risk-taking behaviour taken as dependent variable. Further, the trend of researches shows that researchers have studied the scholastic achievement of adolescent students in relation to intelligence and socio-economic aspects only. Further the studies carried out so far have not been defined in clear terms and the variables chosen by the investigators affecting scholastic achievement of students were not given in explicit terms. For this purpose, achievement motivation from cognitive factors, career maturity and self-concept from psychological factors were taken as independent variables and scholastic achievement of adolescent students was taken as dependent variable. Hence, the present study is an attempt in this direction to study the Career Maturity, Achievement Motivation and Self -Concept of Adolescents as determinants of their Scholastic Achievement.

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