CHAPTER II
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A literature review is an account of what has been published on a topic by accredited scholars and researchers. But more often it is a part of the introduction to an essay, research report, or thesis. In writing the literature review, the main purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., research objective, the problem or issue,). It is not just a descriptive list of the material available, or a set of summaries.

Besides enlarging knowledge about the topic, writing a literature review helps the researcher to gain and demonstrate skills in two areas i.e. Information seeking: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books, and Critical appraisal: the ability to apply principles of analysis to identify unbiased and valid studies.

The main purpose of review within the context of research is to establish its originality, that is, that the work proposed has not already been done. Almost always something related has been done, the review organizes these, discuss them, and points out their limitations, some of which will be addresses in the research.
The second purpose is to place the proposed research in context, that is, to show its importance within wider problem area. This must be established from the opinions of others, who define the context and identify important unsolved problems.

A third purpose is to compare methodological approaches to the research problem, and here the researcher compare these approaches and justify his/her own approach (which may combine aspects of the others).

An attempt has been made here to collect and review a number of research articles, thesis and other publication related to the topic of this study in the international, national and regional level. Although there has been a number of publications in the subject and issues discussed here both International and national level, yet the segregation of relevant papers and works from the pile of works is a challenge. The present chapter embodies a brief review of the studies that has been undertaken in the field of secondary education with special reference to family environment, academic performance, self concept and adjustment. Articles, thesis, reports and monographs were used to give a picture on the issues under consideration in this study. However, there has been a constant conscious effort to see local variation of these issues and how far these concepts are relevant in the context of adolescents of Kamrup (Metro). The review has been divided into three sub heads as, International, National and Regional studies.
2.1 STUDIES AT INTERNATIONAL LEVEL

Schneider, B. and Lee, Y., (1990) carried out research work on “A Model for Academic Success: The School and Home Environment of East Asian Students”. The objective of this research was to examine the academic success of East Asian students can be linked to the values and aspirations they share with their parents, to the home learning activities, in which they participate with their families, and to the expectations and interactions they have with their teachers and classmates. The findings revealed that East Asian academic success is related to cultural and socioeconomic characteristics, and interactive relationships among children, parents, teachers, and peer groups. The researcher also found that parental expectations are extremely powerful and are transmitted through a cultural context in which education is highly valued because it leads to self-improvement and increases self-esteem. But it is not expectations alone that contribute to Asian academic success. Parents help Asian students succeed by carefully structuring their out-of-school time so it is directed at academic-related skills.

Nebel-Schwalm, M.S., (1993) studied, “The relationship between parent–adolescent conflict and academic achievement.” The study aimed to determine whether adolescent-report is more strongly associated with academic achievement than parent report of parent-adolescent conflict; and also try to determine the relationship between parent-adolescent conflict and academic achievement controlling for homework behaviors and cognitive ability. In this research work correlations were analyzed to determine whether mother or adolescent ratings were more highly associated with academic achievement. Mothers ratings, adolescents ratings, and an average combined rating score of the
Conflict Behavior Questionnaire and the Issues Checklist were not significantly correlated with academic achievement. The results indicate that parent-adolescent conflict moderates the relationship between homework problems and academic achievement.

**Dubois D. L., Eitel S. K. and Felner Source R. D. (1994)** studied about the “Effects of Family Environment and Parent-Child Relationships on School Adjustment during the Transition to Early Adolescence”. Through this study the researcher made an attempt to investigate the relationship between family experiences and school adjustment in a 2-year longitudinal study of a community. The study revealed that the prospective relationship demonstrated between certain family experiences and school adjustment during the transition to early adolescence. Organization in the home also may help to reduce stress and flux in the child's or adolescent's life outside of school and thus contribute to academic success in this manner as well. The researcher also focused on factors such as organization in the home and parental support assume greater importance in facilitating academic success as youths move into adolescence.

**Muller, C., (1995)** studied about the “Maternal Employment, Parent Involvement, and Mathematics Achievement among Adolescents.” The objectives of the study were to study whether the maternal employment status make a difference in how parents are involved with their eighth-grade adolescent child and to examine in what ways does parent involvement intervene in the relationship between maternal employment and mathematics achievement of the adolescent child. The principal findings were that the category of part-time employment of mothers appears to identify parents with higher
overall levels of involvement and students with higher base-year test scores. There is no
difference in base-year test scores of children of mothers employed full-time and those
not in the labor force once the amount of unsupervised time after school is taken into
account. Children of mothers not in the labor force exhibit slightly less gain in test
scores when time spent unsupervised after school is controlled. It is only in the amount
of time spent unsupervised after school and in volunteering at school that there are clear
differences among parents based on the amount of time the mother spends in the labor
force. The most consistent finding of this study regards the nature of families in which
the mother is employed part-time. These parents exhibit unusually high levels of most
forms of involvement and their children appear to perform better in school. The results
of this research suggest that aspects of the parent-child relationship that are important
for adolescent development would benefit if the institutions in our society were
structured in a way that did not force parents to choose between involvement in
important social relationships with their child and working outside the home.

Pong, S.L., (1997) conducted study on “Family Structure, School Context, and Eighth-
Grade Maths and Reading Achievement”. This study was designed to examine whether
the greater concentrations of students from single-parent and stepfamilies create a
negative contextual effect on academic achievement, to see whether the high
concentrations of students from single-parent families and step-families can be
explained by the low socio economic status of the student body in schools with high
concentrations of single-parent and stepfamilies and also to see whether the high
concentrations of students from single-parent families and step-families can also be
explained by the low level of parents' social relations in schools with high concentrations of single-parent families and stepfamilies. The researcher found that membership in a single-parent family or a stepfamily has a negative effect on maths achievement, the net effect of living in a single-parent family or step family is among the weakest family background predictors. Individual membership in a single-parent family or step family. When only demographic and gender variables were included, living in a single-parent family or stepfamily revealed a negative effect on reading achievement. From the study at last it was found that single-parent families and stepfamilies have a contextual effect on maths and reading achievement, above and beyond the effect of individual students' membership in these families. Finally more importantly, the contextual effect of family structure is larger than the individual effect of family structure, even when other school-level and student-level background factors are controlled.

Teachman, J. (1997) conducted a study on “Gender of Siblings, Cognitive Achievement, and Academic Performance: Familial and Non-familial Influences on Children”. Here the researcher highlighted on the relative contribution of shared (familial) and non-shared (non-familial) influences on cognitive achievement and academic performance. The analysis is based on data taken from the High School and Beyond Study. The study gathered base-year data on high school seniors and sophomores, using a nationally representative stratified random sample of public, private, and church- -affiliated schools. From the study it was found that the factors beyond shared familial influences are relatively more important in determining success
in school. Shared influences are responsible for less than one half of the total variation in academic performance.

Sander W. (1997) conducted a study on “Catholic High Schools and Rural Academic Achievement.” The study attempted to examine the effects of rural Catholic high schools on achievement in mathematics, high school graduation rates, and the likelihood that high school graduates go on to college. The findings of the study revealed that Catholic high schools have a significant positive effect on achievement. Catholic high school has a highly significant positive effect on achievement in mathematics, and the selection-correction term is negative and significant. The other coefficients in the corrected estimates are not appreciably different from the uncorrected estimates. Finally this study found that rural Catholic high schools have a relatively large positive effect on achievement in mathematics and no effect on either the high school graduation rate or the odds that high school graduates go on to college.

Ketsetzis M, Ryan B. A. and Adams G. R.(1998) studied on “Family Processes, Parent-Child Interactions, and Child Characteristics Influencing School-Based Social Adjustment”. The study was carried out to examine the relationship between family processes and children's school-based social adjustment and also to examine the influences of general family relations, school-focused parent-child interactions, and child personal characteristics on children's school-based social adjustment. The study revealed that excessive parental pressure for school success is associated with decreased levels of children's self-esteem, frustration tolerance, and intellectual effectiveness, and, through the mediation of certain individual child characteristics, social adjustment.
Maintaining family cohesion facilitates the parental processes that influence school-based social adjustment, and family conflict undermines these processes and the association between family cohesion and pressure has a continuing influence on social adjustment.

Caldas, S.J. and Bankston, C.L., (1998) examined the “Family Structure, Schoolmates, and Racial Inequalities in School Achievement”. Through this study the researcher made an attempt to examine the influence of schoolmate family structure, racial concentration, and socio-economic status on the academic achievement of individual African American and White students and also to study whether the social relations among African American adolescents in schools do play any part in depressing academic achievement. The findings of the study revealed that the percentage of students from single-parent families in schools has a strong negative relation to standardized test scores. This does not appear to be the consequence of the fact that the individual students in those schools are likely to come from single-parent families, nor does it appear to be attributable to socioeconomic factors. Socioeconomic characteristics of schools, as well as socioeconomic characteristics of individuals, are related to test performance. The researcher also found that prevailing family structure is consistently the most important school-level predictor of academic achievement.

Skaggs and Jodl (1999) examined on “Adolescent Adjustment in Non-stepfamilies and Stepfamilies”. Main objectives of the study were to see the adolescents’ behavior problems from non-step families and stepfamilies in case of social, academic and emotional aspect and also to examine the differences of behavior between boys and
girls. From the study it was found that girls were more socially responsible, sociable, autonomous, and higher in cognitive agency than boys. Despite their higher levels of competence than boys, girls also exhibited more depressive symptoms. As expected, boys demonstrated more externalizing behavior than did girls. For younger adolescents, those from non-stepfamilies were more socially responsible than adolescents from complex stepfamilies. Both younger and older adolescents from non-stepfamilies were higher in cognitive agency and lower in externalizing than those from complex stepfamilies. Mothers of older children from non-stepfamilies, simple stepfamilies, and complex stepfamilies rate their own children as more socially responsible, sociable, and higher in cognitive agency than step-mothers rate stepchildren in complex stepfamilies. Mothers in non-stepfamilies also rate their children as higher in social responsibility and cognitive agency than mothers' own children are rated in complex stepfamilies, suggesting an effect of being in a complex stepfamily in addition to biological relatedness.

Ross and Broh (2000) examined on “The Roles of Self-esteem and the Sense of Personal Control in the Academic Achievement Process”. This study was designed to examine the effects of academic achievement in the 8th grade on the sense of personal control and self-esteem in the 10th grade and the subsequent effects of control and esteem in the 10th grade on academic achievement in the 12th grade. The researcher used data from the base year (1988) and first (1990) and second (1992) follow-ups of the National Educational Longitudinal Study (NELS). The base-year study used a stratified, clustered national probability sample of 24,599 8th graders from 1,052 public,
private, and parochial schools in the United States, who were asked to complete questionnaires about schoolwork, relationships, family, attitudes, and behaviors. Follow-ups were conducted two and four years after the base year when most respondents were in the 10th and 12th grades, respectively. The study revealed that academic achievement in the 8th grade is associated with an internal locus of control in the 10th grade, which, in turn, is associated with academic achievement in the 12th grade. Early academic achievement also boosts self-esteem, although the effect is not as large as its impact on the sense of control. Self-esteem does not significantly improve grades and test scores. With adjustment for locus of control, the impact of self-esteem on subsequent academic success is not significant. It was also found that an adolescent's sense of personal control in the 10th grades is associated with good grades and test scores in the 12th grades. The sense of personal control and feelings of self-worth are two aspects of self-concept that are positively correlated. The results also revealed that achievement and perceptions of control reinforce each other to enhance the success of adolescents from socioeconomically advantaged families. Adolescents whose parents are well educated and have high family incomes have higher grades and test scores in the 8th grade, which boosts perceptions of personal control that, in turn, improve subsequent academic achievement. All the effects of parental education and income on adolescents’ perceptions of control are mediated by academic performance.

Kaplan, et. al., (2001) conducted a study on “Influence of Parents' Self-Feelings and Expectations on Children's Academic Performance”. Through this study the researcher aimed to examine whether the level of parental self-esteem has a moderating influence
on the historically well-supported relationship between parents' educational expectations for their children and parents' educational attainment and to see the relationship between parents' educational attainment and their subsequent educational expectations for their children, as perceived by the children, and extent to which parents' own self-feelings modify the relationship. The findings of the study revealed that there is a significant relationship between level of parental educational attainment and level of parental educational expectations for their children. The new findings indicate that relationship is relatively stronger for parents who, as young adults, reported higher negative self-feelings than it is for parents who reported lower negative self-feelings and also found that parents with higher levels of negative self feelings who report higher educational attainment will result in higher educational expectations for pre adolescent children; having parents with higher levels of negative self-feelings who report lower educational attainment will result in lower educational expectations for preadolescents.

Okpalaet. al. (2001) studied “Parental Involvement, Instructional Expenditures, Family Socioeconomic Attributes, and Student Achievement”. This study was designed to examine the role of some variables to explain student achievement scores. In particular, how parental involvement, socioeconomic status (SES) of parents, and instructional supplies expenditures are individually related to mathematics achievement of fourth-grade students in a low-income county of North Carolina. The findings of the study were-Percentage of students in free/reduced-price lunch programs were statistically significant in explaining differences in mathematics achievement scores. Parental
volunteered hours per 100 students and instructional expenditures per student were not statistically significant in explaining differences in mathematics achievement in both the regression results and the Pearson correlation test, the effectiveness of parental involvement depends on type of involvement, ethnicity, family income, and home environment.

Fan X. (2001) conducted a study on “Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis”. Through this study the researcher made an attempt to empirically assess the dimensions of parental involvement in students' education, to assess the effects of the parental involvement dimensions on the academic growth of high school students over a 4-year time span, and to examine the consistency of parental involvement effects on students' learning, both between data sources (student vs. parent data) and among ethnic groups samples. The study revealed that Parental involvement has several relatively independent dimensions and one parental involvement dimension, parents' Education Aspiration for their children, stood out as having a consistent (across student and parent data and across ethnic groups) effect on students' academic growth, over and above the effect of SES. Other parental involvement dimensions, however, had either less consistent or less obvious effects (e.g., Communication, Volunteer) or even negative effects (e.g., Contact With School).

McHale et al. (2001) examined on “Free-Time Activities in Middle Childhood: Links with Adjustment in Early Adolescence”. Main objectives of the study were to measure the links between children's free-time activities and their adjustment; to test whether the social contexts of children's activities mediate the activity-adjustment link; and to
explore evidence of a child-effects interpretation for activity-adjustment associations. The data came from Years 1 and 3 of a short-term longitudinal study of family influences on gender development during middle childhood and early adolescence. The 102 firstborn girls and 96 firstborn boys who were the focus of the present analyses averaged 10.9 years of age (SD = .54) in Year 1. Families were recruited via letters sent to the families of fourth- and fifth-grade students in 16 rural and small urban school districts of a northeastern state. The findings of the study revealed that structured activities such as hobbies and sports are the most development-enhancing ways for children to spend their time and also found that the social contexts and the nature of children's free-time activities were indeed interrelated. Social contexts of children's free-time activities were associated with their adjustment. Specifically, free time spent with parents and non parental adults was related to positive adjustment, whereas time spent alone and in unsupervised peer contexts predicted adjustment problems.

Domitrovich C. E. and Bierman K. L. (2001) studied on “Parenting Practices and Child Social Adjustment: Multiple Pathways of Influence”. Here the researcher want to explore pathways of influence linking parenting practices, child perceptions of their parenting and peer relations, and multiple aspects of child social adjustment (e.g., social behavior, social problem-solving strategies, peer status, and feelings of social distress). The findings of the study revealed that warm supportive parenting practices were associated with high levels of child prosocial behavior, low levels of child aggression, high levels of prosocial problem solving, and low levels of aggressive problem solving.
In addition, parental warm support protected children from peer dislike. Child perceptions of parenting (rather than parenting practices reported by mothers) predicted child feelings of loneliness and perceived victimization by peers.

Gonzalez-Pienda et al. (2002) conducted a study on “A Structural Equation Model of Parental Involvement, Motivational and Aptitudinal Characteristics, and Academic Achievement.” This study was designed to see the influence of parental involvement on students' academic aptitudes, self-concept, and causal attributions, as well as the influence of the 3 variables on academic achievement. Findings of the study were - parental involvement had a positive and significant influence on the participant's measured characteristics; causal attribution was not causally related to self-concept or academic achievement when the task involved finding causes for success, but, self-concept and causal attributions were found to be significantly and reciprocally related when the task involved finding causes accounting for failure; self-concept was statistically and predominantly causally related to academic achievement, but not vice versa; and aptitude and self-concept accounted for academic achievement, although the effect of self-concept was predominant.

Schreiber and Chambers (2002) conducted a study on “After-School Pursuits, Ethnicity, and Achievement for 8th- and 10th Grade Students.” The main objective of the study was to examine the relationship between students' after-school pursuits and achievement within a categorized framework for 8th- and 10th grade students with different ethnic backgrounds in various content areas. A sample of 8,305 8th- and 10th-grade students who were enrolled in both years and had complete data was drawn from
the National Education Longitudinal Study (1988) data set. Stratified sampling design was used. From the study it was found that different pursuits had differing levels of association after disaggregating by ethnicity. Students who were more engaged than other students in nonacademic activities, whether in- or out-of-school, organized or not, did not have a consistent significant negative impact on achievement; in the case of 10th grade Caucasian students, the association was positive. It was also found that engagement in nonacademic pursuits can have a positive effect for 10th grade Caucasian students. Out-of-school, nonacademic organized pursuits (e.g., music lessons) had a significant and positive relationship with all achievement areas. Finally, academic pursuits appear to be the pursuits most consistently related to achievement, although this varied by content domain and ethnicity. Nonacademic pursuits, for the most part, were not significantly related to achievement. Finally, the relationship between student pursuits and achievement did vary from 8th to 10th grade.

Schiller et al. (2002) conducted a study on “Economic development and the Effects of Family Characteristics on Mathematics Achievement.” Through this study the researcher aimed to explore the relationship between nations' level of economic development and the influence of adolescents' social backgrounds on their academic achievement. The findings revealed that the effect of family structure on mathematics achievement varied systematically between nations, controlling on parents' education and academic ability. The advantage of living with both parents was larger in nations with stronger economies. However, many of the confidence intervals overlapped, indicating that this pattern may have occurred by chance. Adolescents with more educated parents or living
with both parents tended to earn higher scores on the mathematics test. Another finding was that adolescents' social backgrounds significantly influenced their mathematics achievement; even after taking into account their academic ability and orientation toward schooling. Finally, the influences on mathematics achievement of some aspects of adolescents' social background are more sensitive than others to national economic conditions.

Pong et. al. (2003) studied “Family Policies and Children’s School Achievement in Single- versus Two-Parent Families”. The objectives of the study were: To see how varied is the gap in academic achievement between children who live in single-parent families and those who live with two biological parents cross-nationally?; To examine how academic differences between children from single-parent families and those from two-parent homes persist after family resources are taken into account? The findings of the study revealed that single parenthood is associated with lower math and science achievement among young children. The achievement gap between single- and two-parent families is narrowed where there are family policies aimed at equalizing economic resources between single-parent and other families. The researcher also found that the systematic relationship between the prevalence of single-parent families and the achievement gap between children from single- and two-parent homes. The achievement gap is greater in countries where single-parent families are more common.

Parke et. al. (2004) conducted a study on “Economic Stress, Parenting, and Child Adjustment in Mexican American and European American Families”. This study was designed to assess the impact of economic hardship on European American and
Mexican American families and to examine the impact of economic pressure on paternal depression and other outcomes in Mexican American families. From the study it was found that for both mothers and fathers, measures of economic hardship (e.g., per capita income, unstable work, and income loss) were related to a measure of economic pressure. In both the Mexican American and European American families, significant links between marital problems and child outcomes and between parenting and child outcomes were identified. However, in neither case was there a mediated pathway among marital problems, parenting, and child outcomes. Instead, there was a direct link between marital problems and child outcomes and between paternal hostile parenting and child outcomes. In both the European American and Mexican American families, hostile parenting—but only on the part of fathers—was linked with higher levels of child adjustment problems. For Mexican American families, the level of acculturation influenced the pattern of relationships. Maternal acculturation, which was highly correlated with paternal acculturation, was differentially linked with marital problems and hostile parenting. It was also found that as maternal acculturation increased, the level of both maternal and paternal hostile parenting decreased. This decrease is consistent with an increased awareness of alternative disciplinary strategies that are less harsh and punitive, such as reasoning, love withdrawal, and loss of privileges.

**Akos and Galassi (2004)** studied on “Gender and Race as Variables in Psychosocial Adjustment to Middle and High School”. This study was designed to investigate gender and race as variables in 6th’ and 9th-grade students’ psychosocial adjustment (e.g., perceptions of difficulty of transition and connectedness to school) following a recent
school transition and in persons who they perceived as helpful in the transition process. Main findings of the study were - Gender were not a significant variable in students' overall perception of the difficulty of the transition. Gender was a significant variable in students' feelings of connectedness to school in both transitions. Significant differences were found for race in feelings of connectedness to school. It was also found that girls felt more connected to school than did boys after transition to middle school. Although the stronger connection to school may suggest more positive adaptation or orientation to middle school for girls than for boys.

Wainright et al. (2004) studied on “Psychosocial Adjustment, School Outcomes, and Romantic Relationships of Adolescents with Same-Sex Parents.” Through this study the researcher aimed to examine associations among family type (same-sex vs. opposite-sex parents); family and relationship variables; and the psychosocial adjustment, school outcomes, and romantic attractions and behaviors of adolescents. Participating families were drawn from a large national sample of adolescents in the United States. A sample of 80 eligible high schools was initially selected. Schools were stratified to ensure that this sample was representative of U.S. schools with respect to region of country, urban city, school type, ethnicity, and school size. The final sample consisted of a pair of schools in each of 80 communities, with the exception of some high schools that spanned Grades 7 to 12. Main findings were - adolescents with same-sex parents were more connected at school than were those living with opposite-sex parents. No differences as a function of gender for psychosocial adjustment or school functioning; there were no significant interactions between gender and family type for psychological
adjustment or school outcomes. Overall, adolescent psychosocial and school adjustment did not differ as a function of family type or adolescent gender. Adolescents living with same-sex parents reported feeling more connected to school than did those living with opposite-sex parents.

Chen et al. (2005) conducted a study on “Social Functioning and Adjustment in Chinese Children: The Imprint of Historical Time”. This study mainly focused on how children's social functioning related to peer relationships, school achievement, and psychological adjustment at each time. Findings of the study revealed that there were gender differences in social functioning and adjustment. Boys were more aggressive and had more difficulties in social and school performance. Another finding was that sociability-cooperation was positively associated with indexes of social and school adjustment and negatively associated with depression across the cohorts.

Hoy et al. (2006) conducted a study on “Academic Optimism of Schools: A Force for Student Achievement” The purpose of the present study was to identify a new construct, academic optimism, and then use it to explain student achievement while controlling for socioeconomic status, previous achievement, and urban city. The study focused on a diverse sample of 96 high schools. A random sample of teachers from each school provided data on the school's academic optimism, and student achievement scores and demographic characteristics were obtained from the state department of education. The investigator found that SES was related to student achievement directly as well as indirectly through academic optimism. Likewise, prior achievement was related to student achievement directly and indirectly through academic optimism. In this study
conception of academic optimism, the three underlying elements suggest why it is effective in enhancing learning. Collective efficacy provides teachers with confidence that they can be effective working with students regardless of the difficulties involved.

Robinson J. And Biran M. (2006) conducted a study on “Discovering Self Relationships between African Identity and Academic Achievement”. The main objective was to explore connections between African identity, study habits, and academic achievement. The 96 participants in this study consist of 40 high school African American recent graduates and current students and 56 college African American recent graduates and current students (ranging from 18 to 30 years in age) in Polk County, Florida. One of the most important finding was that a sense of collective identity, a sub factor of African identity, was positively related to academic achievement. Although large numbers of African American students are not academically successful, this study indicates that African American students who are aware, proud, and willing to work for the benefit of their Black community may also be motivated to excel academically.

Richard (2006) studied the “Effects of Cultural and Social Structural Factors on the Achievement of White and Chinese American Students at School Transition Points.” The main objectives are to explore the links between social structural positions and cultural components in explaining the apparent academic success of Chinese Americans as an aggregate in comparison with White Americans as an aggregate, to determine whether the cultural elements identified mediate the adverse effects of educational transition and therefore help to explain White and Chinese Americans' academic
achievement and attainment. The study further explores how the structure-culture debate relates specifically to Chinese American educational success and the quantifiable variables operationalized in terms of structure and culture and examine their impact on achievement among White and Chinese Americans. Main findings of the study were that educational attainment levels among White and Chinese Americans were above the over-all average. In fact, Chinese Americans had higher educational attainment levels than did Whites. The influence of family income on achievement and attainment was positive for both groups: As income rose, increases were also seen in 8th- and 12th-grade standardized test scores and highest post secondary degree earned. Students who were part of a traditional family (i.e., they lived with both their mother and their father) outperformed those from nontraditional families, regardless of race. However, overall Chinese Americans reported far less diverse family compositions than White Americans; they reported only living with their father and mother or living with their mother alone. White students, conversely, reported a variety of home situations involving one or more parents and guardians. Also found that a parent's level of education has a direct positive impact on a child's educational attainment. However, there is an anomaly. Among Chinese American students, achievement was lower when their mother was a college graduate. Chinese American parents are not more involved in their child's educational work than are their White counterparts. Social structure has a significant impact on the achievement and attainment of White and Chinese American students. Cultural factors have a strong influence on student achievement at specific transition points.
Ramsay et. al. (2007) examined on“Relationship between adjustment and support types: Young and mature-aged local and international first year university students”. This study was designed to examine the relationship between adjustment and support types, sources and levels of support, and satisfaction with levels of support, for first year students in an Australian university. Of the sample, 44% were male and 56% were female. Participants ranged from 17 to 50 years, with an average age of 24 years. Mature-aged students (N=145) were categorized as 22 years and older (in accordance with Australian university guidelines). Overseas students were those with international student visas. There were 195 local students (95 were young and 100 were mature-aged) and 85 overseas students (40 were young and 45 were mature-aged). Main findings of the study revealed that there was no significant difference between young and mature-aged students in terms of perceived level of adjustment. Well adjusted students reported higher levels of social companionship support than the less adjusted group. Many students would have liked more support overall. In comparison to the local group, international students would have liked to receive more emotional, practical and informational support. Social companionship support came mostly from friends, followed by partners, no-one and family. This main effect was qualified by two two-way effects. International students were more likely to get social companionship support from no one than were local students. Younger students were more likely to receive social companionship support from friends than were older students and also found that there was a positive relationship between level of adjustment and the amount of each support type and that sources of support and satisfaction with levels of support.
vary across the groups. Interestingly, there was not a significant difference between local and international students in relation to receiving emotional support. However, the relative importance that international students placed on professional staff for emotional support is noteworthy.

Engin-Demir, C., (2008) studied on “The factors influencing the academic achievement of the Turkish urban poor.” The study attempted to study how well each set of home-student and school-related factors explain the variance in academic achievement over and above the other sets? And to study to what extent the combination of home-student and school related factors accounts for the variance in academic achievement? Participants of the study consisted of 719 sixth, seventh and eighth grade primary-school students from 23 schools in inner and outer city squatter settlements. The major findings of the study revealed that the set of variables comprising student characteristics, including well-being at school, scholastic activities and support, explained the largest amount of variance in academic achievement among the urban poor. Although the effect sizes are small, family background characteristics and school quality indicators were also found to be significantly related to academic achievement.

Ebenezer & Leo (2009) conducted a study on “Adjustment and Achievement in physics of XI standard students”. The main objectives of the study were to find out the relationship between Adjustment and Achievement in physics of class Xi student Pondicherry region and to find out the significant differences if any in the level of Adjustment and in Achievement in physics of Class Xi students in terms of their sex & type of school. A sample of 331 students was selected from eight schools in
Pondicherry by Stratified random sampling technique. Out of this, 207 were males and the rest females, 148 from government schools from private schools. Through this study the investigator found that the level of Adjustment of class XI students is low, the class XI students of Pondicherry region do not differ significantly in their Adjustment and Achievement in physics, the Adjustment of Class XI students are influenced by sex & type of school. The level of Adjustment of male students is higher than that of the female students. It is also found that there in a positive relationship between type of school chosen by the students and level of Adjustment.

Owoeye and Yara (2011) studied on “School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria”. This study mainly focused on the provision of facilities as it relates to academic performance of students in agricultural science in Ekiti state of Nigeria between 1990 and 1997. Through this study the investigator attempted to see the significant difference between rural and urban secondary schools in term of availability of library facilities, availability of textbooks and availability of laboratory facilities. The research design for this study was descriptive survey design of the ex-post facto type. A total of 50 secondary schools formed the target population comprising 4 Federal unity schools and 46 public schools. The schools were those that sat for the West African School Certificate Examinations (WASCE) between 1990 and 1997. The findings revealed that there is no significant difference between rural and urban secondary schools in term of availability of library facilities, availability of textbooks, availability of laboratory facilities and academic performance in agricultural science. The study indicates that achievement is a function
of availability of facilities to students in unity schools compared with public schools. Experience cannot be ruled out in this study, however, as an important factor in achieving academic excellence.

Ghazvini Sayid Dabbagh (2011) conducted a study on “Relationships between academic self-concept and academic performance in high school students.” This study was designed to determine the relationship between the academic self-concept and academic performance and to analyse the degree of association existing between academic self-concept, as well as the total self-concept and academic performance. Here the investigator found that academic self-concept has high correlation with self concept. All correlations of coefficient between academic self-concept, total self-concept and academic performance marks are significant. Therefore can be said with confidence that students self-concept is valid predictor of their academic performance.

2.2 STUDIES AT NATIONAL LEVEL

Paul, D.P., (1990) studied the “Socio-economic status, achievement motivation and scholastic achievement of higher secondary students Pasumpon Thevar, Thirumagan District”. The main objectives of the study were to find out the relationship between socio-economic status, achievement motivation and scholastic achievement of higher secondary students and to find out the difference among various groups of higher secondary students in socio-economic status, achievement motivation and scholastic achievement. Simple random sampling was adopted in this study. Here the investigator found that there was significant and positive relationship between the achievement
motivation and scholastic achievement of higher secondary students and also found that there was significant and positive relationship between the achievement motivation and scholastic achievement of higher secondary mathematics group students.

**Samal, N., (1990)** examined “The Relationship between planning, and academic achievement of boys and girls: Effect of home-environment variables.” This study was designed to examine the relationship between planning, sex and academic achievement and also to examine whether home variables can explain the observed relationship between planning behavior and sex. The sample of this study consisted of 60 grade IX children drawn from university high school. The findings of the study revealed that academic performances of high planners were better than that of low planners. There was no significant difference between boys and girls with regard to academic achievement and the children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability.

**Indra. (1991)** studied “The relation of social class, religion, family size and birth order to academic achievement of high school students”. Here the investigator mainly focused on the academic achievement scores of the students having different social class, different religions, different family size, and different birth order. The sample consisted of 700 male and female students studying in class XI in different schools of Agra city. For the selection of sample stratified random sampling procedure was used. The findings of the study revealed that Students belonging to different social classes differed in their academic achievement, Hindu, Muslim and Christian students differed in their
academic achievement scores and family size and birth order of the students had its effect on the academic achievement of the students.

Sahay, N., (1991) studied “The Familial correlates of academic achievement in rural Hindu School students.” Through this study the investigator aimed to examine the effectiveness of intelligence, income, and parental support on academic achievement. The findings indicated that the level of education, sex and caste had no independent effect on the development of scholastic achievement and the level of intelligence remaining the same, students with higher level of parental support achieved more than the students with lower level of parental support. Parental support is the most powerful correlates of academic achievement.

Arora, R.K., (1992) enquired about the “Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement”. This study was designed to investigate into the interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement. In the study, 70 subjects studying in standard XII were chosen from two boys and two girl’s intermediate colleges in Aligarh city by the random sampling technique. From the study it was found that the causes of poor achievement were identified as low motivation, policy of liberal promotion to the next higher class, poor study habits, lack of parental involvement in education and poor teaching.

Chand, S.K., (1992) studied “A study of personal values of adolescent boys and girls in relation to socio economic status and academic achievement”. Through
this study the investigator mainly try to find out the relationship of personal values of adolescents with socio-economic status and academic achievement. The population of this study covers all the students studying in class XI in different colleges. From the study it was found that there was no significant correlation between socio-economic status and religious, democratic, economic, knowledge, hedonistic, power and family prestige values and there was no significant correlation between academic achievement and social, democratic, aesthetic, economic, family prestige and health values. From the study it also revealed that boys and girls did not differ in religious, social, democratic, aesthetic, knowledge, hedonistic family prestige and health values, but differed in economic and power values significantly.

Garg, C., (1992) conducted study on “Study of family relations, socio-economic status, intelligence and adjustment of failed high school students”. The purpose of the study was to examine socio-economic status, intelligence and adjustment of the failed students and to compare the failed and passed students in relation to family relations, socio-economic status, intelligence and adjustment. The sample consisted of 200 failed students and 200 passed students randomly selected from 27 randomly selected schools of five districts of the Garhwal region. The findings of the study revealed that the passed students were more intelligent, accepted better by the parents, better adjusted socially and economically, more advanced than the failed students and the failed students were more avoided by their parents than the passed students.

Harikrishnan, M., (1992) conducted his research on the “Academic achievement of the students of the higher secondary stage in relation to achievement – motivation and
socio-economic status”. The main objective of the study was to find out the relationship between academic achievement, achievement motivation and socio-economic status among students. The findings indicated that girls obtained a higher mean in achievement than boys. Socio-economic status was significantly related to academic achievement and also found that achievement was not related to achievement motivation.

Singh and Ahmed (2000) conducted study on “Impact of parent child relationship on development of self concept”. This study was designed to examine the effect of parent child relationship on different dimension of self concept of the children. The sample comprised 465 students of different high schools of district of Gaya proper. In the total sample boys and girls were 280 and 185 respectively with age range from 9 to 14. From the study it has been revealed that there is insignificant difference between the children (male) having healthy parent child relationship and the children (male) having poor parent child relationship with respect to all the dimension of self concept and also insignificant differences (in case of female children) have been found with respect to the development of self concept in children having healthy parent child relationship and children having poor parent child relationship.

Sharma and Mahajan (2004) conducted a study on “Teachers perception and parent child relationship: Effect on Achievement”. Through this research the investigator aimed to find out the teachers perception and parent child relationship and their effect on the achievement of the elementary school in the age group of 11-12 years. The investigator found that the parents of achievers are more protective than parents of
under achievers. They use symbolic punishment more than the parents of under achievers. Parents of males under achievers are sometimes using object punishment more than father of male achievers. Mother of female achievers are using more object punishment than father of females under achievers. Mother of male underachievers are more demanding than the parents of male achieves whereas parents of female achievers are many times demanding than the parents of female under achievers.

Mohanraj and Latha (2005) studied on "Perceived family environment in relation to adjustment and academic achievement" to study the perception of family environment and it’s influence on home adjustment and academic performance in adolescents. The findings of the study revealed that academic performance was significantly related to independence and conflict domains of family environment. The investigator also found that there was a significant relationship between specific family environment factors on home adjustment and academic achievement. Family environment factors on home adjustment reveal that home adjustment is influenced by degree of support and help and commitment in the family.

Sirin, S.R., (2005) studied “Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research”. This study was designed to determine the extent to which a significant relation exists between SES and academic achievement based on research published between 1990 and 2000. Present study reflects a medium level of association between SES and academic achievement at the student level and a large degree of association at the school level. Location in the socioeconomic structure has a strong impact on students' academic achievement. Family SES sets the stage for
students' academic performance both by directly providing resources at home and by indirectly providing the social capital that is necessary to succeed in school.

Sangwan S. and Sood N. (2005) conducted a study on “Self Concept of Pre Adolescents Associated factors.” The aim of this research was to find out effect of age, ordinal position and family type on the self concept of pre adolescents. The investigator also focused on the sex difference in self concept of pre adolescent. This investigation was carried out in urban area of Haryana State. City area of Hisar District of Haryana state was selected purposively. Crass sectional approach was followed to select the sample to school were selected randomly s from the list of schools from DEO, Hisar. From these schools, 100 respondents were randomly selected to meet the sample size. Out of 100 pre adolescents, a total of 47 boys and 53 girls of 10-14 yearly age groups formed the sample for the present study. From the study it has been found that the self concept was found to be significantly correlated with age, family type and ordinal position. The results also revealed that with progression in age the self concept of children is also increase, ordinal position also plays an important role in self concept formation. The first born children have greater self concept than the third born child. Family type affects the self concept of pre adolescents. Pre adolescents belonged to nuclear family type has higher self concept than the pre adolescents from joint family. It also found that self concept was not affected by the gender and house status of the child.

Henry A. S. and Misha M. (2006) conducted a study on “Self concept of tribal &Non Tribal college girls”. The main objective of the study was to study the self concept of
tribal and non tribal college girls. The findings revealed that the non tribal college girls have better self concept than the tribal college girls and they differ significantly in self concept.

**Upadhayaya H. and Bhalla D. (2006)** conducted a study on “Role of Education for Physically Handicapped people in development of Self concept, Self Confidence frustration and Deprivation”. This study was designed to know about the role of education for physically handicapped people in development of Self Concept, Self Confidence, Frustration and Deprivation. Sample of the study consists of 43 physically handicapped people from two groups’ graduates and non graduates from Rehabilitation centre and Hawabagh Women’s college. From the investigation it has been found that education elevates the level of self concept in physically handicapped people. For increasing Self confidence in physically handicapped people, education plays a significant role. Education helps to minimize the frustration in physically handicapped individual and impact of education in reducing deprivation in physically handicapped people is positive.

**Jacob K. A. (2007)** conducted a study on “Relationship between creativity and self concept”. This study was designed to measure the creativity (verbal, non verbal and total) among overachievers and underachievers of IX standard pupils and to study the relationship between creativity (verbal, nonverbal and total) and the psychosocial factors namely anxiety values self concept extroversion and introversion among overachievers and underachievers of IX standard pupils. Simple random sampling technique was use for selecting the sample. The sample consisted of 611 students,
which includes 259 boys and 352 girls from among the students of IX standard in the Thiruvanathapuram and Kollam districts in the state of Kerala. Comparison of verbal creating scores of under normal and overachievers should that there is significant difference among under, normal and overachievers in respect of mean verbal creating scores and that groups do not differ significantly in comparison of their mean nonverbal creativity scores and creativity scores. It was also found that the co-efficient of correlation obtained between verbal creativity and self concept nonverbal creativity and self concept and creativity (total) and self concept shows that there is significant positive relationship between creativity and self concept.

Usha. P (2007) conducted a study on “Emotional Adjustment and family acceptance of the child: Correlates for achievement”. This research mainly focused on the relation of Achievement in Mathematics with. Emotional Adjustment and also try to compare boys and girls, urban and rural samples with regard to their emotional adjustment, family acceptance of the child and Achievement in mathematics. Here it was found that Emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in Mathematics for the total sample & sub samples. It was also found that boys and girls differ in their family acceptance and achievement. But Rural & Urban pupils differ significantly in their emotional adjustment, Family acceptance and Achievement in Mathematics. However it was revealed that Emotional Adjustment and Family acceptance of the child are effective factors contributing to Academic Achievement.
Alam M. (2009) conducted a study on “Academic achievement in relation creativity and achievement motivation a correlation study.” While carrying out the study, the most important objective was to find out the relation of Academic Achievement with (i) Creativity (ii) Achievement and also to compare boys and girls, urban and rural with regard to their creativity Achievement Motivation and Academic Achievement. For the purpose of the present study a sample of students studying in Class X was drawn from different government schools of Darbhanga district in Bihar. Their age ranged from 15 to 16 years with average of 15+ years. The findings of the study indicated that there is a significant relationship between achievement Motivation and Academic Achievement and also found significant difference between boys and girls, urban and rural students. Creativity and achievement Motivation have a significant bearing on Academic Achievements of students.

Alam (2010) conducted a study on “Effect of Emotional Intelligence and Academic stress on Academic success among Adolescents” to find out the relationship between Emotional intelligence and Academic Achievement and different types of self concept or not. The total sample consisted of 120 students of which 50% were females. Findings of the study revealed that factor of sex and factor of faculty of education were mostly unrelated to the development of different kinds of self concept. Only development of moral self concept was found to be a function of sex and faculty of education. Gender difference were observed several self concept dimension but contrary to expectations not on the social self concept dimension.
Vijayakumari K. (2010) conducted a study on “Some Correlates of Academic Achievement of Secondary School Students”. The study dealt with the Academic Anxiety, Achievement Motivation and their interaction effects on academic Achievement. The study was conducted on a sample of 40 students of standard IX selected through stratified sampling technique from various schools of Kerala. Through this study it was found that there exists a low, negative relationship between the variables Academic Achievement and Academic Anxiety. The variable Academic Achievement and Achievement Motivation are positively related but the relationships are low. It also found that Academic Achievement significantly differs among boys and girls with high, average, and low. The Academic Achievement of boys and girls differs significantly at different levels of Achievement Motivation viz. High average and low.

Jaswal R. and Sushma (2010) conducted a study on, “Self-Concept of Obese and Non-Obese Urban Teenagers.” The objective of the study was to explore the association of obesity and self concept among teenagers from an urban setting. Findings of the study revealed that most of the teenagers, both obese as well as normal weight, showed ‘above average’ level of self-concept and also no significant difference was found between obese and non obese teenagers of either sex for all levels of overall self-concept.

Hameed A. and Thahira K.K. (2010) conducted a study on “Emotional Maturity and Social Adjustment of Students Teachers”. Through this study the investigator mainly try to find out the level of Emotional Maturity and the level of social Adjustment of
Student Teachers. The investigator also try to find out the relation, if any between Emotional Maturity and social adjustment of student teachers. This study was conducted on a sample of 600 students teachers belonging to various teacher training Institute of Malappuram district in Kerela. The sample was drawn by stratified Random Sampling Technique. From the study it was found that the male students teachers and government Aided Students are superior to Female students teachers and private student teachers in case of Emotional Maturity and Social Adjustment. Another one, there is substantial relationship between Emotional Maturity and Social Adjustment of Student Teachers.

Zareena S.K. and Vatsala, V.M. (2011) Conducted a study on “Adjustment problem, time Management and effect parents socioeconomic and Educational status on Students’ Achievements”. Through this study the investigator aimed to study on high and low achievers in their adjustment problems, time management and effect of the parental socioeconomic and educational status on their achievement. A sample of 80 pupils of std. VIII was takes for the study. The findings of the study indicated that low achievers have more Adjustment problems than high achievers and also there is no difference in the time Management capacity of High and low achievers. It was also found that the economic status of parents had no effect on the achievement of high and low achievers.

Sutherman S and Vasanthi A. (2011) conducted a study on “Study Habits and Academic Achievements of XI standard students in Palani Educational District”. This study was carried out to know the study habits and academic achievements of higher
secondary students. Through this research the investigator to study the study habits and academic achievements of higher Secondary students in term gender medium of instruction, locality, residence, father qualification, mother qualification and type of Management. Major findings of the study were: a) There exists significant difference in the mean scores of boys and girls (student) with respect to their study habits. b) There exist significant difference in the mean scores of Tamil and English medium students with respect to their study habits. c) There exists significant difference in the mean scores of Urban and Rural students with respect to their study habits. d) There exists no significant difference in the mean scores of students whose fathers are educated and uneducated with respect to their study habits. e) There exists no significant difference in the mean scores of students whose mothers are educated and uneducated with respect to their study habits. f) There exists no significant difference in the mean scores of Govt. and aided schools students with respect to the study habits.

Sadanandam, M. and Lourduramy, V. (2011) conducted a study on “Parental Influence on Academic Achievement of Higher Secondary Students”. This research was designed to find out the significant difference between male and female higher secondary students in their parenting, family and school relationship, Academic Involvement and parent, Multi Skill development and parent and parental Influence, to find out the significant difference among government aided and matriculation higher secondary student in their parenting family and school parent Multi Skill development and parent and parental influence and to find out the significant relationship between scholastic performance and parental influence of
higher secondary student. The sample comprised 300 higher secondary students. The students were selected from 15 schools 150 students from each district were selected randomly. From the study it has been found that there was no significant difference between male and female higher secondary students in their family and school relationship but there is significant difference between male and female higher secondary students in their parenting academic involvement and parent multi skill development and parent and parental influence. It was also found that there was a significant difference among government aided and matriculation higher secondary students in their parenting, family and schools relationship academic involvement and parent, multi skill development and parent and parental influence, but there was a significant association between fathers education and their family and schools relationship. Another findings revealed that there was significant relationship between scholastic performance of the higher secondary students and their academic involvement and parent multi skill development and parent and parental influence but there was no significant relationship between scholastic performance of the higher secondary students and their parenting and family and school relationship.

Raju and Samiullah (2011) conducted a study on “Impact of Parental Involvement on Academic Achievement of VII standard students”. The major objectives of the study were to study the effect of parental involvement on the Academic Achievement s of Class VII students and to study whether these are any significant differences in the Academic Achievement of students of student studying in govt. and private schools. A total number of 150 class VII students constituted the sample of the study, of
which 75 were from the Govt. Schools and 75 were from the private schools. The sample had been selected randomly from 10 schools from Tirupati town of Andhra Pradesh. The study revealed that the academic achievements of students with high parental involvement is better than that of the student with low parental involvement and there is no significant difference in the Academic Achievement of Students studying in govt. and private schools.

Kaur K. and Grover T. in 2011 conducted a study on “Impact of Parental Involvement and Teacher taught relationship on Academic stress.” The main objectives were to study the impact of parental involvement on Academic stress of Adolescents, to study the impact of teachers taught relationship on Academic stress of students and to study the interaction effect of parental involvement and teacher taught relationship on Academic stress of students. The sample consisted of 296 students of IX grade who were randomly selected from the four schools of Abohar city. The study concluded that academic stress, the students with high and low parental involvement and with high and low intensity of teacher taught relation significantly differed from each other. In the study the students with high parental involvement scored low on academic stress as compared to the students with low parental involvement. Further the students with high teacher taught relation scored low on Academic stress as compared to the students with low teacher taught relation and the interaction effect of high and low parental involvement and high and low intercity teacher taught relation also showed that parental involvement and teacher taught relation were not independent of each other for Academic stress of students.
Choudhury S. (2011) conducted a study on “The effects of attitude towards education on academic achievement of senior secondary students”, with major objectives like to study the relationship of academic achievement with attitude towards education, to examine the gender difference in academic achievement, to examine the gender difference in attitude towards education, to study the difference in academic achievement of rural and urban senior secondary students and to study the difference in attitude towards education of rural and urban senior secondary students. An overall sample of 100 students was drawn taking 25 boys and 25 girls were selected from urban schools and 25 girls and 25 boys were selected from the rural schools of Bhopal district. Findings of the study revealed that students attitude towards education differ significantly related with their achievements, boys differ significantly from girls with respect to their academic achievement, boys do not differ significantly from girls with respect to their attitude towards education, urban students differ significantly with rural students with respect to their academic achievement and rural Students do not differ significantly from urban students with respect to their attitude towards education.

Gahlawat M. (2011) studied on “A Study of Adjustment among High School Students in Relation to Their Gender.” The objectives of the study were, to compare the emotional, social and educational adjustment of class X students with respect to their gender and to compare the total adjustment of class X students with respect to their gender. The findings of the study were that there was no significant in the emotional adjustment of boys and girls of class X, there was no significant difference in the social adjustment of boys and girls of class X. There was no significant difference in the
educational adjustment of boys and girls of class X and the boys and girls of class X don't differ significantly with respect to their total adjustment.

**Devi N. (2011)** studied on “A Study of Adjustment of Students in Relation to Personality and Achievement Motivation”. The objectives of the study were to study the relationship between Emotional, Social, Educational and Total/General Adjustment and Achievement Motivation, Extraversion and Neuroticism, to study the main effect of Achievement Motivation, Extraversion and Neuroticism on Emotional, Social, Educational and General/Total Adjustment and to study the interaction effects of Achievement Motivation, Extraversion and Neuroticism on Emotional, Social, Educational and General/Total Adjustment. The Findings of the study were that the achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment, Neuroticism has negative effect on the emotional, social, educational and general adjustments and this implies that emotional stability has positive effect on all these aspects of adjustment.

**Adsul R.K. (2011)** studied on, “Self Concept of High And Low Achieving Adolescents”. The objective of the study was to measure the difference in high and low achieving secondary school students on six self concepts, namely-physical, social, intellectual, emotional, moral and educational. The findings of the study were there is no significant difference between high & low achievers on self-concepts namely-physical, social, emotional & moral and educational, self concepts. But it is found that there is significant difference in high & low achievers on intellectual self-concept.
Kaur K. (2012) studied on, “Influence of Self Concept on Academic Achievement of Adolescents”. The objectives of the study were to know the self concept and academic achievement of adolescents and to know the relationship between self concept and academic achievement of adolescents. The findings of the study were that the most of the students have above average and high self concept. With respect to the components of self concept majority of the students (87%) had excellent and good academic Achievement. This might be because of their school environment, teaching faculty, their interest in studies, confidence and hard work. The overall self concept was positively and significantly related to academic achievement indicating that as the student's educational, intellectual and temperamental self concept increases the academic achievement also improves.

Sharma M. (2012) studied on “Effect of Gender and Academic Achievement on Mother Child Relationship”. The main objectives of the study were, to study overall mother child relationship of boys and girls of secondary schools, to study Overall Mother Child Relationship of secondary school students having high and low level of academic achievement, to study Mother Child Relationship of boys and girls of secondary schools with respect to following areas of Mother Child Relationship:a) Protecting b) Loving c) Symbolic-Reward d) Indifferent e) Object-Reward f) Symbolic-Punishment g) Rejecting h) Object-Punishment i) Demanding j) Neglecting. The findings of the study were that the boys and girls of secondary schools differ significantly in Mother Child Relationship on symbolic punishment and object punishment areas of Mother Child Relationship. Boys and girls of secondary schools do
not differ significantly in Mother Child Relationship on protecting, indifferent, symbolic reward, loving, object-reward, rejecting, demanding and neglecting areas of Mother Child Relationship. There is no significant difference in the level of overall Mother Child Relationship of boys and girls of secondary schools. Students with low and high level of academic achievement differ significantly in mother child relationship on loving, symbolic reward, indifferent, symbolic punishment, objectPunishment, demanding and neglecting areas of Mother Child Relationship. There is no significant difference in the level of Mother Child Relationship of students with low and high level of academic achievement on protecting, object-reward, and rejecting areas of Mother Child Relationship. There is no significant difference in the level of overall Mother Child Relationship of Secondary school students with low and high level of academic achievements.

**Basu S. (2012)** studied on “Adjustment of Secondary School Students”. The objectives of the study were that to study the adjustment of secondary school students, to compare the adjustment among male and female secondary school students, to study the adjustment of secondary school students belonging to nuclear and joint families and to compare the adjustment of secondary school students studying in English medium and Hindi medium schools. The study concluded that the adjustment of female secondary school students is significantly better than that of male secondary school students; the adjustment of secondary school students from joint families is significantly better than that of students belonging to nuclear families and the adjustment of secondary school
students belonging to English medium schools is significantly better than that of students belonging to Hindi medium schools.

**Anitha J. and Parameswari G. (2013)** undertook a study on “Correlates of Self-concept among High School Students in Chennai City, Tamilnadu, India”. The Objectives of the study were to find out the relationship between Self-Concept and Academic Achievement, to study the relationship between Self-Concept and Home Environment. The findings of the study revealed that there is no significant relationship between self-concept and academic achievement among school-going Students and there is no significant relationship between self-concept and Home Environment among school-going Students.

**Lal Krishna (2013)** conducted a study on, “Parent-Child Relationship among Boys and Girls at Secondary Level”. The objectives of the study were to compare the parent child relationship of boys and girls students of secondary school; to compare the parent child relationship of boys and girls students of Government secondary school; to compare the parent child relationship of boys and girls students of Private secondary school and to compare the parent child relationship of male students of Government secondary school & Private secondary school. For this study a sample of 200 Secondary School students had been taken. The sample included 100 girls and 100 boys. The study concluded that there is significant difference between parent-child relationship of boys and girls students of secondary school at 0.05 level of significance; there is significant difference between parent-child relationship of boys and girls students of Govt. secondary school at 0.05 level of significance; there is no significant difference between Parent Child
Relationship of boys and girls students of private secondary school and there is no significant difference between Parent Child Relationship of male students of government secondary school and private secondary school.

**Srinivasa M. A.** studied on (2013) “Personality of adolescents in relation to their adjustment and decision making”. The main objectives of the study were to find out the level of personality of adolescents and classify it; to find out the level of adjustment of the adolescents and classify it; to find out the association between personality and adjustment of adolescents; to find out the association between personality and Academic Achievement of adolescents and to find out the association between adjustment and Academic Achievement of adolescents. The study concluded that adolescents differ in their levels of personality, levels of Adjustment. Further the personality factors of adolescents influence their adjustment behavior. There is no significant association between the adjustment and Academic Achievement of Adolescents and vice-versa and there is no significant association between personality and Academic Achievement of adolescent and vice-versa.

**Chauhan V. (2013)** conducted a study on “A study on adjustment of higher secondary school students of durg district” with objectives to study the total adjustment of higher secondary students, to study the education adjustment of higher secondary students, to study the emotional adjustment of higher secondary students, to study the social adjustment of higher secondary students, to classify the students based on their adjustment scores. The study revealed that there is significant difference in total adjustment, educational adjustment and emotional adjustment between male and female
of higher secondary students. It also recorded that there is no significant difference in social adjustment of between male and female of higher secondary students. Female are having good and excellent adjustment level than the male.

Parveen A. (2014) conducted a study on, “Personality traits study habits and educational aspirations of secondary school students in relation to their academic achievement”. The study was aimed to study the level of educational aspirations of secondary school students, to identify the differences in personality traits, study habits, educational aspirations and academic achievement with respect to different demographic factors, to study the relationship among personality traits, study habits, educational aspirations and academic achievement of the students, to study the combined effect of personality traits, study habits and educational aspirations on the academic achievement of the students, The Main findings of the study were that significant gender differences were observed; the male students have higher academic achievement than female students; on the other hand, female students scored higher in Extraversion. A slight difference was observed when compared on Neuroticism and Study habits. Results have also shown that the students belonging to rural areas differ significantly in their Academic Achievement. Further, they were found to differ significantly in Educational aspirations and Study habits. After comparing the mean scores of the students of English and Hindi Medium schools, it was found that the students of English Medium Schools have better Academic achievement as compared to students of Hindi Medium schools. Further it was observed that the students of
government and private schools differ significantly only on Academic achievement and Study habits.

**Verma K. and Khan S. (2014)** studied on “A Study of Impact of Parent-Child Relationship on Self-Confidence of The Students of Higher Secondary Schools of Durg District” The main objectives of the study was to study the correlation between parent-child relationship and self-confidence of government higher secondary school students. A total number of 753 students comprised the sample for the study. The main findings of the study was that the parent-child relationship do not affects the self-confidence of the children.

**Manhas S. and Kour G. (2014)** conducted a study on “Perceived Parenting During Adolescence in Context of Parents’ and Adolescents’ Sex.” The objectives of the study were to assess the nature of perceived Parent-child relationship during adolescence and to assess differences if any in the parenting pattern according to sex of the child and sex of the parent. The findings of the study were that for sons the sample parents were more positive in their parenting. In case of girls felt that usually their fathers and mothers had similar parenting pattern in dealing with them. The father’s parenting varied according to the sex of their children. With daughters they were more protecting, while with sons they were more strict and demanding. The use of punishment in its various forms by mothers is more common for boys than the girls’. It was found that father’s and mother’s Parenting of their adolescents was influenced to some extent by the sex of their child.
Dash M. and Patra M. (2014) studied “Perceived Maternal Neglect and Adjustment Problems of High School Students”. The main objective of the study was, to examine the influence of perception of maternal neglect on emotional, social, and educational adjustment. The main findings of the study were that the perception of maternal neglect did not seem to affect the emotional stability of the subjects. The high maternal neglect group was found to be comparable to their low maternal neglect counterparts in terms of social adjustment. This implies that both the groups are not significantly different from each other in terms of educational adjustment. Comparison of the adolescents who perceive themselves to be highly neglected by their mothers with those who do not revealed no significant differences between them so far as their emotional, social, and educational adjustments are concerned.

Gill S. (2014) conducted a study on “Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students”. The objectives of the study were to study the educational adjustment of boys and girls of visual handicapped Students of Special School, to study the social adjustment of. Boys and girls of visual handicapped Students of Special School and to study the emotional adjustment of boys and girls of visual handicapped Students of Special School. The findings of the study were there is no significant difference between educational adjustment, social adjustments and emotional adjustments of the special school students belonging to boys and girls.

Nagra V. (2014) studied on “Social Intelligence and Adjustment of Secondary School Students” The objectives of the study were to identify the social intelligence level of
secondary school students in relation to type of school and gender and to identify the adjustment level of secondary school students in relation to type of school and gender. The findings of the study were that there exists average level of social intelligence among secondary school students. There exists no significant difference in social intelligence among secondary school students in relation to type of school and in relation to gender. There exists average level of adjustment among secondary school students. There exists no significant difference in adjustment among secondary school students in relation to type of school and in relation to gender.

Maheswari K K. and Singh J. G. (2014) studied on, “Study on self Concept among Rural Girl students”. The objective of the study was to study the level of self concept among rural girl students which concluded that Majority of the respondents had high level of physical, educational, moral and overall self concept and above average level of social, temperamental and intellectual self concept.

Rathee I. (2014) conducted a study on “Emotional, Social and Educational Adjustment of Adolescents in Relation to Emotional Intelligence”. The objectives of the study were to study the emotional, social and educational adjustment of female and male adolescents, to study the emotional, social and educational adjustment of male adolescents, to study the relationship between emotional intelligence and adjustment of Adolescents, to study the relationship between emotional intelligence and emotional, social and educational adjustment of male adolescents, to study the relationship between emotional intelligence and emotional, social and educational adjustment of female adolescents. The findings of the study were that the female adolescents are more
emotionally adjusted relative to their social and educational adjustment. They are emotionally better adjusted in comparison to their educational adjustment. But their social adjustment is really very downward. On the other hand, the male adolescents are more emotionally and educationally stronger in comparison to female adolescents. But their social adjustment is not at all satisfactory. Although, the correlation between emotional intelligence and adjustment of male and female adolescents is positive but adolescents who are emotionally intelligent might be positively adjusted is not necessary. The emotional, social and educational adjustment of male adolescents is not significantly correlated with emotional intelligence. As far as the emotional and educational adjustment, these are positively correlated with emotional intelligence where social adjustment is negatively correlated in case of male adolescents. On the other hand, the female adolescents are negatively correlated with emotional intelligent in case of emotional adjustment but positively correlated with social and educational adjustment.

**Guha A. and Pan A. (2015)** conducted a study on, “A Study on Self Concept and Achievement Motivation of English Medium School Students of Hooghly District”. The study tries to measure the self-concept, the achievement motivation and correlation between the self-concept and achievement motivation among the English medium school students in relation to their gender and strata. The findings of the study were that the male and female students significantly differ in their self concept. Males have better self concept than their female counterparts. The study also showed that male and female differs significantly in their achievement motivation level. Males have better
achievement motivation than the female. The study further revealed that significant difference between urban and rural students in their self concept. Urban students have better self concept than rural counterparts. The study also concluded that self concept and achievement motivation has significant positive relationship. This indicates that students with good self concept have good achievement motivation.

**Arunet. al. (2015)** conducted a study on “Study of Self Concept In Relation To Family Environment among Adolescents”. The objectives of the study were to study the self concept of adolescents, the family environment of adolescents, to study the relation between self concept and family environment. The findings of the study were that the male and female adolescents have no difference on self-concept and family environment. Self-concept and family environment for adolescents were positively correlated.

### 2.3: STUDIES AT REGIONAL LEVEL

**Kanwar, L.N.,** (1989) studied the socialization practices at home and school and development of personal achievement motivation among secondary school pupils in Assam. Main objectives of the study were to survey the strength of personal achievement motivation among tribal and non-tribal high school boys and girls classified on different cultural and economic factors and belonging to urban and rural areas and also to compare the socialization processes at home of secondary school pupils with their level of personal achievement. The sample was drawn from 19 higher secondary and secondary schools. The total no of pupils in the sample was 380. The
major findings of the study revealed that there was no significant different in the level of personal achievement of boys and girls. The higher personal need achievement was positively related to earlier socialization at home level and it was also found that boys and girls belonging to high status groups on each dimension showed a higher level of personal achievement motivation than their respective counter parts of the low status groups

**Thakur, T.,** (2001) studied “Academic achievement of High school boys”. The main objective of the study was to find out how far the school had been able to help the boys to keep up their level of achievement throughout their high school career and how far the school had been able to help the boys to develop their intellectual capacity as revealed by their ability and aptitude. Findings of the study revealed that academic achievement as a whole was not quite satisfactory and in language there had been satisfactory progress of all the groups, but mathematics presented an unsatisfactory picture

**Das, B.P.,** (2004) in her M. Ed Dissertation studied on “A Trend Analysis of Academic progress among students in High School Leaving Certificate Examination under SEBA in Guwahati from 2000-2004”. This study was designed to study the trend of the result of students of greater Guwahati in H.S.L.C Examination of SEBA during last 5 years (2000-2004) and also to examine the academic achievement of students in the 5 years high school leaving certificate examination with respect to school management (Govt., Private, Provincialised), types of school (single sex and co-education) male –female principals, and medium of instruction (English, Assamese, Hindi, Bengali). The findings
of the study revealed that govt. Schools perform best in the academic Achievement and private schools are found better than aided schools in the same context. Therefore the hypotheses formulated earlier that there is significant difference in academic progress of students from different management (Govt. aided & private) is hereby accepted. Excellent academic progress is observed in the schools having English medium (pass percentage 95.72) followed by Assamese medium (60.28) and Bengali medium (57.73) schools. The academic progress is lowest in Hindi medium schools as the pass percentage during study period was less than 50% and also found that neither the school administration nor the school type has any impact on the trend of academic progress.

Gohain, H., (2009) conducted a study on “the academic achievement of Students in class X CBSE Examinational, 2008, studying in KendriyaVidyalayas in Greater Guwahati: A study in relation to socio-economic status”. The main objectives of the study were to study the academic achievement of students of Class X CBSE Examination, 2008, studying in the KendriyaVidyalayas of Greater Guwahati and to study the academic achievement of the students of Class X CBSE examination, 2008, in relation to the socio-economic status of the parents. The main findings of the study were that the pass percentage of Class X CBSE examination, 2008 of KendriyaVidyalayas of Greater Guwahati is above 85%. Thus academic performance of the KendriyaVidyalayas was excellent in 2008. Out of the total students (N=120), 40% achieved 80%, 28.34% achieved up to 90% and above, 20.83% achieved up to 70% and 10.83% achieved 60%. It was found that majority of students achieved above 80%
showing brilliant academic performance. There exist no significant difference between the two academic achievement score means of Khanapara KV and Maligaon KV and also of Maligaon KV and Narengi KV. There is a significant relationship between socio-economic status and academic achievement. If the socio-economic status of the parents is higher the academic achievement of students also become higher. There is a significant relationship between the parents monthly income and academic achievement of the students. If the parents monthly income is high the students are provided with better facilities resulting to high academic achievement.

Rubynia L. (2012) studied on “A study of academic achievement in relation to some psycho-social variables of secondary school students in east Khasi hills district, Meghalaya”. The objectives of the study were to find out the academic achievement, personality dimensions, intelligence and socio-economic background of class X students, to find out the relationship between various personality dimensions and academic achievement of class X students, to find out the difference between male and female within high, average and low achievers and to find out the difference between rural and urban within high, average and low achievers. The findings of the study were that the intelligence and academic achievement are positively correlated. There is no significant difference between rural and urban students within high and average achievers. But there is a significant difference between rural and urban students within low achievers. There is no significant difference between tribal and non-tribal belonging to high achievers, while there is a significant difference between tribal and non-tribal within average and low achievers.
Kalita U. (2013) conducted a study on “Academic performance in relation to Institutional facilities and Career Expectations of Mishing students-a study”. The main objectives of the study were to study the academic performance of Mishing students in H.S.L.C. examination in the year 2010 to 2012 in Lakhimpur and Jorhat district, to study the relationship of institutional facilities on academic performance of Mishing students in their H.S.L.C. examination, to study the relationship of career expectations on academic performance of Mishing students in their H.S.L.C examination. The findings of the study were that most of the Mishing students have average level academic performance whereas, only few percent students are under high and low level category. Academic performance and institutional facilities of Mishing students is negatively correlated. There exist a close positive relationship between Mishing students’ academic performance and career expectations. Thus it implies that higher career expectations better the academic performance among Mishing students.

Chutia M. K. (2014) studied on “Gender difference on academic achievement in CBSE 10th class examination in greater Guwahati a study”. The objectives of the study were to study the differences between male and female candidates in academic achievement of 10th class CBSE examination, to study the relationship between Socio-Economic Status and academic achievement of high achiever and low achiever boys and girls and to study the problems related to low academic achievement gender basis. The study revealed that there is no significant difference has been observed between boys and girls in their academic achievement. No significant difference has been observed among boys of KendriyaVidyalayas and Private schools. No significant difference has been
observed among girls of KendriyaVidyalayas and Private schools. Positive, low and significant coefficient of correlation ($r = .244$) has been found between Socio-Economic Status (SES) and academic achievement of students.

Rajkonwaret.al.(2014) studied on “A Study of Adjustment, Level of Aspiration, Self-Concept and Academic Achievement of Visually Handicapped School Children of Assam”. The objectives of the study were to study the adjustment pattern of visually handicapped school children, to analyze the level of educational aspirations, self-concept and academic achievement of visually handicapped school children, to find the relationship between (i) adjustment and self-concept; (ii) adjustment and level of educational aspirations; (iii) adjustment and academic achievement; (iv) level of educational aspirations and self-concept and (v) self-concept and academic performance of visually handicapped school children. The study also aimed to find whether significant interaction exists between adjustment and level of educational aspirations of visually handicapped school children with academic achievement as the dependent variable, to find whether significant interaction exists between adjustment and self-concept of visually handicapped school children with academic achievement as dependent variable, to find whether significant interaction exists between adjustment and level of educational aspirations and self-concept of visually handicapped school children with academic achievement as the dependent variable. The findings of the study were that the adjustment of visually handicapped boys and girls are found similar on overall adjustment. The study also reported both visually handicapped boys and girls possess same level of educational aspirations. Further it is found that visually
handicapped boys are having better self-concept than their girls counterpart. The results of the study further show that visually handicapped boys and girls do not differ significantly in respect of academic achievement. The study revealed that there exist no relationship between (a) adjustment and level of educational aspirations, (b) Adjustment and self-concept and (c) adjustment and academic achievement of visually handicapped children. The interaction between adjustment and level of educational aspirations among visually handicapped school children has no impact on self-concept. The interaction between adjustment and self-concept has no impact on academic achievement. The results of the study indicate that the interaction effect of level of educational aspirations and self-concept among visually handicapped school children has no impact on academic achievement. The interaction effect of self-concept and academic achievement among visually handicapped school children has little or no impact on adjustment.

2.4 RESUME OF THE REVIEW OF RELATED LITERATURE

In the review process altogether 88 previous studies published in different form have been discussed. Out of these research studies, 32 have been carried out in international level, 48 in national level and 8 in regional level. The issues discussed in these literature covered topics like home environment, parental involvement, parent child relationship, family structure, school environment, self-esteem, self-concept, economic background of the parents, types of parenting practices, ethnicity, gender, social security, adjustment procedures, creativity and intelligence, personal values & habits, intelligence and
academic achievements. The broad generalizations that emerged out of the review of these studies are mentioned below:

i. Most of the studies tried to find out the influence of family relationship on academic achievement but only a few studies have been done on influence of family relationship on adjustment.

ii. Another important thing is that nobody has conducted research on influence of family relationship on adjustment skill of adolescents in Assam.

iii. Impacts of peer groups and families have important bearing in shaping individuals personality & development. However studies in these aspects are comparatively less in Assam.

iv. Family relationship has a great impact on adolescence period, because the individual’s physical, mental, social, moral and spiritual outlook undergoes revolutionary changes at this stage. On the basis of review of literature the investigator tried to study the impact of family mainly on adolescence period in present day context.

v. In regional level although a number of studies have attempted to study academic achievement, however there has been little or no attempt to study academic achievement, adjustment and self concept together with family relationship.

Since family relationship belongs to be one of the crucial factors governing these parameters, the present study has rightfully bridge the gap of studies in this regard. Keeping all these inputs in mind the present study **Influence of family relationship**
on adjustment, self concept and academic performance of adolescents—a study has been formulated.