Chapter 2

REVIEW OF LITERATURE

A review of both theoretical and empirical studies is of importance to develop the conceptual framework of the study. An attempt is made in this chapter to review the literature pertaining to Chambers (1983) model in the field of education because it facilitates in identifying the variables and their interrelationships that are of concern study. The review of literature in this study has been focused on major findings, limitations and gaps in research in the correlates of academic achievement that needs to be addressed.

Carvar, Ganellan, Froming and Chambers, (1983) argue that parental investment in adolescents in terms of time and capital in education and training is strongly related to the kind of life style a child will adopt for future.

The System’s theory Input-Output model, according to Koontz and Weihrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. As adapted in this study, the students (Inputs) are admitted, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the system, the management transforms them through the process of teaching and learning and the students output is seen through their academic performance.

Firstly the meta-analysis and review studies that have summarized various research findings dealing with psycho social correlates of academic achievement are discussed. Secondly the research studies concerning major determinates or Psychological factors of academic achievement are presented. Thirdly the research studies focusing on the social factors of achievement are reviewed. Finally the studies that are conducted in the field of education related to academic achievement are reviewed to place in context the importance of the present study.
Meta-analysis studies

The parental involvement has positive influence on students' academic achievement. The vast proportion of the literature in this area, however, is qualitative and non-empirical. A meta-analysis was conducted to synthesize the quantitative literature about the relationship between parental involvement and students' academic achievement. The findings reveal a small to moderate, and practically meaningful, relationship between parental involvement and academic achievement. Through moderator analysis, it was revealed that parental aspiration/expectation for children's education achievement has the strongest relationship, whereas parental home supervision has the weakest relationship, with students' academic achievement Xitao & Michael, (2001).

A meta-analysis of study conducted by Hawker & Boulton, (2000) with cross-sectional data between 1978 and 1997 analyses a great deal of agreement in that victim of peer aggression suffer a variety of feelings of psychosocial distress. Fan and Chen, (2001) performed a meta-analysis examining the influence of parental involvement on the general student population and concluded parental involvement positively influenced educational outcomes.

Jeynes, (2005) conducted meta-analysis of 41 studies and examines the relationship between parental involvement and the academic achievement of urban students of White and minority group and also for boys and girls. Results indicate a significant relationship between parental involvement and academic achievement. Parental involvement, as a whole, was associated with all the academic variables by about 0.7 to 0.75 of a standard deviation unit.

Behaviour Deviance

Attachment theory aims to probe into interpersonal relationships, such as the parent-child relationship and the teacher-student relationship; when children and parents or teachers and students develop an intimate relationship, it will lead to the
children’s psychological health in the view of Bowlby, (1980) and Steele et. al., (2010). Therefore, it seems that low social and economic status cannot properly explain the deviant behaviour of students in the present time.

Adolescent development theories based in social bonding, social learning theories, and resilience theory highlight the important role of bonds of attachment to the family and school for protecting against risk-taking behaviour as stated by Hawkins & Weis (1985) and Oetting et. al., (1998).

Dornbusch et. al.’s, (1985) study verifies the social control theories assumption by drawing the conclusion that two or more adults parenting, always resulted in greater social control. The essence of social disorganization theory is that high rates of delinquency arise when a community’s informal social control deteriorates. Harsh punishments will not stop the behaviour; it will enhance it Simons et. al., (1991).

Past studies on deviant behaviour have mostly referred to cutting classes, using filthy language, stealing, smoking and drinking according to Sokol-Katz et al., (1997). Nagasawa et. al., (2000) stated that some youth conform to norms in response to certain forces that control and regulate human behaviour. Some research has indicated that family factors significantly influence the deviant behaviour of teenagers as found in the study of Cheng, (2001).

Past researches on students with deviant behavior have demonstrated that these students mostly come from families with low social and economic statuses (James, 2001). Differences in an adolescents’ participation in delinquent behaviours have been related to their performance in school. Individuals who perform better in school will show fewer delinquent behaviours.

Adolescents who report that they go to school because they enjoy it and value their experiences and have expectations for continuing their education are likely to avoid choices that jeopardize their chances for success in school Bryant & Zimmerman, (2002). Individuals who do poorly in school are more likely than those who do well to end up in trouble with the law, Hirschi, (2002).
Berg and Bernard (2004) argue that not all young people become involved in deviant behaviour. The social disorganization theory states that when traditional or effective community social bonds that prevent crime and delinquency are absent, delinquent behaviours will increase Knoester & Haynie, (2005). This study shows how the more parenting a child receives; social bonds to the parents will strengthen, therefore decreasing deviant tendencies.

The child may view the punishment as unfair and unjust and this can cause them to act out. Monitoring involves the awareness of where their child is, who their friends are, and what they do in their free time. It was found that monitoring is a strong predictor for adolescent’s deviant behaviour, after peer deviance was controlled for Barnes et. al. (2006). In fact, academic performance is one of the strongest and most consistent correlates of delinquency according to the study of Felson and Staff (2006).

Levels of youth deviant behaviour appear to continue to increase everywhere in the world according to Levine, (2007). In addition, research has demonstrated that deviant behaviour is related to parental supervision Laser et. al., (2007). The main theme of social disorganization theory is community social control as argued by Law & Barber (2007). Social control theory assumes that two parents are better able to provide affection and supervision to their children than single parents Mack et. al., (2007).

Strain theory suggests that individuals become deviant because of their inability to achieve, “positively valued goals” Hollist et. al., (2009). However, recent studies have indicated that family type is not significantly related to deviant behaviour in schools as stated by Jou, (2010).

Ronald, (2011) in his work on ‘Characteristics of Youth Who Have Caused School-Associated Violent Deaths’, identified the following as indicators of deviant behaviour: History of tantrums and uncontrollable angry outburst, characteristically resorting to name calling, cursing, abusive language and habitually making violent threats when angry.
Adolescents face many conflicting and cultural pressures. They are in a scientific competitive world which expects them to be modern, ambitious and at the same time modest. They are totally immersed in a media world where internet and mobile phone has become everything to them. This creates friction between Teacher-Student and Parent-Children relationship. The cult of independency has become the trend as the students grab information from the scientific gadgets. This instills in them the thought they ‘Know More’ than their parents and teachers as reported by Shoba & Stephen, (2011).

**Evaluation:**

The result of various research studies discussed above show mixed results with respect to Behaviour deviance as a correlate of academic achievement. Majority of studies confirm the fact that the level of behavior deviance increases all over the world and pose a great problem to the parents and teachers. Few of the researchers state that as, not all young people become deviants and that some of them conform to norms, the problem of deviant behavior can be managed at ease by establishing bonds of attachments to school and family. There appears conflicting results as most of the study findings reveal that students from low socio economic status get engaged in deviant behavior while some of the studies reveal that socio economic status is not related to behavior deviance. However, the researches determine the fact that behavior deviance is one of the significant correlates of academic achievement.

**Aggression**

In accordance with the study of Dodge, (1980), the strategy that is presented in the GREAT Student Program is used to help teachers manage student conflicts. An acronym to help organize the social-cognitive steps to stop or prevent aggression among students is introduced and explained (i.e., SCIDDLE for Stop, Calm down, Identify your choices, Decide among your choices, Do it, Look back, and Evaluate).
Aggression behaviour may be considered one of the most substantial social problems of many societies as stated by Parke & Slaby, (1983). A high level of experience of aggression may result in increased aggressive bias in memory structures and affect performance as found in the study of Huesmann, (1988) and Huesmann & Eron, (1989).

School based deviant behaviour is conceptualized as a global concept that reflects behaviour at school that differ from accepted school standards and brings disapproval and it comprises both school based antisocial behaviour and aggression at school as stated by Haralambos & Holborn, (1992); Sokol-Katz & Dunham, (1997); Mahoney & Stattin, (2000); McCaghy et. al., (2002) and Dishion et. al., (2004).

Anger and lack of empathy in particular may serve as excuses for the employment of aggressive behaviour in the view of Crick & Dodge, (1994).

Aggressive behaviour is related to many demographic variables characterizing some children’s and adolescents’ living environment, aggressive behaviour is more frequent among children and adolescents living low-income neighbourhoods, or in families of low socioeconomic status, parental unemployment, extended family sizes, and with only one parent according to Dodge et al., (1994) Goldstein, (1994) and Kupersmidt et. al., (1995). The level is especially high during adolescence, but the roots of aggression can largely be traced back to the childhood according to Fogany et. al., (1997).

ACT (Addressing the Context of Teaching for Behaviourally At-risk Young Students) Early is a 6-year longitudinal study that began in September 1996. Its overall goal is to advance the competency of elementary teachers to intervene early in the behavioural and emotional problems of students as stated by Horne et. al., (1999).

A positive relationship has been considered a key element for implementing successful strategies to prevent and reduce aggression in the view of Pianta , (1999) and Mulvey & Cauffman, (2001).
Aggressive and oppositional behaviours can place the adolescent at high risk of antisocial and deviant behaviour. In consistent parental discipline can shape further aggressive behaviour. This behaviour extends from home to school resulting in academic failure according to Dennis et. al., (1999).

The use of aggressive behaviour as a social problem-solving strategy may be praised, or may increase a child’s or an adolescent’s social status or it may result in the alleviation of aversive treatment, such as ending the quarrel according to Pakaslahti (2000).

Creating a positive and trusting relationship with students is also a core component of preventing bullying behaviour, and it has been considered a prerequisite to all interventions Olweus & Limber, (2002).

A lack of communication can cause a child to be defensive, reject their responsibilities, and increase their anger. Student aggression is not an isolated event. It occurs in a context that involves peers, teachers, administrators, and, in general, characteristics of the school environment. Modifying the school environment, including teachers' attitudes and behaviours, may be an important factor to consider in reducing aggression according to Orpinas & Horne, (2004).

Orpinas and Horne (2004) in their findings of the study has stated that Bullying, aggression, and interpersonal violence are not acceptable in schools. Teachers need to demonstrate that they believe this value. Adult excuses for aggression like “Boys will be boys” and student excuses like “He started it” are not acceptable. In many classrooms, we observe a parallel process: Students engage in inappropriate behaviour such as yelling, and teachers, in turn, copy students and yell back at them.

Problem solving skills are important in a child’s development of communication as analysed by Crosswhite & Kerpelman (2008).
Evaluation

The review of literature on aggression shows that anger is the most prominent expression of individuals with aggressive nature. The living environment, involvement with peers, socio-economic status of parents are factors that contribute to the aggressive behaviour and this can affect the academic performance of the student. Lack of communication, isolation, can increase anger. The findings of various studies on aggression point to one major factor, that is creating a positive and trusting relationship be it at home or at school. Once the child or adolescent begins to feel that he/she is trusted, loved and cared for, they learn to control anger; themselves and this can reduce aggressive behaviour and enhance academic achievement.

Depression

In the field of mental health, the term depression is generally characterized as a feeling of sadness or unhappiness. Most individuals experience depressed feelings sometime in life for short periods, often as the result of negative or unhealthy life events.

Low academic competence is linked to high levels of psychological distress and significant negative associations between achievement and depression have been found among adolescents according to Slotkin et. al., (1988).

According to The Guide to Adolescent Preventive Service (GAPS), all adolescents should be asked frequently about their behaviours or emotions that indicate recurrent or severe depression, Elster & Kuznets, (1994).

Depression has a negative effect on cognitive functioning and so it can affect academic performance. Several studies have shown a relationship between academic performance and depression Haines et. al., (1996). Findings from the Global Burden
of Disease study indicate that depression is the world’s leading cause of disability as stated by Lopez & Murray, (1998).

Students, faculty and staff members of the student health service should be made aware that even mild symptoms of depression may be associated with lower grades. Backels & wheeler, (2001). Depression is especially prevalent among low-income group Goodman et. al., (2003).

A review of the literature suggests that many factors may be associated both with depression and with academic performance. Financial difficulties also are related to both depression and academic achievement as found in the study of Andrews & Wilding, (2004).

It is clear that students who participate in programs designed to promote social and emotional health perform significantly better on academic outcomes than students who do not have access to these programs. Indeed, schools that offer such programs typically have academic outcomes approximately 11 percentile points higher than schools that do not, as analysed by Durlak et. al., (2011).

Depression was found to have serious effects on academic performance among adolescents. It decreased academic achievement. It could also decrease motivation in ability attention, concentration and leads to academic failure. Many factors affect academic achievement. One of them is depression. Depression has a high prevalence and relationship with both memory and academic achievement. Depression indices are: persistent sadness, discouragement, loss of self-worth and interest in daily activities as stated by Busari, (2012).

Students experiencing even mild symptoms of depression are likely to be at risk for lower academic performance, and several factors could play a role in this relationship in the view of Dana et. al., (2012).

According to National Institute of Mental Health (NIMH, 2012), Depression among children and adolescents represents a quiet crisis for those students and their families, for schools, and for society as a whole. By the time they turn 18 years,
approximately 11% of children and adolescents will have experienced some form of diagnosable depressive disorder.

Studies have found that 10% to 30% of adolescents either show significant subclinical depressive symptoms or would meet clinical cut offs if self-reports were considered, suggesting that “if 20% is considered a ‘middle ground’ approximation, the data would indicate that, in a classroom of 30 adolescent students, approximately six would have serious depressive symptoms or disorders” Huberty, (2012).

Students with depression frequently exhibit difficulties in academic performance and social interactions. They sometimes exhibit irritability, indifference, or behaviour problems that alienate their classmates, contributing to feelings of disconnection and depression.

Many depressive symptoms that are observable behaviours (e.g., restlessness, agitation, irritability, classroom misbehaviour) are often misinterpreted by adults as a lack of motivation or as discipline problems.

**Evaluation:**

The reviews bring out the following major findings with respect to depression as a psychological correlate of academic achievement. The findings indicate that depression is major cause of disability that affects academic achievement. On an average 6 out of 30 would have serious depressive symptoms. The studies suggest that the students should frequently be enquired about their health, behaviour or emotions. The teachers and parents should be made aware of the symptoms of depression as many times it can be misconstrued as lack of motivation and discipline problems.
Family Factors

The Socio Economic Status (SES) can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student’s quality of achievement in the view of Parelius & Parelius, (1987); Caldas & Bankston, (1997); Ma X & Klinger, (2000); Mitchell & Collom, (2001) and Jeynes, (2002).

Besides the social structure, parents’ involvement in their child’s education increases the rate of academic success of their child according to Furstenberg & Hughes, (1995). The father’s occupation is a significant contributor to student achievement in the view of Peng & Hall, (1995) and McCoy, (2005).

There are several ways in which a family can restrain deviant behaviours. Jan et. al., (1997) observed that the lack of family roles and relationships implies an absence of control which increases the probability of engaging in compromising behaviours. Family ties contribute to the internalization of norms for conventional behaviour. It was also noted that adolescents who become offenders appear to have little control over their desires and that this lack is largely rooted in family child-rearing practices.

Above and beyond the other demographic factors, the effects of Socio Economic Status (SES) are still prevalent at the individual level according to Capraro et. al., (2000). Poverty does not demand that an individual commit a delinquent act; instead poverty affects the likelihood that the individual will be exposed to and give in to temptation to commit the act, Hirschi, (2002).

Parental support is behaviours toward the child, such as praising, encouraging, and giving affection. They show the child that he or she is valued and loved. In multiple studies, it has been found that support from parents bonds the adolescent to institutions and builds their self-control according to Barnes et. al.,
This building of self-control will hinder deviant behaviours from forming and increase academic performance.

A huge range of factors influence and shape lives youth. The quality of early childhood care and conditions, and parental and family relationships, are especially important. Local and family poverty, poor housing and environmental conditions, all have a major impact on family life and the quality of such care, Edwin, (2007).

Parental education also has effects on students’ academic performance. Parental occupation has little effect on their child’s performance in studies than their education, Farooq et. al., (2011).

Evaluation:

The reviews of literature prove that parental involvement can enhance academic achievement of adolescents. The socio-economic status, education of parents, type of family is factors that influence academic achievement. The findings of study prove that the family relationships, love and care bestowed on the adolescent have a major impact on not only the growth of the adolescent but also instil in them control over their desires. The building of self control increases the academic performance.

Academic Achievement

The use of social control theory of Hirschi, (1969) helps to explain the positive, as well as negative effects of school climate. The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success as analysed by Henderson, (1988); Shumox & Lomax, (2001) and Barnard, (2004).
The study of Bronstein et. al., (1994) and Hampton et. al., (1998) indicate that there is difference in academic achievement between urban student and rural students and there exists a considerable and consistent relationship between parental involvement and academic achievement among urban students. Many social scientists have argued that in urban areas, parental involvement is the primary factor to enhance academic achievement in urban areas in particular because of high family dissolution rates, two-parent working families, and unique sociological pressures on children Crane, (1996); Hampton et. al., (1998) and Green, (2001).

According to Birch & Ladd (1997), Positive student-teacher relationships have been linked to children's successful adjustment to school, academic achievement, and school liking.

Adolescents also do better across the range of outcomes when parents are aware of their activity and keep tabs on them as stated by Chilcoat & Antony, (1996); Dishion McMahon, (1998); and McCord et. al., (2001).

The definition of quality of education varies from culture to culture states Michael, (1998). The environment and the personal characteristics of learners play an important role in their academic success.

Helping students develop their social skills will also aid them with their academic skills. Students' lack of social competence and aggression is directly associated with low academic achievement in the view of Welsh et. al., (2001).

Hirschi’s social control theory suggests that schools with positive school climates will help to increase students' attachment to healthy norms of behaviour than schools with norms that condone risk behaviours such as drug use have more individual risk taking behaviour as investigated by Kumar et. al., (2002).

The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school as viewed by Goddard, (2003).
The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counselling and guidance to parents for creating positive home environment for improvement in students’ quality of work according to Marzano, (2003).

A student is required to attend 5 days a week, 180 days of the year, and for 12-14 years. A youth who is weakly attached is more likely to deviate from norms and engage in deviant acts. When youths never learn to conform to the norms of society/school they are free to be deviant, reported in the study of Vazsonyi & Pickering, (2003).

Orpinas & Horne, (2004) highlighted that Academic performance and behaviour are frequently linked; reducing aggression and improving classroom behaviour are likely to result in a more positive learning environment, which increases academic performance.

Berg and Bernard (2004) wrote that there is also clear identification of the kinds of protective factors which strengthen children and young people’s resilience in the face of difficult living conditions. They include such things as good parenting, a stable and supportive home environment, a healthy and supportive environment, and good school achievement.

Negative student-teacher relationships in elementary school produce such outcomes as low academic achievement and low school connectedness. In sum, high quality teacher–student relationships fostered student’s achievement, Erin O’Connor, (2007).

The key aspect for the educators is to educate their students effectively so that they may be able to show quality performance in their academics. To achieve this objective it is necessary for the educators to understand better about the factors that may contribute in the academic success of students, Farooq et. al., (2011).
The research studies show that the personal characteristics and environment of learners play a significant role in academic success. Good parenting and supportive home environment can energise the learning capabilities. Reducing Behaviour Deviance, Aggression through creating fine learning atmosphere can increase academic achievement. Few researchers state that education of parents is a significant factor of academic achievement especially in urban areas. The research studies support the fact that positive student-teacher, parent-child relationship can enhance academic achievement.

In summary, available studies prove that the Psychological correlates such as Behaviour Deviance, Aggression, Depression and Social correlates such as Type of School, Medium, Group, and Locality are significant predictors of academic achievement. The review of literature clearly state that family factors such as Type of family, Socio economic status of parents, age, education, occupation of the Father and the Mother and Mode of stay are also significant correlates of academic achievement.