CHAPTER: II

REVIEW OF RELATED LITERATURE

2.0 Introduction:

The review of research studies is of utmost importance for the conduct of further research study. Correlates of academic achievement are a popular field of research. Numerous researchers have worked on one or more of the correlates of academic achievement. These studies differ in almost all aspects: Reviewing all the studies in details is neither possible nor necessary. Therefore, an attempt is made here to survey only the relevant and important studies with reference to the variables selected for this investigation. Under each variable, the current concepts and important results are reviewed. This chapter therefore, deals with a review of related literature in the field of correlates of achievement under the following heads:

i) Studies done Abroad
ii) Studies done in India
iii) Resume of the past researches
iv) Present study.

2.1 Studies done in Abroad:

In the past several research studies have been conducted to find out the role of different variables on academic achievement of school children. The academic achievement of children is dependent on positive or negative influence of a host of independent variable like intelligence, personality factors, socio economic statues, adjustment level home and school environment and so on. Among them the immediate environment of the child which he gets at home and school is very important because the amount and the kind of stimulation the child receives in these two environments exercise strong influence on the child’s conceptual thinking, reasoning and problem solving capacity which
in turn affects his academic achievement. Research studies in this connection have been conducted by many researchers.

(a) **Home Environment and Academic Achievement.**

Home environment has long been known to be one of the most influential factors on students' learning. Griffiths (1926)\(^1\) found a close relationship between school grades and family size. Children from small families were found superior in school grades. Clark (1927)\(^2\) found that students whose parents had college education ranked higher in scholarship. Shuttleworth (1927)\(^3\) reported that the low-achieving group of students had strict religious home training. Bear (1928)\(^4\) found parental occupation related to academic success. He reported that sons of farmers and businessmen ranked low in scholarship in comparison to those of artisans, salesman, and so on.

Campbell (1952)\(^5\) observed that certain aspects of the home background (socio cultural aspects consisting of social activities, cultural objects in the home and the cultural values and attitude of parents) greatly affect the secondary school achievement.

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Davie (1953)\(^6\) found that parents who are dissatisfied with their own social status and who recognize education as a means of upward social mobility, urge their children to stay at school. This is particularly true of middle class parents who, as a group have a strong drive to get ahead. Tibbets (1955)\(^7\) found that praise and approval given by parents were related with children’s high achievement. Allen (1956)\(^8\) found that value of education to the parents determines the child’s attitude towards education. Rosen (1956)\(^9\) found that the middle class parents in comparison with low class parents, are seen to place greater emphasis on mobility and success, and hence, their children are more likely to embrace achievement-oriented behaviors. Mc Cleland and others (1958)\(^10\) hold that parental demands help the development of achievement motivation in children.

Winterbottom (1958)\(^11\) reported positive relation between strength of achievement motive and reports of maternal emphasis on early acquisition of independence and mastery. He also found that fewer restrictions helped achievements. Pidgeon (1959)\(^12\) concluded that, the most important factor bearing on the educational progress of students was the attitude of the children’s parents.


Burchinal and Chapman (1959)\textsuperscript{13} found that underachievers usually come from homes where parents have less education than those of the parents of achievers. Rosen and Andrade (1959)\textsuperscript{14} found that a bigger family cannot provide the same economic cultural and social resources to all children as a smaller family of the same economic background. Fraser (1959)\textsuperscript{15} found that correlation between parental encouragement and academic achievement was 0.66. Marfatia (1960)\textsuperscript{16} explained the importance of encouragement.

Harris (1961)\textsuperscript{17} found that children did not learn when they were emotionally disturbed due to unfavorable home conditions. Karnes et al. (1961)\textsuperscript{18} suggested that educational programs should be organized flexibly to provide better services, such as enrichment programs, to students. Teaching techniques that stimulate both convergent and divergent thinking are important for stimulating creative thinking and are more challenging to creative students. Wylie (1963)\textsuperscript{19} found that children of lower socio-economic levels made more modest estimates of their abilities than children of higher socio-economic levels.

\begin{itemize}
  \item \textsuperscript{13} L.J: Burchinal: “Social Status”, Measured Intelligence, Achievement and Personality Adjustment of Rural Town Girls,” Sociometry”, 22, (1959) pp. 75 80.
  \item \textsuperscript{14} B.C. Rosen and R.D’Andrade.: The Psycho Social origins of Achievement Motivation, Sociometry, 1959 pp 122,185 218.
  \item \textsuperscript{15} D.Fraser: Home Environment and the School. London University of London Press, 1959.
  \item \textsuperscript{19} R.C. Wylie: “Children’s estimate of their school work ability as a function of sex, race, and socio-economic level” Journal of Personality, vol 31, No: 2 June 1963, page 203-225.
\end{itemize}
Shaw (1964) \(^{20}\) found that parents of under achievers tend to stress goals that are unrelated to the achievement and that do not promote social maturity and independent thinking. Parents of achievers are more likely to expect their children to be responsible, to have interests and hobbies so that they will be able to make decisions. Crandall (1964) \(^{21}\) positive attitudes of parents produce positive results. Bloom (1964) \(^{22}\) found that families from different socio-economic groups create different learning environments that effect the child’s academic achievement. Allen (1965) \(^{23}\) and Swift (1966) \(^{24}\) have pointed out that very few working class parents subscribe to the view that education is valuable for its own sake. For lower class parents, earning than learning is more important. There is no relevance of schooling for them. Cottle (1968) \(^{25}\) found that good parents produce good students.

Miller (1970) \(^{26}\) found family characteristics such as punitive autocracy as shown by parents, strictness and corporal punishment of the child, not allowing the child to make decisions, a combination of several kinds of parental dominance in association with submissive attitudes in the child; the difference between parental and school attitudes as seen by the child, independence and freedom of thought in the family, influence the academic achievement. Verdiani (1971) \(^{27}\) found that high frequency of opportunities provided by the parents for development of child’s self-assertiveness was not associated with academic achievement of the child.

\(^{21}\) V.Crandal:"Parent’s Attitude and Behaviour and grade school Children’s Academic Achievements" journal of Genetic Psychology, 1964, pp.53 66.
\(^{27}\) Verdiani: Home Background in Academic Achievement:"Scientific views about influence of home on the Academic Achievement, 1971."
Walters and Stinnett (1971) concluded that parental acceptance, warmth and support were positively related to favorable emotional, social and intellectual development of the children. Danzigar (1971) explains the importance of sibling relations for parent child relations and perceived favoritism and mutual rivalry have detrimental effects on parent child’s relations, which in turn affect academic achievement.

Levine et al. (1972) concluded that more supportive home environment of students is responsible for the higher academic achievement. Banks and Finlayson (1973) found the relationship between social class and socio-economic status and school achievement. Parental grandfather’s occupation and parental educational background showed quite a marked relationship with achievement. Hurlock (1973) remarked that when parents are too authoritarian, children tend to develop resentment against school. Kennedy (1975) found that warm and affectionate mothers enhance their son’s achievement, fathers who dominate their son’s less, enhance their son’s achievement. He further added that children’s achievement is affected positively by positive parental discipline. Danziger (1976) remarked that interactions between siblings play a crucial role in parent child interaction, which in turn affects educational achievement. Cohen (1976) found that any unfavorable parent-child relation as over-indulgence, rejection, over-protection, or domination is likely to cripple the child’s chances to adjust successfully to the school situation.

Walberg, Bole & Waxman (1980) \(^{36}\) found that parental involvement shows a significant relationship to academic achievement. Majoribanks (1980) \(^{37}\) found that the achievement of children depends more or less upon their family environment. Anthony (1981) \(^{38}\) found that the parent of high achiever provide good quality of home environment, children get induced to higher scholastic achievement. Walberg (1982) \(^{39}\) found that the socio psychological environment and intellectual stimulation in the home are prominent in influencing academic ability and achievement. James S. Coleman et al. (1982) \(^{40}\) found that the existence of books, magazines, encyclopedias, and newspaper is often a sign of dedication to learning in the household. Researchers have determined that these reading materials are important aspects of the overall home environment.

Hawley et al. (1984) \(^{41}\) found that parents’ encouragement to achieve and interest in school performance are significantly related to student motivation and student achievement. Song & Hattie (1984) \(^{42}\) found that the home environment and family process provide a network of physical, social, and intellectual forces and factors which affect the student’s learning. The family level of encouragement, expectations, and educational activities in the home is related to socio-economic status; so they found that home environment exerts direct and indirect effects on the child’s achievement.

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\(^{40}\) J.S. Coleman, H. Thomas and K. Saily: Such opinions have been prevalent for years, see, for example, High School Achievement (New York: Vasic Books, 1982).


Hess and Holloway (1985) found a link between parental control and school performance outcomes. Bloom (1986) hypothesized that the home environment had significant effects on the level of student learning. Dornbush et al (1987) found that authoritarian and permissive parenting were negatively associated with grades. Authoritarian parenting was positively associated with academic performance of the children.

Ferguson (1991) pointed that parental education accounted for about 24% of the variance in students test scores, while socio-economic status accounts for about 20%. Similarly other researchers content that dysfunctional home environments, low parental expectations, inefficient parenting, language differences and high levels of mobility might account for lower levels of academic achievement among students from lower socio-economic backgrounds. Baumrind (1991) found that parenting styles and academic achievement are consistently correlated. Stenberg et.al. (1992) found that adolescents whose parents are warm, firm and democratic achieve more in school than their peers. Barton & Coley (1992) found that families can improve their children's achievement in school by making sure their children attend school regularly, encouraging their children to read at home regularly, and turning off the TV.

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Kellaghan, et al. (1993) found that there is a negative relationship between family size and measured abilities and achievement. Kallaghan, Sloane, Alvarez, and Bloom (1993) reported that there is a positive relationship between children’s academic learning and work habits of the family. Henderson & Berla (1994) found that when school supports family involvement at home and in school, children do better in school. Niebuhr’s (1994) suggest that the elements of both school climate and family environment have a stronger direct influence on academic achievement. Bulach et.al (1995) and Battistich & Hom (1997) found that both positive home and school environment improves academic achievement. Paulson (1996) indicated that parental involvement had a positive effect on achievement. Coleman et al’s (1996) show that family background and social context are the primary influences in determining children’s achievement. Stipek and Rayan (1997) found a weak relationship between motivation and achievement.


Levine et al. (1997) found that greater maternal help with homework was related to increased fatigue, frustration, and disappointment for the mother and caused tension between mother and child, particularly when the child was a low achiever. Phillips (1998) found that parental education and social economic status have an impact on student achievement. Jennifer Rousseau (1998) explains that authoritative parenting is characterized by “parental warmth, inductive discipline, non punitive punishment practices, and consistency in child rearing and effects the achievement of their children. Green, Weg Linsky (1998) found that home computer use was positively related to academic achievement.

Godson and Bowman (1999) in a critical review of research on father involvement in children’s education and schooling conclude that father’s participation in literacy activities may affect children’s preparations for school. Strage et al (1999) parenting style continued to be important in college students as with children and adolescent.


Okpala et al. (2001) found that when children were exposed to an emotionally supportive home environment in which academic success was affirmed, their academic scores improved tremendously. Fan and Chen (2001) found that high Parental expectations and parenting styles is also one of the important elements of home environments and enhanced achievement. Epstein (2001) suggests that parents who are informed and involved in their children’s school positively impact their child’s attitude and performance. Newman & Chin (2002) studied the relationship between family educational involvement and maternal work reveals negative associations.

Fan and Chen (2001) Mapp (2002) Jeynes (2003) found that families’ support for their children’s education is a significant contributor to a range of positive outcomes for students in general population. Hammer (2003) states that the home environment is as important as what goes on in school.


65 Xitao Fan and Micheal Chen (2001); Home environment by Robert J. Marzano.copyright 2003 by the Association for Supervision and Curriculum Development (ASCD).


Eirin Ann Buchanan (2004) revealed that father involvement independently and significantly predicted educational attainment by late adolescence. Attaway et al (2004) found that parental belief in responsiveness did not contribute to adolescents on achievement. Cotton and Wikelund (2005) found that when parents monitor homework, encourage participation in extracurricular activities are active in parents–teachers association and help children’s develop plan for their future, children are more likely to do well in school. Senechal, Jacobs, Schwartz, J.B, Nye C. Turner, H.M (2006) found that parent involvement has a positive and significant effect on children’s overall performance. Henry (2007) found that parental acceptance and encouragement were positively related with academic school success and academic competence. Coyer Eric (2008) in his study found that parental involvement is a key component in student success academically.


(b) **School Environment and Academic Achievement.**

School climate refers particularly to the attitude which the pupils have about the school, its staff and the work done there. Tussing (1962) found that students who has acquired good study habits, possesses a behaviour pattern which enables him to work on his assignments with good concentration. In the United States, when socio economic factors are satisfactorily controlled, it appears that differences between schools account for only a small fraction of differences in pupil’s achievement.

Peaker (1967) found that 17% of the variation in attainment among English primary school children could best be accounted for in terms of school variables. And, since school environment more readily than they can affect the homes of pupils, the effects of variations between schools may be of particular interest. Hall (1970) comment that poor and faulty school environment can undermine the well planned lesson based on psychological principles and conditions of learning. Flynn et al (1972) found that through discussion; material learned becomes more meaningful to the learner.

Chambers (1973) found that the following behaviors of college teachers fostered creativity in students: (a) conducting classes in an informal manner, (b) being well prepared, (c) welcoming unorthodox views and rewarding originality and creativity; and (d) encouraging student participation

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Kohn (1977) found that apathy and withdrawal were positively related to poor academic achievement. Winsor (1978) found that the teachers’ qualifications were positively related to achievement. Torrance (1981) found that the creative teachers create responsible environment “through teacher enthusiasm, appreciation of individual differences and so on. Astin (1982) found an association between academic achievements and the high school class rank, high school curriculum etc. Foyle (1984) found that the effective use of teaching skills in the classroom situation enhances the academic achievement of the students. Fend (1985) found that the importance of the school and teachers as significant determinants of achievement.

Mitchell (1992) student’s motivation for learning is generally regarded as one of the most critical determinants of the success and quality of any learning outcome.

89 H.Fend: Determinants of school achievement level: how important are the teachers? Education, 32,31/51. 1985.
Allen and Kickbusch (1992) \(^91\), cited in WEAC, 2005, found that the higher achieving students plan to continue their education after graduation from high school, participate extensively in extracurricular activities, have few absences each year, more likely to engage in recreational reading and to check books out of the school or public library on a regular basis, watch less TV, spend more time each evening doing their homework, have friend who have positive attitude toward school and who rarely cut classes or skip school, have positive feelings about their teachers and about specific courses they take and attribute success in school to hard work rather than ability.

Monk (1994) \(^92\) found a sound relationship between teacher content preparation and student achievement. Newman and Wehlage (1995) \(^93\) found that structural conditions of the school like shared governance increases teacher influence over school policy and practice that enhance students learning. Dezmon (1995) \(^94\) reported that high achieving students found the schools climate unsatisfactory, whereas, the low achieving students felt the climate was satisfactory. Magdalene Mok and Marcellin Flynn (1997) \(^95\) Bryk, Lee and Holland (1993) school size had a little influence on student outcomes. Ferguson, (1998), Goode, (1981), Goodlad, (1984); Ladson-Billings, (1994) found that teachers expectations have a significant impact on student achievement.


\(^94\) Dezmon: variables associated with academic achievement of African American male in four year undergraduate educational institutions: A syntheses of studies by Thelma Youn monk. (1998.) 1995

Jameson (1997) \(^{96}\) suggests the importance of quite time, and places for homework. Howse, (1999) \(^{97}\) shows that academic achievement is accomplished by the actual execution of class work in the school setting. Zimmer and Toma (2000) \(^{98}\) attendance presumably increases learning for the individual student and, thus, makes subsequent teaching easier and achievement of that student higher at the end of the school year.

Banks (2001) \(^{99}\) found in his study on diversity and education that instructional programme in schools should be structured to reflect the learning styles of all students. Ravitz J Mergendollar J & Rush W (2002) \(^{100}\) found that there is an inverse relationship between in school computer use and student achievement. However there is a positive overall relationship between student achievement and computer proficiency. i.e., reported capability with a variety of software. Edwards & Mc Million (2002) \(^{101}\) found that a learning environment that offered encouragement and an opportunity for accomplishment was essential to the academic achievement. Schunk and Pajares (2002) \(^{102}\) attributed this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school transition.

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\(^{101}\) Edward & Mc Million: why does Joshua “hate” school….but love Sunday school? Language Arts, 78, 2002p.111 120.

Lorraine (2003) found that the amount of space per child in a classroom is just as important as the number of children in a classroom. Van Voorhis, Frances L (2003) found that Homework is an everyday part of school life. Middle and High school students are likely to achieve better grades and achievement scores when they spend extra time on homework and homework completion. Mahoney, Cairo and Farwer (2003) found different activities, in which students participate, both inside and outside itself, are among the multiple situations that can effect on science achievement. Extra scholastic activities have been associated with improved educational level, more interpersonal competencies, higher aspirations and better attention level.

Linda and Caston (2004) found that the qualitative study involving sixteen rural elementary African American male provided insight into their educational experiences, particularly into their perspectives concerning academic achievement. Pixeto (2004) found that students who participate in extracurricular activities present higher values on some dimensions of self concept and better academic achievement. Moriana et al., (2006) grouped involved in activities outside the school yielded better academic performance, especially those who participated in study related activities and those that participated in mixed activities (both sports and academic).

Jepson (2005) teacher experience teacher characteristics has a consistently positive effect on student achievement.

2.2 Studies done in India.

Scholastic achievement, thus, seems to be influenced by a number of variable acting singly or in combination with some other variables. Some such factors influencing achievement have already been identifying by scholars, and others still remain to be identified. Researchers conducted in this area are given below:

(a) Home Environment and Academic Achievement.

Home and Family Environment influence academic achievement in numerous ways. Several research studies attributed a strong association between family environment and academic achievement. Some of the researches studies related to home environment have been reviewed here:

Gadgil and Dandekar (1955) found that the occupations of parents generally found to be associated with pupil’s academic achievement. Adaval and others (1961) found that parents of failure students accepted that lack of supervision was a major cause of failure. Inadequacy training by parents was positively correlated to low academic achievement.

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Thakar Jyotsna (1962)\textsuperscript{114} found that parents of failed students had low income and low standard of education. Kumar (1963)\textsuperscript{115} reported that dependency on parents, not-loved feeling and feeling that parents were disappointed with them’ was observed more in underachievers.

Chopra (1964)\textsuperscript{116} found in his study that on the basis of father’s education and occupation family income, cultural level of home, students belonging to the higher qualitative group showed significant relation in achievement. Singh (1965)\textsuperscript{117} found that academic achievement is related positively to parent’s education. Jain (1965)\textsuperscript{118} find out the relationship between home environments on achievement was positive and significantly higher mean achievement than students coming from lower category. Varma (1966)\textsuperscript{119} reported that, successful pupils generally come from high socio-economic group of society. Srivastava (1967)\textsuperscript{120} reported that, low academic motivation and poor social and emotional adjustment were some of the factors of under-achievement. Faiz and Parameswaran (1967)\textsuperscript{121} stated that, punishment and rejection by parents act as a cause of academic failure.

\begin{itemize}
\item \textsuperscript{114} J.B.Thakar: The study of family background of students who are backward in studies at Union High School Broach, Master’s thesis M.S University, Baroda, 1962.
\item \textsuperscript{115} V.Kumar: Maladjustment among certain Higher Secondary Students and its Relation to their Attainment. Ph.D. Psychology. Agra University 1963.
\item \textsuperscript{116} S.L.Chopra: “A Study of Relationship of Socio Economic Factors with Achievement of the Students in the Secondary Schools, Ph.D. Education., LUC.University, 1964.
\item \textsuperscript{119} M.Varma: Significant Correlates of Secondary School Factors. Dept of Education Gor. University, 1966.(NCERT).
\item \textsuperscript{120} A.K. Srivastava: An investigation into the factors related educational under achievement” PhD thesis University 1967.
\end{itemize}
Sinha (1970) observed only small differences between high and low achievers on parental occupation and no difference on their parent’s income and educational level. Dave and Dave (1971) in their study found that a higher percentage of rank students belonging to homes having higher parental occupation as compared to that of failed students. Bisht (1972) parental education and income were found to have significant influence on educational aspirations. Dutta and others (1973) Anand (1973) reported that the relationship between socio-economic status and academic achievement was positive. Reddy (1973) found that parental values, emotional climate in the home, parental encouragement, educational facilities in the home were found significantly associated with achievement.

Agarwal (1975) found that parents’ values were related to students’ academic achievement. Shah (1976) found educated parents had more favorable attitude towards secondary education than less educated ones.

124 S. Bisht: A Study of the level of socio-economic condition and educational attainment, Ph.d Education Agra University, 1972.
128 Agarwal, S.K A Psycho-social study of academic under achievement at secondary school level in the state of Rajasthan, Ph.D Education, Rajasthan University 1975.
Jalota and Joshi (1976)\textsuperscript{130} parental income, parental profession, and age of parents and curricular interest are not related to the performance of the students. Masih (1976)\textsuperscript{131} found revealed that higher achiever comes from higher parental incomes, while low achievers come from families having low income. Bhatt (1977)\textsuperscript{132} found joint families produced more under achievers. Krishnan (1977)\textsuperscript{133} found that favorable home conditions on the parts of are the factors deterioration at the achievement level. Srivastava (1978)\textsuperscript{134} found that family anxieties did not significantly affect the educational achievement. Soulanke (1979)\textsuperscript{135} found that educational facilities and emotional happiness in the home contribute positively to the pupil’s performance in studies.

Tiwari (1979)\textsuperscript{136} found that drop-outs have parents who over-protect or show negative and restrictive behaviour and give significantly greater weight to punishment, co-operation and autocracy. Parents of non-dropouts laid greater emphasis on possession, trust, help and love. Khanna (1980)\textsuperscript{137} found that academic achievement of the children of educated parents, illiterate parents and educated mothers was significantly correlated with the socio-economic status of the family.

\textsuperscript{130} Jalota, S and Joshi, C. Mohan some background factors influencing the level of general knowledge among pupils'. Indian Psychological Reviews vol 13 No. 1, 1976.
\textsuperscript{131} Masih, S. Regional College of education”, Bhopal Relationship of intelligence to Socio-Economic status of high Achievers and low Achievers Quest in education Vol., XIII No.4 October, 1976.
\textsuperscript{132} Home Background Academic Achievement: Scientific View about influence of home on academic achievement.1977
\textsuperscript{133} C.Dipt: “Family Pattern and Academic Achievement of Students”; Miracle of Teaching (Krishanan 1977) pp 59 62.
\textsuperscript{135} R.B.Salunka: A study of the home environment, socio-economic status and economic management in relation to the academic achievement of the first year school students of M.S University Baroda, Ph.D., 1979.
\textsuperscript{137} M.Khanna.: A study of the relationship between students’ socioeconomic background and their academic achievement at juniors’ school level.Ph.D Education, 1980.
Kuppuswamy (1980) stated that when children are given reasonable freedom, they are bound to be resourceful, cooperative, self-reliant and well adjusted which in turns have a positive impact on achievement. Misra (1982) found that girl perceives high stimulation in home environment and normal stimulation in school environment obtained higher scores on overall scientific creativity and originality aspects of it. Chopra (1982) found home adjustment was more closely related to academic achievement than emotional health and social adjustment.

Prasad (1982) reported that the high achievers described their parents as approving, trusting and encouraging. Singh (1984) found that school differences were significant in the area of home and school problem. Jagannandhan’s (1985) indicated a significant effect of home environment on academic achievement. Pande (1985) reported that punishment aspect of home environment has negative impact. Other aspects of home environment viz. Permissiveness, control, protectiveness, conformity; deprivation of privileges, nurturance have a positive impact and concluded that if proper system of reward and punishment is followed, children shall certainly perform well in school.


Jagannathan (1986) reveals that high home environment groups achieved greater than middle and low income environment groups. Agarwal (1986) reported the effects of parental encouragement upon the educational development of the students. Trivedi (1987) found that parental acceptance showed better academic achievement. Narangh (1987) found that the time spent on home work, the type of house, household chores performed, and the way free time was spent did not affect achievement. Jain (1987) found that the family happens to be the chief motivational factor influencing the interest of low intelligent and high creative girls. But its role gets minimized in the choice making process among high intelligent boys, irrespective of creative variation. Arora (1988) found no significant relationship existed between educational achievement of students and parent child relationship. Rajput (1989) found that parental encouragement significantly related to the achievement.

145 Jagannathan: Correlates of Academic Achievement: Socio economic status source: Sashi Kiran Pandey and Rama Maikhuri have contributed this article in Psycho lingue, 2003, Vol.33(1). P.60 64.1986.
149 P.Jain, Role of family motivation as a determinant of interests among intelligent and creative adolescents, R.B.S College, Agra.1987.
150 R Arora: Role of parent-child relationship and teacher student relationship in the academic achievement of higher secondary school students of both the sexes” Ph.D psy.Agra University. Published in Fifth Survey of Research in Education NCERT, New Delhi 1988 pg 1861.
151 C.Dipti: “Family Pattern and Academic Achievement of Students”; Miracle of Teaching (Rajput 1989) pp 59 62.
Samal (1990) found that the academic performances of high planners were better than that of low planners. Jain (1991) in one study found that parental responsiveness was positively and significantly related with academic achievement. Pandey (1992) found positive relationship between parents and child enhance achievement. Garg (1992) found that parental responsiveness was positively related with academic achievement. Srivastav and Chanderamani (1995) revealed that students from structured and independently family showed better performance than the other children. Baharudin et al. (1998) shows that specific interactions between a child and parent have been determined to be powerful indications of development. Some specific interactions include regular family discussions; encouragement, limit setting, warmth, daily routine, praise, and intellectual stimulation have positive impact on academic achievement.

Pandey (2001) found that parent education, occupation, and income affect the achievement of the students. Laxmi (2002) Parental acceptance and encouragement have facilitative effect on school success and competence.

152 N.Samal: “Relationship between planning and Academic Achievement of boys and girls: Effects of home environment variables M.Phil.Psychology. Utkal University.1990.


155 Garg: “A study of family relations, socio economic status, intelligence and adjustment of failed high school students”.Ph.D. Education. Hemwati Nandan Bahugana Gharwal University. Published in Fifth Survey of Research in Education NCERT New Delhi 1992pg -1874


Joshi et al. (2003)\textsuperscript{160} found that parenting styles and higher academic achievement were not related. Singh and Kaur (2003)\textsuperscript{161} found positives relationship between academic achievement and achievement motivation. Bansal et al (2006)\textsuperscript{162} found that good quality of home environment had more significant positive effect on high level of scholastic achievement. Laxmi and Arora (2006)\textsuperscript{163} found that parental acceptance and encouragement were positively related to academic achievement. Pandey (2008)\textsuperscript{164} found that working of parent show significant effect on academic achievement. However, qualification of parents does not affect the academic achievement. Ahmed and Sinha (2009)\textsuperscript{165} showed favorable and unfavorable home environment affects academic achievement of students. Jain and Parmar (2010)\textsuperscript{166} found that parent’s participant in their children’s schooling; students may experience more academic and social success. Mohanty (2009)\textsuperscript{167} Haseen and Bhaskar (2010)\textsuperscript{168} show a significant relationship between family environment and academic achievement.

\textsuperscript{160} Joshi et al.: Parenting Styles and Academic Achievement in college students. Psychological reports, 93, 2003 pp823 828.


\textsuperscript{164} R.C. Pandey: Academic Achievement as related to Achievement motivation and parental background. Indian Psychological review Vol. 70., No.4, year 2008. pp, 213 216.


(b) School Environment and Academic Achievement.

School Achievement is the outcome of the combined efforts of teachers, student as well as the type of schools. School achievement may also be to an extent, influenced by the level of motivation of the students to attain a high level of performance, the quality of teachers in terms of their teaching effectiveness, the kind of training experiences, the teachers have in teaching, etc. Some of the factors associated with school environment and academic achievement has been reviewed here.

Rao (1965)\textsuperscript{170} found a strong relationship between school environment and academic achievement. Lulla et al. (1966)\textsuperscript{171} found that overcrowded classes, effective teaching aids, impractical syllabus etc. have an influence on achievement. Srivastava (1967)\textsuperscript{172} found that underachievement was related to poor study habits, failures in school examination and participation in games and sports. Pillai (1969)\textsuperscript{173} found teacher, instructional, educational, organizational and administrative factors have an influence on academic achievement. Dhaliwal (1971)\textsuperscript{174} found that superior study habits and school adjustment leads to academic success.

\begin{flushleft}
\textsuperscript{170} D.G. Rao: A study of some factors related to scholastic achievement’ PhD thesis, Delhi University 1965. \\
\textsuperscript{171} B.P.Lulla, G.B.Shah and D.R.Darji: Investigation into the academic causes of backwardness in mathematics at the elementary stage (classes 1 VIII), centre of advanced study in education, Baroda,1966. \\
\textsuperscript{172} A.K.Srivastava: An investigation into the factors related to educational underachievement, Ph.D. Psychology., Patna University 1967. \\
\textsuperscript{173} N.P.Pillai: An investigation into the organizational and administrative factors which affect the achievement of pupils in secondary schools. Dept of Education., Ker. University., 1969.(NCERT financed). \\
\textsuperscript{174} A.S.Dhaliwal: A study of some factors contributing to academic success and failure among High school students Personality correlates of Academic over, under achievement, Ph.D. Psychology., AMU,1971, 1974. 171
\end{flushleft}
Pillai (1974) found that performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types. GCPI (1976) found that effective use of teaching skills seems to be chiefly responsible for the classroom performance of the learners. S.K.J. (1979) found that teacher’s attitude towards students was likely to affect their school achievement.

Sashidhar (1981) found that academic achievement was influenced by institutional factors. Srinivasa and Subramanyam (1982) identified that among the school factors, accommodation, educational level and experience of teachers, availability of instructional material, books and reading room facilities have influence on reading attainment which is one of the prime factor of achievement. Agarwal (1984) achievement of students depended upon the effectiveness or quality of teachers. Veeraraghava (1985) found that the types of schools do influence the achievement. Narang (1987) found a positive relationship between homework, principal, co curricular activities, teacher and games etc on academic achievement.

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175 Pillai, J.k., ‘Organizational climate, Teacher Morale and School Quality, Ph.D thesis, University of Baroda.
180 Agarwal: “School Achievement, Student Motivation and Teacher Effectiveness in Different Types of Schools”.Indian Educational Review. 1984.
Dhar Dubey (1989)\(^{183}\) revealed that location, school environment and approval motive were found to be significant on academic achievement of arts student. Cherian (1990)\(^{184}\) found a significant relationship between the frequency of punishment experienced by pupils and their academic achievement. Kulshrestha (1992)\(^{185}\) found the effect of school environment on the academic achievement. Patel (1996)\(^{186}\) found that pupils’ study habits and attitudes were significantly related to academic achievement. Fatima (2003)\(^{187}\) found positive relationship between school environment, reading habit and self concept on scholastic achievement. Chauhan (2003)\(^{188}\) Sirohi (2004)\(^{189}\) found that Study Habits are related to Academic Performance of the students. Reddy and Jeevanantham (2004)\(^{190}\) found that there was low and positive relationship between the physical, curricular and administrative factors in an achievement.


\(^{186}\) M.R. Patel: Study Habits of Pupil and its impact upon their Academic Achievement Progress of Education, LXXI, 76. 1996.


\(^{190}\) G.L. Reddy and M. Jeevananthan: A study on school effectiveness factors (physical, curricular and administrative factors) and their contribution towards enhanced learning achievement at primary stage. Disabilities and impairments, Vol. 18 (2), 2004 pp.117 130
Dwivedi (2005) 191 Saha (2005) 192 Singh (2006) Sunita and Khadi (2007) Adeyoe and Torubelil (2008) showed that school location, school environment, and approval motive are the important variables which effect academic achievement of the students. Teachers’ role is also important as a facilitator of academic achievement. The warmth behaviour of teacher and approving and encouraging nature would enhance the school achievement.

Chander and Raina (2008) 193 found that habits such as attentiveness, concentration, love for reading, procedure of taking notes, laboratory work, intelligent reading of the material, systematic working reading for comprehension, making the study routine, and following the same, reserving the time for emergencies, punctuality and tendency in attending the classes related to school and college with some other academic activities helps to achieve the desired academic goals. Mohanty (2009) 194 found negative correlation between schools related variables and academic achievement. Khatoon and Sharma (2010) 195 found that the extracurricular activities, computer and internet access, schools having computers were found to be positively related with achievement.


2.3 Studies done in North East India.

Lyngdoh (1975)\(^{196}\) showed that students with high family influence more concerned about their future than the students with average family who depended on their parents to choose their future occupations, students having less family influences could care less, and those who care, aspired for better life. Hom Chaudhari (1980)\(^{197}\) findings of the study includes socio-economic status came out as a significant correlates of academic performance. The high achievers were significantly more anxious than the low achievers. The high achievers found the emotional atmosphere of their homes to their liking. The low achievers found an absence of good environment at home. Chakravarty (1981)\(^{198}\) found that there was positive correlation between the academic achievement of the Naga pupils and their socio-economic status and self-concept. Pupils having high self-concept and coming from high socio-economic status background showed higher academic achievement. Iyer (1981)\(^{199}\) concluded that pupils from low economic background had more problems and were less confident of their ability and thus doubtful about their future than the high economic group who enjoyed more freedom. Lalchhuana (1982)\(^{200}\) studied personality factors in relation with achievement. The study gave emphasis on personality characteristics and achievement. Zoohhingpuii (1982)\(^{201}\) found that; there is a highly positive and significant relationship between educational adjustment and academic achievement of students in Aizawal.

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196 Lyngdoh: study some of the factors of affecting the career choice of the adolescents in some of the high school inshillong Poonam Rawat Dissertion submitted in past- fulfillment of the requirements of M.Ed Degree (1978-1979).
2.4. Resume of the Past Researchers

The above review reveals that many scholars have studied the different factors which affect academic achievement of the students. However, a comprehensive concise research work focusing on those closely related variables like home and school environment background could not be located. So, from these reviews it is very difficult to draw common conclusion because of their unexpected findings and use of diverse tools and techniques. Thus the following conclusions can be drawn after reviewing the literature related to the present study:

(i). The majority of the study covers only a small sample and it does not seem possible to draw definite conclusion,

(ii). Most of the studies have been conducted by using the foreign tools which is not suitable for the local students.

(iii). To measure the home and school environment, most of the researchers have used scale which does not give a complete picture of the variables involved.

It is under this background that a separate study needs to be planned for study academic achievement in relation to home and school background with respect to the state of Meghalaya.

2.5. Present Study:

Though different researchers have taken up various studies regarding academic achievement in India and abroad, but no full fledged study could be traced out with respects to the students in Meghalaya. The review of the related literature with regards to the problem under investigation indicated that there are very few studies in which such large number of variables like home and school factors affecting academic achievement have been studied. Considering this in view the present study has been under taken which is different from the previous investigation in respect of the following aspects:
1. The present study covers a good number of sample on the basis of which definite conclusion can be drawn.

2. The Family Environment Scale (FES) constructed by Dr. Harpreet Bhatia and Dr.N.K.Chadha have been used which measures the home environment with respect to different dimensions. Viz: Cohesion, Expressiveness, Conflict, Acceptance and Caring, Active Recreational Orientation, Independence, Organization, and Control.

3. The School Environment Inventory (SEI) constructed by Karuna Shankar Mishra have been used which measures school environment with respect to different dimensions. Viz: Creative Stimulation, Cognitive encouragement, Permissiveness, Acceptance, Rejection and Control.