Chapter-2

Review of Relevant Literature
Chapter-2: Review of Literature

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2. **Introduction:**

One of the indispensable parts of the research is reviewing the literature. The review of related literature is a sort of formal training, which enables the researcher to understand the objectives and the corresponding hypotheses of the study. It acquaints the researcher with the current knowledge and serves as a pole star in delimiting and defining the problem. The most important reason for reviewing the literature is to know about the recommendations of the previous researchers for further researches, which they have listed in their studies. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Essentially, review of related literature economizes time and energy of the researcher. Thus, the review of related literature is an essential aspect of research problem as it is a step of scientific method; it forms the foundation upon which all the future work is to be built. If we fail to acquire this formation of knowledge provided by the review of literature our work is likely to be shallow.

2.1 **Research on Parental Involvement:**

The focus on parental involvement has its roots in research pointing out the positive correlation it has with children’s school achievement (Englund et al; 2004). Indeed, a substantial body of literature documents the existence of such a relationship (Christenson, Rounds & Gorney, 2002; Epstein, 1992). Kim’s (2002) research findings indicate that parental involvement makes a positive contribution to children’s educational achievement. Epstein (1992) argues that “students at all grade levels to better academic work and have more positive school attitudes, higher aspiration and other positive behaviors
if they have a parents who are aware, knowledgeable, encouraging and involved’

According to Keith et al (1998) the effects of parental participation are long lasting and involvement builds a foundation for future success. Fan’s (2001) study showed that parental involvement factors have a longitudinal effect on student’s academic growth. Specifically, he found that parents’ aspiration regarding their children’s educational attainment and communication about school activities and studies have a positive effect on children’s academic growth. Similarly, Hong and Ho (2005) report that parental involvement factors of communication and parental aspiration had consistent direct effects for both initial achievement status and subsequent academic growth.

A growing body of research shows that school practices to involve parents are strong predictors of parent involvement (Dauber and Epstein, 1989; Epstein, 1995; Epstein, 1996). For example, parents' reports of school communication with them about school programs and activities, and school efforts to help them help their children learn at home have been related to overall levels of parent involvement. This includes parent involvement at school; work with children at home on homework and reading, and engagement in other activities that help children learn at home (Dauber and Epstein, 1989).

Here the researcher has tried to collect some literature which reflects the research on parental involvement at the national and international level.

Baker & Linda (2003) have done research on “The role of parents in motivating struggling readers.” This research has shown that supportive home environment is a great motivation for reading which leads to more frequent voluntary reading which improves reading achievement. Many
collaborative interactions involving home and school have enhanced the reading motivation of struggling readers as they enhanced comprehension.

Becker and Epstein (1982) reported that the parent’s involvement in their children’s educational experiences, by home instruction, volunteering in the classroom or participation’s in school governance, has been linked to the quality of children’s learning and motivation in school.

Basavanna and Rani (1984) hypothesized that economic and social factors affect the scholastic abilities of Indian children differentially, producing distinct consequences when they are present singly and when they operate together. They found that economic and social factors had no effect on intelligence. However social disadvantages affected verbal and numerical abilities.

Trivedi (1987) studied the relationship of parental attitude, socioeconomic background and feeling of security among the intermediate students and their academic achievement. It was concluded that, there was significant relationship between academic achievement and parental attitude and socioeconomics status.

Students with parental acceptance showed better academic achievement than those of the parental concentration or avoidance groups.

Fan & Chen (2001) conducted a meta-analysis in order to synthesize the quantitative literature about the relationship between parental involvement and students’ academic achievement and reported that research findings in this area have been somewhat inconsistent.

Grolnick et al (1997) point out that when parents consider themselves as efficacious and when they view their role as that of the teacher, they are more likely to get involved in their children’s schooling. That is, when
parents believe that they have a role in their children’s learning process, they may be more likely to get involved.

According to Hoover-Dempsey, Bassler and Brissie (1992) parents who believe that they are able to “make a difference” are more likely to plan activities and to participate in events that require their active involvement.

Izzo, Weissberg, Kasprow, & Fendrich, (1999) made a different survey, with 341 teachers of 1,205 kindergarten through third-grade students, showed that 41% of the parents attended Parent-Teacher Organization meetings and 48% attended school activities, such as plays and bake sales. Additionally, 53% of these parents participated in activities at home to foster their children’s academic development, and 49% participated in activities at home to foster their children’s social skills.

The National Center for Education Statistics gathered information regarding rates of parental involvement via telephone interviews with parents of 9,700 children in kindergarten through eighth grade (Chen & Chandler, 2001). Results showed that 84% of parents attended an open house or back-to-school night and 81% attended parent-teacher conferences.

Teachers’ attitudes toward involving parents influence the extent to which parents are involved in their children’s school. A report by West (2000) discusses an elementary teacher’s efforts to increase parent teacher communication, and its effect on students’ success in reading. Findings from this study show that parent-teacher communication can motivate students to complete reading homework, which results in better quiz and test scores. This particular report demonstrates the importance of teachers initiating positive contact with parents, and the potential effect it can have on students’ achievement in school.
Van Voorhis (2001) and Simon (2001) found that regardless of students’ background or prior school achievement, involving parents in various ways had a positive impact on achievement, attendance, behavior, and course credits completed. Significantly, parental guidance and support of their adolescent students is critical to secondary students’ school and future success (Sanders & Epstein, 2000).

Cooper, Lindsay, and Nye (2000) suggested that parenting style plays a part in the effectiveness of parents’ involvement in their children’s homework. In their survey of over 700 parents of elementary, middle, and high school students, two-thirds of parents reported helping their children with homework was negative or inappropriate. Specifically, in some cases parents helped their children with homework in order to have them finish it faster, and in other cases parents made homework completion more difficult for the student. These findings speak to the importance of school-home discussions that will encourage interactions that support student learning.

2.2 Research on Study Habit

Many researchers are interested in identifying these variables that contribute to the performance of a university student’s academic success. Some empirical findings, on the other hand, have demonstrated that a significant number of undergraduates possess inadequate study skills, such as difficulties with time management, note-taking, understanding how to prepare for different types of tests, and managing anxiety. Fortunately, examples of qualities or behaviors such as student motivation, learning habits, study skills and beliefs about success, may be enhanced via external instructions and support (Proctor, et al, 2006). The current study explores effective study habits and learning styles in university students.
R. Aisha, Kiran A. & Malik N.H. (2002) conducted a study on Relationship of study habits with educational achievements. The main objective of the study was to determine the effect of the study habits on the achievement of students. The Interview schedule was used. The Major findings of the study indicated that there exists a significant and positive relationship between achievement of the students and the said factors like schedule of study, habit of notes taking and writing back.

Nandita & S. Tanima (2004) a said by Studied on habits and attitude towards studies in relation to academic achievement. The main Objectives of the study (a) To find out the attitude of secondary students towards their studies. (b) To find out the study habits of secondary school students. (c) To find out the relationship between academic achievement and various dimensions of study habits. (d) To find out the relationship between study habits and attitude towards studies. The Tools used (a) RCEB scale of S.P. Anand (1990) to measure the attitude of students towards study, was used. (b) To study the study habits, the study habit inventory by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal (1983). The Major findings of the study indicated that (a) There was positive and highly significant relationship between attitude towards studies and academic achievement. (b) There exists a positive and significant relationship between attitude and academic achievement in geography has been accepted. (c) There was a positive and significant relationship between study habits and attitude towards studies.

Sirohi, V. (2004) A study of under-achievement in relation to study habits and attitude. The main Objectives of the study were under-achievement in students in relation to their study habits and attitudes. The Tools used (a) General Mental Ability Test by Jalota. (b) Teachers Made
Achievement Test. (c) Test of Study Habits and Attitude by Mathur. The Major findings of the study indicated that (a) All underachievers indicated deficiency in study habits. (b) 98.7% of the underachievers tend to possess unfavorable attitude towards teachers and needed guidance. (c) 97.5% had poor concentration. (d) 92.5% of them indicated deficiency in school and home environment. (e) 96.2% lacked proper attitude towards examination. (f) 72.8% faced mental conflicts. (g) 72.8% were low in self-confidence. (h) 72.3% had problems related to home assignments. (i) 24.6% indicated deficiency in attitude towards education.

Dey, N. (2008) A Comparative Study of the study habits of high achieving CBSE and ICSE students in the secondary school examination. The main Objectives of the study (a) To study the study habits of high achieving CBSE students. (b) To study the study habits of high achieving ICSE students. (c) To compare the study habits of high achieving CBSE and ICSE students in school hours. (d) To compare the study habits of high achieving CBSE and ICSE students in non-school hours. (e) To compare the study habits of high achieving CBSE and ICSE students in different curricular activities and practices. (f) To compare the study habits of high achieving CBSE and ICSE boys and girls in secondary school examination. The Tools used (a) Mixed questionnaire for the high achieving students. (b) Structured and unstructured interview schedule for the parents. (c) Structured and unstructured interview schedule for the teachers. (d) Structured and unstructured interview schedule for the private tutors. Major findings of the study indicated that (a) High achieving CBSE and ICSE students were having very positive and constructive study habits. (b) High achieving CBSE girls were studying more than the boys. (c) High achieving ICSE boys were devoting more time to studies in comparison to girls. (d)
More than 90% of the CBSE and ICSE students liked to study alone or self-study.

Ansari (1980) found that study habits and study attitudes are both significant variables which determine the academic performance of the students. Russell and Petrie (1992) have cited a research study aimed to find out the relationship between study habits and student attitude and academic performance (cumulative GPA) of college students. Findings of this study indicate a positive correlation between study attitude, study habit and academic achievement.

National Assessment of Educational Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic achievement. Findings of the study revealed a positive correlation between study habit and academic achievements of elementary and secondary school students. Onwuegbuzie (2001) also conducted a series of studies to find out relationship between study habits and academic success and reported positive relationship between study habits and academic success. The main objective of the study was to examine the effect of guidance services on students study attitudes, study habits and academic achievement.

Good (1973) define the term study habits as: “The student’s way of study whether systematic, efficient or inefficient etc.” Good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits in students. Secondary school students in public schools of Pakistan come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor study habits hence they show poor academic performance. A great deal of evidence is
present to show the positive correlation between study habits and academic achievement.

Pazhanivel, G. (2006) conducted a study of the Impact of Modular Approach on Achievement, Study Habits and Attitude of Students in Tamil Grammar at Secondary Level. The main objective of the study (1) To prepare and validate the Modular Approach to teach Tamil Grammar at Class IX; (2) to study the effectiveness of the Modular Approach materials in terms of achievement of the students of Class IX; and (3) to study the habits of students. **Tool used:** Experimental method was adopted for the study. Qualitative and quantitative approach was used in the study. A sample of 80 students from Class IX was selected through probability sampling method for this study. The ‘t’ test and Product moment correlation were used in the study for data analysis. The **Major findings of the study indicated that** (1) Control group and experimental group students differ in their achievement in Tamil grammar and study habits. (2) There was significant relationship between the achievement and study habits. (3) The Modular Approach was effective in enhancing the academic achievement and study habits. The study cites eighty-two references.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The results revealed that boys were poorer in study habits than girls.

Franklin (2006) conducted a study to describe the study habits of undergraduate students who were enrolled in the initial phase of a teacher education programme at a large urban university. The findings of the study indicate that a significant number of students study at home, cram the night
before an examination, depends on other classmates to answer their questions, and feel that they spend an adequate amount of time preparing for academic classes.

Abid (2006) revealed that guidance services have significant effect on the student’s study attitudes, study habits and academic achievement. Significant differences were obtained in the academic achievement of students due to low and high level of goal orientation, study skills, scholarly study skills and over all study efficiency.

Ozsoy et al. (2009) investigated the relationship between metacognition knowledge & skills and study habits & attitudes of fifth grade students. The result revealed that there is a significant relation between the metacognition scores and SSHA scores of students in medium level. Metacognition scores are significantly related to both study habits and study attitudes.

Oluwatimilehin & Owoyele (2012) investigated the relationship between study habits and students’ academic achievement in core subjects at the junior secondary school level. Findings reveal that of all the study habits’ sub-scales, ‘teacher consultation’ was most influential while the ‘time allocation’ exercise, concentration, note taking reading and assignments were regarded as less integral to students’ academic performances.

Kaur & Lekhi, (1995) revealed that Intelligence, achievement motivation and study habits were positively and significantly correlated with academic achievement.

Jegede et al., (1997) revealed that study habits treatment alone did not contribute significantly to the student’s performance in English; achievement motivation seems to account for the greater proportion of the observed difference in the English language performance.
2.3 Research on the Academic achievement

There are many studies which have linked to the barriers to academic achievement. These studies cover an extended range of academic years from primary school to college. Some of them have documented that student achievement is affected by many factors in a child’s life, including what happens in the earliest stages of life (before a student enters school) the student’s school environment, the student’s health, the student’s home environment, and the student’s community. Some others emphasized on school’s climate. These studies argued that a school’s climate which included low teacher expectations and low grading standards can have a dramatic affect on student performance, and may be a contributor to the underachievement. (According to research performed by Dr. Sandra Dickerson, 2004)

Cherian – Varghese (1994) investigated the family reading habits and academic achievement of children from polyglots, monogamous, divorced and non divorced families. They revealed that the relationship between family reading habits and the academic achievement of 114 subjects from polygynous families and 881 from monogamous families, 242 from divorced or separated families and 713 from intact families. ANOVA indicated positive and statistically significant main effects for the two variables on a reading habits score.

Seetha, B.C. (1975) as per An Inquiry into the psychological and social factors affecting academic achievement. The main Objectives of the study (a) To examine the psychological and social factors affecting academic achievement. (b) To examine whether non-achievers as a group differ from the achievers of these factors. The Tools used (a) A Group Test of General Mental Ability. (b) A Study Habit Inventory. (c) The Thematic
Apperception Inventory. (d) A Cancellation and Letter Digit Substitution Test. (e) A Picture Frustration Test. (f) An Interest Inventory. (g) The 16 PF Test. (h) A Personal Data Sheet were used to collect the data. Chi-square test, ‘t’ test and factor analysis were used to analysis the data. The Major findings of the study indicated that (a) High achievers possessed superior intelligence when compared with low and non-achievers. (b) Study habits had a positive relationship with academic achievement, in that high achievers possessed good study habits while as low achievers had poor study habits. But in case of achievers and non-achievers there was no significant relationship between academic achievement and study habits. (c) Greater need achievement was found in case of high achievers than low and non-achievers. (d) Non significant relationship existed between interest and academic achievement, social adjustment and academic achievement. Out of sixteen personality factors, three factors namely A, B and L had significant relationship with academic achievement.

Chaudhari, V.P. Jain (1975) said Factors contributing to academic under achievement. The main Objectives of the study (a) To make a critical study of the factors contributing to academic underachievement. (b) It was assumed that the factors contributing to academic under-achievement, viz, study habits, personality structure and environmental conditions, were interrelated. The Tools used (a) P.S.M. General Intelligence Test (Marathi and Hindi), to measure mental abilities of the subjects. (b) Sinha’s Anxiety Scale. (c) Adjustment Inventory (Saxena). (d) Study Habit Inventory (Jamuar). (e) Aronson’s Graphic Expression Test. (f) Socio Economic Status Scale (modified from Kuppuswamy). The Major findings of the study indicated that (a) the study habits of achievers differed significantly from under-achievers. (b) A correlation between the study habit score and the
Achievement motivation of bright achievers was higher than that of bright under achievers. (d) Dull achievers had low achievement motivation than bright underachievers. Difference in mean score of need achievement of two groups was sharper in the case of boys than in girls. (e) There was a negative correlation between anxiety and achiever index. Achievers who had high level of achievement motivation had minimum anxiety whereas dull achievers with low level of achievement had high level of anxiety.

Beedawat, S.S. (1976) as per a study of Academic underachievement among Students. The main Objectives of the study (a) To study the incidence of academic underachievement among students of class IX of secondary schools of Bikaner division. (b) To study the factors related to academic underachievement. (c) To make a comparative study of incidence of underachievement among boys and girls. (d) To make a comparative study of incidence of underachievement in rural and urban areas. (e) To make comparative studies between underachievers, overachievers and average achievers. (f) To study the relationship between intelligence score of underachievers and scores on; (i) Personality characteristics, (ii) Factors of personality adjustment, (iii) Motivation, and (iv) Study habits. (g) To make some case studies to identify factors responsible for underachievement. The Tools used (a) the Cattell’s 14 PF (HSPQ). (b) the Sexena’s Personality Adjustment Inventory. (c) The Frymier’s Junior Index of Motivation. (d) The Rao’s Study Habit Inventory. The Major findings of the study indicated that (a) The intensity of incidence of underachievement was more or less uniform in the urban and rural areas. (b) The incidence of underachievement was higher in science group. (c) The proportion of underachievement among girls was larger than that among boys. (d) Very few of the underachievement
were found to be outgoing. Seventy five percent of the students among underachievers possessed average emotional stability. (e) About 40% of students were found to be possessing qualities like impulsively lively and gay enthusiastic.

Chopra, S.L, (1982) a study conducted by a study of some non-intellectual correlates of academic achievement. The main Objectives of the study (a) To identify the variables having positive relationship with academic achievement. (b) To find out the relative importance of intelligence and various non-intellectual variables in determining academic achievement. The Tools used (a) Raven’s Advanced Progressive Matrices Test, for the measurement of intelligence. (b) Kulshreshtha’s Socio-Economic Status Scale, to have an idea about the socio–Economic level of the families of the students. (c) An adaptation of Bell Adjustment Inventory, to assess student’s adjustment in the four areas-home, health, social and emotional. Thereafter using Wherry Doolittle method beta coefficients were calculated to find out the relative importance of different variables in academic achievement. The Major findings of the study indicated that (a) Socio-economic background was a very important determinant for continuation of education. Significantly larger number of students from the lower socioeconomic classes failed in the High school examination and significantly a larger number of first class students belonged to higher Socio-economic classes. Parents from higher socioeconomic classes gave greater help and encouragement to their children for studies. (b) Study habits were positively related to academic achievement. (c) Students from higher socioeconomic classes had higher educational and occupational aspirations. (d) A larger number of students from higher socio-economic classes did some planning for a future career in life.
Kapoor (1987) a study conducted Study of factors responsible for high and low achievement at the junior high school level. The main Objectives of the study To find out the factors related to high and low academic at the junior high school level. The Tools used (a) Raven’s Progressive Matrices Test (1985). (b) Dr. S.P Kulshreshtha’s socio-economic status scale. (c) Dr. V.K Mittal’s Adjustment Inventory. (c) Dr. B.V Patel’s Study Habit Inventory. The Major findings of the study indicated that (a) Among both the boys and girls the high achievers tended to show a higher level of intelligence as compared to the average and low achievers. (b) Majority of high achievers belonged to higher SES groups and large number of low achievers belonged to lower SES groups. (c) The high achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups. (d) Among boys and girls, the high achievers had better study habits as compared to the average and the low achievers. The high achievers tended to plan their studies properly, had proper reading habits, could concentrate on their studies, and prepared for the examination in a better planned manner.

Harikrishan, M. (1992) conducted A study of academic achievement of the students of the higher secondary state in relation to achievement-motivation and socio-economic status. The main Objectives of the study To find out the relation between academic achievement, achievement-motivation and socio-economic status among students. The Tools used (a) School marks. (b) The Achievement—Motivation Inventory of Prayag Mehta. (c) Socioeconomic Status Scale developed by the researcher. The Major findings of the study indicated that (a) Girls obtained a higher mean in achievement than boys. (b) Socio-economic status was significantly related
to academic achievement. (c) Achievement was not related to achievement-motivation.

Hota, A.K (1995) said by Self-concept and achievement motivation in relation to academic achievement of socially backward secondary school students. The main Objectives of the study (a) To investigate the relationship between self concept and academic achievement. (b) To study the relationship between achievement motivation and academic achievement. (c) To investigate into the relationship between self-concept and achievement motivation. The Tools used (a) Personality Word List P.Deo (1971) adopted in Oriya. (b) Achievement motivation scale by A. Mohan (1971). The Major findings of the study indicated that (a) Self-concept is positively related to academic achievement. (b) Achievement motivation is positively and significantly related to academic achievement. (c) Self-concept is not related to achievement motive.

Mishra, B.B (1997) as per Correlates of academic achievement of high school students in India. The main Objectives of the study (a) To study, separately, the relationship between academic achievement and intelligence, socio-economic status and personality factors, in the case of high school boys and girls. (b) To establish regression equation, for predicting the academic achievement of high school boys and girls, separately, on the basis of their intelligence, socio-economic status and personality factors. The Tools used (a) Standard Progressive Matrices by J.C. Ravens (1960). (b) Socio-economic Status Scale by B. Kuppuswamy (1962). (c) Personality Inventory by R.G. Bernreutor (1938). The Major findings of the study indicated that (a) Intelligence is significantly correlated with academic achievement, for both boys and girls. (b) The correlation between
intelligence and academic achievement is higher in case of girls than that of boys. (c) The socio-economic status is not significant related with the academic achievement of boys and girls. (d) The personality factors (except self-sufficiency) are not significantly related with the academic achievement of both boys and girls. (e) The personality factor self-sufficiency is significantly related to achievement only in case of boys.

Alam, M.M (2006) a said by Academic Achievement in Relation to Socio-economic Status, Anxiety Level and Achievement Motivation: A Comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh. The main Objectives of the study (1) To study academic achievement in relation to socioeconomic status of the selected sample of school going children; (2) to study the extent up to which academic achievement of the children are affected by their anxiety level; (3) to study academic achievement with respect to achievement motivation of school going children; (4) To compare the data on academic achievement, socioeconomic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. The Tools used The incorporated method and procedure opted for investigation. Various tools/questionnaires, were used such as Socio-economic Status Scale by Dr. Beena Shah; Comprehensive Anxiety Test by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj and Dr. Mahesh Bharagava (1992). Achievement Motivation Scale by Dr. Beena Shah was administered for collection of the data. The Data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test, and skewness through computer. The Major findings of the study indicated that Significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and
academic achievement, positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts. The non-Muslim children have less anxiety in comparison to Muslim children. On the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children. The study cites one hundred seventy seven references.

Pazhanivel, G. (2006) as said by A Study of the Impact of Modular Approach on Achievement, Study Habits and Attitude of Students in Tamil Grammar at Secondary Level. The main Objectives of the study (1) To prepare and validate the Modular Approach to teach Tamil Grammar at Class IX; (2) to study the effectiveness of the Modular Approach materials in terms of achievement of the students of Class IX; and (3) to study the habits of students. The Tool used Experimental method was adopted for the study. Qualitative and quantitative approach was used in the study. A sample of 80 students from Class IX was selected through probability sampling method for this study. The ‘t’ test and Product moment correlation were used in the study for data analysis. The Major findings of the study indicated that (1) Control group and experimental group students differ in their achievement in Tamil grammar and study habits. (2) There was significant relationship between the achievement and study habits. (3) The Modular Approach was effective in enhancing the academic achievement and study habits. The study cites eighty-two references.
Nuthana P.G. & Yenagi G.V. (2009) a study conducted Influence of study habits, self-concept on academic achievement of boys and girls. The main Objectives of the study (a) To find out the gender differences if any, on the factors affecting academic achievement, to analyze the study habits of high school boys and girls, to study the self-concept of high school boys and girls and to analyze the academic achievement of high school boys and girls. 
(b) To know the influence of study habits and self-concept on academic achievement of high school boys and girls. The Tools used (a) Self Concept Scale developed by Singh & Singh (1988). (b) Study Habits Inventory developed by Patel with slight modification (1976). The Major findings of the study indicated that (a) It is revealed that boys and girls had almost similar study habits. (b) It is revealed that boys and girls did not differ significantly on self-concept as the ‘t’ value of 1.75 is found to be significant. (c) It is found that boys and girls did not differ significantly on academic achievement as the t-level of 1.26 was found to be non-significant. (d) The association of study habits of girls with academic achievement was significant. While as the association of the study habits of boys with academic achievement was not significant. (e) The association of self-concept of boys and girls with academic achievement was significant. (f) It was revealed that significant relationship between reading and note taking habit, habits of concentration and preparation for examination had significant correlation with academic achievement.

Habibollah. Naderi, Rohani. Abdullah, H. Tengku Aizan, Jamaluddin. Sharir. (2010): as said by Intelligence and academic achievement: An investigation of gender differences. The main Objectives of the study (a) What is the relationship between different aspects of intelligence and academic achievement? (b) Is there any significant gender
differences regarding the relationship between different aspects of creativity and academic achievement? The Tools used (a) Catell Culture Fair Intelligence Test to evaluate the intelligence. (b) Emulative Grade Point Average (CGPA) was used as a proxy of academic achievement. The Major findings of the study indicated that (a) Different aspects of intelligence and academic achievement do not matter for males and females when looking at the relation between intelligence and academic achievement. (b) Findings from this study are consistent with those of others (Deary et l., 2003) Wendy and Johnson (2007) Mulhern (1995) Habibollah, et al., (2008).

Ong L C, Chandran V. et. al. (2010) a said by Factors associated with poor academic school children in Malaysia. The main Objectives of the study the aim of the study was to identify factors associated with poor academic achievement during the early school years. The Tools used (a) Raven’s advanced progressive Matrices Test as a general measure of cognitive ability. (b) Eudiometry and visual tests, and standardized measurements of weight and height. The Major findings of the study indicated that (a) Cognitive ability, gender prematurity and social factors contribute to poor academic achievement during the early school years. (b) The higher proportion of poor achievers among non-participants warrants further attention.

Ali Riasat, Akhtar A. et al. (2011) a study conducted The impact of motivation on students’ academic achievement in mathematics in problem based learning environment. The main Objectives of the study To examine the impact of motivation in problem based learning environment on the academic achievement of high achievers and low achievers in the subject of mathematics. The Tool used The researcher made pre-test was administered before the allocation of students to the experimental and control group.
Immediately after the treatment was over, a researcher made post-test was administered to both the groups. The validity of the items in the test was assessed by the doctoral committee and two mathematics education experts. The Major findings of the study indicated that The results indicate that the difference between mean scores of high achievers of experimental and the control group on post-test was found to be significant at 0.05 level. Hence, there was a significant difference in achievement of mathematics students’ taught and motivated using problem solving method and those taught with routine method.

Dangwal (2000) studied the relationship of reaction to frustration and academic achievement with the objective to study the relationship between academic achievement and aggression, types of reaction to frustration by taking a sample of 70 students of class fifth and found that relationship between intro-punitiveness and academic achievement, and extro-punitiveness and academic achievement were not significant among boys, girls and total group; in boys impunitiveness and academic achievement were significantly and directly correlated to each other; obstacle dominance and academic achievement were inversely correlated to each other; the relationship between ego defense and academic achievement was highly significant and strong.

Kaia Laidra, Helle Pullmann, Juri Allika (2007) reported that personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary schools. The objective to study To document how intelligence and personality relate to academic achievement in Estonian schools, from elementary to secondary level. Tool used: The SPM was administered without time limits, followed by the personality questionnaire. The Major findings of the study indicated that The
prominent role of intelligence and conscientiousness in predicting academic achievement agrees with the common sense notion that any kind of success is a result of ability and effort (Gagne and St Pere, 2001).

Samuel O. Salami (2008) as said by Roles of Personality, vocational interests, academic achievement and socio-cultural factors in educational aspirations of secondary school adolescents in southwestern Nigeria. The objective to study To investigate the extent to which personality, vocational interests, academic achievement, parents’ socioeconomic status and demands from extended family predict educational aspirations of secondary school adolescents. The Tools used (a) The NEO-PI-R (Costa and McCrae, 1992) was used to assess the five personality dimensions. (b) Vocational interest was assessed by means of Vocational Interest Inventory (VII) by Bakare (1977). (c) Parents’ Socio-economic Status Scale (SES Salami, 2000). (d) Academic achievement tests which consists of three sub scales viz: English achievement tests (EAT), Mathematics achievement tests (MAT) and Science achievement tests (SAT). The Major findings of the study indicated that (a) A combination of certain components of personality, interests, achievement and other socio-economic factors relate to some aspects of higher level of educational aspirations among secondary school adolescents. (b) Societal context is of considerable importance in Nigeria.

2.4 Research on the Academic Anxiety

Educational or academic anxiety is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like Chemistry, Physics for numerical, Mathematics, and English to some extent for some north Indian
states. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic anxiety is totally not a bad thing. However it is true that a high level of anxiety interferes with concentration. And memories which are critical for day to day academic performance and success, however it is also true without any anxiety, majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework or write any research papers. A modest amount of anxiety actually helps academic performance by creating morale and motivation. Academic anxiety is a common issue that students cannot ignore if they want to achieve academic success in school. If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, tell lies to parents, perform poorly on school work, absent classes to pursue activities that interest him and withdraw from socializing with peers or friends and may recoil into his own cocoon and drop school.

Grills-Taquechel, Fletcher, Vaughn, & Stuebing (2012) conducted a quantitative, non-experimental study to determine the relationship between reading difficulties and anxiety in students. The researchers analyzed the anxiety levels and achievement test scores of 153 average or at-risk general education first grade students. Students completed the Multidimensional Anxiety Scale for Children. Students rated themselves on questions. Because the scale is normally used for children who are at least eight years old, the questions were read to the students. The Word Attack and Letter-Word Identification portions of the Woodcock Johnson Test Battery-III were administered to the participants. At the beginning and at the end of the study,
the oral reading fluency levels of the students were monitored using the Continuous Monitoring of Early Reading Skills program.

Nelson and Harwood (2010) performed a study comparing research on learning disabilities and anxiety to determine the connection between the two. Researchers analyzed 58 studies, which included 3,336 students. Researchers used a computer program to analyze the data from the studies. The effect sizes, means, and standard deviations were computed for each study. The results of the effect size computations were used to determine whether or not students with learning disabilities experienced higher levels of anxiety than students without learning disabilities. The higher the effect size, the stronger the relationship between learning disabilities and anxiety. Negative effect sizes means that a relationship was not found between learning disabilities and anxiety levels. Researchers found a positive effect size value for 95% of the studies with an average of 0.61 and a range of -0.21 to 1.83. Researchers determined that students with learning disabilities are significantly more likely to suffer from academic anxiety.

Sarason, S.D. and Mandler, G. (1952) did not find any significant relationship between the manifest Anxiety and college grade point averages.

Agrawal, M. (2006) conducted a study, Does Emotional Intelligence Affect Relationship between Deprivation and Academic Anxiety? The objectives of the study were: (1) To find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence; (2) to evaluate the relationship between the academic anxiety and different areas of deprivation. The major findings were: (1) The deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls. (2) The social deprivation and academic anxiety are positively correlated in
case of emotionally intelligent girls due to their greater understanding of emotional behavior of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls is positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.

Abdi and Zaidi (1991) attempted to determine the significance of difference between general anxiety and test anxiety scores among 45 visually impaired children. An Indian adaptation of general anxiety scale and Sarason’s test anxiety scale for children were employed for the study. General anxiety was found to be significantly higher than test anxiety among the children in the sample indicating that visually impaired children did not have any specific fear or threat in test situations.

Milgram and Toubiana (1999) investigated the relationship between academic anxiety, academic procrastination in children and parental involvement in their children’s school work. Self reported measures were administered to 354 Israeli adolescents and their parents. It was concluded that the students were less anxious about homework than the other academic assignments. Older adolescents were less anxious about their schoolwork overall and procrastinated more than younger on homework. Parents of late adolescents were less involved in their children’s schoolwork than parents of younger adolescents.

Murthy and Kulshreshtha (1999) attempted to study the influence of academic anxiety on academic achievement of students studying in two management school systems (government and private), on a sample of 199 class IX students comprising boys and girls. The investigator concluded that academic anxiety and academic achievement were inversely and significantly related. Boys and girls, irrespective of their management
schools, did not differ on academic anxiety, while the government and private school students, irrespective of sex 49 did differ significantly in favor of the private school students.

Chapell et al. (2005) found that differences in levels (low, moderate and high) of test-anxiety had produced significant differences in GPA scores among students. The students with a low test-anxiety had a higher GPA than the students with a moderate and higher test-anxiety level (p=.001) and students with a moderate test-anxiety had a higher GPA than the students with higher test-anxiety (p=.05).

Dwivedi and Gunthey (2005) conducted a study to find the effect of medium of instruction on academic anxiety of school students. The sample for the study consisted of the students of different schools from Jodhpur city. It was divided into two categories. In first category there were 150 boys and 150 girls from Hindi medium schools. Another category consisted of 150 boys and 150 girls from English medium schools as subjects. The tool used for the study was Academic Anxiety Scale for Children (AASC). The findings of the study revealed that academic anxiety level of English medium students was significantly greater than that of the students of Hindi medium.

Jain and Jain (2007) examined the role of type of study (coaching attending vs. self studying) and perceived parental 50 encouragement in determining the academic anxiety of adolescents. A large sample of 400(200 coaching attending and 200 self studying) adolescents from the age range of 16-18 years was selected for the study. Results revealed that the adolescents with greater perceived parental encouragement had lesser academic anxiety. Interaction of type of study, gender and parental encouragement also had significant effect on academic anxiety.
Leung and Sukman (2006) examined the relationship between academic stress, children’s anxiety and academic attainment in senior primary school children in Hong-Kong. Findings of the study revealed that girls were more disturbed by “academic inefficacy and fear of failure” and boys were more affected by “expectation and demands” from others and academic demands and overload. Moreover time spent by parents communicating with their children, parental emotional, informational and instrumental supports and children’s resourcefulness were beneficial to childrens’ emotional and academic adjustment. Emotional support lowered childrens’ anxiety while protectiveness brought about the opposite outcome.

Davies (1977) administered Spielberger's State-Trait Anxiety Inventory and Shostrom's Personal Orientation Inventory on three groups of undergraduates. A group of twenty-five was taught TM, a group of forty was taught progressive relaxation, and a group of twenty-seven acted as controls. Seven weeks later, both inventories were re-administered to all groups. Only the subjects who regularly practiced TM showed a significant reduction in trait-anxiety scores compared with controls.

Stern (1977) administered the Trait Anxiety Scale of Spielberger's State-Trait Anxiety Inventory to an experimental group of thirty-seven subjects practicing the TM technique and to a control group of fifteen subjects not practicing TM. The meditators were found to be significantly less anxious than the non meditators.

Lehrer, Schoicket, Carrington, and Woolfolk (1980) assigned thirty-six volunteer participants to a progressive relaxation group, a clinically standardized meditation group, or a waiting-list control group asked to relax daily without specific instructions. Subjects were given the state and trait scales of the State-Trait Anxiety Inventory and the IPAT Anxiety Inventory
two times, separated by five weeks, during which the two treatment groups received four weekly sessions of group training. At the end of the five-week period all subjects were tested in a psychophysiology laboratory where they were exposed to five very loud tones. Using the techniques they had learned while anticipating the loud tones in the psychophysiology laboratory, the meditation group exhibited higher heart rates and higher integrated frontalis EMG activity. However, they also showed greater cardiac decelerations following each tone, more frontal alpha, and fewer symptoms of cognitive anxiety than the other two groups, according to the two inventories.

Huberty (2009) wrote an article about test and performance anxiety. At the time of the article, Huberty was a professor and the director of Indiana University’s School Psychology program. The article is very informative and lists characteristics, causes, and types of anxiety. Huberty also discusses interventions for school employees and parents. Characteristics of anxiety can affect students behaviorally, cognitively, and physiologically. High stakes testing can be very difficult for students with anxiety. Students with anxiety are likely to also suffer from depression. Teachers and parents can work together to help students learn to cope with anxiety.

Anxiety has been linked to poor academic performance. High levels of academic anxiety can negatively affect working memory (Owens, Stevenson, Hadwin, & Norgate, 2012). Anxiety is also associated with high levels of worry that can affect academic performance. Researchers tested the relationship between anxiety, academic performance, and working memory. Two groups of 12-13- year old students completed self-report questionnaires about anxiety. Parents and students each had to sign consent forms for the students to participate in the studies.