CHAPTER – II
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature is an essential aspect in the development of research. It enables the researchers to familiarize with the summary of previous research, the writings of recognized experts, what is already known and what is still unknown and untested and provides a background for the development of the present study and brings the researcher to the proximity of solution to the problem.

The study of related literature gives the investigator an idea on the quantum of work done in the field and makes him/her to analyse the methodology used directs him/her to work along usefulness. Thus, this study will serve as a backdrop to the researcher to arrive at a decision to segregate the exact area to cover. It is in this context that the studies on self-concept, achievement motivation, study skills and academic performance of X standard students are reviewed in the following pages.

As defined by Wikipedia, “A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources and as such, do not report any new or original experiment work”.

A well-structured literature review is characterised by a logical flow of ideas; current and relevant references with consistent, appropriate refusing style; proper use
of terminology; and an unbiased and comprehensive view of the previous research on the topic.

The related literature with regard to four variables involved in the present study has been reviewed so as to get a proper theoretical orientation of the problem. According to L.R. Tray, the review of educational research summarizes a number of related studies on given topic. By reviewing the related literature, a researcher can investigate the problem of framing good hypotheses, planning for suitable tools and techniques, collecting appropriate data and analyzing them in the light of good theoretical perspectives.

In this chapter an attempt has been made to make a survey of literature related to the problem under study. Before going into any new study, review of related literature is necessary, review of related literature is an eye opener for the research work, it helps the research work in determining sample size, in choosing tools and procedure for collecting data, in selecting appropriate statistical tools and in analyzing the data and in interpreting the results. Also, it allows the researcher to acquire current knowledge in the area in which the researcher is going to conduct the research, thus the study of review of related literature is very useful in the research work. In this chapter an attempt is made to review of related literature with regard to the study undertaken.
2.2 STUDIES ON SELF-CONCEPT

A) INDIAN STUDIES

Maria Ugin Joseph, Muthuchamy I. (2010) investigated the influence of self-concept upon academic achievement of D.T.Ed. students at Karaikal region. The objectives of the study were: 1. To study the level of self-concept of D.T.Ed. students. 2. To study the level of academic achievement of D.T.Ed. students. 3. To find out the relationship between self-concept and academic achievement of D.T.Ed. students. 4. To find out the difference if any, in the level of self-concept between boys and girls students with urban and rural background. 5. To find out the difference if any, in the level of academic achievement between boys and girls/students with urban and rural background. Survey method was used in this study. The sample consisted of 300 D.T.Ed. students of Karaikal region and was drawn through random sampling technique. The result of the study indicates that 1. the level of self-concept of the D.T.Ed. students was high, 2. the academic achievement of the D.T.Ed. students was not too high and not too low, 3. there was significant positive relationship between self-concept and academic achievement of D.T.Ed. students, 4. boys and girls differ significantly in their level of self-concept and the level of academic achievement, 5. students with rural and urban background differ significantly in their level of self-concept and 6. Students with rural and urban background differ significantly in their level of academic achievement.

Chandiran G. (2008) conducted a study among the B.Ed. students of Karur district. The major objectives were: to find out the level of self-concept among the B.Ed. students, to find out the significance of difference between the B.Ed. students
with respect to self-concept and its dimensions based on the variables. The findings of this study showed that the level of self-concept among B.Ed. students is high. There is a significant difference between the B.Ed. students with respect to self-concept and its dimensions based on the variables.

Majda Schmidt (2008) self-concept of students in inclusive settings. The present evaluation case study investigates the self-concept of the students from 7th grade in regular primary school. This study results indicate that, in comparison to their hearing peers, integrated students with a hearing impairment have a lower academic and social self-concept, as well as a general self-concept but a higher physical self-concept. There are no statistically significant differences between the class with integrated student.

Pragathi (2007) studied, “Impact of self-concept on academic achievement of secondary school students”. The sample consists of 200 students studying 9th class. The stratified random sampling technique was applied to select the sample. Proper statistical techniques were applied to analysis of data. The findings of the study were:
1. The total sample of study provided good self-concept. 2. For the total sample, the achievement level in social studies is high in general. 3. The higher mean of boys revealed that they have better self-concept than girls. 4. The mean of academic performance of boys and girls was almost same.

Mandeep Kaur, Shilpi Kohli (2006) conducted a study on “Shyness and self-concept among high and low socio-economic status adolescents”. The study revealed that the significant difference between high and low socio-economic status adolescents on self-concept and shyness. Adolescents of high on self-concept as
compared to low socio-economic status adolescents. The study noticed that shyness of rural adolescents was higher than the urban adolescents.

**Saravanan K.** (2005) carried out a study of social maturity in relation to self-concept among higher secondary school students. The objectives of this study are: to find out the level of social maturity and self-concept among the higher secondary school students and also to find out the significant relationship between social maturity and self-concept. It was found out in this study that social maturity and self-concept were moderate in nature among the students and also there was no significant relationship between these variables.

**Usha V.** (2004) conducted a comparative study of self-concept and achievement in mathematics of normal and hearing impaired secondary school students in the integrated system of education. Students from normal schools and integrated schools were selected as sample for this study. While studying the self-concept of those students, it was proved that the students in normal schools were having high self-concept than those integrated schools.

**Chandrasekaran S.** (2002) studied Self-concept, Achievement motivation and Teaching competency of B.Ed. students. The major findings of the study were as follows. 1. There was a marked difference in self-concept between the male and the female B.Ed. students. The male students have got a mean value of 51.906 and the female students have got a mean value of 55.550. Their standard deviations are 9.077 and 9.670 respectively. The male and the female B.Ed. students differ significantly in their level of self-concept. The female B.Ed. students have obtained a high self-concept score than the male B.Ed. students. 2. The mean value of self-concept scores
of the rural students is 53.993 and that of the urban students is 54.751. Their standard deviations are 10.609 and 8.602 respectively. There was no significant difference between the rural and the urban B.Ed. students on their self-concept scores. 3. The mean value of the arts B.Ed. students on self-concept is 54.279 and that of the language students is 55.652. Their standard deviations are 11.159 and 11.023 respectively. There is no significant difference on the self-concept score between the arts and the language B.Ed. students. 4. The self-concept, achievement motivation and teaching competency of the B.Ed. students are moderately and significantly correlated with each other.

Thiyagarajan K. (2002) studied the personality and self-concept among street children by selecting 140 such children in and around the Chennai city. The objectives of this study were to find out the variations of personality disposition of early adolescent and adolescent street children, to find out the differences in self-concept of early adolescents and adolescent street children and to study the interdependency of personality and self-concept of street children.

Barooah and Phukan (1999) designed a comparative study of self-concept of orphan children and the children with natural parents. The sample comprised of 45 children with natural parents and 45 orphan children. A self-concept questionnaire was prepared to collect the data. The results revealed that there was no significant difference in the physical educational and normal self-concept of children from the two groups. Intellectual self-concept of children with natural parents was found to be higher than orphan children and the social self-concept of orphan children was found to be lower than that of children with natural parents.
Abdul Kareem (1998) made an impact of ‘Self-concept and Socio-economic status on the Achievement of IV standard students in Malayalam and Mathematics’. The major findings of the study were: 1. There was a significant difference between achievement in mathematics of boys and girls. Girls’ average score was greater than boys and the achievement of girls was better than that of boys in mathematics. 2. There was a significant difference between achievement of boys and girls in Malayalam, since girls’ average score was greater than boys and the achievement of girls was better than that of boys in Malayalam. 3. There was a significant difference between achievement of urban and rural students in mathematics since the average achievement of rural students is greater than that of urban students. The achievement of rural students was better than that of urban students in mathematics. 4. There was a significant difference between achievement of urban and rural students in Malayalam since the average achievement of rural students is greater than that of urban students. The achievement of rural students was better than that of urban students in Malayalam. 5. There was a significant difference between achievement in Malayalam and mathematics. 6. There was a significant difference between socio-economic status and achievement in mathematics, which mean that the achievement of high socio-economic status students was high when comparing with those of average and low socio-economic status groups. 7. There was a significant difference between socio-economic status and achievement in Malayalam and socio-economic status. The students of high socio-economic status group have a high performance when comparing with those of average and low socio-economic status groups.
Sundarajan and Govindarajan (1996) conducted a study on “Impact of self-concept of senior secondary students with reference to certain variables”. This study revealed that caste affiliation had significant effect on self-concept of senior secondary students, while area of residence (i.e. rural/urban) did not have any significant effect on self-concept. Also there was no significant interaction between caste affiliation and area of residence with reference to the self-concept of the subjects.

Anthony (1995) studied the relationship between the variables self-concept and locus of control and their effect on the academic outcome of XIth standard students of Chennai city. A random sample of seven schools in the city of Chennai has been taken for that study. The self-concept scores, locus of control scores and academic achievements scores of the students have been analysed through appropriate statistical techniques and the following findings have been obtained. Significant and positive relationship exists between self-concept and academic achievement. Similarly locus of control and academic achievement are significantly related.

Chanda, Sunamh (1990) conducted a study on self-concept, parental influence, socio-economic status in relation to career choice attitude among high school students. Attitude scale of career maturity inventory and the self-concept inventory were used to collect the data from X standard students. The result showed that parental influence interacted with self-concept in the prediction of career choice attitude score.

Sarawat R. (1986) conducted a study on ‘Self-concept in relationship to adjustment, values, academic achievement, socio-economic status and sex of high
school students of Delhi”. The study found that 1. Boys and Girls differed significantly on total self-concept. 2. Girls possessed higher self-concept than boys.

Chauhan (1982) studied on ‘Sociometric correlates of self-concept’. The major findings of the study were as follows: 1. The global self-concept of boys was significantly differed from that of girls. 2. Male students had better global self-concept than the female students. 3. The difference between the mean scores of the self-concept of the urban and rural students was significant. The self-concept of rural students was found higher than that of urban students. 4. The difference between the means of the self-concept scores of the students studying science and arts subjects was not significant. 5. There was no relationship between the factors of self-concept and the dimensions of sociometric structure, sex, locality and stream.

Gupta and Sharma (1980) conducted a study on ‘Self-Control in Relation to Locus of Control, Socio-Economic Status and Intelligence of Pupils in Private and Government Schools. The major findings were as follows: 1. Adolescents with internal locus of control were found to have significantly higher perceived self-concept as compared to the adolescents with external locus of control. 2. Adolescents belonging to the families with high socio-economic status were found to have significantly higher perceived real self-concept as compared to the adolescents from low socio-economic status families. 3. Adolescents with high and average intelligence were found to have significantly higher perceived real self-concept as compared to the adolescents with low intelligence. 4. Adolescents studying in privately-mangaged high schools had significantly higher perceived real self-concept as compared to the adolescents with low intelligence. 5. Adolescents studying in privately-managed high
schools had significantly higher perceived real self-concept as compared to the adolescents in the Government high schools. 5. There was a significant interaction between locus of control, socio-economic status and intelligence vis-à-vis self-concept. There was evidence to show that this interaction is more among pupils with internal lowers of control, higher socio-economic status and high intelligence and was the least among the pupils with external locus of control, low socio-economic status and low intelligence respectively.

**Chaddha** (1985) conducted a study on “Self-concept of Teachers and their Emotional Adjustment”. The findings were as follows: 1. There was no significant difference between the self-concept scores of male-female rural-urban subgroups of teachers. 2. The correlation between self-concept and emotional adjustment was not significant at 0.05 level.

**B) FOREIGN STUDIES**

**Bodiba P.** (2009) studied the relationship between body mass index and self-concept among adolescent black female university students, using the availability and convenient sampling method, 75 students were selected for this study. Results showed that there is a relationship between body mass and self-concept and that overweight participants tend to have a low self-esteem. Low self-esteem was perceived to be aggravated by a number of factors, like the attitude of the media and the society.

**Alifathi** (2007) studied on relationship between self-concept, self-esteem, anxiety, depression and academic achievement in adolescents. For analyzing the data collected form this study the results were divided into three groups (low, intermediate, high) based on mean ≠ SD and then according to variance analysis method (ANOVA)
and their relation with other parameters – they have been explored. Results gained show a fair connection between self-concept and self-esteem; it means self-esteem will increase in as much as self-concept increase. And it can be said that a significant affirmative relation exists between self-concept and self-esteem.

Rehman, Abdur (2007) attempts to investigate the relationship of self-concept with classroom environment, gender, role, cognitive development and academic achievement of the students at secondary level. Study indicates that self-concept is positively correlated with educational success. It plays a determining role in setting levels of academic performance and is operating as both cause and effect in respect to academic performance. The report concludes that there is a scope for consideration of self-concept.

Chavez M.A. (2006) in Mexico found evidence to suggest that language and culture influence the self-concept of the students. This study was made to find out the level of self-concept of women of Mexican origin who first language in Spanish attending a community college. This study proved that the level of self-concept of the women of Mexican origin was higher than others and also the influence of language and culture upon self-concept.

Ramzy S. (2005) has indicated that culture was definitely influencing the self-concept of the individual. To prove this view, he conducted a cross cultural study of gender stereotyping and the self-concept comparing Egyptian and American women. This cross cultural study has proved that the self-concept of the women was influenced by culture. This point of view was later proved by Chavez also.
Arvidson C.J. (2004) in his research studied the cognitive development, self-concept, neutralization techniques and the attitude towards cheating. The objectives of this study were: to find out the level of cognitive development, the level of self-concept, etc. This study revealed the fact that the students with high self-concept were having very good cognitive development.

Chappel L.J. (2004) made an in-depth study to find out the academic achievement and self-concept of school students of North Carolina State of USA. The objective of the study was to find out the level of academic achievement, school attendance and self-concept of those students who participated in 21 century community learning centres after school programmes. These findings have proved that the special community programmes certainly increase academic achievement, school attendance and the self-concept.

Fisher E.J. (2003) studied on a comparative study of underachieving and high achieving African Heritage high school students with respect to their self-concept. This study was made to find out the influence of culture and language on academic achievement and the self-concept of the students. It was proved that culture influences the self-concept of individuals. This finding was proved by other researches like Chavez and Ramzy.

Burke M.E. (2002) has indicated that good family relationship would improve the self-concept of the students. He made an effort to study the perception of family process in relation to self-concept attitude and achievement of the students. This study reflected the fact that the students with good family relationship were having high self-concept and their academic achievement was also good.
Marsh Herbert V. (2002) studied the extension of the internal/external frame of reference model of self-concept formation, importance of native and native languages for Chinese students. The authors extended the internal/external frame of reference (I/E) model of self concept formation by relating Chinese English and math achievement to Chinese English and math self concepts in a 5 year longitudinal study based on a large (N=5,482) representative sample of Hong Kong high school studies. Tests of the I/E model are typically based on math English constructs for a single wave of data in western countries. This study involved testing its cross cultural generalizability to non-western country, including native and normative languages as well as mathematics and evaluating longitudinal effects over a 5 year period starting shortly before the beginning of high school. In support of the extended I/E model, (a) math, English and Chinese achievement were nearly uncorrelated (b) math, English and Chinese achievements each had positive effects on the matching self-concept domain but negative effects on non matching domains (Example: English achievement had a positive effect on English self-concept but negative effects on math and Chinese self-concepts) and (c) these results were very stable over time.

Blote A.W. (2000) studied the student’s self-concept in relation to perceived differential treatment. In this study student and teacher perceptions of differential teacher behaviour towards good and not-so-good students were studied for 529 Dutch elementary school students. From this study it was clear that low achieving students got more teacher support.

Wigfield, Allen, Carpathian Micheal (2000) investigated children’s self-concept motivates their behavior in achievement. Situations several issues considered
including what beliefs make up the self-concept, how those beliefs are structured, how the self concept differs across the age and between boys and girls how specific aspects self concept differs across the age and between boys and girls how specific aspects self concept relative to an individual’s overall self evaluation. Theoretical and research on how children’s self-concept relate to their motivation in achievement settings are presented as a work low in self concept guides achievement behavior. The issue of casual direction in the relation between the self concept and academic achievement is discussed and it argued that this relation is reciprocal, at least by the middle school years.

Magsud Muhammed, Rouhanisepideh (1998) studied the relationship among socio-economic status, locus of control, self-concept and academic achievement in South Africa. The analysis revealed that SS were significantly more externally oriented when compared to normative data for the Nowiki-Stikeland locus of control scale (1973). SES was positively associated with internality, self-concept and achievement in English while externality was negatively associated these variables. Self-concept was positively correlated to measures of achievement in English and Mathematics and boy’s mathematics achievement was significantly higher than that of girls.

House J.D. (1997) studied the relationship between academic self-concept and school withdrawal and conducted. Reports on a four year longitudinal study of 2,544 college students to determine the relationship between academic self-concept and withdrawal from school. Findings show that the most significant predictor of school withdrawal was the student’s self-concept of their overall academic ability.
Patricia (1994) studied the relationship of peer group and self-concept of adolescents. This study found that there was a positive relationship between the peer group and self-concept.

Wilkinson and Joy (1994) studied the socio-economic status and its effects on self-concept in children’s academia achievement. The results showed that, students with higher self-concepts attained between examination scores than those with lower self-concepts. No difference was revealed among socio-economic status and self-concept. The finding highlights the need to control academically relevant variables that may be contributed with test and administration.

Stone Bermica (1992) studied the ecological view of self-concept and determined the influence of achievement and socio-economic status on self-concept of fifty five male and twenty six female adolescents. No significant difference was found between middle and the low socio-economic status the students in their perception of practical expectation between low self-concept and negative family perception. This finding does not support the hypothesis that students who experience academic failure tends to exhibit poor self-concept implying that Self-concept may more closely be associated with perceived parental expectations and family attitudes than with achievements.

Chang Theresa (1989) studied 198 IV to VI graders to findout the relationship between children’s self-concept, academic achievement and teachers rating at children’s self-concept. The study found that there was a significant correlation between teachers rating of child’s self-concept and child’s academic achievement.
Walia (1988) studied the gifted adolescents and their self-concept. It was hypothesized in that study, the self-concept was affected by intelligence and sex. The gifted have higher ideal self and better insight than ideal discrepancies as compared to the average adolescents. The samples were selected on the basis of variable and non-variable intelligence test. The study revealed that intelligence had a significant effect on the self perception of the individual, sex had significant effect upon the self ratings of the gifted and the average, male and female. The gifted males were better adjusted as compared to the gifted females.

Engle (1985) studied 172 public school students over a two year period and found that subjects whose self-concept was negative at the first testings were significantly less stable in self-concept that subjects whose self-concept was positive. They were obtained by testing and retesting over the two year period. The study further revealed that subjects who persisted in a negative self-concept gave evidence of significantly more maladjustment than subjects who persisted in a positive self-concept.

Cole (1985) conducted a study on self-concept and achievement in mathematics, one hundred, third grade students states that the magnitude of correlation was similar for self-concept and all of the dependent variable but the highest correlation was found between self-concept and total achievement in mathematics.

Brownfair (1983) conducted a study on self-concept in relation to self-perceived social status and found that stability of the self-concept and that self-concept was not significantly related to social status and self perceived social status.
His findings support the hypothesis for the study that individuals with stable self-concept are better adjusted than individuals with unstable self-concept. The former has high self-esteem as measured by their ratings of items defining self-acceptance. They were free of inferiority feelings, more liked by others, and displayed less defensive behavior.

**Jones and Grieneeks** (1982) studied the relationship between measures of self-perception and academic achievement in a sample of 877 students of college level. The measures of self-perception assessed through the self-expectation inventory. An achievement was measured by grade point average and scholastic aptitude test. The purpose of the study was to establish whether academic perception appeared to be the most accurate predictor of academic achievement and which measure of self-perception would be the most valid measure. The result showed a positive relationship between all the measures of self-perception and academic achievement.

### 2.3 SUMMARY OF THE STUDIES ON SELF-CONCEPT

1. Maria Urgin Joseph, Muthuchamy I. (2010) found that the level of self-concept of the DTEd students was high. The academic achievement of DTEd students was not too high and not too low. 2. Majda Schmidt (2008) found that there was no statistically significant difference in self-concept between the class with integrated students. 3. Chandiran G. (2008) found that level of self-concept among B.Ed. students was high. There was a significant difference between the B.Ed. students with respect to self-concept and its dimensions based on the variables. 4. Pragathi (2007) found that the higher mean scores of boys revealed that they have better self-concept than girls. 5. Rehman, Abdur (2007) found that self-concept was positively correlated
with educational success. 6. Chaurz M.A. (2006) proved that the level of self-concept of the women of Mexican origin was higher than others and influence of language and culture upon self-concept. 7. Mandeep Kaur and Shilpi Kohli (2006) noticed that shyness of rural adolescents was higher than the urban adolescents. 8. Ramzy S. (2005) study proved that the self-concept of the women was influenced by culture. 9. Saravanan K. (2005) found that social maturity and self-concept were moderate in nature among the students and also there was no signifinact relationship between these variables. 10. Arvidson C.J. (2004) revealed the fact that the students with high self-concept were having very good cognitive development. 11. Usha V. (2004) revealed the fact that the students with high self-concept were having very good cognitive development. 12. Burke M.E. (2002) reflected the fact that the students with good family relationship were having high self-concept and their academic achievement was also good. 13. Chandrasekaran (2002) found that there was a marked difference in self-concept between the male and the female B.Ed. students. 14. Thiyagarajan K. (2002) found out the differences in self-concept of early adolescents and adolescent street children and to study the inter-dependency of personality and self-concept of street children. 15. Blote A.W. (2000) from this study it was clear that low achieving students got more teacher support. 16. Barooah and Phukan (1999) revealed that intellectual self-concept of children with natural parents was found to be higher than urban children. 17. House J.D. (1997) findings shows that the most significant predictor of school withdrawal was the student’s self-concept of their overall academic ability. 18. Chanda Sunamh (1990) showed that parental influence interacted with self-concept in the prediction of career choice attitude score.
19. Brownfair (1972) found that stability of the self-concept was not significantly related to social status and self-perceived social status. 20. Engle (1985) found that subjects whose self-concept was negative at the first testing were significantly less stable in self-concept that subjects whose self-concept was positive. 21. Sharma (1977) found that boys and girls differ significantly in their self-concept. The adolescent girls have lower self-concept. The adolescent girls have lower self-concept than boys. 22. Walia (1988) found that the self-concept was affected by intelligence and sex, the gifted males were better adjusted as compared to the gifted females. 23. Chang Theresa (1989) found that there was a significant correlation between teachers rating of child’s self-concept and child’s academic achievement. 24. Gupta and Sharma (1980) found that adolescents with internal locus of control were found to have significantly higher perceived self-concept as compared to the adolescents with external locus of control. 25. Chauhan (1982) found that the difference between the mean scores of the self-concept of the urban and rural students was significant. The self-concept of rural students was found higher than that of urban students. 26. Stone Bermia (1992) found that self-concept may more closely be associated with perceived parental expectations and family attitudes than with achievements. 27. Sarawat R (1986) found that boys and girls differed significantly on total self-concept; girls possessed higher self-concept than boys. 28. Sundarajan and Govindarajan (1996) found that there was no significant interaction between caste affiliation and area of residence with reference to the self-concept of the subjects. 29. Patricia (1994) found that the relationship of peer group and self-concept of adolescents. This analysis shows that there was a positive relationship between peer group and self-concept.
30. Jones and Grieneeks (1982) found that positive relationship between all the measures of self-perception and academic achievement. 31. Cole (1985) found that the highest correlation was found between self-concept and total achievement in mathematics. 32. Anthony (1995) found that there was significant and positive relationship exists between self-concept and academic achievement. Similarly locus of control and academic achievement are significantly related.

2.4 STUDIES ON ACHIEVEMENT MOTIVATION

A) INDIAN STUDIES

Chamundeswari S. (2011) and Uma V.J. (2009) conducted a study on ‘Achievement Motivation and Classroom Climate Among Students at the Higher Secondary Level’. The findings of the study were: 1. The teacher played a crucial role in the classroom, since both achievement motivation of students and classroom climate depend on teachers’ attitude and mental caliber. 2. The relationship between the teacher and the learner was one of friendliness, maximum learning takes place and learning becomes an enjoyable experience to the learner.

Thanalakshmi G. and Rasul Mohaideen P. (2011) did a research study on achievement motivation of the students of the fishermen community in Tuticurin district. This study found that medium of instruction, religion, locality and number of siblings in the family. The survey method was followed, 235 students from the fishermen communities in Tuticurin district form the sample and they were selected adopting the stratified random sampling technique. The percentage of analysis and CR test were the statistical techniques used in the study. Their achievement motivation in general and in the different dimensions were found to be moderate,
English medium students and matriculation school students were found to have better achievement motivation than their counterparts. The level of achievement motivation in general and in different dimensions (Table 1). 1. Understand that 31.49% of the total sample fall under low achievement motivation category 38.30% fall under the low achievement motivation category 22.13% fall under the medium achievement motivation category and 30.21% fall under the high achievement motivation category. Table shows that 38.72% of the fishermen community students fall under the low achievement category, 22.13% fall under medium category and 39.15% fall under the high category in the dimension academic success of achievement motivation. 3. 24.68% of the fishermen community students fall under low achievement category, 45.53% fall under the medium category and 29.79% fall under the high category in the dimension, skill of achievement motivation. From tables 2 and 3, (a) the variables gender, religion and locality do not have any influence on the achievement motivation of the students of fishermen. (b) English medium students are having better achievement motivation than their Tamil medium counterparts. (c) Matriculation school students are having better achievement motivation than Government and aided school students and aided school students are having better achievement motivation than Government school students.

Saroja C. (2007) conducted a study on Achievement Motivation and Social Alienation of Primary School Children. The study found that: 1. The V standard students of the Panchayat union schools and Aided schools do not differ significantly in the achievement motivation. 2. The V standard students of the Panchayat union schools and the Aided schools do not differ significantly in the school alienation.

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3. There was no significant correlation between the achievement motivation and the school alienation among the V standard students of Panchayat union schools and Aided schools.

Uma Devi (2006) attempted a study on ‘Levels of scholastic achievement of rural elementary school children: the role of classroom teaching practices’. The major findings of the study were: 1. More than 50% of children’s performance was high and very high on scholastic competency test. 2. Significant difference were noticed in scholastic competencies based on class, gender and district. 3. Fifty-five percent of rural elementary children performed were on intelligence test by securing high and average scores. 4. Significant differences were noticed in intellectual abilities of children based on class school type and district. 5. Intellectual abilities, academic skills and scholastic competencies of elementary school children were significantly and positively related with each other. 6. Children’s attendance is related to academic achievement. 7. Parental occupation, education with special emphasis on mother’s occupation and income were significantly related to academic skills, scholastic competencies and intellectual abilities.

Thakur (2006) conducted a study on ‘A relationship between intelligence and academic achievement and comparison of achievement in relation to medium of instruction’. The findings of the study revealed that there was high positive and significant correlation between intelligence and academic achievement. Also, for superior and average intelligent students the influence of mother tongue on academic achievement was insignificant but for below average and poor intelligent, medium of instruction played an important part.
Anzi (2005) studied ‘Academic achievement and its relationship with anxiety, self-esteem, optimism and pessimism’. He found that there existed a positive relationship between high degree of academic achievement and low anxiety. A certain degree of anxiety was found to be facilitating academic achievement, but when anxiety increased beyond a level then he found that the students were performing very badly.

Hirakumar M. Barot (2005) conducted “A study of the effectiveness of CAI in Sanskrit for standard VII students”. The study was conducted to develop CAI in Sanskrit for standard VIII students and to study effectiveness in terms of mean achievement of students in Sanskrit and to study the reactions of the standard VIII students regarding the effectiveness of the developed CAI package. Eighty-six students of VIII of Shree Ambe Vidyalaya, Waghodia road, Baroda constituted the sample for the study. Achievement test reaction scale were constructed by the investigator. The developed CAI in Sanskrit was found effective in teaching the Sanskrit to VIII standard students. The reactions of the students towards the developed CAI in Sanskrit were found positive.

Panda (2005) found a correlation between academic achievement and intelligence of class IX students. The objective of the study was to find out the effect of intelligence on academic achievement and also assess the interrelationship between academic achievement and intelligence in different categories of schools. The major findings of the study were that there was a low relationship between academic achievement and intelligence in different categories schools.
Dutta (2003) conducted ‘Achievement survey at the end of class V’. The findings revealed that the achievement in mathematics of urban girls was significantly higher than that of rural girls. In rural girls, the performance of boys was better than the girls and in difference in achievement was significant. The overall performance of boys was better than the girls.

Devi (2002) investigated into problems of the adolescents in relation to their intelligence and academic achievement. They came to conclusion that there existed a close relationship between the number of problems faced by adolescents with their level of intelligence and academic achievement.

Singh (2002) studied anxiety in relation to sex, ordinal position and grade level and fixed no relationship between gender and ordinal position whereas parental education did effect the academic achievement of students.

Tauari A.N. and Mishra G. (1990) studied achievement motivation in relation to prolonged deprivation, parental demands for merely and independence and restrictions on the independents activity. The results indicated that the parents of high achievement and low anxiety group reported a significantly higher degree of independent attitude and indicated more early demands and fewer restrictions compared to parents of other groups of subjects.

Verma B.P. (1990) made a study on academic motivation and test anxiety as associated with scholastic achievement of high school students. Results of the study revealed that high motivation as compared to their low achieving counter parts.

Venita Prakash (1990) studied the relationship between demands made by parents and achievement motivation in adolescents. The study was concluded the
mothers of high achievement group as a whole made fewer early demands rather than those of low achievement group.

Jagannadan (1986) in his study on academic motivation and academic achievement has affirmed that motivation was one of the most influential variables that determine the level of achievement.

B) FOREIGN STUDIES

Allen, et al., (2010) conducted a study on “Effects of Interest Major Congruence, Motivation and Academic Performance of Timely Degree Attainment”. The findings suggest that interest major congruence has a direct effect on timely degree completion at both institutional settings of four year and two year post secondary institutions and that motivation has an indirect effect on timely degree completion at both institutional settings.

Fisher, et al., (2009) conducted a study on “Motivational Orientation, Error Monitoring and Academic Performance in Middle childhood”. Findings suggest that students with high intrinsic orientation attribute performance to personal control and that their error monitoring system is more strongly engaged by performance errors.

Milgram N. and Toubiance T. (1999) studied academic anxiety academic procrastination and parents involvement in students were less anxious about home with them the other academic assignment. Older adolescents were less anxious about their school works over all and procreating more than younger on homework. Parents of late adolescents were less involved in their children’s school work than the parent of younger on school work. Parents participated equally in school related interactions that damaged high involvement of time and effort, but mothers activities. These direct
and indirect parental influences on their children’s procrastination were of low magnitude over but appeared relatively stronger.

**Eason, Daryl, Martin** (1999) studied students and motivation to achieve the aims of formal schooling in modern American Society. Results of the study indicated that this study was concluded to increase the level of awareness among education stake holder of the need to include students in the decision making process of secreting students in the decision making process of selecting student achievement goals and their need to clarify and articulate the purposes of public schooling in contemporary American Society.

**Kern AM, Debora Eraine** (1999) studied motivation to achieve in school. This inquiry defines motivation in the context of student self-awareness and student strategy in preparation and attainment of achievement in academics in the school setting, combined with the structure of a support system. Result of this study indicated that students want to succeed academically but do not know how, or do not prepare themselves adequately.

**Wiest D.J. et al.,** (1998) studied predictors of global self worth and Academic achievement among regulated education learning disabled and continuation high school students. Results highlight the need for continued empirical investigation into issues surrounding the academic achievement and achievement motivation of adolescents.

**Learner D. and Kruger C.J** (1997) studied attachment, self-concept and academic motivation in high school students. Results indicated that parent attachment and attachment to teachers were individually and correctively related to academic
motivation and that academic self-concept was significant predictor of academic motivation.

Piercy, William James (1998) studied the factor motivating members of the school, community to participate on a school improvement team. The results indicated that these findings suggest that individual motives are complex within the school environment learning process and these motives, the effects they have and influence they exert are essential in understanding the school improvement process.

Gottfried, Adele Eskeles (1994) studied the role of parental motivational practices in children’s academic intrinsic motivation and achievement. They tested the role of parental motivational practices in children’s academic intrinsic motivation and achievement in a longitudinal study of children at ages 9 and 10 years. Two types of motivational practices were assessed. Mother’s encouragement of children’s task endogeny and provision of task extrinsic consequences. Structural equations path models for general verbal and math academic areas supported the 2 predictions that children’s academic intrinsic motivation is positively related to encouragement of task endogeny and negatively related to provision of task-extrinsic consequences, Academic intrinsic motivation at age 10 years more over through motivational at 9 years the predicted motivation and achievement at age 9 years, the motivational practices indirectly affected motivation at 10 years and achievement. Findings provide ecological validity for the role of parental motivational practices in children’s academic intrinsic motivation and achievement.

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

**Haggard** (1992) studied the socializing, procedure of parents and achievement motivation in adolescent with high achievement motivation were responsive to the socializing of their parents and were more likely to endeavor to live up to the expectations of their parents and experimented less stress due to parental control.

**Heaven, Patrick C.** (1990) examined the relative importance of a range of personality and additional variables as predictors of achievement motivation (AM) in 2 studies of 189 adolescents (mean age 16 years) respectively. In both studies AM was found to be significantly related to scores on the Eysenck personality questionnaire scale partial correlations in study showed extraversion to be significantly correlated for both sexes, in addition to other attitudinal variables for females. Findings were partially relocated in study 2, while a significant negative correlation between impulsiveness and AM was also noted.

**Morshack** (1969) studied 247 African speaking whites and 199 English speaking whites in South Africa for n-Ach and for achievement values. It was found that the African speaking subjects were significantly higher regarding achievement values whereas English speaking subjects were significantly higher in n-Ach and within each group the two measures did not correlate significantly.
2.5 SUMMARY OF THE STUDIES ON ACHIEVEMENT MOTIVATION

1. Thanalakshmi G. and Rasul Mohaideen (2011) found that medium of instruction religion, gender and locality do not any influence on the achievement motivation of the students of fishermen matriculation. 2. Chamundeswari S and Uma V.J (2009) found that the relationship between the teacher and the learner was one of friendliness, maximum learning takes place and learning become an enjoyable experience to the learners. 3. Saroja C (2007) found that there was no significant correlation between the achievement motivation and the school alienation among the V standard students of Panchayat union schools and aided schools. 4. Hirakumar M. Barot (2005) developed CAI in Sanskrit was found effective in teaching the Sanskrit to VIII standard students. The reactions of the students towards the developed CAI in Sanskrit were found positive. 5. Tauari A.N and Mishra G (1990) found that the parents of high achievement and low anxiety group reported a significantly higher degree of independent attitude and indicated more early demands and fewer restrictions compared to parents of other group of subjects. 6. Verma B.P. (1990) found that the results of the study revealed that high motivation as compared to their low achieving counterparts. 7. Venita Prakash (1990) found that the mothers of high achievement group as a whole made fewer early demands rather than those of low achievement group. 8. Jagannadan (1986) found that motivation was one of the most influential variables that determine the level of achievement. 9. Allen et al. (2010) found that interest major congruence has a direct effect on timely degree completion at both institutional settings of four year and two year post secondary institutions and that motivation has an indirect effect on timely degree completion at both institutional
settings. 10. Fisher, et al., (2009) found that with high intrinsic orientation attribute performance to personal control and that their error monitoring system is more strongly engaged by performance errors. 11. Milgram N and Joubiance T (1999) found that parents participated equally in school related interactions that damaged high involvement of time and effort. 12. Eason, Daryl, Martin (1999) concluded that the level of awareness among education stake holder of the need to include students in the decision making process of secreting students in the decision making process of selecting student achievement goals. 13. Kern AM, Debora Eraine (1999). Results of this study want to succeed academically but do not know how or do not prepare themselves adequately. 14. Wiest DJ et al., (1998) Results highlight the need for the continued empirical investigation into issues surrounding the academic achievement and achievement motivation of adolescents. 15. Learner D, Kruger CJ (1997) Results indicated that parent attachment and attainment to teachers were individually and correctively related to academic motivation and that academic self-concept was significant predictor of academic motivation. 16. Piercy, William James (1998) findings suggest that individual motives are complex within the school environment learning process and these motives the effects they have and influence they exert are essential in understanding the school improvement process. 17. Gottfried, Adele Eskeles (1994) findings provide ecological validity for the role of parental motivational practices in children’s academic intrinsic motivation and achievement. 18. Schultzf F Geotfrey (1993) Results indicate that socio-economic advantage and achievement motivation are significant mediators of academic performance among minority children, independent of intellectual ability. 19. Haggalrd (1992) found that
high achievement motivation were responsive to the socializing of their parents and were more likely to endeavour to live upto the expectations of their parents and experimented less stress due to parental control. 20. Heaven, Patrick C (1990) in study showed extraversion to be significantly correlated for both sexes, in addition to other attitudinal variables for females. Findings were partially relocated in study 2, while a significant negative correlation between impulsiveness and AM was also noted. 21. Morshack (1969) found that the African speaking subjects were significantly higher regarding achievement values whereas English speaking subjects were significantly higher in n-Ach and within each group tow measures did not correlate significantly.

2.6 STUDIES ON STUDY SKILLS

A) INDIAN STUDIES

Sumathi R (2010) conducted a study on ‘An investigation into the study skills of high school students. Major findings were as follows: 1. The high school learners have greater level of study skills. 2. The boys and girls do not differ in their study skills. 3. Students below 15 years of age and above 15 years of age differ in their study skills. The students below 15 years of age have more study skills than that of the students above 15 years of age. 4. The students studying in Government schools have more study skills than that of the students studying in Government aided schools. 5. The students studying in rural and urban schools do not differ in the study skills. 6. The students studying in boys schools, girls schools and co-education schools do not differ in their study skills. 7. The parental qualifications were not a variable in determining the study skills of high school learners. 8. The high school
learners do not differ in their study skills on the basis of their parental occupation.
9. The high school learners do not differ in their study skills on the basis of their parental income. 10. The high school learners do not differ in their study skills on the basis of their performance at half-yearly examinations. 11. The period of study at home is not a variable in influencing the study skills of high school learners. 12. There exists no significant difference between the learners who opted individualised study learning style and peer group learning style in their study skills. 13. The learners studying through rote memory and heading with understanding do not differ in their study skills. 14. Family support for learning at home is not a variable in influencing the study skills of high school learners.

Sreenivasan C. (2009) conducted a study on ‘Study Habits of VIII Standard Students in Relation to their Achievement in Mathematics’. The findings were as follows: 1. Sex has an influence on study habits of VIII standard students. The mean score shows that girls are better than boys. 2. School management has an influence on study habits of VIII standard students. The mean score shows that Government school students are better than the Government aided school students. 3. Medium of instruction has no influence on study habits of VIII standard students. Both Tamil and English medium students have a good study habits. 4. Sex has an influence on achievement in mathematics of students studying in VIII standard. Girls are better than the boys and achievement in mathematics. 5. School management has no influence on achievement in mathematics of students studying in VIII standard. So the both schools are equal in terms of their achievement in mathematics. 6. There was a significant relationship between study habits and achievement in mathematics of
total sample. Because the achievement in mathematics is directly proportional to the study habit and achievement in mathematics increases with increase in study habit.

**Prahapt K. Mishra** (2007) conducted a study on ‘Impact of Story Telling on Developing Learners’ Listening and Speaking Skill’. The study found that, 1. The study telling week explored the innate potentialities of the learners in acting out any story which was allotted to present during intervention. 2. They could deliver the dialogues according to the events and characters of the story. 3. The shyness and timidity of the learners were eliminated to great extent. 4. Modulation of voice with pause, intonation and stress at the time of telling the story was marked with desirable improvement. 5. The power of comprehension was also increased due to sound and systematic presentation of the stories.

**Jayaraman** (2005) reported that building a learning classroom not only avoids confrontation but it allows the teacher to establish the warm, collaborative relationships with most of the pupils that facilitates true communication. It brings a collaborative output, a group of like-minded pupils and the result of conversation. Conversations are important since they require attentiveness and involvement on the part of learners. By conversation, they can practice adapting vocabulary and grammar to a particular situation and can make their own contribution comprehensible.

**Sevak** (2004) conducted an experiment of developing and trying out a computerized language learning programme to improve speech skill among their students of standard VIII and found that computer assisted language learning holds great potential not only for individualized learning but group learning too; if the
strategy is chalked out properly and systematically in accordance with the needs of the learner.

Chanana (2002) worked on innovative practices and experiments on challenges in communication skills. This helped the students to enhance the knowledge of English language and listen to people other than their own teachers. The methodology used was activity based like role play, radio show, book stall, image and illustrative communication, dialogue writing, meet the guest, etc. It was found that the students become conscious of their family language habits and unnecessary repetitions for the first time. Later they developed good communication skills.

Sandra et al. (2002) conducted a study titled improving reading skills and motivation. Sample was first grade and VIII grade physical education students, living in rural, mid western, moderate to high-income communities located included intelligence theory, and authentic assessment and brain based learning. In conclusion students reading skills increased through the use of the strategies.

Hariharan (2001) reported that the role of the engineering educator changes from that of information and knowledge transmitter to a facilitator of learning. Learners are challenged to fully and actively participated in identifying their learning needs, selecting resources, assessing their knowledge gaps and refining their learning skills. Learner-centered approaches, in which the teacher adopts a learning facilitation orientation, as opposed to a knowledge transmission orientation, are associated with deep, rather than surface, learning on the part of learners.

Javagal (2001) worked on Newspapers in education: A positive approach to a new dimension to education at the primary level. Initially the students were asked to
bring newspaper and for their observation. After 2 or 3 weeks, they started showing interest in specific areas of reading. The activities had continued in a different manner and the slow learners also came forward and participated actively. The students found the activities very interesting and learnt things with a lot of enthusiasm.

**Sharma U.** (2001) found that a child is endowed with natural skills of observation, listening, paying attention, comprehension and understanding. All this skills come naturally to him – all these skills a scientist has in order to understand any phenomena. So the child is a natural scientist as a bird is a natural flier. Learning takes place when we are not filling the minds of the students with concepts but ask questions in order to ignite the thinking processes in the minds of the children. The teacher must only be a facilitator of learning by helping the child to think. We can provide constructional and alternate play activities like installing swings, all over the place, let the child decide for himself, if he wants to play on the swing, indulge in construction activity or learning activities. Allow the child to make his own mistakes and give him a chance to do things in his/her own way. Help to solve questions that arise from his natural curiosity. Let him gather information from different sources, then learn to analyze and synthesize. Be reasonable, understanding, respectful, loving and accepting unconditionally.

**Singh et al.** (2001) conducted a study on English language Proficiency of students studying English language through different teaching systems. They made an attempt to study how English language proficiency of students gets affected when studying in an innovative system of school education. It was found that students studying in the innovative system performed significantly well in all the four skills of
English language. The investigator prepared a comprehensive language proficiency test battery and administered it to students studying in the innovative and traditional systems. The analysis was done by considering the mean scores. Students of both the systems were found to exhibit the same level of proficiency only in one skill viz. listening. In all the other skills that is speaking, reading and writing the performance of the students in the innovative system was found to be significantly higher.

Laavanya (2000) conducted a study of “Personality Development and Study Skills of School Scholastic Achievement”. In this study, it was concluded that there was, definite benefit for students to grow mentally and physically and excel in their personal, social and academic spheres if continuous and individualised are imbibed in them.

Patel (1996) conducted a study on “Study Habits of Pupil and its Impact upon their Academic Achievement”. This study found that the achievement scores of the pupil having high and low general ability were significantly different and the pupil who had good study habits did get significantly more achievement scores than those of poor study habits group.

Nagappa (1995) investigated the “Study Habits of IX Class TTI Students in Mysore City”. This study found that there was significant relationship between the level of study habits and the sex of the students. Boys and girls studying in the private schools possessed better study habits than the boys and girls in government schools.

Alavandar (1992) made a study on selected variables relating to English reading competency of high school students. The sample of the study comprised 500 students of class IX selected by random sampling from six schools of South Arcot
district and eight schools of Tanjore district of Tamil Nadu. The study found that students whose parents were educated had higher mean English reading competency than those whose parents were illiterate students from different income groups did not differ significantly in their ERC. The ERC scores of students differed consistently with respect to the occupation of the parents. There is a significant correlation between ERC and socio-economic status.

**Mati** (1991) conducted a study to investigate relationship between the “High School Students Study Habits and Early College Achievements of the Students”. He concluded that there was no significant relationship between high school students study habits and achievement of first degree students.

**Deb, Madhu** (1990) investigated the “Relationship between Study Habits and Achievement of Undergraduate Home Science Students”. The findings revealed that different components of study habits like home environment, planning of schedule, suggestions and comments, concentration for examination, college environment were positively correlated with the academic performance of students.

**Dubule, Mrinal** (1990) from the Department of Psychology, Institute of Arts and Social Sciences, Nagpur University, Nagpur made thorough investigation on study habits of first generation learners who were socially disadvantaged and found that they were poor in various areas of study habits. Parents and family background play a great role in forming study habits of the children. In case of first generation learners, the teachers have to play a great role in directing the studies of disadvantaged children. Teacher’s help is required not only in the classroom but out of the classroom too.
Kanchana M. (1986) studied the effect of behavior modification techniques in reducing test and improving study skills on academic achievement of high school girls. Relaxation therapy was more effective in reducing anxiety and improving academic achievement, and finally, there was a significant negative relationship between test anxiety and skills.

Kohli (1986) studied the effect of study habit and attitudes and for means of improving habits and attitudes on the academic result and performance of bring underachievers attending high school. Test results and performance on test taken before and after the intervention indicated that individual counseling had a positive effect on study habit and the need to achieve for bright underachieved.

Patel and Yashonathi (1985) studied the ‘Impact of Study Habits on Academic Performance among Backward Students in IX Standard Students at Rural and Urban Schools in India’. In this study, they found that there was a positive correlation between study habits and academic achievement in all four study groups, urban boys and urban girls, rural boys and rural girls. From his study girls revealed better study habits than boys.

Rao (1977) have proved in his investigation that deprived children achieved low marks in study skills. The causes of low achievement in the above mentioned investigation are low education of the parents.

B) FOREIGN STUDIES

Rebecca (2009) found that the boys had higher mean scores of 38.48 compared to the girls mean scores 35.10 on study skills. Also there was no significant difference between medium of instruction on study skills but there was significant difference between medium of instruction on academic achievement. Also there was no
significant difference among the varied religious group of high school students on study skills, but there was significant difference among the various religious groups of high school students on academic achievement. Also the study added that there was no significant difference among the various community groups of high school students on academic achievement. Also the study found that there was a positive significant relationship between study skills and academic achievement.

**Satio** (2006) made a certain difference in study skills of school examined the student quality of school life. In general inclusive of performance, teachers perception and the like. The study skills was not found to be significantly correlated to student school performance, rather it was related to school practice.

**Tolchinsky** (2003) presented a different view in her book entitled, “The cradle of culture and what children know about writing”. Here the author stressed that children’s writing development depend on their active engagement with various kinds of written texts. The author agrees to the fact of cognitive growth by which children learn new things in a domain specific way. Early rules involve the number and variety of letters required for a word to be readable. As children write more, their productions begin to reflect the properties of their specific language. Ultimately they become sensitive to the relationship between sounds and letters and are able to produce writing. Here also, the author strongly argued that writing skill does enhance specific language skills. The author stressed that it is the teachers who have to build on student’s knowledge. It is a crucial resource for the classroom that can be tapped to help children grow in their mastery of the conventions and purposes of writing. So it
is seen here that not only reading and writing have to be integrated but various sub
skills of writing need to be integrated for improvement of this skill.

**Kuzniewski et al.** (1998) made a study titled using multiple intelligence to
increase reading comprehension in English and Mathematics. The study targeted
population consisted of IX, X and XI grade students located in a south suburb of
Chicago. The problem of reading comprehension was documented through data
revealing large number of students unable to meet the demands of various assessment
programs. A review of solution strategies and analysis of the problem sifting resulted
in the selection of two major categories of invention. Post intervention data indicated
an increase in students reading comprehension skills in English and Mathematics and
an increase in students learning expectations.

**Mungal** (1997) conducted a study entitled “An Investigation of the Study
Habits of Female Students” in rural primary schools in Muranda District – Kenya”.
The findings suggest that each of the two family factors (financial and social, capital)
and the school factor had independent and significant effects on students’
achievement and study habits.

**Thomas-Anne** (1993) made a study on study skills. The result shows that
three developments lend support to the idea that schools must help to develop study
skills, growing demands for improved student performance. There is evidence that
systematic study skills instruction does improve academic performance. Study skills
management, as well as the more traditional skills of effective listening, reading,
comprehension, note-making and sophisticated writing skills. Development of study
skills should be addressed at every educational level. Programme to enhance teacher’s preparation to enhance study skills are important.

Omana (1991) investigated the “Study and Problem Solving Habits of College Students” Post-graduates applied better study techniques than graduates. They showed a more favourable attitude towards study habits, science students were found to have better habits of study than the arts students.

Trickatt (1988) studied the relationship between cognitive styles learning, study skills and achievement. And found that there were significant combined effects on student achievement. The factor of anxiety has been emphasized more than the factor of environment. In another study by Doctor (1984) the study skills were related to student’s academic achievement between study habits and achievements of student and a correlation of 0.144 between study habit and intelligence.

Jasmine Ipe (1980) made a comparison of the study habits prevalent among the ninth, tenth and eleventh grades. The boys and girls involved in the study were early adolescents. The researcher used Rao’s study habits inventory and for statistical analysis used the F-test and normal test. The result showed that there was no significant difference in the study habits between the different age groups. The only factor showing a significant influence was the socio-economic status.

2.7 SUMMARY OF THE STUDIES ON STUDY SKILLS

1. Sreenivasan C. (2009) found that sex has an influence on study habits of VIII standard students. 2. Prahabt K. Mishra (2007) found that the study telling week explored the innate potentialities of the learners in acting out any story which was allotted to present during intervention; they could deliver the dialogues according to
the events and characters of the story. 3. Jayaram (2005) found that conversations are important since they require attentiveness and involvement on the part of learners. 4. Sevak (2004) found that VIII standard students that computer assisted language learning holds great potential not only for individualised learning but group learning too. 5. Tolchinsky (2003) seen there that not only reading and writing had to be integrated but various subskills of writing need to be integrated for improvement of this skill. 6. Chanana (2002) found that the students become conscious of their faulty language habits and unnecessary repetitions for the first time. Later they developed good communication skills. 7. Sandra et al. (2002) in conclusion students reading skills increased through the use of the strategies. 8. Hariharan (2001) found that the role of the engineering educators changes from that of information and knowledge transmitter to a facilitator of learning. 9. Javagal (2001) found that newspaper reading habits was one of good aid to develop the skills in language. 10. Singh et al. (2001) found that students studying in the innovative system performed significantly well in all the four skills of English language. 11. Laavanya (2000) concluded that there was definite benefit for students to grow mentally and physically and excel in their personal, social and academic spheres if continuous and individualised are imbibed in them. 12. Sharma U. (2000) found that a child is endowed with natural skills of observation, listening, paying attention, comprehension and understanding. 13. Kuzniewski et al. (1998) found that post-intervention data indicated an increase in students reading comprehension skills in English and Mathematics and an increase in students learning expectations. 14. Patel (1996) found that the achievement scores of the pupil having high and low general abilities were significantly different and the
pupil who had good study habits did not significantly score achievement scores than those of poor study habits group. 15. Nagappa (1995) found that there was significant relationship between the level of study habits and the sex of the students. Boys and girls studying in the private schools possessed better study habits than the boys and girls in Government schools. 16. Alavandar (1992) the study found that students whose parents were educated had higher mean English competency than those whose parents were illiterate students from different income groups did not differ significantly in their ERC. 17. Mati (1991) concluded that there was no significant relationship between high school students study habits and achievement of first degree students. 18. Madhu (1990) revealed that different components of study habits like home environment, planning of schedule, suggestions and comments, concentration for examination, college environment positively correlated with the academic performance of students. 19. Dubule, Mrinal (1990) found that parents and family background play a great role in forming study habits of the children. In case of first generation learners, the teachers have to play a great role in directing the studies of disadvantaged children. Teacher’s help is required not only in the classroom but out of the classroom too. 20. Kanchana, M. (1986) found that for high school girls relation therapy was more effect anxiety improved academic achievement and finally that there was significant negative relationship between test anxiety and skills. 21. Kohli (1986) found that the performance on test taken before and after the intervention indicated, that individual counseling had a positive effect on study habit and the need to achieve for bright underachieved. 22. Patel and Yashonathri (1985) found that there was a positive correlation between study habits and academic
achievement in all four study groups, urban boys, urban girls, rural boys and rural girls. 23. Rao (1977) proved in his intervention that deprived children achieved low marks in study skills. The causes of low achievement in the above mentioned investigation are low education of the parents. 24. Rebecca (2009) found that the boys had higher mean scores of 38.48 compare to the girls mean score 35.10 on study skills. 25. Satio (2006) found that the study skills was not found to be significantly correlated to student school performance, rather it was related to school practice. 26. Mungal (1997) suggested that each of the two family factors (financial and social, capital) and the school factor had independent and significant effects on students’ achievement and study habits. 27. Thomas-Anne (1993) found that the development of study skills should be addressed at every educational level. Programme to enhance teacher’s preparation to enhance skills. 28. Omana (1991) showed a more favourable attitude towards study habits, science students were found to have better habits of study than the arts students. 29. Trickatt (1988) found that there were significant combined effects on student achievement. The factor of anxiety has been emphasized more than the factor of environment. 30. Jasmine Ipe (1980) found that there was no significant difference in the study habits between the different age groups. The only factor showing a significant influence was the socio-economic status.
2.8 STUDIES ON ACADEMIC PERFORMANCE

A) INDIAN STUDIES

Meenakshi Mehta (2010) conducted a study on ‘Personality Needs and Academic Achievement of Senior Secondary Students’. The objectives of the study were as follows: 1. To find out the relationship between n-Affiliation and Academic Achievement. 2. To find out the relationship between n-Abasement and Academic Achievement and found that. 3. The study has revealed that need achievement, need dominance, need nurturance and need endurance were positively and significantly related to students’ academic achievement, while needs succohance, affiliation, abasement and aggression were significantly, but negatively related to academic achievement. It was also found that some students have low achievement and they may be helped to boost up that particular need for achievement.

Vijay Amritharaj (2010) conducted a study on “Learning Styles and Academic Achievement of X Standard Students”. The significant findings were as follows: 1. The level of learning styles and their dimensions in X standard students with regard to sex was average. 2. There was no significant difference between rural and urban students in their learning styles in dimensions such as linguistic, logical, spatial, bodily interpersonal and intrapersonal. But there was significant difference between rural and urban students in their learning style in the dimension: musical. 3. The level of academic achievement of X standard students with respect to sex is average. 4. There was no significant difference between X standard boys and girls in their academic achievement. 5. There was a significant difference between rural and urban X standard students in their academic achievement. That was, the urban
students (M = 71.98) were better than rural students (M = 59.21) in their academic achievement.

Sridevi K.V. and Lisha Parveen (2008) conducted a study on ‘Relationship of Emotional Intelligence, Adjustment, Self-Concept and Scholastic Achievement of Higher Secondary Students’. The findings of the study were: 1. There was a positive relationship among Emotional Intelligence, Adjustment, Self-Concept and Achievement of higher secondary students. 2. Female students possessed higher emotional intelligence than the male students. 3. There was no significant difference in emotional intelligence of higher secondary students with respect to the type of college in which they are studying.

A relationship between intelligence and academic achievements and comparison of achievement in relation to medium of instruction was studied by Thakur (2006). The findings of the study revealed that there was high positive and significant correlation between intelligence and academic achievement. Also, for superior and average intelligent students the influence of mother tongue on academic achievement was insignificant but for below average and poor intelligent, medium of instruction played an important part.

Panda (2005) found a correlation between academic achievement and intelligence of class IX students. The objective of the study was to find out the effect of intelligence on academic achievement and also assess the interrelationship between academic achievement and intelligence in different categories of schools. The major findings of the study were that there was a low relationship between academic achievement and intelligence in different categories of schools.
Panigrahi (2005) studied on the relationship between academic achievement with respect to intelligence and socio-economic status of high school students. It was found that there was positive correlation between academic achievement and intelligence. High intelligence was found to better academic success. Low positive correlation existed between academic achievement and socio-economic status and no significant difference was found in the performance of boys and girls.

Rani Mohanraj and Latha (2005) conducted a study on “Perceived family environment in relation to adjustment and academic achievement”. The significant findings were as follows: 1. There was a significant relationship between specific family environment factors on home adjustment and academic achievement. 2. On gender comparison, girls perceived more conflict than boys. This may be due to role expectation. At adolescence, girls are subject to more heavy sex role constraints and must contend with culturally created values in the family. They are more vulnerable to social criticism. Boys, on the other hand perceived more control, i.e. they perceived that their family has set rules and emphasize on following rules in the family. The boys are more sensitized than girls by control in the family.

Rupa Das Borbora (2001) made an attempt to analyze the influence of parental literacy on the academic performance of children belonging to the backward classes. Major findings of the study were that in studying academic performance of the backward groups it has been found that the children of literate parents show better academic performance than the children of illiterate parents. The academic performance of the first generation learners is very low, i.e. only 88% but in case of non-first generation learners the academic performance is 62.5%. Besides this, the
academic performance of girls is comparatively better than that of the boys, i.e. 65% and 60% respectively. The wastage rate is very high in the FGL groups i.e. 99% as compared to the NFGL group where it is 37.5%. Besides this, the economic condition of the family and educational level of the parents also influences the academic performance of the children.

Prema Jeyaseelan (1997) studied the achievement in mathematics among X standard students. The findings of this study revealed a positive correlation between the student’s attitude and the academic achievement in mathematics of Hindus to be higher than Muslims and achievement of Muslims higher than Christians.

Natarajan V. (1993) made a study to compare the self-concept of first, second and third generation learners in higher secondary school to find out the contribution of self-concept and the level of aspiration to the academic achievement of these learners. The results showed that the better academic achievement of third generation learners is due to the educated family background. The students did better in academic performance when the parents were educated.

Singh A.K. Jaiwal (1992) studied the relationship between scholastic achievement and parental interest in the child’s education, behavior need for achievement and aspiration of socially disadvantaged students 390 tribal Hindu and Christian school students were selected for the study. Results showed favourable and unfavourable variable enhance scholastic achievement and even compensated for a certain lack of intelligence.
Sunderrajan S. (1992) in his study to test the Test-Anxiety and Academic achievement of high school pupils revealed that test-anxiety and academic achievement are positively related.

Shiva Shankaran (1981) made a comparative study of some psychological factors of the socially non-disadvantaged and socially disadvantaged students in relation to academic achievement. By random sampling 200 SC/ST students and an equal number of students from standard X of the same school were taken as sample, high and low achievers were selected on the basis of scores of academic achievement. The major findings was that the variables that influenced the socially non-disadvantaged group were study habits, achievement motivation, intelligence and school adjustment, whereas the variables which influenced the socially disadvantaged group were intelligence, personality and adjustment.

B) FOREIGN STUDIES

Lee et al. (2009) did a study on “Effects of College Counselling Services on Academic Performance”. Results indicated that counselling experience is significantly associated with student retention. Students receiving counselling services were more likely to stay enrolled in school. However, counselling experience was not related to academic performance when controlling for pre-college academic performance.

Rodriguez and Carlos (2009) conducted a study on “The Impact of Academic Self-Concept, Expectations and the Choice of Learning Strategy on Academic Achievement”. These findings suggested that high student’s academic self-concepts and unambiguous outcome expectations encourage critical thinking and reflective approaches to learn.
Manfield, et al., (2009) conducted a study on “College Students and Academic Performance”. The study found a significant difference between high and low academic performers in terms of their overall level of self control, as well as significant differences in various other sub-dimensions of the self control construct such as impulsivity, risk seeking behaviour and a performance for physical activity.

Suarez-Orozco and Carola (2009) conducted a study on “The Significance of Relationship: Academic Engagement and Achievement among Newcomer/Immigrant Youth”. Findings of this study were multiple regression analyses revealed that supportive school based relationship strongly contribute to both the academic engagement and the school performance of the participants. Qualitative interview data and case studies serve to elucidate the relational processes inside and outside school that influence different academic outcomes.

Joice Princess J.A (2007) conducted a study on ‘Effective Teaching in Mathematics for the Better Achievement in Elementary Classrooms’ with the objectives of the study were as follows:

1. Lesson plan was written and the following activities were framed for both classes.
   - Activity by the teacher (explaining the concept).
   - Individual activity by the students (self learning).
   - Group activity by students to students (reinforcement).
   - Activity by teacher and the students.

2. Teaching learning materials were prepared as follows.
   - Teaching materials for instruction.
   - Self-learning materials for individual activity.
• Learning materials for group activity.

• Evaluation cards for individuals.

The study found that the performance in the post-test showed improvement in the marks. Using sufficient suitable self-learning materials in activity based method of teaching with planned lesson plan for the common competencies and setting up proper seating arrangement in multigrade teaching promote achievement in the competency for the I and II standard students.

Stricker, Lawrence J. (2000) studied by using just noticeable differences to interpret test scores. This study explored the value of obtained a just noticeable difference (JND) for a test the difference in scores needed before observes detect different examinees behavior as a means of interpreting the practical meaning of scores. Classical psycho-physical methods were adopted and applied of the scores of foreign teaching assistants (TAS) on an achievement test, the test of spoken English (TSE) and the ratings for English proficiency that the T as received from their students. The JND for the TSE scores was substantial, as large as the standard deviations of the scores and much larger than the standard error of measurement and guidelines for the index of effect size for mean differences that are not practically significant. This study demonstrates the applicability of JNDs for evaluating scores on educational and psychological tests.

Comeau, Liane (1999) presented a longitudinal study of phonological pressing skills in children learning to read in a second language. English speaking children (N=122) in French immersion classes participated in first year longitudinal
study of the relation between phonological awareness and reading achievement in both languages. Participants were administered measures of word decoding and of phonological awareness in French and English only. The relation of phonological awareness in French to reading achievement in each of the languages was equivalent to that in English. These relations maintained significant after partaking out of the influences of speeded naming and crude word repetition. Phonological awareness in both languages was specifically associated with 1 year increments in decoding skill in French. These finding support the, transfer of phonological awareness skills across alphabetic languages.

Garzarelli Pamela (1993) investigated correlates of academic achievement, including self-concept, extra curricular activities, family environment, and gender. Findings indicated that, although self-concept and academic achievement were associated for gifted seventh and eighth graders (n=33), the two variables were not associated for academically weak students (n=33). For the later group, giving with a step-parent was associated with poorer academic performance.

Harrooks, Kazma (1991) investigated the relationship between 216 – 6th graders perception of teacher expectations (TE) of their academic achievement, self expectation (SES), SS attribution of the cause of performance, SS who perceived high TES also had high SES and vice versa. So who did well tended to attribute their success to effort their success to effort or ability? SE who did not do well attributed it to luck. A SS SE depended on the performance of the TE. This SE affected SS evaluation of performance, which affected the SS motivation to perform.
Kucharizyk and Laretta Marie (2004) investigated “Academic Performance Associated with Cognitive Attainment of Students”. The findings revealed that cognitive attainment explained a significant and largest portion of each of the four cognitive attainments. Academic achievement and cognitive ability bears a significant relationship.

Pintrich, Paul R. (1990) studied motivational and self-regulated reaching components of classroom academic achievement. A correlation study examined relationship between motivational orientation, self regulated learning and classroom academic achievement for 173 seventh graders from eight Science and seven English classes. A self root measure of student self-efficiency, intrinsic value, test anxiety, self regulation and use of learning strategies was administered, and performance dates were obtained from work on classroom assignment self-efficiency and intrinsic value were positively related to cognitive engagement and performance. Regression analyses revealed that depending on the outcome measure self-regulation, self-efficiency and the test anxiety emerged as the best predictors of performance. Intrinsic value did not have a direct influence on performance but was strongly related to self-regulation and cognitive strategy use, regardless of prior achievement level.

Oliszewski–Kubilius and Paula (1990) studied the predict of achievement in fast paced mathematics for gifted males and females aged 11 to 15 years (63 high ability males and 45 high ability females. The predictive value of 3 categories was ability previous experience (PE) and exposure to the content area and individual student characteristics. PE variables were the most important in accounting for entry-level knowledge and in predicting learning outcomes. For girls parental teaching and
tutoring of others related to learning where as for boys participation in mathematics clubs was important PE variable. Ability measures explained a significant proportion of the variance in learning rate for boys only.

Laing Joan, Engen, Harold Betal (1987) studied the relationship between the American test scores and not of high school courses taken in subject matter areas among 31,419 high school seniors. On average SS who had taken more courses work scored higher on the relevant test. This relationship was more apparent in the areas of mathematics and natural science students who have taken more high school more work may earn higher grades as college students.

Doolittle, Allen and Welch (1986) studied gender differences in performances on 5 tests of the ACT assessment program samples of 1000 males and 1000 females were drawn for the first pilot administration of the test battery. Total test summary statistics and differential item performance methodology were used to detect gender based performance differences. Differences were found on the mathematics test (favoring male) the multiple choices writing skill (Essay) test (favoring female). Although no gender differences were found on the reading and critical thinking test gender differences were found for items associated with specific passages from these tests.
2.9 SUMMARY OF THE STUDIES ON ACADEMIC PERFORMANCE

1. Meenakshi Mehta (2010) found that some students have low achievement and they may be helped to boost up that particular need for achievement. 2. Vijay Amritharaj (2010) found that the level of learning style and their dimensions in X standard students with regard to sex were average. 3. Sridevi K.V. and Sishna Praveen (2008) found that there was a positive relationship among emotional intelligence, adjustment, self-concept and achievement of higher secondary students. 4. Thakur (2006) revealed that there was high positive and significant correlation between intelligence and academic performance. 5. Panda (2005) reported that there was a low relationship between academic performance and intelligence in different categories of schools. 6. Panigrahi (2005) concluded that high intelligence was found to be better academic success. Low positive correlation existed between academic performance and socio-economic status and no significant difference was found in the performance of boys and girls. 7. Rani Mohanraj and Latha (2005) found that a significant relationship between specific family environment factors on home adjustment and academic achievement. 8. Rupa Das Borbora (2001) revealed that studying academic performance of the backward groups it has been found that the children of literate parents show better academic performance than the children of illiterate parents. 9. Prema Jayaseelan (1997) found that a positive correlation between student’s attitude and the academic achievement in mathematics. 10. Natarajan, V. (1993) showed that the better academic achievement of third generation learners was due to the educated family background. 11. Singh A.K. Jaiwal (1992) showed favourable variable enhance scholastic achievement of
students. 12. Sunderrajan S. (1992) found that test anxiety and academic achievement are positively related. 9. Shiva Sankaran (1981) observed that certain variables which influenced the socially disadvantaged groups study habits and intelligence. 13. Lee, et al., (2009) found that counseling experience was not related to academic performance when controlling for pre-school academic performance. 14. Rodriguez and Carlos (2009) found that high student’s academic self-concepts and unambiguous outcome expectations encourage critical thinking and reflective approaches to learn. 15. Manfield, et al., (2009) found that a significant difference between high and low academic performers in terms of their overall level of self control, as well as significant differences in various other sub-dimensions of the self-control construct such as impulsivity, risk seeking behaviour and a performance for physical activity. 16. Suarez-Orozeo and Carola (2009) suggested that supportive school based relationship strongly contribute to both the academic engagement and the school performance of the participants. 17. Joice Princers J.A (2009) found that the performance in the post-test showed improvement in the marks. Using sufficient suitable self-learning materials in activity-based method of teaching with planned lesson plan for the common competencies and setting up proper seating arrangement in multigrade teaching promote achievement in the competency for the I and II standard students. 18. Stricker, Lawrence J. (2000) demonstrates the applicability of JNDs for evaluating scores on educational and psychological tests. 19. Comeau, Liane (1999) found that the relation of phonological awareness in French to reading achievement in each of the languages was equivalent to that in English. Their findings support the transfer of phonological awareness skills across alphabetic languages.
20. Garzarelli Pamela (1993) found that self-concept and academic achievement were associated for gifted seventh and eighth graders (n=33), the two variables were not associated for academically weak students (n=33). For the later group giving with a step-parent was associated with poorer academic performance. 21. Harrooks, Kazma (1991) investigated the relationship between 216-6th graders perception of teacher expectations (TE) of academic achievement, self expectation (SES), SS attribution of the cause of performance, SS who perceived high TES also had high SES and vice versa. 22. Kucharizyk and Laretta Marie (2004) revealed that cognitive attainment explained a significant and largest portion of each of the four cognitive attainments. Academic achievement and cognitive ability bears a significant relationship. 23. Pintrich, Paul, R. (1999) found that regression analysis revealed that depending on the outcome measure self-regulation, self-efficiency and the test-anxiety emerged as the best predictors of performance, intrinsic value did not have a direct influence on performance but was strongly related to self-regulation and cognitive strategy use, regardless of prior achievement level. 24. Olizewski-Kubilius and Paula (1990) found that for girls parental teaching and tutoring of others related to learning whereas for boys participation in mathematics clubs was important PE variable. Ability measures explained a significant proportion of the variance in learning rate for boys only. 25. Laing Joan, Engen Harold Ratal (1987) found that on average SS who had taken more courses work scored higher on the relevant test. This relationship was more apparent in the areas of mathematics and natural science students who have taken more high school more work may earn higher grades as college students. 26. Doolittle, Allen and Welch (1986) found that no gender differences were found on
the reading and critical thinking test gender differences were found for items associated with specific passages from these tests.

2.10 CONCLUSION

The above researches highlight the need for studying the variables self-concept, achievement motivation, study skills and academic performance of X standard students. Hence an attempt was made in this direction.