A broad overview of the literature described as follows, focusing on a range of issues salient to Self-concept, study habit & attitude and academic achievement in relation to gender and inhabitance.

2.1 Study Habits & attitude

2.2. Academic Achievement

2.3. Self-concept
CHAPTER – 2
REVIEW OF LITERATURE

2.1. Study Habits & attitude

Article by Jianzhong Xu (2004) calls attention to developmental and home conditions that affect the development of good studies and work habits through homework. He has examined recent studies that have alluded to the possibility of developing good study and work habits through family involvement with secondary school homework. He also described two survey studies, in urban and rural secondary schools, that explicitly link homework management to family help and grade level. The data suggest that secondary students could still benefit from clear expectations from adult assistance regarding how to foster the development of homework management strategies, regardless of helper's educational background. The data also suggest, however, that such help is overshadowed by increasing internal distractions students encounter as they move from middle school into high school.

Carl A. Bartling (2007) has worked on "Longitudinal Changes in the Study Habits of Successful College Students". Data from a longitudinal study showed that after two years of college study successful students (those completing the first two years) were less likely to report using systematic study methods than when they started college, but more likely to report using "deep level" approaches to study (i.e., higher scores on the Synthesis-
Analysis scale of a shortened form of the Inventory of Learning Processes. Comparisons based on time lagged correlations (predictive validities of the inventory scales versus corresponding concurrent and postdictive validities with semester GPAs as criteria) support the conclusion those students' perceptions of their learning and study habits are more dependent upon their current and past academic performances than are their academic performances dependent upon their learning and study habits.

Sandra Hughes-Hassell and Pradnya Rodge (2007) indicated in their research that there is a strong relationship between leisure reading and school achievement, but the leisure reading habits of urban adolescents have rarely been studied. From their investigation of the leisure reading habits of 584 urban minority middle school students, the authors identify these key findings: More than two-thirds of the students indicated that they read for fun and relaxation, to learn new things, or because they were bored. Magazines were the preferred reading material for both males and females, followed by comics and the Internet. Celebrities, “people or characters like me,” sports figures, and musicians were among the most popular subjects pursued in respondents' leisure reading. Reading during summer vacation was not popular with either sex.

Suneetha and Mayuri (2001) who opined that age and gender differences and factors affecting study habits and high academic performance of school children showed that boys and girls differ significantly in drilling, interaction, sets and language dimensions of study habit inventory. General
habits and attitudes, planning of subjects, reading and note-taking habits, habits of concentration were also found to be significant.

Lawrence N. Houston (2006) has done an effort to provide additional information concerning the relationship between study habits and college grade-point average (GPA), the College Adjustment and Study Skills Inventory (CASSI), high school rank (HSR), and the Verbal as well as the Mathematics scores on the College Board Scholastic Aptitude Test (SAT-V and SAT-M) were inter-correlated. Three stepwise multiple regression analyses were computed, with GPA as the criterion measure. One multiple regression equation used as predictors six subscales of the CASSI; another employed HSR, SAT-V and SAT-M; and the third, used a combination of HSR and the Time Distribution scale of the CASSI. Also, differences between means of males and females on all measures were calculated. Results showed that all the academic variables and all but one of the CASSI variables were correlated significantly with GPA; females were significantly higher than males on HSR and GPA; and males were significantly higher than females on SAT-M. The combination of SAT-V, SAT-M, HSR, and Time Distribution yielded a coefficient of multiple determination (R2) that was 16% higher than that obtained from HSR alone.

Donna Corlett (2005) investigated the relationship of library skills, study habits and attitudes, and sex to the academic achievement of college freshmen. The multiple regression equation was used to determine the
relationships. The Library Orientation Test appeared to be valid for forecasting college success.

Singh (1984) made a survey of the study habits of high, middle and low achieving adolescents in relation to their sex, intelligence and socioeconomic status. The study found that the study habits of boys and girls differed significantly at different levels of academic achievement.

Christian (1983) studied need achievement and study habits of the pupils of standard 10th in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

Muhammad Sarwar (2012) investigated whether the Study Habits and Attitudes of low and high achievers as measured by questionnaire are related to academic performance of students. A Study Habits (Delay Avoidance, Work Method), and Attitude (Attitude towards Teacher and Attitude towards Education) questionnaire was used to collect data. The study concluded that the scores of students on categories Delay Avoidance, Work Method, Attitude towards Teacher and Attitude towards Education were significantly related with academic performance of students. A notable feature was that the girls had better study habits and more positive Study Attitude than boys and their academic performance was also better than boys. Similarly rural students had better Study Habits and more positive Study Attitude than urban students and their academic performance was also better than urban students.
Sachdeva, Sachin (2012) framed his study to investigation of Study Habit among higher secondary students by employing a sample of 200 subjects in which 100 subjects were urban and 100 were rural with age ranging from 16-18 years located in Rewari district. The study habit inventory by M. N. Palsane was used to the sample individually ‘t’ test was used to analyzing the data. It was found that the urban area students significantly scored high on the study habit in comparison to rural area students.

Mehraj Ud Din Sheikh and Qamar Jahan (2012) find out in their study that whether the study habits of higher secondary school students of working mothers (WM) differ significantly from those of non-working mothers (NWM). The study further compared the study habits of higher secondary school students of working and non-working mothers on the basis of gender. The sample of the study consisted of 100 secondary school students (25 male students of working mothers, 25 female students of working mothers, 25 male students of non-working mothers & 25 female students of non-working mothers) of the age group 16 to 18 years belonging to different localities selected randomly from different educational institutions of district Pulwama, Jammu & Kashmir. Study Habit Inventory constructed by Mukhopadhya M. & Sansanwal, D.N was administered to the selected sample to assess their study habits and Self constructed General Information Questionnaire was used to elicit information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number of working hours, educated/ uneducated etc. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed there were insignificant differences between the
adolescent students of WM and NWM on the measure of comprehension, study sets, interaction, drilling, recording and language dimensions of study habits but significant differences were found between the students of working and non-working mothers on the measures of concentration, task orientation and supports. Regarding the total study habits the higher secondary school students of working mothers had significantly better study habits than those having non-working mothers. Further the study revealed that female students of WM had significantly better study habits followed by male students of WM, female students of NWM and male students of NWM.

Key Words : Study Habits, Working and Non-working mothers, Higher Secondary School Students

Ajay Kumar Attri (2013) find out overall and component wise significant differences in the study habits of senior secondary school students of working and non-working mothers having rural background. The sample of the study consisted of 60 secondary school students (30 senior secondary school students of working mothers, 30 senior secondary school students of non-working mothers) of the age group 16 to 18 years belonging to rural background were selected randomly from five different senior secondary schools of district Mandi, Himachal Pradesh. Study Habit Inventory constructed by Mukhopadhyaya, M & Sansanwal, D.N. was administered to the selected sample to assess their study habits. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed that there were insignificant differences between the rural senior secondary students of working mother and nonworking mother on the measure of
overall, comprehension, concentration, task, orientation, study, interaction, drilling, support, recording and language components of study habits.

**TIWARI, G.N. (1982)** Study was undertaken to find out (i) if study habits differed from one level of education to another, (ii) if they were related to scholastic performance and, if there was a relationship, how did they vary with the level, and (iii) if they were related to sex, age and urban/rural background of students, socioeconomic status of the family, especially its three determining components, viz. parental education, parental occupation and family income. These objectives were translated into a number of research hypotheses for the purpose of investigation. The random sample was selected from different types of institutions in Varanasi region. In all, the sample was formed of 1050 students of classes X, XII, and second year degree courses consisting of boys and girls from urban and rural institutions pursuing courses in arts, sciences, commerce and agriculture. The test for Study Habits and Attitudes by Joshi and Pandey was the main tool used. Socio-economic status was assessed by using an available scale. Scholastic performance was obtained from the marks awarded in school examinations. Besides this, different subject teachers rated the students for mental ability, progress in the classroom, attendance, regularity in homework and capacity for hard work, and these ratings were pooled. Besides these tools, a personal data sheet provided the data regarding age, income, etc. From the analysis of data, the findings were as follows: 1. The class X students had the highest mean study habit score, significantly different from the students at the other two levels. 2. Science students in every class scored higher than students in the other courses. 3. In most of the cases the differences were in favor of the
class X group of students when different courses were compared. 4. Students of science scored the highest in all the six measures of the Study Habits Inventory. This was the case at all levels. 5. Girls in all classes and in arts and science courses had better study habits than boys. Girls excelled boys in various components of the Study Habits Inventory also at classes X, XII and XIV, the only exceptions being that for boys in element A in XII and in element F at XIV levels of education. 6. Urban students (excepting at XII) had better study habits than rural students (this difference existing amongst both sexes) and the sex difference in favor of girls could be seen amongst rural as well as urban students. 7. Study habits scores were found to consistently rise with the rise in income and with rise in the level of parents’ education. These were higher in the case of students whose fathers were in service. 8. Study habits scores positively and significantly correlated with annual examination marks as well as with pooled teacher ratings. 9. Cluster analysis revealed that while attitude to study habits was an important component, the amount of time for study became a significant factor in the two higher stages.

Kaur (2005) investigated the study habits of male and female adolescents belonging to arts and science streams. The investigation revealed insignificant difference in the study habits of students belonging to urban and rural areas.
2.2. Academic Achievement.

The study of Owoeye, Joseph Sunday and Yara, Philias Olatunde (2010) looked at the location of schools as it relates to academic performance of students in Ekiti state of Nigeria between 1990 and 1997. The study population was results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument “Student Location Questionnaire (SLQ)” was used for data collection. One hypothesis was formulated and answered. Data were analysed using mean and t-test. The results showed that there was a significant differences between students’ academic achievement of rural and urban secondary schools in senior school certificate examinations (t=2.73, p<0.05). The study has proven that students in urban areas had better academic achievement than their rural counterpart. It is recommended that Government should bridge the gap between the rural and urban locations by providing the rural dwellers the social amenities which will enhance better academic performance of students in their final examinations like the SSCE.

Ansari, M Farooque (2012) done research study which was entitled “Study of Academic Achievement and Adjustment Factors of Urban and Rural Adolescent Students”. This study, the relationship between Academic Achievement (AA) and Adjustment Factors (AF) was examined among adolescent students in urban and rural areas. Differences among these two groups with regard to Academic Achievement and Adjustment were noted.
Chee, KyongHee; Pino, Nathan W.; Smith, William L. (2005) investigates gender differences in the academic ethic and academic achievement among college students. The authors used the survey data collected from students attending Georgia Southern University, a unit of the University System of Georgia and one of two regional universities in the state. Results from the analysis indicate that women are more likely to possess an academic ethic than men and that women also tend to have higher GPAs. Furthermore, regression analysis with GPA as the dependent variable revealed differences between men and women in terms of significant predictors. For women, active participation in student clubs or groups is positively associated with GPA. For men, employment is negatively related with GPA. The authors used Coleman's (1988) concept of social capital, Chodorow's (1978) psychoanalytic feminist theory, and Gilligan's (1982) theory of women's development as the methods for data analysis in an attempt to build a potential theoretical explanation for these findings and to guide future research.

SaadiaTayyaba, (2012) address the potential differences in achievement of rural and urban students and how schooling, students and teacher-related factors account for gap in achievement. The primary data source for the study was the 2006 national assessment survey of year four students in government school across four provinces in four core subjects. The sample design included a two-stage stratified random sample, where the major strata of national interest were student and school gender, geographical location and region. First stage involved selecting schools and in the second stage students were selected from schools. The procedure of estimation involved
computing the average of each group's achievement scores and attached standard errors, the gap of standard errors and statistical significance of standard errors at 0.05 level. The results show that rural and urban students had comparable levels of achievement in some of the tested learning areas. In Balochistan province, rural students outperformed their urban counterparts in three out of the four tested subjects. In Punjab and Sindh, urban students performed significantly better in social studies and language tests; scores on social studies and language did not differ significantly across location in the North West. The differences appeared to be partly explained by variation in schooling conditions, students' home background, and teachers' characteristics. Teachers' training turned out to be decisive in determining students' achievement, whereas availability of resources and multi-grade teaching was less important.

**Dr. S. SIDDI RAJU (2013)** investigated the relationship between gender and locality on academic achievement of secondary school students. A sample of 120 boys and girls was collected from rural and urban schools in Putturmandal, Chittoordist, A.p. The collected data was statistically analyzed; for this purpose ‘t’ test was calculated. Based on the findings of the study revealed that gender and locality has significant influence on academic achievement of 7th class students in social studies.

**Mark E. Thompson (2005)** has done study on "The prediction of academic achievement by a British study habits inventory". The purpose of his study was to determine the prediction of college success can be improved with the Student Attitude Inventory (SAI). This inventory was developed in Britain and contains 47 items which attempt to identify students in higher education
on the basis of: (1) motivation, (2) study methods, (3) examination technique, and (4) lack of distractions toward academic work. Students in six Kentucky community colleges were asked to express their attitudes toward study habits on the Student Attitude Inventory. There were 996 students in the sample population (413 males and 583 females). A measure of ability (composite American College Test score) and academic performance (cumulative grade-point average) were obtained for each student sampled. The result revealed that Student Attitude Inventory did contribute a statistically significant amount of variance beyond an ability measure for males and females.

Kim T. Morris1 and Joan Jackson (2005) investigated the relationship between peer popularity and academic achievement in low-socioeconomic status urban black children, a population in which the literature suggests that popularity may have different correlates depending on the ethnic, racial, and/or socioeconomic characteristics of the peer group. This study therefore investigated the relationship between peer popularity and academic achievement in low-socioeconomic status urban black children, a population in which this relationship had not previously been examined. Two hundred ninety-six children in grades 4, 6, and 8 completed three socio-metric rating scales, indicating the popularity of each of their same-sex classmates as a workmate, playmate, and best friend. These ratings were subjected to a multivariate analysis of variance in which gender and academic achievement (high vs. low achievement test scores) were factors. Consistent with previous research, high achievement was associated with greater popularity as a workmate for an academic task at all three grade levels examined. Popularity as a playmate and as a best friend, however, was inversely related to
achievement among fourth graders and unrelated to achievement among eighth graders. These findings suggest that, although high achievement may be recognized for its adaptive value in a work-related context, it may actually be something of a social liability among younger children choosing partners for social and athletic activities. The results support a conceptualization of popularity as a multidimensional construct and highlight the importance of the use of multiple measures.

Emily P. McGrath and Rena L. Repetti (2004) have done research on mothers' and fathers' attitudes towards their children's academic performance influence children's perceptions of their academic competence? Two types of parental attitudes--parents' level of satisfaction with their children's performance in school and the importance parents place on children's academic success--were the focus of this study. The data from children (n = 248), mothers (n = 219), and fathers (n = 146) were consistent with the belief that parents' attitudes play a central role in shaping children's self-perceptions. Mothers' satisfaction was positively associated with both sons' and daughters' perceptions of academic competence, independent of children's actual grades in school. Fathers' satisfaction correlated with sons' self-perceptions, but not when mothers' satisfaction was also included in the model. Both mothers and fathers reported being more satisfied with their daughters' grades than with their sons' grades, despite the fact that there were no actual differences between girls' and boys' academic performance. Finally, the importance fathers (but not mothers) placed on children's academic success was positively associated with girls' self-perceptions.
Hirom and Mitchell (2000) focused on working habits, and student and parental aspirations. A survey of 14 to 15 year old students (n=250) and their parents (n=160) in one school revealed some marked gender differences. Girls spent a greater proportion of their free time in academic study (cf Barber, 1994), they watched less television and they had higher educational aspirations than boys. It was found that the parents' expectations of their children's educational attainment paralleled the aspirations of the children. Overall, boys' parents had significantly lower expectations than girls' parents.

Sandra L. Hanson (1996) examined the effect of gender and family resources on achievement in multiple areas of science. Science experiences are measured using longitudinal science trajectories. Findings showed that young women are less likely than young men to persist in science, whether it is science achievement, access, or attitudes. Large numbers of women permanently exit the science pipeline after their sophomore year of high school. However, results from the science trajectory models showed that among men and women who are equally qualified, women are not necessarily less likely to persist in science. Results also showed that young men have more family resources than young women and some of the total effect of gender on science experiences involves an indirect effect through family resources. In addition overall results revealed that gender interacts with family resources with the effects of many resources being stronger for women than for men.

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

NUTHANA P.G, GANGA YENAGI and MAJOR ADVISOR (2007) carried out the study to make gender analysis of academic achievement among high school students on sample of 600 students studying in 8th, 9th and 10th standards of which 325 boys and 275 girls. The sample was selected randomly from two schools of rural and two of Dharwad city, Karnataka state. To measure study habits and self-concept of students, Patel’s (1976) study habit inventory and self-concept scale of Singh & Singh (1988) were used. To collect the general information of students socio economic status scale developed by AICRP-CD (2002) was used and average of grades of two previous years was taken from school records as a measure of academic achievement. The data thus collected was subjected to mean, SD, t-test, $\chi^2$-test and correlation. The results revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls. They did not differ on study habits, self-concept and academic achievement. Class wise comparison of study habits and self-concept revealed that 8th standard students were better than 9th and 10th standards. There was significant association between study habits, self-concept, socio economic status and academic achievement among boys and girls. Study habits, self-concept and socio economic status were significantly related to academic achievement. Rural students had better study habits and
self-concept than urban students. Urban students had higher academic achievement than rural students.

2.3. Self-concept.

Self-concept may be defined as conscious, cognitive perception of evaluation by individuals of themselves. It is their thoughts and opinions of themselves.

Shobhna Joshi and Rekha Srivastava (2009) investigated the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.
Gender can also affect the level of self-esteem and academic achievement. Girls experience low self-esteem as compared to boys (Carlson, Uppal & Prosser 2000; DuBois et al., 2002).

Kelikangas-Jarvimen, 1990, Sekaran, (1983) have observed that male students’ scored higher on the self-esteem than female students.

O’Brien (1991) examined sex difference in self-esteem and reported that men scored significantly higher in global self-esteem than women. A majority of other

Deidra J. Young (1998) investigated the relationships between student aspirations, student self-concept, and student achievement. These relationships were estimated using structural equation modeling. The hypothesis that rural and urban students may behave differently and have different influences was also investigated using a technique called multi-sample Analysis in the LISREL software package. Results demonstrated that, while urban students had significantly higher aspirations and achievement, their self-concept was similar to rural students. Further, there were no significant differences between rural and urban students in the paths for student aspirations, student self-concept, and student achievement. The importance of student self-concept as a mitigating effect on student aspirations and achievement was also demonstrated in this research.

A research by Cheng (2002) focusing on the configuration of self-concept in young people supported the notion of multiple self-concepts, consisting of six domain-specific self-concepts (social, intellectual, Appearance, Moral, Family and Physical) and the general self-esteem. It was found that Moral
self-concept increased with age but Intellectual self-concept changed with age in a quadratic fashion. No significant age effects were found on other self-concepts and general self-esteem, but girls tended to be higher than boys in moral and family self-concept. No significant age effects was found on Intellectual and social self-concept.

A study on class 9th Australian students by Harper & Marshall (1991) found that girls’ self esteem declined dramatically at puberty. At this age, girls became more concerned about societal and personal relations, sex, marriage, and physical development. Boys, however, were more concerned about finance, education and career issues.

Two analyses were conducted to examine gender differences in global self-esteem in the study of Kling KC, Hyde JS, Showers CJ, Buswell BN.(1999). In analysis I, a computerized literature search yielded 216 effect sizes, representing the testing of 97,121 respondents. The overall effect size was 0.21, a small difference favoring males. A significant quadratic effect of age indicated that the largest effect emerged in late adolescence (d = 0.33). In Analysis II, gender differences were examined using 3 large, nationally representative data sets from the National Center for Education Statistics (NCES). All of the NCES effect sizes, which collectively summarize the responses of approximately 48,000 young Americans, indicated higher male self-esteem (ds ranged from 0.04 to 0.24). Taken together, the 2 analyses provide evidence that males score higher on standard measures of global self-esteem than females, but the difference is small. Potential reasons for the small yet consistent effect size are discussed.
In study of Herbert W. Marsh (1989) analysis of the 12,266 responses to the three Self Description Questionnaires, which measure multiple dimensions of self-concept in preadolescence, early-to-middle adolescence, and late adolescence and early adulthood, examined (a) age and sex effects during preadolescence to early adulthood and (b) alternative operationalizations of Shavelson, Hubner, and Stanton's (1976) proposal that self-concept becomes more differentiated with age. Responses to all three SDQ instruments were reliable and resulted in well-defined factor structures. Self-concept declined from early preadolescence to middle adolescence, then increased through early adulthood. Sex differences in specific areas of self-concept were generally consistent with sex stereotypes and relatively stable from preadolescence to early adulthood. There was little support for the increased differentiation of dimensions of self-concept beyond early preadolescence.

Wylie (1979), in her comprehensive review of research conducted prior to 1977, concluded that there was no evidence for sex differences in overall self-concept at any age level. She noted, however, that sex differences in specific components of self-concept may be lost when a total score is formed.

Marsh et al., (1984) have reported that there are counterbalancing sex differences in many specific components—some favoring boys, and some favoring girls—that are consistent with traditional sex stereotypes. Marsh using the large, nationally representative High School and Beyond data sample, showed that boys have higher math self-concepts, whereas girls have higher verbal self-concepts. These differences in self-concept persisted
despite the finding that stereotypic sex differences in mathematics and verbal achievements and in related coursework selection were minimal.

**Dusek and Flaherty (1981)** in their longitudinal study of adolescent self-concept, reported sex differences in specific self-concepts that were consistent with sex stereotypes; boys had higher self-concepts in masculinity and achievement/leadership than girls, but lower self-concepts in congeniality/sociability. Harter (1982) found that preadolescent boys had higher physical self-concepts than girls but found no sex differences in social, cognitive, or general scales. For preadolescents,

**Boersma and Chapman (1979)** found significant differences favoring girls in school satisfaction, reading/spelling, penmanship/neatness, and total score; there were no significant differences for general ability, confidence, and arithmetic. Piers (1984) concluded that there is growing evidence of sex differences in specific areas of self-concept. Whereas she found no significant sex differences for total self-concept, there were significant sex differences for many items and item clusters that seemed consistent with sex stereotypes.

**Marsh, Byrne, and Shavelson (1988)** reported that, across responses to three different instruments, boys had higher math and general self-concepts, but girls had high verbal and academic self-concepts.