## CHAPTER - III

**REVIEW OF RELATED LITERATURE**

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CHAPTER - III

REVIEW OF RELATED LITERATURE

3.1.0 INTRODUCTION

The review of related literature is an important component of the research process which involves the systematic identification, location, and analysis of documents containing information related to the research problem. The review of related literature provides the researcher an idea about what has been done and what needs to be done. It also provides the background and context of the research problem.

According to Good, Ban and Scates (1976) a survey of related literature helps to show whether the evidence already available solves the problems adequately without further investigation and thus to avoid the risk of duplication. Donald Ary (1972) stated that knowledge of related research enables the researcher to define the frontiers of his field. An understanding of theories in the specified research field enables the researcher to plan his questions in prescriptive. Besides providing a foundation for the problem to be investigated, the literature review can demonstrate how the present study advances, refines or revises what is already known. Merriam (1998) declared that a thorough search of related studies avoids unintentional duplication of previous studies.

3.2.0 NEED AND IMPORTANCE OF REVIEW OF RELATED LITERATURE

The survey of related literature implies locating, studying and evaluating the research reports, study of published articles, going through related portions of encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscripts if any. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity
with the work which has already been done in the area of his choice. The researcher needs to acquire up-to-date information about what has been studied in the particular area and to accumulate the recorded knowledge of the past.

The preliminary survey of previous studies, literature, discussions and experience related to the problem under investigation may accomplish a number of purposes. The search for related material is a time consuming but a fruitful phase of any research programme. Its specific purposes are as follows.

- It helps the researcher to find out what is already known, what others have attempted to find out and to find out the problems remain to be solved.
- It enables the researcher to know the means of getting to the frontier in the field of his research. Unless the researcher has learnt what others have done and what still remains to be done, he cannot develop a research plan that will contribute something to the knowledge existing in his field.
- It provides ideas, theories, explanations, hypotheses or methods of research valuable in formulating and studying the problem.
- It furnishes researcher with indispensable suggestions about comparative data, good procedures, methods and tried techniques.
- The insight into the methods and measures employed by the researchers will lead to significant improvement of the present research.
- It helps in locating comparative data useful in the interpretation of results and prevents pointless repetition of research.
- A thorough search of related studies avoids unintentional duplication of previous studies.
In this chapter the reviewed studies have been summarized and grouped based on the selected variables of the present study and presented under the following major headings.

- Related Studies on Choice of School
- Related Studies on Parental Care
- Related Studies on Teaching Strategies
- Related Studies on Learning Styles
- Related Studies on Academic Performance

3.3.0 RELATED STUDIES ON CHOICE OF SCHOOL

Lodhi Raees et al. (2014) examined the factors considered by parents in the selection of school and identified that the distance of the school from the student’s residence, the reputation of the school in the society, size and social status of school were the most important factors considered by the parents.

Rebecca Allen et al. (2014) reported that parental choice of school was determined by a variety of factors, namely their socioeconomic status, school quality, proximity of school and academic standard. It was stated that public schools were preferred by economically middle class and disadvantaged families. Parents with high socioeconomic status preferred high performing private schools for their children.

Florida Department of Education (2013) mentioned that the key indicators of a child’s academic success were school choice, the presence and involvement of parents. Providing high-quality school choice options allowed parents to compare and select the most appropriate learning environment for their children. It was mentioned that Charter schools were tuition-free public schools operated by an independent non-profit governing board in Florida. Thirty-seven percent (37%) of students enrolled in Charter schools during the 2012-13 school year were Hispanic. White students represented the next largest population with 35% participation, followed by African Americans with
23% participation and remaining 5% were students of other race or ethnicity.

Rana Ejaz et al. (2012) examined whether parents and family members’ choose private or public sector schools for their children in Bahawalpur City, Pakistan. The data have been collected from 627 households and the results revealed that most of the parents preferred private schools for their children’s education and also education of the parents, the income of the family, English as medium of instruction in school, proximity of private schools and distance of public school from the household made the households to prefer private schools.

Chakrabarti Rajashri (2011) investigated whether random private school selection and the absence of topping up of vouchers could eliminate student categorization. In the publicly funded voucher experiments in the Milwaukee Voucher Programme, the private schools were not permitted, by law, to discriminate between students. It was found that random private school selection coupled with the absence of topping up could obviate sorting by income in the application stage, but not sorting by ability.

Richa Sharma (2011) studied the effect of school and home environments on creativity of academic outcomes of secondary level students. Results from the study showed that school and home environment affected their creativity and academic outcomes. Students in government school had higher creativity and academic outcomes compared to private school students and also the performance of the girls was higher than their male counterpart. There also existed a significant difference between children of rich and poor environments on all the dimensions of creativity and overall performance.

Haynes et al. (2010) studied the difference in the school choice across racial and ethnic boundaries among Latino parents' choice of Magnet school which have served predominantly Black and Anglo
populations. This study explored the factors that influence Latino parents' participation in the magnet school choice. The findings showed that Latino parents who participate in school choice have come from vastly different educational backgrounds, tend to be solidly middle income, and are either second-generation immigrant. The social networks of the most educated Latino parents have not included people with access to magnet schools.

Naeem Rehman et al. (2010) identified the factors, namely family size, educational and economic status of parents, qualifications of teachers, their interest and school performance were the major factors that affected the parents' selection of private school and they have avoided public schools due to overcrowded classes and unsuitable educational environment.

Simon Burgess et al. (2010) analysed the characteristics looked by the parents in choosing schools for their children. Analysis revealed the fact that parents’ school choices made in terms of the characteristics of schools and family. The academic excellence, socioeconomic composition of school and proximity of the schools were the major factors that families considered in school choice. Results showed that strong differences existed in the set of choices available in a selection of schools. The socioeconomic status of the families made a strong difference in school choice. Families with high socioeconomic status were more likely to choose rich, and high- scoring schools and less likely to choose poor, low – scoring and non – faith schools.

English, Rebecca (2009) examined the choice of school by the parents in outer suburbs of one large city in Australia and found that parents were choosing the non-government school over the government school to ensure that their children with better cultural capital, access to a perceived better life and enhancing the potential to facilitate extraordinary children.
Fang Lai et al. (2009) inquired whether the wrong selection of schools made by parents affected the academic performance of children. The results showed that due to parent’s errors in school selection a number of students were admitted to lower quality schools that affected their examination results.

Jaap Dronkers and Silvia Avram (2009) examined the relationship between school choice and effectiveness differences between private-dependent and public schools in 26 countries by collecting data from the parents and students to predict the selection of a school. The results from the study indicated that the choice pattern between private-dependent and public schools differed across the countries. The high socioeconomic condition of the households, parents’ occupational status, parents with a male child and a higher number of teachers per student in schools had a positive impact on the likelihood of selecting private dependent schools. It was stated that there was no significant differences existed in the achievement and reading scores among students of private-dependent schools and public schools.

Simon Burgess et al. (2009) examined the parents’ preference of the school with respect to the parents’ socioeconomic characteristics and school characteristics such as measures of academic performance, school socioeconomic and ethnic composition, and distance from households. Results from the study revealed that there was a strong difference existed in the selection of school among the parents with different socioeconomic positions and they valued the academic performance of schools in school selection.

Simon Burgess et al. (2009) investigated the parents’ choice of school in England and found that parents with higher socioeconomic status and more educated were more likely to choose schools with high academic standards, whereas parents with lower socioeconomic status and less educated parents preferred schools that located near to their residence.
De Guzman et al. (2008) examined the relationship between parents’ profile, their school choice and school loyalty. Results showed that parents’ choice of school was based on the indispensable qualities of the schools whereas the age of parents, income, tuition fee payment and number of children were not related to school choice, but they were negatively related to school loyalty. From their nominal-scale profiles it was found that significant differences were noted in their school choice when grouped according to social status, place of work, and terms of payment.

Mikiko Nishimura and Takashi (2008) have examined the school choice between public and private primary schools in Kenya. Results from the study disclosed that the school quality, measured by the Kenya Certificate of Primary Education exam score at the school level, has a positive impact on the choice of private schools and students from wealthy families have a higher probability of transferring from public schools to private schools than children from poor households.

Robert Bifulco et al. (2008) studied the impact of school choice programmes on racial and class-based segregation across schools. The results showed that substantial numbers of white families used school choice programmes to avoid schools with concentrations of racial minorities, and that some black families used school choice programmes to choose more racially isolated environments.

Anders Bohlmark and Mikael Lindahl (2007) examined the impact of school choice between public and private schools on pupil achievement, segregation and costs in Sweden by using a school reform policy implemented in Sweden that significantly increased the possibility for Swedish families to choose different school types. The results revealed that children of parents with higher education and immigrant background were favoured to choose private schools, when the private school share increased. It was also found that an increase in
the private school share had some segregation effects from a higher fraction of private schooling. Thus, it was mentioned that the competitive forces among schools unleashed by the school reform induced higher pupil achievement, but also higher costs and greater segregation.

Chakrabarti Rajashri and Joydeep Roy (2007) examined the economic aspects of parental choice of schools in which they analyzed the basic economic theory underlying a parents’ choice of schools for their children based on the organization of schools, school quality and provision of education. The main distinguishing feature, from an economic point of view, was that public schools provided free education while private schools charged tuition fee and hence were costly to attend. Though private schools demands tuition fee, most of the parents were likely to send their children to private schools, because they believed that private schooling developed students academic proficiency. It was reported that the selection of the school depended on several factors, namely, the price or cost of different types of schooling, school quality, and the income of families. The school related characteristics such as academic performance, school location, proximity of the school and school atmosphere were mainly considered by the parents in choosing the best school for their children.

Justine Hastings and Jeffrey Weinstein (2007) have conducted experiments that provided direct information on school test scores to lower-income families in a public school choice plan. Results from the study revealed that receiving information significantly increases the fraction of parents choosing higher-performing schools and the majority of the parents liked to choose non-guaranteed schools with higher test scores. It was evident from the result that attending a high-scoring school increased students’ test scores.

Justine Hastings et al. (2007) have analysed the factors that had an impact on school preference of the parents. The results from the
study revealed that parents from lower-income communities have not chosen schools for academic achievement and they have lower expectations over the returns to education and academic achievement. Parents have preferred public schools with higher scoring than their guaranteed school; however, parents did not select the schools having low odds of admission.

Justine Hastings et al. (2007) studied the heterogeneity in parental school choice behaviour and its implications in Charlotte-Mecklenburg School district (CMS) in North Carolina and found out that there were vast differences existed among the parents in their school choice characteristics. Results from the study revealed that parents have considered high-scoring schools for their children. Parents with high socioeconomic status and parents of high-achieving students placed their children in high scoring schools and also parents of each race preferred schools where the majority of students with their race enrolled.

Margaret Spellings (2007) has stated that parents preferred neighbourhood schools and charter schools for their children. They also selected private religious schools to provide religious education to children at their home. The charter school movement has led to offer scholarship and tax credit programmes for students from low income families.

Ellen Goldring and Kristie Rowley (2006) stated that one of the most important ways in which parents have involved in their children’s education was through choosing the school they attend. Parents typically choose a school, according to where they live, school characteristics, academic quality and safety. It was stated that income was a main factor in determining the consideration of private schools and they were more involved in private schools than in magnet schools.
Julian Betts et al. (2006) have stated that school choice allowed the parents and students to choose a school other than the one in their immediate neighbourhood and it has given students in below-average schools a chance to attend better schools, thus improve their achievement. It was also stated that high academic achievement was not the sole factor for parents’ selection of good schools for their children, but the physical safety of the children and higher socioeconomic status have also played a crucial role in the selection of school.

Bernal, Jose Luis (2005) evaluated parents' choice of school in relation to social class and found that the middle and upper classes preferred private schools, while ethnic minorities, economically disadvantaged groups and immigrants preferred public schools.

Justine Hastings et al. (2005) investigated the parents’ preference of school with respect to the school characteristics. The results revealed that proximity and high academic performance of the schools were the important factors that directed the parents to prefer the school for their children.

Adrian Beavis (2004) has examined the factors that lead the parents in the selection of public or private schools. In order to carry out the study, the researcher has collected data from 609 households on the factors most influence their decision in choosing a school. The findings from the study revealed that economic background, occupational status of the parents and educational level of parents were associated with the selection of a school. Parents having high occupational status, high economic background and highest level of education have chosen private schools for their children.

Bast and Walberg (2004) investigated that whether parents choose the best school for their children. The results showed that parents have the right incentive and access to information for selection
of best school and most of the parents preferred the school which had high academic quality and better academic performance.

Joseph and Herbert (2004) examined how economic principles predicted parents’ selection of schools for their children. Results showed that most of the parents have chosen the best schools on the basis of their perceived academic quality of the schools. Parents have put academic achievement at the top of their list of concerns when choosing a school. It was ultimately stated that the parents’ selection of schools for their children was corroborated with economic theory and there was a positive, association between school choice and several measures of school outcomes, including student achievement, parental satisfaction and parental involvement.

Lynn Bosetti (2004) examined the determinants of school choice in order to understand how parents choose schools for their children by collecting survey data from 1,500 parents in Alberta and Canada. Results from the study revealed that parents’ religion, socioeconomic status, their educational status, academic excellence, teaching strategies and school quality were some of the factors determined the parents’ school preference. Religious private school parents were more concerned with the moral development of their children, whereas public school parents concerned good work habits and self-discipline. Non-religious alternative school parents preferred schools which developed self-esteem and critical thinking skills of children. In general all parents showed much importance and hold academic excellence as the prime objective of their child’s education.

Hoxby (2002) found that school choice by parents increase demand for high quality of teacher’s education. The parents at the time of school selection kept in mind the teachers’ education standard, institutions quality, teacher’s effort and teacher’s command over the subject.
Harold Alderman et al. (2001) have conducted a study on school quality, school cost, and the public/private school choices of low-income households in Pakistan. Results from the analysis disclosed that the parents’ choice of school has been determined by the factors, namely proximity, school attribute and fees across neighbourhood schools. Statistical analyses showed that even the poorest households have chosen private schools extensively because of low fees and the nearness of the schools from the households. Since private schools had consistent with greater achievement in a second language, parents have chosen and supported private schools than government schools.

Lankford and Wyckoff (2000) examined the effect of school choice and residential location on the racial segregation of students in elementary and secondary schools in the United States. It was found that the racial composition of schools and neighbourhoods were very important in the selection of school among White families.

Saporito and Annette (1999) have stated that race as a very powerful factor in the selection of schools in America. The White parents preferred private schooling for their children, whereas the Black parents did not show such behaviour.

Arabsheibani (1998) has conducted a study on educational choice and achievement in Egypt in order to find the determinants of school choice at secondary level. The results revealed that students with fathers in higher occupational categories preferred private schools over public schools. They also tend to choose general schools rather than religious or technical education schools. Other determinants found were high social background and attendance at private schools.

David Figlio and Joe Stone (1997) examined parents’ selection of school for their children in relation to the academic performance of students. The results from the study revealed that parents have chosen to send their children to private school and based on the academic
performance, religious schools were modestly inferior in Mathematics and Science, while nonreligious schools were substantially superior. However, minority students, particularly in urban areas, benefitted from religious schools. Other factors that made both religious and nonreligious private schools attractive included possibly superior retention rates, increased safety and discipline, and extracurricular activities.

Arum (1996) reported that student teacher ratio determines the school choice and the academic outcomes of students. It was stated that the student teacher ratio was differed in public and private schools in various states in the United States of America (USA).

Ball, Stephen (1996) examined whether economically middle class parents choose state public schools or private schools by collecting data from 137 parents who were in the process of choosing secondary education for their children. Result disclosed that middle class parents were familiar and comfortable with the state education system.

Lankford and Wyckoff (1992) have conducted a study on primary and secondary school choice among public and religious alternatives in New York. The results suggested that parents were sensitive to the relative quality of school offerings, the tuition of religious schools, characteristics of other students in each alternative, and socioeconomic characteristics of the family made the parents to select a better school for their children.

Wilson et al. (1992) investigated the school choice in the USA and found that Black parents preferred nonpublic schools for their children and they believed public schools cannot provide them quality education comparing with private schools.
3.4.0 RELATED STUDIES ON PARENTAL CARE

Mridula Bharti (2014) investigated the effect of parental and non-parental care on students’ moral judgment and found that significant differences existed in moral judgment of students living in orphanage and homes. It was stated that home environment played a very important role in the personality development of the child. In the family environment child could learn about right and wrong aspect of any action. But in the orphanage they did not get any parental figure thus they could not understand right and wrong aspect of the actions easily.

Moses Oketch et al. (2012) examined the differences in parental aspirations (as a mechanism of parental involvement in their children’s education) for their children’s educational attainment between slum and non-slum residing parents in Kenya using a multinomial logistic model for the analysis to explore the factors determining parental aspirations. The results indicated that parents who lived in the slums have lower aspirations for their children’s educational attainment when compared to those who lived in non-slum areas. Parents in the slums have aspirations for higher levels of educational attainment of their children than their own levels of education. It was concluded that parents in urban Kenya have a strong belief in the education of their children irrespective of their slum or non-slum residence, but aspirations are higher in non-slums than in the slums.

Sokcheng Nguon (2012) examined the effects of parental involvement in a variety of contexts (parental contributions, school-based involvement and home-based involvement) on students’ achievement. Multiple regression analyses showed that parental efforts in resourcing public schooling are significantly associated with students’ achievement. Parental resourcing becomes an important strategy for parents to enhance educational quality of their children. The empirical result of this study suggested that parents, regardless of their socioeconomic background, need to understand that their
involvement was the most important factor that increases children’s achievement.

Altschul, Inna (2011) has examined six forms of parental involvement in education to establish which forms of involvement have the strongest relationships with students’ academic outcomes using nationally representative data (N = 1,609) from the National Education Longitudinal Survey. Findings showed that parental support and involvement on students’ education in the home had a positive effect on their achievement, whereas parental involvement in school organizations was not associated with students’ achievement. Parents’ investment of financial resources in their children’s education was found to have a somewhat higher impact on achievement than forms of involvement that required parents’ investment of time.

Cheung and Pomerantz (2011) examined parents' care and involvement in children's learning in the United States and China using the reports collected from 825 seventh grade children on their parental care and involvement in their academic learning as well as their parents' psychological control and autonomy support. Comparing with Chinese, American parents' involvement was associated less with their control and more with their autonomy support. Despite these different associations, parents' heightened involvement and care predicted children's enhanced engagement and achievement similarly in the United States and China.

Elham Dehyadegary et al. (2011) examined the relationships between parental school involvement, academic engagement and academic achievement among high school students in Iran. The results of multiple regression analysis showed that parental school involvement and their academic engagement were significantly correlated with the academic achievement of their children.
Evin Wimberly (2011) investigated parental involvement on the student’s educational attainment in high school. It was anticipated that a strong, positive parent-child relationship had positively associated with successful educational attainment. The findings of this study revealed that only a part of parental involvement (parental expectations) had an influence on a child educational development.

Fishman, Callen (2011) investigated the extent to which the motivational factors predicted the home-based, school-based, and special education involvement of 177 parents of students in special education. Family structure, race/ethnicity, socioeconomic status and the child’s educational level were also examined. Parents' perceived invitations from the school and their perceived invitations from their child's teacher predicted their involvement in special education activities. Family structure and race/ethnicity did not demonstrate any predictive ability; however, family socioeconomic status positively predicted school-based involvement and the child’s education level inversely predicted home-based involvement. Findings disclosed that parents of students in special education have the desire to participate in educational activities of their children.

Jiang et al. (2011) tested the effects of perceived parental academia autonomy support on the interrelated variables of adolescents' self-esteem, academic motivation and academic achievement, using multi-sample structural equation modelling. A sample of 271 Asian American and 218 Latino American high school students were responded to a questionnaire and the result disclosed that parental autonomy support was a predictor of academic achievement. The Asian American sample, perceived parental academic autonomy support had significant direct positive effects on academic achievement, self-esteem and academic motivation. However, in the Latino American sample, perceived parental academic autonomy support had positive indirect effects on academic achievement.
Margaret Mahoney (2011) examined the relationship between parent involvement across three informants (parents, teachers, and children) and academic achievement of the students. Results from the study revealed that parents and teachers’ ratings of parent involvement were positively correlated with the academic achievement of their children and parents’ involvement in children’s education that best predicted the students’ academic achievement.

Shen, Yuh-Ling (2011) examined how the parental support and control affected school outcomes of adolescence in Mainland China. The sample of the study included 350 junior and senior high school students’ age ranging from 12 to 19 years. Results showed that parental support and parental control, including autonomy granting and monitoring also predicted school outcomes and also have great impact on adolescents.

David Topor et al. (2010) studied parental involvement in students’ education in which the result stated that there was a positive association existed between parental involvement and students’ academic performance. Findings from the study confirmed that increased parent involvement and positive attitude of parents toward their children’s education were significantly related to increased academic performance, measured by both a standardized achievement test and teacher ratings of the students’ classroom academic performance.

Walker Joan et al. (2010) discussed a theoretical model of the parental involvement process that addressed parents involved in students’ school related activities and they have good rapport with teachers. It was stated that parental involvement in child’s school activities influenced both motivation and student achievement positively.
Abigail Mansfield (2009) investigated the relationships between parental care, involvement, parental education level and academic achievement of seventh and eighth grade middle school students. In the study, 77 percent of the respondents who answered the parental questionnaire were mothers, 15 percent were fathers, and the remaining included other family members such as grandparents and step-parents. A Pearson Product-Moment Correlation test was conducted to investigate the relationship between parental involvement in homework and academic achievement, and parental level of education and parental involvement. The result revealed that parents who have higher levels of education tend to have students with higher levels of academic achievement in Language Arts.

Eda Ustunel (2009) discussed the relationship between parental involvement in German as second or foreign language learners and their academic success in second language. The findings showed that the parental involvement was interrelated to the participants' overall term grades in second language that they have achieved in three academic semesters. It was revealed that parents were willing to be much more proactive in the participants’ second language learning and parental influence on the second language learning attitudes and motivations played a crucial role in learners’ second language development.

Sabry Abd-El-Fattah (2006) investigated the effects of parental involvement factors on children’s academic achievement which would be mediated through children’s achievement goals orientation. Two subscales of the Perception of Parental Involvement Scale (PPIS) were used to assess the respondents’ perception of their parents’ involvement in their education at home and at school. The results of the study revealed that students’ performance approach and mastery goals were the most important predictors of students’ academic achievement, followed by parental involvement at-home and at-school. It was stated that parental involvement had an indirect effect on students’ academic achievement.
Centre for Educational Research and Social Development (2005) reported that most of the parents (80% and above) were found to have supported their children for checking homework and its monitoring, managing textbooks, instructional materials, regularity in school, and reinforced. The majority of the students, (more than 70%) reported that they were provided textbooks and instructional materials by their parent and also their parents have provided them motivation, encouragement, reinforcement and monitoring of school activities. The majority of the parents involved in school activities whenever they were asked by the school to extend their support.

3.5.0 RELATED STUDIES ON TEACHING STRATEGIES

Ching-Ning Chien (2014) investigated the teaching methods and strategies adopted by teachers in teaching English as Foreign Language (EFL) to Taiwan students. The results showed that teachers have adopted different learner centered teaching methods and strategies like group discussion, peer group interaction, language games, team teaching and task based collaborative activities in teaching English. The cooperative learning techniques of communicative language teaching and cooperative learning methods combined with traditional grammar-translation teaching instruction worked effectively in students’ language learning that enhanced the overall academic performance of the students. It was stated that classroom teaching is not attributed to a single superior method.

Amali Anbarasi and Thangasamy (2013) examined the effectiveness of Community Language Learning (CLL) approach in learning English as a second language among secondary level students. The result showed that Community Language Learning had a significant positive effect on students’ language skills. The students taught by the CLL approach had performed much better in the English comprehension skill test than those taught by traditional method.
Amit Kauts and Monika (2013) explored the effectiveness of dramatization on speaking skills and academic achievement in English among primary students. It was found that teaching through dramatization was more effective than traditional methods of teaching with respect to the achievement of students and speaking skills in English. It was further found that boys performed better than girls in English achievement.

Aparna (2013) has explored the importance of activity based teaching in language classes and stated that teaching through activities is a learner centered approach that improved the students’ involvement in learning grammar, interaction among students and enhanced their achievement.

Bhindhu and Niranjana (2013) have examined the effectiveness of role play strategy in boosting language skills and academic achievement of high school students. The result showed that role play strategy had improved the students’ language skills and academic achievement in English. It was stated that the role playing strategy developed peer group interaction, interpersonal relations, involvement and intrinsic motivation among the students.

Ismail Cakir and Sedef Kafa (2013) examined the methods and techniques adopted by English language teachers in teaching grammar. Results showed that English teachers in secondary schools in Turkey most frequently preferred to use the grammar translation method and Total Physical Response techniques while teaching English grammar.

Jie Zhang et al. (2013) examined whether a peer- led, open-format discussion approach, known as Collaborative Reasoning, would accelerate the Spanish students’ English language development. The samples in experimental group have participated in eight discussions over a four-week period. The results from the study revealed that students in the experimental group performed significantly better than
the control group on measures of listening and reading comprehension and also they have produced more coherent narratives in a storytelling task. The peer group discussion also enhanced students’ interest in participating in discussions and improved positive attitudes towards learning English.

Michelle Nguyen (2013) has studied the effect of peer tutoring on students’ academic success and found out that peer tutoring was an effective teaching strategy to engage students and improve their academic success. It was stated that peer tutoring is a successful instructional strategy to enhance achievement of low-performing students in an individualized and positive way.

Narasimha Rao (2013) has studied the advantages of language laboratories in developing reading skills among high school students. It was stated that use of language laboratories assisted students to develop their reading skill in a second language and also to enhance the pronunciation, stress, intonation and speed in reading.

Rexlin Jose (2013) studied the effectiveness on multimedia approach on enhancing the listening skill of the student- teachers. Results from the experimental study revealed that multimedia approach was statistically more effective than the traditional method in developing listening skill.

Suman Chhabra (2013) has conducted a comparative study of computer assisted instruction technique and conventional teaching on the achievement of student teachers. Results from the experiment stated that the computer assisted instruction technique was found effective than conventional teaching in terms of the achievement of student teachers in methods of teaching English language.

Ali Farhan AbuSeileek (2012) studied the effect of computer assisted cooperative learning method and group size on the achievement in communication skills such as speaking and writing among English as
a Foreign Language (EFL) learners. The results of the study showed that
the computer assisted cooperative learning and computer based
environment assisted the small group of students in the experimental
group to improve their communicative skills and reduced their anxiety
from face -to-face debate.

Beena (2012) has examined the effect of computer supported
cooperative learning on the academic performance of secondary level
students by adopting one group pre test and post test design. The
findings of the study revealed that the cooperative learning method is
more effective method as compared to individualistic method and
improved students’ academic performance. It was stated that computer
supported cooperative learning stimulated teaching learning process
and facilitated easy and effective learning as compared to traditional
learning method.

Bahram Mohgaddas and Reza (2012) stated that using drama in
English language teaching enhanced learner autonomy and
responsibility over their own learning, providing a stress free
atmosphere to learn the language, putting new vocabularies and
expressions in context, enhances pronunciation and intonation, proper
understanding of foreign language and building up learners‘ confidence
to speak.

Fazlilian and Masood (2012) studied the effectiveness of visual
animation cum narration as a teaching strategy on the student’s
achievement. The quasi-experimental study was conducted among 250
matriculation students learning Meiosis. The finding of the study
revealed that visual animation cum narration presentation improved the
students’ academic achievement and enhanced learning tasks that
involved abstract concepts and complex processes.

Franky Gupta and Surekha Sharma (2012) conducted an
experimental study to find out the effectiveness of cooperative learning
approach over conventional method in the academic performance of high school students. The findings showed that the cooperative learning approach was more effective than conventional method. There was a significant difference existed between the pre test and post test scores of students’ academic performance with respect to their gender and locality.

Karthigeyan and Nirmala (2012) have stated the functions of cooperative learning as pioneering constructivist pedagogy in educational practice which could encourage students’ creativity, interest, problem solving, critical thinking and meaningful learning and promotes responsibility. It was mentioned that in a traditional education system assumes true reality can be determined by a large accumulation of facts and teachers play a central role as a transmitter of objective truths and information to the students and mere controller of students in a classroom where the students play as passive listeners in the process of learning. There was insufficient interaction between students and teachers in classrooms where more emphasis has been given on theory without any practical and real life time situations. Cooperative learning as a revolutionary learning method which could eradicate such problems and it appear to promise positive effects for students, as reflected in increased academic achievement and improved social attitudes and behaviour.

Latha (2012) has studied the element of Task Based Learning activities in developing English speaking skills among language learners and stated that Task Based Learning is a method of language teaching that aims to increase the ability of the learner to communicate more effectively and accurately in the target language and it places a lot of emphasis on natural context for the language use. Task Based Learning which includes language games helped the students to make them sustain the effect of learning and provided language practice in the various and integrated language skills. It encouraged students to interact and communicate with each other.
Munther Zyoud (2012) examined the theoretical perspective of using drama activities and techniques to foster teaching English as a foreign language. It was reported that drama is a powerful language teaching tool that involved all of the students interactively all of the class period. It provided the means for connecting students’ emotions and cognition and enhanced students’ language skills. Drama also fosters and maintains students’ motivation, by providing an atmosphere which is full of fun and entertainment.

Satvinderpal Kaur (2012) has studied the effect of constructivism based teaching strategy on the academic performance of secondary level students. Result disclosed that students who have been instructed with constructivist based strategy showed better performance in the form of achievement scores compared to traditional methods of teaching. It was suggested that along with other teaching methods constructivist teaching strategy should be applied to enhance the students’ academic performance.

Shamshir Singh and Ranjit Kaur (2012) stated that traditional method of teaching emphasized sequential learning which produced linear thinkers. Teaching techniques like brainstorming, mind mapping, making stories, sensitization and diversification stimulated the divergent thinking among the students. It was recommended that teachers should adopt various innovative teaching strategies and change their teaching styles to foster the creativity and academic performance of students.

Singaravelu. G. (2012) has conducted an experiment to identify the effectiveness of discovery learning strategies in learning English grammar. The researcher has used face to face interaction, internet interaction, team interaction and team pair table and presentation as the strategies in learning English. The result showed that discovery learning strategies were more effective than traditional methods in teaching English grammar.
Sumeet Ramchandnai (2012) has studied the effectiveness of images and pictures on developing English language skills and critical thinking among English as second language learners. It was stated that with the help of images and pictures the learners got a good amount of practice in speaking skills and critical thinking, and improved their language skills.

Tasleem Ahmad War (2012) investigated the advantages of games in English language teaching and stated that language games created a free, frank and interactive atmosphere in language class. It also stimulated students’ interest in learning and provided a context for meaningful communication.

Thirunavukkarasu (2012) stated that teaching English through movies is an effective strategy to teach English as a foreign language among non native speakers that enhanced individuals’ skill of pronunciation, vocabulary, modulation and delivery of words in an effective and enthusiastic way.

Tholappan and Krishna Kumar (2012) investigated the effectiveness of video assisted instruction in learning among class XI students. It was found that video assisted instruction had a positive influence on students’ achievement. The gender and locality variations of the students did not affect their achievement. The experimental group gained more scholastic achievement with the video assisted instruction over the conventional method of instruction.

Ansari (2011) examined the role of English language teachers in matching their teaching methods and techniques with learning styles of students. It was stated that, teachers must understand individuals’ diverse learning styles and make efforts to create optimal learning environments for learners. Teachers should employ various instructional strategies to match with students learning styles that could enhance students’ language skills.
Mei Ching Ho (2011) examined the nature of small-group discussion on promoting oral communication among the students. The findings of the study revealed that small-group discussions assisted students to improve their oral communication in English and also enhanced their identity-construction, critical thinking, and problem solving ability rapidly.

Mei-jung Wang (2011) analysed the peer group discussion in second language learning by using multimodal presentation software. It is revealed from the study that throughout the peer discussion, the students exchanged their opinions and learned consciously from the construction of other presentations. The peer group discussion enabled the students to learn from each other and enhanced their knowledge. It also developed mutual understanding, creativity and modified the students’ direction in the design of their presentations. But in contrast, language use of the students was not much improved.

Ranjit Kaur and Asha Yadav (2011) examined the effectiveness of digital board assisted instruction over traditional methods on students’ achievement at secondary school level. It was found that teaching through the digital board had a positive effect on students’ achievement. It was stated that teaching through digital board could be a better method of imparting and transmitting knowledge as compared to the traditional method of teaching.

Rosemary and Monique Senechal (2011) examined whether a dialogic reading intervention programme enhanced the narrative skills of English speaking children. Dialogic reading, a shared reading activity that involved elaborative questioning techniques, was used to engage children in oral interaction during reading and to emphasize elements of story knowledge. The results from the study stated that the dialogic reading activity enhanced the children’s narrative skills and expressive vocabulary gains.
David Duran (2010) studied the effectiveness of peer tutoring and its patterns and sequences in paired writing. The interactions of 24 students (12 pairs) of secondary students were given peer tutoring intervention to learn Catalan. The result showed that significant increases were observed in pre- and post test achievement scores of students and it was stated that peer tutoring had a positive impact on students’ achievement in learning a language.

Filiz Erbay and Sunay Yildirim (2010) evaluated the effectiveness of creative drama education on teaching the social communication skills of greeting, joining the group and initiating a conversation among disabled students integrated into mainstream education and the result disclosed that creative drama activities had a significant positive effect on developing social communication skills among disabled students.

Haubrich Melissa (2010) studied the relative effectiveness of two types of language-based instructional strategies designed to enhance non-English speaking students' academic success. It was predicted that students in the English as a Second Language (ESL) programme would be expected to learn language related skills better than content related skills since instruction is delivered only in the English language and also students in the bilingual self-contained programme would be expected to learn non-verbal academic content better than language related skills since most of the language in which the instruction is being delivered is in the native language. The results of the study confirmed that students taught with bilingual self-contained instructional strategies outperformed the ESL students in verbal (reading) and non-verbal domains. The study confirmed the effectiveness of instruction in the native language of English language learners in core academic domains.

Maden Sedat (2010) compared the effects of Jigsaw-IV and the conventional teaching on the academic achievement of Turkish students
in pre-service teacher education programme for the language teaching methods and techniques by using pretest-post test with the control group model. The results of the study revealed that there were considerable differences in favor of the experimental group in terms of academic achievement and retention level in language teaching methods and techniques. It was concluded that Jigsaw-IV method had a positive effect on students’ academic achievement comparing with the conventional teaching.

Serife Demircioglu (2010) has conducted an experiment with the aim of determining whether drama has an extended impact on students’ vocabulary teaching. The students in experimental group have been taught new English vocabularies by telling stories and performing drama and also students played different games. On the other hand, students in the control group have been taught new vocabularies by giving Turkish equivalents of the English words with pictures. The results revealed that students in the experimental group learned more vocabularies and achieved better results than the control group. It was stated that the drama can be an effective teaching learning strategy and it created supportive intellectual and emotional environments that encourage students to think and apply their communication skills.

Stephen Sadow (2010) studied creative activities for teaching language and stated that a variety of creative activities like group, pair, and single-person activities allowed students to communicate on a vast array of subjects and try on an endless series of linguistic strategies. Activities like conversation, card play, listening hard, power phrases, thought-creating and scenarios and jumping off points were highly teacher-friendly activities that assisted students to develop their creative thinking and self-disclosure.

Allen Thurston et al. (2009) studied whether reciprocal peer tutoring promotes modern language development among primary school students. The results revealed that peer tutoring with authentic
contexts for communicating via technology promoted modern language learning. It was stated that the use of technology had the added advantage in language learning and assisted to overcome some of the temporal and spatial barriers.

Sema Karakelle (2009) has examined whether two important elements in divergent thinking, namely flexible and fluent thinking skills have been enhanced through creative drama process among the postgraduate students. The results from the experiment showed that creative drama process assisted the students to enhance their divergent thinking, flexibility and fluency.

Bailin Song (2006) studied the effects of content-based English as a second language instruction on students’ academic performance by conducting experiment with two groups of undergraduate students. Students who have enrolled in a content-linked ESL instruction programmes were compared to students who did not receive the programme. The results of the study showed that students who have received content-linked ESL instruction performed better in the ESL course, have higher pass rates and better long-term academic success than the other group.

Chen, Runyi and Bernard Hird (2006) have studied small group work in English as foreign language classrooms and stated that small group discussions was an effective strategy in the development of students’ communicative proficiency in English.

Huong, Le Pham Hoai (2006) investigated the effectiveness of group work on learning vocabulary among ESL students in Vietnam and found that group work had a positive effect on classroom learning and assisted to improve the English language vocabulary among the students.

Susan Butcher (2006) conducted a study which focused on exploring storytelling/ narrative, as a teaching strategy, and how it
influences adult learning. Results from the study disclosed that storytelling assisted to validate the student experience and allowed students to take ownership of their behavior, actions and thoughts. It was stated that narrating stories promoted critical thinking, moral development, enhanced verbal communication and interpersonal communication among the students. They also invoke emotions, made situations real and assisted students learn and retain information better.

Tan Bee Tin (2006) investigated the students’ interest while observing lectures of teachers. The findings suggested that interest in the topic could be triggered by the lecturer in a suitable environment. In teaching through lecture method, students themselves could be trained to seek a connection between the lecture topics and learning experience.

Vandana Mehra and Hobibor Rohman (2005) examined the effectiveness of peer tutoring on learning outcomes of high school students. The results of the study showed that students taught by teacher directed instruction followed by peer tutoring yielded better scores than their counterparts taught by traditional method of teaching. It was stated that peer tutoring is a blessing for the children in classroom learning where higher achieving classmates help less able students to achieve better and it can be used as a supplement to large group classroom teaching.

Jennifer Yusun Kang (2004) examined the English as a Foreign Language (EFL) learners’ ability to achieve discourse cohesion in English among Korean students through appropriate selection of referential strategy like oral narrative discourse. The findings of the study disclosed that the Korean EFL learners who have studied English as a Foreign Language for at least six years have presumably gained considerable knowledge of linguistic forms and rules in English but they were limited in producing extended oral narrative discourse in an appropriate manner.
Nicolaas Hart (2002) studied the intra-group activities among Japanese students in the English classroom in which the result revealed that the group discussion strategy assisted students to develop their working knowledge of English and it made them feel secure environment within which they can improve their skills to make connections with one another and with the universal community as a basis for interactive life-long learning.

Roger Barnard (2002) examined the effectiveness of peer tutoring in classroom interaction among school students. It was stated that students were able to provide sufficient and appropriate assistance in learning through peer tutoring and learning was jointly constructed by the partners in a peer group. Students with less academic ability had gained more benefit from the more able students in peer tutoring teaching technique.

Patrick et al. (2001) studied the difference between traditional lecture cum discussion method and collaborative learning among undergraduate students in which the result revealed that collaborative learning method produced both statistically significant and substantially greater gain in student learning than the traditional instructional method.

Yael Bejarano et al. (1997) investigated the effectiveness of small group interaction strategy in improving effective communicative interaction among English as a foreign language learners during group work carried out in the language classroom. Participants in both experimental and control groups were given similar group work activities in language instruction, but the experimental group underwent special training. Results from the study indicated that the better use of interactive strategies improved communicative interaction among the students in the experimental group.
Zoltan Dornyei and Angi Malderez (1997) studied the importance of group dynamics in foreign language teaching. Group dynamics concerned small group work within the class as well as the whole of classroom dynamics. Cooperative learning, a group dynamics-based approach significantly contributes to the success of second language learners. It was stated that the use of pair-work and small-group activities in role-play and drama activities improved the interaction between all members and small-group lively competitions in the classes assisted to promote inter-member relationships.

Gyanani (1996) investigated the effectiveness of peer tutoring on the promotion of language skill among school students. It was stated that peer tutoring improved achievement of students and facilitated language skills, particularly reading ability and spelling performance.

Jan Anderson (1993) used the communicative approach in teaching English in China focusing on a completely oral presentation in English and on oral practice in English classes, the students have made outstanding progress. The result showed that communicative approach as a teaching strategy developed a lively atmosphere for communicative activities, cultivated the practice of English presentation in classroom discussion and presenting new material in a communicative context rather than in isolated. It was concluded that communicative approach has become more acceptable and appropriate for language teachers in teaching of the English language.

Francis R. Jones (1991) has examined the communicative activities in the language classroom and found that simulations and other communicative activities like language games and role play activities in the second language classroom developed students’ language speech and conversational skills. It was recommended that more open-ended communicative activities needed to integrate into the language syllabus.
Catherine et al. (1989) stated the advanced phase of language training programme, which extended students’ linguistic and pedagogical training by concentrating on one-on-one and small group interactions with native speakers. It was affirmed that successful teaching involved not only lecturing, but also many essential face-to-face and one-on-one interactions. The findings showed that students developed their linguistic skills, language competence and developed a positive attitude towards becoming involved in an English-speaking environment.

Cecilia Tong Fredericks (1984) conducted an experiment with the aim to compare the language generated by different kinds of oral communication activities performed by each of the six pairs of students working simultaneously in which the language produced by them was recorded and transcribed. Results from the experiment revealed that in role-playing and language games students showed more attention to accuracy and range of form and lexis than natural conversation.

3.6.0 RELATED STUDIES ON LEARNING STYLES

Devi Gomathi (2014) investigated the learning styles of higher secondary students in relation to their academic achievement and found that students have preferred visual learning style and the academic achievement of visual learners was greater than the verbal learners.

Jihad Turki (2014) examined the learning styles of gifted and non-gifted students and found that the most preferred learning styles of gifted students are visual learning style, followed by kinesthetic learning style, visual/verbal style and auditory learning style respectively, whereas non-gifted students preferred auditory learning style, followed by visual/verbal style and kinesthetic learning style. Further, it was identified that significant differences existed in all learning styles between gifted and non-gifted students with respect to their gender and class grade.
Azrinawati Remali et al. (2013) studied the relationship between learning style and academic performance of students and found that students’ academic achievement was directly influenced by learning styles.

Hemalatha (2013) has studied the influence of learning styles on academic achievement among graduate students. It was stated that students’ learning style preference influenced their academic performance.

Karthigeyan and Nirmala (2013) investigated the learning style preference of English language learners in higher secondary level by using the Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Joy Reid. Results from the study showed that the predominant learning style preference of English language learners was the visual learning style followed by auditory learning style, group learning style. The least preferred learning style was the kinesthetic learning style.

Ravi and Manju (2013) have examined the learning styles of 8th grade students in relation with their school environment. The Learning Style Preference Scale, developed by Joy Reid (1987) was adopted to collect data from the students. The results showed that students differed in their learning style preference. Students studied in state board and matriculation board preferred visual, auditory and group learning style when compared to students studied in central board schools, who showed greater preference to individual learning style. From the results it was stated concluded that different school environments affected the learning styles of students.

Sahoo and Subhash Chandra (2013) examined the learning styles of student teachers by using Grasha- Reichmann Learning Style Scale (1996). The results of the study reported that a large number of students adopted collaborative, dependent and participant learning
styles. Students having independent learning style were found to be significantly larger in numbers and higher performance than those having dependent learning style.

Saleh Khatib and Shadia Ghosheh (2013) investigated the differences in learning style preference of students based on their gender and academic performance by using Joy Reid’s (1987) Perceptual Learning Style Preference Questionnaire (PLSPQ). Results from the study showed that the major learning style preferences of students were auditory, visual and group learning style, whereas kinesthetic, tactile and individual as a minor learning style preference. Results further showed that male students were more auditory and tactile learners, whereas female students were more group learners. In addition, student learning style preferences did not vary by academic performance, except for group learning style.

Ali Gholami and Manouchehr (2012) investigated the difference in the learning style between left handed and right handed English as a Foreign Language (EFL) students using the VAK Learning Styles Indicator (Visual, Auditory, Kinesthetic Learning Styles Indicator). The data have been collected from 100 EFL students and the results disclosed that the difference between the groups on certain aspects of learning styles was found to be statistically significant.

Aliakbari, Mohammad and Tazik Khalil (2011) investigated the relationship between Iranian EFL students’ perceptual learning styles and gender by using a 32 item questionnaire administered to 105 EFL students at Ilam University, Iran. The result revealed that both male and female students inclined to be bimodal learners who were visual/non-verbal rather than being trimodal or single learners who were, respectively, visual/verbal/kinesthetic and auditory. The descriptive analyses showed that female learners tended to be more visual/tactile/kinesthetic learners and it is concluded that gender played a significant role in EFL students’ language learning styles.
Aliweh, Ahmed Mahmoud (2011) studied EFL students’ learning styles and satisfaction with Web-Based Materials. They were exposed to various web-based materials (listening, reading, writing, and grammar) in add-on face-to-face courses. An adapted form of Reid’s (1998) Perceptual Learning Style Preference Questionnaire (PLSPQ) was used to identify participants’ learning styles after exposure to web-based instruction and a questionnaire to examine students’ satisfaction with web-based learning. The findings of the study disclosed that kinesthetic, tactile, and visual were the major learning styles the participants favored when working with online activities and students' gender had a significant effect on students' learning style preferences.

Alkhatnai, Mubarak (2011) examined EFL college students’ perceptual learning styles in order to determine whether their perception of their learning styles predicted their academic persistence, satisfaction and success in different learning environments. This study employed both quantitative and qualitative methods in which quantitative data were gathered from a sample of 100 college level EFL students in Saudi by administering Perceptual Learning Styles Preference Questionnaire (PLSPQ) developed by Joy Reid and qualitative data was collected by individual in-depth interview with two groups comprised of six students each. Findings revealed that the order of the preferred learning styles was as follows: Tactile, auditory, visual, group, kinesthetic, and individual and students' satisfaction and success, as well as their positive and negative learning experiences, did correlate with their learning style preferences.

Amran, Noraizan (2011) examined the learning styles of non-science and non-technology students on technical courses in order to provide inputs for the instructors’ design of a curriculum to suit students' learning styles by administering Barsch Learning Style Inventory (BLSI). Results revealed that visual learning style was the most preferred learning style while kinesthetic was the least preferred
learning style of both male and female students in all programmes of studies and at different levels of academic achievements.

Aranya Srijongjai (2011) examined the learning styles of language learners in an EFL writing class and the differences in the learning styles based on their achievement levels in their English writing course. Memletics Learning Styles Inventory and a semi-structured interviews were used to collect data from 88 undergraduate students. The data were analyzed using means and the one-way analysis of variance (ANOVA). The results of the analysis showed that the primary and secondary learning styles of the students were social and aural learning style and there were no significant differences existed in students learning styles based on their achievement levels in the writing class.

Burcu Devrim and Hande Eryilmaz (2011) conducted a study with the aim of determining learning styles of engineering students for a service course. A VARK questionnaire was administrated to 120 students to determine their preferred mode(s) of learning styles. Results showed that the multimodal learning style was mostly preferred by Computer Engineering students, whereas Manufacturing Engineering students mostly preferred the auditory learning style in their education. Since Mechatronics Engineering is a multidisciplinary engineering requiring knowledge of Mechanical, Electrical and Computer Engineering, their preferences of learning style pair also involved mostly the kinesthetic learning style. Overall result showed that kinesthetic learning style was the most preferred learning styles which supported the structure of the course content.

David and Chang (2011) investigated students’ learning styles in relation to learning strategies in web-based learning environments, and in particular, how academic discipline and gender differences affect learning styles and learning strategies in web-based learning for college students in Taiwan. The results showed that regardless of learning
strategy, academic discipline and gender, the ‘visual’ type learning style was the most dominated learning style of web learners. In addition, ‘sensing’ learners have significantly lower scores in the dimension of ‘anxiety’ than ‘moderate’ learners, which indicated that ‘sensing’ learners felt uneasy in a web-based learning atmosphere, and its related activities. The study also found that ‘sequential’ learners were highly motivated than ‘moderate’ and ‘global’ learners, and female learners have higher motivation than male learners in web based learning situations.

Hsieh et al. (2011) investigated the effects of teaching styles and learning styles on reflection levels of students within the context of Ubiquitous Learning (u-learning) in particular, the teaching styles at the dimensions of brainstorming and instruction and recall and the learning styles at the dimensions of active and reflective learning. The experiment was conducted with 39 fifth grade students in southern Taiwan in which the experimental results showed that those students who received a matching teaching-learning style presented a significant improvement in their reflection level. That is, matching the learning styles of students with the appropriate teaching styles can significantly improve students’ reflection levels in a u-learning.

Jane Koch et al. (2011) investigated the learning style preference of first year accelerated graduate entry nursing students and their academic performance in English by using the Visual, Aural, Read/Write and Kinesthetic (VARK) learning style questionnaire. The result showed that preference of multiple approaches to learning with the kinesthetic learning style preference was a significant predictor of academic performance in English.

Lena Bostrom (2011) examined the effects of teaching through traditional versus learning-style instructional methods on learners’ achievement, attitude, retention, and understanding of the learning Swedish grammar. In a counterbalanced design, the control group was
taught about grammar with a traditional teaching method and the experimental group was taught the same content with Multisensory Instructional Packages (MIP). Statistical analyses disclosed that significantly more positive differences existed in achievement, attitude, retention, and grammar understanding when students were taught with learning-styles responsive instructional strategies than traditional method. The findings indicated that learning-styles methodology provided a practical, positive means of individualizing instruction and simultaneously improving learners’ attitudes toward learning grammar.

Maldonado-Torres (2011) examined the relationship between Dominican and Puerto Rican students’ learning style. The findings of the study revealed that statistically significant difference existed between the Dominican and Puerto Rican students’ learning preferences and it was stated that the students' country of origin might be an important factor in determining individuals' learning styles.

Nurul Amilin et al. (2011) investigated the diverse learning styles employed by ESL students in a secondary school in order to recognise their learning styles. The findings revealed that the students’ learning styles can be categorised as global, impulsive, perceiving, extroverted, introverted, ambiguity tolerant, sociological, auditory, visual and active learners. The results of the study indicated that teachers have to improve their lesson plans to cater to the students’ diverse learning styles.

Surender Sharma and Surender Thakur (2011) carried out an investigation to ascertain the learning styles of student teachers and their impact on academic achievement. It was disclosed that affective dimensions of learning styles, namely directed learning style, reproduction directed learning style, application directed learning style and undirected learning style had significantly affected the achievement of prospective secondary teachers and their teaching aptitude.
Tripp, Robert (2011) conducted a comparative study on learning styles of Hispanic and non-Hispanic undergraduate students from four state universities in North Carolina by administering the Index of Learning Styles (ILS) developed by Richard Felder and Barbara Soloman (1991). They were studied for a relationship between learning styles and ethnicity, and the interaction of gender and ethnicity. The result revealed that there was no relationship between ethnic identification and learning style and there was no significant difference in learning styles for Hispanic and non-Hispanic students. However, the interaction of ethnicity and gender showed an effect on Hispanic males and non-Hispanic females appeared to be more similar in degree of learning style preferences as compared to non-Hispanic males and Hispanic females.

Zohreh Seifoori and Maryam Zarei (2011) studied the relationship between the learning styles and the multiple intelligence types of Iranian students. The statistical analysis indicated that kinesthetic learning style and spatial intelligence were the most dominant among Iranian students. The correlation analysis also revealed a significant relationship existed between tactile learning style and mathematical intelligence; kinesthetic learning style and mathematical intelligence; tactile learning style and spatial intelligence; tactile learning style and bodily intelligence; and kinesthetic learning style and bodily intelligence.

Amirtharaj and Jesudoss (2010) have studied the learning styles of secondary level school students and their academic achievement by using the Visual, Aural and Kinesthetic (VAK) learning style inventory. The students’ examination marks in school subjects have been collected as achievement scores. The result showed that students differ in their learning style preference and most of the students preferred visual learning style followed by aural and kinesthetic learning style. It was also identified that learning styles of students influenced their academic achievement.
Emamipour and Hassan Shams (2010) conducted a comparative study on learning styles of monolingual (Persian) and bilingual (Turkish-Persian) secondary school students using Felder – Solomon Learning Styles Inventory. The results of the study indicated that learning styles of students in both groups were significantly different. In comparison with the monolingual subjects, the prevalence of verbal learning styles was higher in bilingual students, while the prevalence of intuitive and visual learning style were higher in monolingual students. Learning styles of male students were significantly different from the learning styles of female students. In comparison with female students, the prevalence of global and visual learning style was higher in male students, while the prevalence of sequential and verbal learning style was higher in female students.

Erton Ismail (2010) studied the relationship between personality traits, language learning styles and success in foreign language achievement. In order to identify the relationship between the variables Maudsley’s ‘Personality’ and Barsch’s ‘Learning Styles’ inventories were administered to Bilkent University Freshman students studying at the Faculty of Engineering, Science, Economics, Fine Arts, and Humanities, who received the English course in their first year at the university. The findings showed that there was a positive, but a low level of relationship existed between the personality traits of the learner and their learning styles, and also these characteristics reflected success in learning a foreign language.

Farinaz Shirani and Hamidah (2010) investigated the learning style preferences of Iranian EFL students and given their implications for the teaching and learning. The results showed that there was no statistically significant difference between the mean scores of male and female students’ preference of learning styles such as communicative, concrete, authority-oriented and analytical learning styles. The study suggested that the teaching style should be matched to the students’
learning style and that the teaching and learning materials should also be matched with students’ varied learning style preferences.

Wilfred and Allan (2010) studied the gender differences in learning styles of secondary school students and the results disclosed that females had a higher preference for concrete sequential and abstract random style compared with males. Males had a higher preference for concrete random than females. It was proposed that learning style based pedagogical practices in teaching assist to improve students’ learning and achievement.

Williams, Judy (2010) examined the relationship between sensory learning style and reading comprehension levels by administering the Kaleidoscope Profile and the Scholastic Reading Inventory (SRI) among seventh grade students from two suburban junior high schools in Utah. The results indicated that there was a significant relationship existed between kinesthetic, auditory, and visual learning styles and reading comprehension levels.

Zahra Naimie et al. (2010) investigated the impact of teaching and learning style preferences and their match or mismatch on learners’ achievement. The Index of Learning Styles (ILS) developed by Felder and Soloman (2006) was used together with observations and interviews to collect data from 310 English Major Students and four lecturers from Azad University, Iran. A one-way analysis of variance (ANOVA) was performed to determine the differences between the groups in the achievement scores. The results of the study revealed that matching teaching and learning styles in English as a Foreign Language (EFL) classes assisted to improve students’ achievement.

Elizabeth et al. (2009) studied the learning styles of high and low academic achieving Freshman teacher education students using the Dunn and Dunn’s Learning Style Model. Results from the study revealed that no significant difference existed in the learning
styles between the low achieving and high achieving students. Though the students did not vary in terms of their learning styles with respect to their academic performance, it was recommended that teachers must incorporate different teaching strategies and methods based on students’ visual, auditory, tactile and kinesthetic styles of learning.

Mei Ling Chen (2009) has investigated the influence of grade level on perceptual learning style preferences and language learning strategies of English as Foreign Language learners (EFL) using Perceptual Learning Style Preference Questionnaire (PLSPQ) and the Strategy Inventory for Language Learning (SILL). Three hundred and ninety junior high school students participated in this study. Results showed that statistically significant relationship existed between grade level and kinesthetic learning style, tactile learning style preference and individual learning style preference.

Yilmaz-Soylu and Akkoyunlu (2009) have investigated the effect of learning styles on students’ achievement in different learning environments (text based, narration based and computer mediated based) which were designed according to principles of Generative Theory of Multimedia Learning. Kolb’s Learning Style Inventory (LSI) was administered to measure students’ learning styles and the pre-post test designed to identify students' achievement score. The result showed that learning style was not significantly effective on students’ achievement in different learning environments.

Andreou, Eleni et al. (2008) examined the relationship between learning styles of Greek students and their performance in phonological, syntactic and semantic tasks in learning English as a second language (L2). Results revealed that students differed in their learning styles that contribute to their language learning and female students performed better than males in both syntax and semantics learning tasks.
Rovai et al. (2008) examined the learning style preferences of Black students and White students, and their academic achievement. Results showed that Black students in graduate school possessed a stronger generalized preference for the dependent learning style and a less significant preference for the independent learning style. However, no significant differences were found between the Black students and the White students in their learning style preference and academic achievement.

Jie, Li and Xiaoqing Qin (2006) have studied the relationship between learning styles and language learning strategies in the EFL context in China by administering two self-reported inventories among 187 undergraduate students and structured interviews have been performed among the six high and low achievers in the qualitative aspect of the study. The results of the study showed that learning styles have a significant influence on the learners’ learning. Compared with low achievers, high achievers were more capable of exercising strategies and they were associated with their non-preferred styles.

Andrea Honigsfeld and Rita Dunn (2003) investigated the gender differences in the learning styles of adolescents from five countries - Bermuda, Brunei, Hungary, Sweden and New Zealand. The results disclosed that there was a significant gender difference existed in their learning style preference and statistically significant differences existed in the learning styles among the students in all the countries.

Madeline et al. (2003) examined the individual differences in second language learning among the students, especially how they were reflected in students’ learning styles, learning strategies and affective variables. The results showed that students’ personality and cognitive styles determined their ability, learning style and predict their academic performance.
Doris Matthew (1996) investigated the learning styles and perceived academic achievement of high school students by using the Kolb’s (1985) Learning Style Inventory (LSI). The participants of the study included 5,835 students chosen from rural, urban, and suburban areas. The results from the analysis disclosed that learning style had a significant effect on students’ perceived academic achievement. The results also revealed that there were statistically significant association existed between learning style and gender, learning style and race, and learning style and grade.

Oxford, Rebecca and Madeleine (1992) examined the individual differences in second language learning and found that students’ learning style was one among the different factors, namely aptitude, motivation, anxiety, self-esteem, risk taking, age, and gender which influenced success in learning a second language.

Oxford, Rebecca (1989) studied the role of learning styles and strategies in second language learning among the students. It was stated that the learners’ general learning styles or overall approaches to learning and the environment were so varied. It was also mentioned that learning styles and strategies were the most important variables influencing second language performance.

Agarwal (1987) studied the learning styles of high creative and low creative students at secondary level. Results showed that high creative students had visual learning style and field independent learning style, whereas low creative students had aural learning style and field dependent learning style.

3.7.0 RELATED STUDIES ON ACADEMIC PERFORMANCE

Mohd Shakir (2014) investigated the relationship between academic anxiety and academic achievement of senior secondary level students. Research findings showed that inverse relationship (negative correlation) existed between the academic achievement and the
academic anxiety of students, and also significant difference existed between high and low academic anxiety groups of students in their academic achievement.

Pradeep Kumar (2014) has investigated the effect of English language proficiency on students’ academic performance based on the students’ locality. The result stated that proficiency in English language and academic performance are directly related and it was recommended that much focused approach is required to be adopted in order to raise the level of proficiency in English among students of rural and semi-urban areas.

Ali et al., (2013) examined the secondary school students’ test anxiety and their achievement in English. It was found that there was a negative correlation existed between test anxiety with students’ achievement in English.

Jose Manuel et al. (2013) studied the factors determining the academic performance on listening of Spanish students. The European Survey on Language Competences (ESLC) was designed to collect information about the foreign language proficiency of Spanish students in secondary education. Results showed that the use of the target language (English) exposure and in non-formal contexts had led to better results in ‘listening’ among Spanish students.

Karthigeyan and Nirmala (2013) examined the gender disparity in second language achievement among secondary school students. The marks attained by students in annual examination have been taken as academic achievement scores. The results revealed that the girls had better performance than their male counterparts and there is a significant difference existed between boys and girls in their second language (English) achievement.

Karthigeyan and Nirmala (2013) have examined the differences in the academic performance of secondary level students in a second
language (English) with respect to their gender and nature of schools in which they studied. Results from the study disclosed that girls earned better performance than boys and students studied in matriculation schools had better performance than students studied in government and government aided schools.

Kiranjeet Kaur (2013) investigated the relationship of parental relationship and involvement on achievement motivation and students’ achievement. Results from the study disclosed that parental acceptance and their involvement related positively to the achievement motivation and academic achievement of the student.

Nirmala and Shanty Jose (2013) explored the effect of family acceptance on the academic achievement of secondary school students of North Kerala. It was found that family acceptance had a significant effect on academic achievement of the students.

Patrick Ogecha et al. (2013) identified the factors that influence the academic achievement of public secondary schools in central Kenya and found that strong instructional leadership, safe and orderly schools, school climate, frequent monitoring of student progress, and positive home-school relations were the factors influence the academic achievement of students.

Sangeetha and Priyanka (2013) examined the academic achievement of high school students in relation to their anxiety. The findings of the study revealed that there was a significant relationship existed between academic achievement and anxiety which showed the anxiety of students affected their achievement. There was no significant difference existed in the academic achievement of students based on their gender and locality of their residence.

Shazli Hasan (2013) has studied the academic achievement of secondary school girls in relation to their home environment. The results disclosed that different levels of home environment have a
profound effect on students’ achievement. It was stated that a high level of home environment had a positive effect on students’ academic achievement.

Sumalata Saxena and Laxmi (2013) studied the differences in academic achievement of secondary level students in terms of demographic variables namely gender and type of schools. Results revealed that gender no effect on academic achievement. The residential school students attained better achievement than non-residential school students.

Vani Subramanyam (2013) studied the academic achievement of students with respect to the parent-child relationship. Results from the study revealed that the parent-child relationship contributed to the academic achievement of children and specifically, mothers’ protecting nature and punishing tendency contributed more to the academic achievement of children. It was stated that mothers played significant role in the education of their children than the fathers.

Vankar (2013) studied the effect of examination anxiety on the educational achievement of the higher secondary level students. It was revealed from the result that significant negative relationship found between test anxiety and academic performance. Negative correlation indicated that as the level of academic anxiety increases, academic achievement decreases and vice-versa.

Karthigeyan and Nirmala (2012) have studied gender differences in academic achievement of secondary schools students in English. The annual examination marks obtained by the students in English were used as a measure to assess the academic achievement. The results from the study showed that the academic achievement of girls was higher than their male counterpart in English subject with respect of their locality, nature of school and community.
Karthigeyan and Nirmala (2012) have studied the achievement gap in English among secondary school students with respect to their gender, locality and nature of the school in which they studied. Results from the study revealed that statistically significant difference existed in the academic achievement between the groups based on their demographic characteristics.

Sandhya Singh and Rita Arora (2012) studied the effectiveness of the medium of instruction on scholastic achievement of adolescent students. It was revealed that students studied in English medium schools gained better scholastic achievement than students who have studied in Hindi as the mother tongue medium of instruction and it was reported that the medium of instruction affected the scholastic achievement of the adolescent students.

Surinder Singh (2012) made an attempt to study the academic achievement of 9th class students of District Solan of Himachal Pradesh in relation to their locality of residence. The finding of the study revealed that urban and rural students did not differ in their academic achievement.

Yellaiah (2012) studied the relationship between adjustment and academic achievement among secondary level students in government and private schools in Mahabubnagar district in Andhra Pradesh. The results disclosed that adjustment and academic achievement caused significant difference among the students with respect to their gender and school management. Rural and urban school students had no significant difference in their academic achievement. It was also found that there was a low positive relationship existed between adjustment and academic achievement.

Faroq et al. (2011) examined the factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. Data have been collected from 600 students of 10th
grade level using a questionnaire for information gathering about different factors relating to academic performance of students. The academic performance was gauged by the result of their 9th grade annual examination. The results of the study revealed that socioeconomic status (SES) and parents’ education have a significant effect on students’ overall academic achievement as well as achievement in the subjects of English and Mathematics. It was found that the academic performance of girls was better than the boys.

Lacour and Tissington (2011) investigated the effects of poverty on academic achievement. It was found that low economic status or lack of resources closely correlated with low achievement. It was stated that the poor economic status of the family directly affected the academic achievement of students.

Malkeet Kaur (2011) studied the difference in the academic achievement of tenth grade students in Hoshiarpur district of Punjab in relation with their parents’ education. The results showed that significant difference existed in the academic achievement of students based on the educational status of parents. Students having literate parents had better academic achievements than their counterparts having illiterate parents. It was indicated that parental education had significant relationship with the academic achievement of their children.

Manoj Kumari (2011) examined the study habits of secondary level students with respect to their achievement. The result showed that there was a significant difference existed in the academic achievement of students in terms of their study habits.

Maryam Rostami et al. (2011) studied the relationship between gender, perception of classroom structure, achievement goals and academic achievement of English as second language learners in Tehran. Academic achievement of the students was assessed and valued through the final examination marks attained by 336 middle school
students. The results showed that the variables, perception of classroom structure and achievement goals predicted the academic achievement in English language, and the girls had better grades than their male counterparts in English.

Mukta Yadav and Rekha Yadav (2011) studied the academic achievement of adolescent children of working and non working mothers in relation with their self concept. Results showed that children of working mothers had better academic achievement than children of non-working mothers. Both the male and female children were far better in academic achievement than the sons and daughters of non-working mothers.

Pushap Lata and Ajula (2011) studied the study habits and academic achievement of senior secondary level students. The result of the study stated that there was a low level relationship existed between study habits and academic achievement of the students.

Rekha Yadav (2011) has conducted a comparative study of adjustment, value patterns and academic achievement of urban and rural school adolescents. It was revealed that students in urban schools were academically better than students in rural schools.

Sahragard et al. (2011) carried out a research aimed to find out the relationship between Iranian EFL students’ language proficiency and their academic achievement. The result showed that significant positive relationship existed between language proficiency and academic achievement.

Sayid Dabbagh (2011) investigated the relationship between the academic self-concept and academic performance of high school students. The finding showed that there was a significant relationship existed between academic self-concept and measures of academic performance. Academic self-concept strongly and positively predicted the general performance in literature and mathematics.
Annie Isabella (2010) studied the relationship between socioeconomic status of the students in the Bachelor of Education (B.Ed) programme and their academic achievement. It was found that there was no significant relationship existed between the socioeconomic status of the students and their academic achievement.

Cheng, Liying et al. (2010) studied the English Language immersion and students' academic achievement in English, Chinese and Mathematics in China. The results showed that immersion students, compared with non-immersion students, performed better in English subject. It was stated that second language immersion was an effective means of facilitating students' second language competencies.

Hailiang Ning et al. (2010) studied the gender difference in English language and the result showed that statistically significant differences existed between male and female in vocabulary, syntax and conversational styles in English language.

Hoi Kwan and Kevin Downing (2010) examined the influence of motivation and self-regulation constructs on academic performance. Results from the study disclosed that student motivation and self-regulation were found to be the strongest predictor of academic performance. It was stated that motivation and self-regulation as a means of facilitating the academic success of students.

Annemaree Carroll et al. (2009) studied the effects of self-efficacy and academic aspiration on the academic achievement of Australian high school students. The findings showed that academic self-efficacy was related to academic aspirations and directly related to related to the academic achievement.

Orgunsiji (2009) has studied the relationship between English language proficiency and academic achievement among EFL students in Nigeria. The result showed that English language proficiency of the
students had a significant positive relationship with their overall academic achievement.

Samsiah Bidin and Kamaruzaman (2009) examined the influence of gender and socioeconomic status on boarding school students’ English language performance. The results obtained from the study revealed that gender, education level of parents, their monthly income and the frequency of using English had influenced the students’ English language performance. It was revealed that male students in boarding schools attained better grades in English language than their female counterpart. Students, whose parents were highly educated, gained better grades in their English language and also students with their parents having high monthly income achieved better grades in English Language as compared to the low-income parents.

Sreepriya Ashok (2008) investigated parent-child interaction and academic achievement of students in various levels of school education. Results from the study showed that there was no difference existed between parent-child interaction and academic achievement of male students, but significant difference existed among girls in various levels of school education.

Dambudzo (2007) made an attempt to study the relationship between self-concept and academic achievement of secondary level students in Zimbabwe. It was found that significant differences existed in the academic achievement of students at different levels of their self-concept. It was stated that students’ self-concept significantly correlated with their academic achievement.

Lazarus Ndiku et al. (2007) investigated the parental factors that affect the academic achievement of grade six students in Kisumu City in Kenya. Data have been collected from four hundred students in both public and private schools and their parents. The findings of the study revealed that socioeconomic status, parental level of education,
family size, family type and parental involvement affected the academic performance of students.

Narula (2007) has investigated the academic achievement of high school students in relations to emotional intelligence and learning styles. Results from the study revealed that significant differences existed between boys and girls in their learning styles and academic achievement. It was also found that a positive correlation existed between students learning styles and achievement. Similarly creativity had a positive influence on the academic achievement.

Sholeh Maani and Guyonne Kalb (2007) investigated the effect of family income and personal and environmental characteristics since childhood on both academic performance and subsequent schooling choices. Results obtained from the study revealed that parental income had significant influence on academic performance and avoided school dropout rate.

Jessica R. Wille (2006) studied the academic achievement and English language proficiency of students at the secondary level. The result showed that there was a positive correlation existed between language proficiency and academic achievement.

Adrian Furnham et al. (2003) investigated that whether personality, cognitive ability, and beliefs about intelligence predicted the academic performance. It was stated that gender was significantly correlated with academic performance and the personality traits were better predictors of academic performance than cognitive ability.

Livaditis et al. (2003) studied the factors affecting educational performance of secondary school students in Greece. Results from the study disclosed that gender, socioeconomic status of the family and parental education affected the school performance of students.
Basantia and Mukhopadhyaya (2001) investigated the effect of environmental factors on achievement of secondary level students. It was found that both the school and home environment were significantly related to the students’ achievement.

Jain, Sidharth (1999) examined the academic achievement of students with respect to their locality of residence. It was found that significant difference existed between student coming from urban and rural areas in their academic achievement. Students from urban areas had higher academic achievement in comparison to students coming from rural areas.

Cheng, Mo Yin Vivian (1996) investigated the gender differences in the academic achievement of Hong Kong students in English and Chinese language, Mathematics, physics and some other common subjects. The data have been extracted from the annual reports of the two public examinations (Hong Kong Certificate Education Examination and Hong Kong Advanced Level Examination). It was found that academic performance of girls was better than boys in English and Chinese languages, but vice versa in Mathematics and Physics.

Sammons (1995) conducted a longitudinal study to analyse the differences in the academic achievement and progress among the students based on their gender, ethnicity and socioeconomic differences over 9 years. Results from the study revealed that factors such as socioeconomic differences, ethnic origin and language intersect with gender influenced the academic performance. Students with high socio economic backgrounds, and girls obtained higher scores than other groups. It was also stated that poverty, family size and parents in low skilled employment were the obstacles to high academic performance.

Kaur and Gil (1993) studied the gender difference in academic achievement of rural and urban students in different subjects. Results revealed that male and female students differed significantly in their
academic achievement. Similarly, rural and urban students differed in their academic achievement. The urban students performed better academically than their rural counterparts in different subjects.

Bhatnagar and Sharma (1992) examined the relationship between parental education and academic achievement of students in which the result showed that the children with educated parents attained significantly higher academic achievement level than children with illiterate parents. It was indicated that parental education was significantly related to the academic achievement of the students.

Krishnan (1987) studied the factors that influence the academic achievement of secondary level students in Tirupati. The result indicated that parents’ educational status had significant influence on the academic achievement of their children.

Baker and David (1986) have investigated the relationship between mothers’ strategies and academic performance of students. The results indicated that parents actively manage their children’s school career had a direct positive impact on their children’s academic performance. The educational level of mothers, parental involvement and their encouragement had influenced the academic performance of the students.

Chakrabarti (1986) investigated the academic achievement of students studied in English medium schools in Pune. It was found that students with their parents having a higher educational level had better performance in both school examinations and achievement tests than those children with their parents having low level of education.

Mehrotra (1986) studied the relationship between academic achievement and locality of higher secondary school students. It was found that significant difference existed between student coming from urban and rural areas in their academic achievement. The academic
achievement of urban area students was higher than rural area students.

Mishra (1986) studied the influence of socioeconomic status on the academic achievement of higher secondary school students in rural and urban areas of Kanpur. It was found that educational and economic status of the parents influenced the academic achievement of higher secondary school students.

3.8.0 SYNTHESIS OF RELATED STUDIES

The studied related to the present investigation are synthesized and presented under the heads of selected variables.

3.8.1 CHOICE OF SCHOOL AND ACADEMIC PERFORMANCE

Parents help their children for their better education in many ways. They usually select the best school for their children’s education. Even illiterate parents also want to make their children literate and take necessary steps to admit them in a good school, where good quality of education is made available to their children. Selection of a good school is the prime responsibility to the parents irrespective of their socioeconomic circumstance. In the selection of a school parents considered a variety of factors that contribute to the better academic performance of their children. Related studies disclosed that factors such as socio-economic status of family, race and ethnicity, nearness of school from students’ residence, quality of the school, academic standard of the school, reputation and social status of school are the major factors that directed the parents in the selection of a particular school for their children.

Allen (2014); Dronkers and Silvia Avram (2009); Simon Burgess (2010); Chakrabarti Rajashri and Joydeep Roy (2007) stated that school choice was determined by the socioeconomic status of the family and parents with better socioeconomic status preferred high performing private schools for their children whereas, economically middle class
and disadvantaged families preferred government or public schools. Parents have the view that the academic performance of students in private schools is comparatively better than the government schools.

Rana Ejaz., Sara Noreen and Maryam Raza (2012); Simon Burgess., Ellen Greaves and Anna Vignoles (2010) and Spellings Margaret (2007) have found that proximity or nearness of school from the students’ residence was considered as a prime factor in the selection of a school. Nishimura and Yamano (2008); Ellen and Kristie Rowley (2006) and Hoxby (2002) found that school quality is the predominant factor in selection of school and higher-performing schools were preferred by the parents. Haynes., Taylor and Kristie (2010) and Wilson (1992) stated that race and ethnicity of people influenced the school preference.

Joseph and Herbert (2004); Justine Hastings and Jeffrey Weinstein (2007) reported that academic standard of schools and academic performance of students in various subjects was chiefly associated with school choice. Rana Ejaz., Sara Noreen and Maryam Raza (2012) reported that parents selected particular schools where English as medium of instruction. Lodhi Raees., Raheem and Ahmad Nawaz (2014) found the reputation of school and social status of school directed the parents in the selection of schools.

Naeem Rehman., Jangraiz Khan., Muhammad Tariq and Tasleem Sajjad (2010) reported that parents have avoided public schools due to overcrowded classes, unsuitable educational environment and low level of academic standard. David Figlio and Joe Stone (1997); Harold Wenglinsky (2007) and Henry (1998) documented that students studied in private schools had higher academic achievement than their counterparts in government schools. Fang Lai., Elisabeth Sadoilet and Alain Janvry (2009) inquired whether the wrong selection of schools made by parents affected the academic performance of children. The results showed that due to parent’s errors in school selection a number
of students were admitted to lower quality schools that affected their examination results.

The related studies, thus reported that the school choice as a factor either directly or indirectly affected the academic performance of students.

3.8.2 PARENTAL CARE AND ACADEMIC PERFORMANCE

Parental care and children’s academic performance are closely related to each other. Parental care contributes to the better academic performance of individuals. Parents took great care in the upliftment of the children’s life. Wilson (2011) stated that parents are much more cautious about the nutrition and physical health of their children. They desire to engage in parenting activities, such as providing adequate healthcare, developing discipline and assisting at home work. In the competitive world, where right from the childhood the importance of the education is being inculcated in the minds of children. Parents engage themselves in children’s education in many ways. Sokcheng Nguon (2012) described parents assist their children at home through providing a suitable learning environment, helping at learning, motivating and developing a positive attitude towards education that help to enhance academic performance. Studies revealed that parents supported their children through checking homework and its monitoring, managing textbooks, instructional materials, regularity in school, and reinforced.

Mridula Bharti (2014) stated that parental care had a significant effect on students’ moral judgment. By providing a suitable home environment child could learn about right and wrong aspect of any action. Cheung and Pomerantz; Yuh-Ling (2011) revealed that parents’ psychological control, academic motivation and autonomy support improved the academic standard of children. David Topor (2010); Dehyadegary (2011); Evin Wimberly (2011) and Moses Oketch (2012) stated that parental involvement in school activities and having a good
rapport with teachers and peer mates of their children helps to turn the academic performance of their children. Their involvement helps to know about the improvements of students in studies. Altschul, Inna (2011) has found parents' investment of financial resources and spending time for their children's education had a higher impact on achievement.

Hence the related studies disclosed the fact that the parents showed greater care on children’s education, health and emotions that played a vital role in enhancing academic performance of the students.

3.8.3 TEACHING STRATEGIES AND ACADEMIC PERFORMANCE

Language teachers employ different strategies in teaching English and those strategies assisted to enhance the students’ language skills and academic performance. Amit Kauts and Monika (2013); Bahram Moghaddas and Reza Ghafariniae (2012) and Munther Zyoud (2012) have reported that teaching through dramatization was more effective in developing the speaking skill in English than traditional method of English language teaching. It enhanced learners' autonomy and responsibility over their own learning, providing a stress free atmosphere to learn the language, putting new vocabularies and expressions in context, enhances pronunciation and intonation, proper understanding of foreign language and building up learners' confidence to speak in English. Serife Demircioglu (2010) stated that drama as a strategy in English teaching provided the means for connecting students’ emotions and cognition and enhanced students’ language skills. Filiz Erbay and Sunay Yildirim (2010) and Sema Karakelle (2009) found that creative drama activities in language teaching enhanced students’ creative thinking, language skills, and their social communication skills.

Bhindhu and Niranjana (2013) stated that the role playing strategy assisted in boosting language skills, peer group interaction, interpersonal relations, involvement and intrinsic motivation, and
academic achievement of high school students. Jie Zhang., Anderson and Nguyen Jahiel (2013); Mei-jung Wang (2011) and Mei Ching Ho (2011) reported that peer group discussion has enriched students’ interest in participating discussions, vocabulary and oral communication, and improved positive attitudes toward learning English. Chen, Runyi and Bernard Hird (2006); Huong, Le Pham Hoai (2006) and Yael Bejarano (1997) documented that group work and group assignment in teaching English as foreign language classrooms improved the students’ communicative proficiency in English and developed students interaction. Roger Barnard (2002) and Gyanani (1996) reported that peer tutoring in language teaching enabled students with less academic ability to involve in language learning activities like debate, communication games, dialogue, storytelling, reading texts and answering questions, and gained more benefit from the more able students. Those peer tutoring activities facilitated the language skills of second language learners, particularly of reading and speaking ability.

Tan Bee Tin (2006); Yusun Kang (2004) and Stefani (2001) reported that lecturing and lecture cum discussion as a traditional technique utilised in language teaching. Susan Butcher (2006) explored storytelling and narrative discourse promoted students’ critical thinking, verbal and interpersonal communication. Singaravelu (2012) stated that discovery learning strategies were effective in teaching English grammar. Shamshir Singh and Ranjit Kaur (2012) suggested utilising the strategies like brain storming; mind mapping and making stories stimulated the divergent thinking among the students. Tasleem Ahmad (2012) reported language games in teaching English created a frank and interactive atmosphere in language class. It also stimulated students’ interest in learning and provided a context for meaningful communication. Maden Sedat (2010) has stated jigsaw technique assisted students to improve their speaking skill and group interaction. Franky Gupta and Surekha Sharma (2012) and Karthigeyan and
Nirmala (2012) suggested that cooperative learning in language classroom could be more effective than traditional methods of teaching. Narasimha Rao (2013) has identified teaching English by means of language laboratories developed students’ language skills. Allen Thurston et al. (2009); Beena (2012); Rexlin Jose (2013) and Suman Chhabra (2013) stated that technology assisted instruction was a more effective strategy in imparting and transmitting knowledge as compared to the traditional method of teaching.

3.8.4 LEARNING STYLES AND ACADEMIC PERFORMANCE

Research on learning style disclosed that individuals differ in their learning style preference and it has associated with their academic performance. Related studies showed factors like gender, locality of students, school environment, brain dominance, language proficiency and personality of individuals affected their learning style preference. Saleh Khatib and Shadia Ghosheh (2013) have found individuals’ gender had affected their learning style and male students were more auditory and tactile learners, whereas female students were more group learners. Conversely, female learners tended to be more visual learners (Mohammad and Tazik Khalil, 2011). Differences in learning style preference existed between left handed and right handed students (Ali Mehrdad and Manouchehr Ahghar, 2012). Ravi and Manju (2013) identified school environment affected the learning styles of students and students studied in state board schools preferred visual learning style, whereas students in central board schools showed greater preference to individual learning style.

Studies revealed that students’ academic achievement was directly influenced by their learning styles (Azrinawati Remali et al. and Hemalatha, 2013). Alkhatnai, Mubarak (2011) found students’ academic success and satisfaction were correlated with their learning style preferences. Similarly affective dimensions of learning styles, namely directed learning style, reproduction directed learning style and application directed learning style had significantly affected the
achievement of learners (Sharma and Surender Thakur, 2011). Sahoo and Subhash (2013) identified students having independent learning style were academically performed better than those having dependent learning style. Ertan Ismail (2010) identified individuals’ learning style in association with their personality traits reflected success in learning a foreign language. Oxford, Rebecca (1989) disclosed that students’ learning styles and strategies were the most important variables influencing second language performance.

Though many studies revealed students’ learning styles contributed to their academic performance a few studies revealed contradictory result. Studies conducted by Aranya Srijongjai (2011); Saleh Khatib and Shadia Ghosheh (2013) reported that students’ learning style preferences did not correlate with their academic performance.

3.9.0 CONCLUSION

This chapter has provided an overview of related studies conducted on the selected variables of the present study that reflected a wide perspective of the present investigation. The review of related studies provided the theoretical background and empirical support of the present study and enabled the investigator to get deep insight into the methodology followed in this field of study. It also assisted the investigator to adopt suitable methodology for the present study.