Chapter-II

REVIEW OF RELATED LITERATURE

In the research methodology “literature” refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. “Review” means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field.

Research in any field implies a step ahead in the exploration of the unknown - unknown which is darkness. Any researcher to be able to take this step, should be adequately prepared for it. One such preparation is gathering of knowledge of what has already been done in the given field. A step towards unknown can only be taken after the review of literature and researches done in that area. Any research without such a review is like a building without any foundation.

Brog (1928) suggested, “The literature in any field forms the foundation upon which all future will be built, if we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and often duplicate someone else.”

The review of the literature is the gate- pass for the research work to be done by a researcher. It guides the researcher in the research to be undertaken and also helps to avoid the duplication of research. It shows the way to the researcher.

The physicians must remain acquainted with the latest knowledge, innovations and discoveries in the field of medicine to treat the patients. Accordingly, the successful lawyer must also remain well informed with the cases so as to quote those cases for further reference of the case at hand. In the same way in the field of education also, a researcher needs to acquaint himself with the latest knowledge, information about what has been done in the particular area from which he intends to
take up a research problem. In order to solve a particular problem, a careful review of
the research journals, books, educational surveys, dissertations, theses and other
sources of information related to the problem must be undertaken after the problem
has been selected by the researcher.

Related literature provides us a clear picture of the problem under research. The
review of literature has two phases, firstly, it includes identifying all relevant
material published in the problem area and in Secondary phase, is for the benefit to
the researcher and the readers. For the researcher, it establishes the document in the
field and for the readers it provides a summary of thinking.

The review of the related literature is considered essential for many reasons. It
helps to identify the unanswered questions in the concerned fields on the one hand
and in locating the specific issues, requiring immediate and pointed attention by the
researcher in avoiding unnecessary duplication of efforts and focusing on the relevant
aspects of the issue under reference.

Best (1961) observes, “The research for reference materials is a time
consuming but fruitful phase of investigation”. A familiarity with the literature on any
problem area helps the students to discover what is already known, what other have
attempted to find, and what methods have been found to be promising or
disappointing and what problems remain to be unsolved. In order to be creative and
original, one must read extensively and critically as a stimulus to thinking.

Review of related literature also serves the subsequent purposes for the
research:

(1) To define the limits of field. It enables the researcher to define and delimit his
problem.

(2) To state the objectives clearly and precisely. The knowledge of the related
literature provides the researcher upto date information on works done by
others.

(3) To eliminate the risk of duplication of what has already been done. It also
helps in providing ideas, theories, explanation or hypotheses valuable in
formulating the problems.

(4) To avoid worthless problems, by making the researcher to select those areas in which positive findings are likely to result and his efforts would be likely to add to the knowledge in a meaningful way.

(5) To equip the researcher, with an understanding of research methodology, which mentions the way of study is to be administered.

(6) To avail the researcher to know about the tools and instruments which prove to be useful and promising.

The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up-to-date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

Therefore, the investigator thought it pertinent to review the related researches and literatures to study the specific problem.

**Dryer and Wells (1966)** concluded that the parents of the more creative children (as assessed by TTCT) showed less consensus in family values, and more role tensions than the parents of low creative. However, the extent to which the parents granted autonomy to the child did not differentiate the two groups of parents. Besides this, a few studies were also conducted abroad with relation to parent environment, creativity, sex, achievement motivation etc.

**Tripathi (1978)** studied the relationship between personality patterns and social acceptance, classroom behavior and academic achievement. The main objectives of the study were: (i) To find out the relationship of anxiety with social acceptance, academic achievement and disruptive classroom behavior; (ii) To find out the relationship of adjustment with social acceptance, academic achievement and disruptive classroom behavior; (iii) To find out the multiple correlation coefficient of each of the three criterion variables with six independent variables to estimate the extent of the contribution of six independent variables towards the prediction of
criterion variables. The sample consisted of 606 male intermediate class students whose age ranged from 16-19 years. The students selected randomly from 11 boys’ intermediate colleges in Bareilly. Mean t-test and multiple correlations were used. The major findings of the study were: Anxiety, social acceptance and disruptive classroom behavior had high coefficient variation. Intelligence positively correlated with socio-economic status and negatively with anxiety and neuroticism in a significant manner. Adjustment correlated positively and significantly with extraversion but negatively with neuroticism. Academic achievement had a negative but significant relationship with anxiety. Personality variables, either taken together or taken with one or both concomitant variables contributed significantly towards the prediction of the three-criterion variable.

**Homchaudhari (1980)** studied an analytical study of correlates of academic performance of college students, Tribal of Mizoram. The investigation aimed at surveying the level of self-concept, anxiety, family influence and socio-economic status and studying the relationship of these factors with academic performance. The effect of these variables on academic performance also studied. The sample for the study was drawn from all the five colleges of Mizoram. In all, 459 pre-university second year students, 349 boys and 110 girls selected. Mean, S.D., t-test, correlation and multiple regressions carried out. The major findings of the study were: Self-concept emerged as the most significant correlate of academic performance. There was no significant difference exist between the girls and boys with regard to self-concept, Socio-economic status also came out as a significant correlate of academic performance. Anxiety had low positive significant relationship with academic performance. The high achievers were significantly more anxious than the low achievers. The high achievers found the emotional atmosphere of their home to their linking.

**Pyari (1980)** studied feeling of security, family attachment and values of adolescent Girls in relation to their education achievement. The objectives of the study were: 1. To study the relationship between feeling of security-insecurity and educational achievement. 2. To study the relationship between family attachment and educational achievement. 3. To study the relationship between different values and
educational achievement (4) to study the relationship between different values and family attachment. The survey method employed on a sample drawn from the city of Agra in the age group 16 to 21 years. The sample was drawn in accordance with the purposive non-probability technique. The major findings of the study were; the relationship between security-insecurity scores and the educational achievement scores was negative and significant. The relationship between the family attachment and educational achievement was negative. As regard the relationship between the achievement scores and values, theoretical, aesthetic, social and religious values positively related. The relationship between security-insecurity scores and different values was very low. The relationship between family attachment scores and different values scores was insignificant. There was definite pattern of values among adolescent girls.

**Shivappa (1980)** Factor affecting the academic achievement of high school pupils. The main objectives were: to investigate the relationship between the predictor variables such as self concept, study habits, personality adjustment, manifest anxiety and socio-economic status of high school pupils of standard X and their academic achievement. The study confined to 900 high school pupils studying in standard X of 27 selected high schools of north Bangalore, south and rural districts. The stratified random sampling procedure was followed in the selection of 900 (510 boys and 390 girls) from urban and rural schools. Product moment coefficient of correlation and regression analysis use to analyze the data. The important findings of the study were: Study habits, educational aspiration, socio-economic status, n-achievement, and IQ were significant positive correlates whereas factors that contributed to predicting to academic achievement were IQ, n-achievement, manifest anxiety, educational aspirations, and study habits: intelligence made the maximum contribution and n-achievements the next.

**Misra (1982)** studied ‘Effect of children’s Perception of Home and School Environment on Their Scientific creativity.’ He investigated the effects of home and school environment on the development of scientific creativity; (ii) he extended his study to find out the extent to which home environment was related to scientific creativity; (iii) to find out how school environment influenced scientific creativity;
(iv) to find out how the various aspects of home environment (permissiveness, nurturance, reward, punishment, conformity, control, rejection, protectiveness, deprivation of privileges, and social isolation) and those of school environment (creative stimulation, cognitive encouragement, acceptance, permissiveness rejection and control) contributed to the prediction of creative behaviour in science and (v) to find out whether children with high and low scientific creativity differed in their perceptions of home as well as of school environments.

Agarwal, Kusum, (1986) conducted a study entitled “The effect of parental encouragement on the educational development of students (secondary stage)”. The problem was to study focuses on the educational development of secondary school pupils as influenced by parental encouragement. The objectives of the study were: (i) to make a comparative study of the effect of parent encouragement on the educational development of the varied groups of pupils at the secondary stage, (ii) to make a district-wise comparison of pupils belonging a different groups in relation to the effect of parental encouragement on their educational development, (iii) to compare the different educational groups of the ‘father-absent’ boys and girls in relation to the effect of material encouragement on their educational development and, (iv) to make a comparison amongst the different educational groups of the ‘mother-absent’ boys and girls in relation to the effect of parental encouragement. Some of the important findings of the study are: Parental encouragement and educational development were found positively correlated, Parental encouragement was found to have a pervasive influence of educational development of high developed group, regardless of gender, district and urban rural variations. The urban boys belonging the higher group were found significantly superior to the rural boys in educational development. Likewise, the urban girls belonging to the higher group were found significantly from the girls of the same group. It was found that the sex difference were taken into account, the boy belonging to urban as well as rural areas significantly higher in parental encouragement in all the three groups as compared to their counterparts. Identical results obtained in the case of the ‘father-absent’ and girls, who were found to have received significantly more materials encouragement.
Rawat, G.S. (1987) conducted a study entitled “Absenteeism in junior high school students in relation to school climate, social development, socio-economic status and academic achievement”. The objectives were: (i) to find out the relationship of absenteeism with social climate (SC), social development (SD), socio-economic status (SES) and academic achievement (ACH), and (ii) to study the relationship of absenteeism (AT) with SC, SD, SES, and Ach in terms of dimensions, sub-dimensions, and indicates. Methodology: Using the incidental sampling, 867 students (347 males and 520 females) of ten junior high schools were selected as a sample. In this sample 433 students were absentees and 434 regulars. The tools used were, School Climate Scale by M.P. Uniyal and A.R. Bisht and the investigator, and Socio-economic Status Scale by M.P. Uniyal and A.R. Bisht. The academic achievement was measured by total marks of students in schools examination. The data were analysed by mean, SD, and ‘t’ test. Some major findings of the study were: The regular students perceived SC and its dimensions more satisfactorily than absentees. Significant difference appeared in absentees and regulars in SD, SES, and achievement. The regulars of age-group of 10-12 and 12-14 years were not different on SC, SD and its dimensions but slightly different on socio-economic status and significantly different on achievement. The male and female regulars were different on achievement and socio-economic status but similar on SC and SD. The regulars of class VI, VII and VIII were not different of SD but slightly different on socio-economic status and significantly different from each other in achievement.

Mukhopadhyay, Dalip Kumar (1988) conducted a study entitled “identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of students of secondary school”. The main objective were (i) to identify the determinants of school climate and (ii) to examine the effect of school climate on scholastic achievement of students. Methodology: All the secondary aided schools of districts Birbhum and Burdwan constitute the population. The sample consisted of 51 schools which is 10% of the population. Stratified random sampling was made with subdivision-wise distribution, sex and location as the bases for stratification. School climate Description Questionnaire constructed by the investigator was used as a tool. The major findings
were: Six distinct organizational climate types were identified on the basis of nine
determinants. Out of the nine determinants of school climate headmaster-staff
relationship, administrative capacity of the headmaster, teachers ‘job satisfaction’ and
‘physical facility of the school’ were found to contribute significantly. The other
determinants, viz. close supervision by the headmaster, teacher-student relationship,
teacher-teacher relationship, dutifulness and punctuality of teachers and student-
student relationship were not found to be statistically significant.

Ngailiankim, Caroline (1988) conducted a study entitled “The attitude and
study habits related to achievement in mathematics of class IX students in Shillong”.
The main objective is to find out difference in study habits of students with high,
average and low mathematics achievement. The major findings were: No significant
difference was found in the attitude toward mathematics of students grouped high,
average and low on mathematics achievement. Science students had superior self-
concept in comparison to art students. No significant differences were found in the
study habit scores of high, average and low achievers in mathematics. Male and
female students belonging to high, average and low score on mathematics
achievement did not show significant difference in their attitude as well as study habit
scores. Non-tribal students showed significantly higher attitude scores as well as
higher achievement score on mathematics, but did not show significant difference in
their study habit scores as compared to the tribal students.

Saraswati, Anil (1988) conducted a study entitled “Achievement-motivation,
occupational aspiration and academic achievement of adolescents in different types of
school climate in Aligarh District”. The problem was to find the effect of school
climate on certain personality characteristics of the child. The main objectives were:
(i) to find out the occupational aspirations of adolescents, (ii) to find out the
relationship between Achievement-motivation, occupational aspiration and academic
achievement of different group and (iii) to find out the significance of difference
among Achievement-motivation, occupational aspiration and academic achievement
of adolescents in different types of school climates. Methodology: The sample
comprised 1000 male and female students of Class X studying science and arts in the
schools of rural and urban areas of Aligarh District using random sampling procedure.
The tools used were Occupational Aspiration Scale of Grewal, Organisational Climate Description Questionnaire of Halpin and Craft, and Achievement Motivation Test of Rao. Statistical measures used included mean, SD, and critical ratio. Some major findings of the study were: Boys-girls, rural-urban students, science-art students significantly differed in their academic achievement, occupational aspiration and achievement motivation. All the correlations obtained on the basis of school climate were significant.

**Saxena, Vandana (1988)** conducted a study entitled “Impact of family relationship on adjustment, anxiety, Achievement-motivation, self-concept and academic achievement of high school students”. The main objective was to compare the students having different family relationship with respect to (a) adjustment (b) anxiety, (c) Achievement-motivation, (d) self-concept and (e) academic achievement.

Methodology: The sample comprised 300 boys and 300 girls of Class IX of Agra City. The tools used were Parental Acceptance-Rejection Questionnaire of Jai Prakash and Bhargava, Adjustment Inventory for school Students of Sinha and Singh, Indian Adaptation of Sarason’s General Anxiety Scale of A. Kumar, Achievement Motivation Test of R. P. Bhargava, Self-concept Test of R. P. Bhatnagar and Academic Achievement was considered using high school marks. Some major findings of the study were: Family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. Anxiety and Achievement-motivation was not significantly influenced by family relationship. Girls were more anxious than boys. In academic achievement accepted and average students did not differ from rejected students..

**Trivedi, Vineeta (1988)** conducted a study entitled “Relationship of parental attitude, socio-economic background and the feeling of security among the intermediate students and their academic achievement”. The main objectives were: (i) to study the relationship among parental attitude, socio-economic status, feeling of security/insecurity and academic achievement of intermediate students with intelligence held constant, (ii) to study the relationship among the parental attitude, socio-economic status and feelings of security/insecurity, and (iii) to study the
relationship among parental attitude, feelings of security/insecurity and intelligence. Some major findings of the study were: There existed a significant relationship among parental attitude, socio-economic status and academic achievement. Students belonging to various levels of parental attitude and socio-economic status differed significantly with the parental acceptance group showing better achievement than parental concentration or avoidance groups. Further, students of upper SES showed better achievement than the students of lower SES group. There existed no significant relationship between feelings of security/insecurity and academic achievement.

**Arora, Reeta (1988)** conducted a study entitled “Role of parent-child relationship and teacher-students relationship in the academic achievement of higher secondary school students of both sexes”. The main objectives were: (i) to study the relationship between educational standard and parent-child relationship, (ii) to study the relationship between the types of schools and backwardness and (iii) to study whether any difference exists in the educational achievement in different types of schools namely public schools, privately managed schools and centrally administered schools. Some major findings of the study were: No significant relationship between educational achievement of students and parent-child relationship. Educational standard of students and teacher-student relationship were found to be significantly related.

**Agarwal, Rekha, Kapoor, Mala (1988)** conducted a study entitled “Parents’ participation in Children’s academic activities in relation to their academic achievement at the Primary Level”. The main objective were: (i) to find out the effect of Parents’ extreme autonomous participation in Children’s academic activities on Children’s academic success, (ii) to reveal the impact of parental direction in parents’ participation in Children’s academic success, (iii) to discover the effect of Parents’ neglecting participation in Children’s academic activities on Children’s academic achievement, and (iv) to determine the outcome of Parents’ ignoring participation in Children’s academic activities on Children’s academic accomplishments. Some of major findings of the study were: Parents’ participation in Children’s academic activities also plays an important role in enhancing the level of the child’s academic achievement at elementary school level. Academic achievement of elementary school
students can be improving by reducing the magnitude of extreme autonomy, neglect and ignoring and by enhancing the potency of parental direction by their parents while participating in their academic activities. Intrusiveness in the case of elementary school students does not have any value in influencing their academic achievement.

**Bhatnagar, Asha and Jain, V.K. (1989) conducted** study entitled Educational vocational planning, academic achievement and selected psychological and home background variables of tribal high students in and around Shillong (Meghalaya). The main objectives of the study were: (i) to acquire information about selected home-background variables, psychological characteristics, problems and needs, academic achievement and educational and vocational planning of the tribal high school students of Meghalaya, and (ii) the role of selected psychological and environmental variables in the educational and vocational development of high school students to validate certain aspects of theories of vocational development which were propounded in the USA in a very different socio-economic and cultural context. The main findings were: The investigation showed that the tribal boys and girls of Class IX in Meghalaya were older and lower on SES than their non-tribal counterparts studying in the same schools. The two groups, however, were not very different from each other in respect of various characteristics. The general socio-cultural milieu seemed to influence everyone in the state irrespective of ethnic affiliation. However, in some of the dimensions like intelligence level, academic achievement and study habits, the tribal’s were slightly inferior to the non tribal’s, while on others, particularly those pertaining to vocational planning, the tribal’s had an edge over the non-tribal’s. Tribal girls were more independent of their parents in their job values. This may be due to a tribal practice according to which women play a more significant role in the world of work. Contrary to popular belief, the study revealed that tribal rural students had an edge over their urban counterparts in various respects. They manifested a higher level of educational aspiration, academic achievement and better vocational planning than the urban students.

**Dhar, Dubey R. N. (1989)** conducted a study entitled “Effect of school environment and approval motive on memory and achievement”. The main objective of the study were: (i) to develop a tool to measure school environment, (ii) to compare
the achievement of students belonging to schools with different environment, and (iii) to observe the variability of achievement of high approval seekers and low approval seekers coming from different institutions. Methodology: The sample consisted of 490 students including science and arts from sixteen college of Gorakhpur and Varansi regions selected through stratified random method. The tools used to collect data included School Environment Scale (SES), Recall Test of Memory prepared by the researcher, Approval Motive Scale (A.M.S.) of L. B. Tripathi and N.K.M. Tripathi, Intelligence Test of Jalota and Socio-economic Status Scale (SESS) of Kulshresth. The data were analysed using SD, correlation co-efficients and three-way analysis of variance. Some of major findings of the study were: The means of art students in academic achievement and in Hindi were found to be below 50% of the aggregate marks. The mean performance of science students in academic achievement as well as in Hindi were found to be satisfactory. The majority of science students secured 50% of the aggregate marks. The mean performance of arts students on recall test of memory was above 50% of the aggregate marks. The mean performance of science students on recall memory was above the average. The distribution of scores of students in four selected variables i.e. school environment, approval motive, academic achievement and memory scopes on different recall tests were found to be approximately normally distributed. The main effects of all the three treatments, i.e. school motive were found to be significant on academic achievement of arts students. In the case of science students of also the main effects of all the three variables were significant.

Gupta (1989) investigated the effect of family attachment on personal values, creativity and educational achievement of the girls of small and big families. The Objectives of the study were: (1) Select small and big families after controlling socio-economic status; (2) To see the effect of family attachment on personal values among the girls of small and big families; (3) To see the effect of family attachment on creativity among the girls of small and big families; (4) To see the effect of family attachment on educational achievement among the girls of small and big families; (5) To see the correlation of personal values with creativity among the girls of small families and big families; (6) To see the correlation of personal values to educational
achievement among the girls of small families and big families. (7) Find the correlation between creativity and educational achievement among the girls of small families and big families. A sample of 300 girls of small families and 300 girls of big families were selected from the various schools situated in Agra City. Tools used included Socio-economic Status Scale (Urban), Family Relationship Inventory, Personal Value Questionnaire by G.P. Sherry and Verbal Test of Creative Thinking by Baqer Mehdi. Tools used included mean, SD, ‘t’ test and correlation. The main findings of the study were: (1) Girls of small and big families differed significantly regarding their values but family attachment had no effect of values. (2) In the case of girls of small families, significant effect of family attachment was found on creativity but results were no valid for the girls of big families. (3) The size of the family did not affect the creativity of the girls. (4) No significant effect of family attachment on educational achievement found both for the girls of small and big families. (5) No significant difference found in educational achievement of the girls of small and big families. (6) Negative relationship found in personal values and creativity, personal values and educational achievement and creativity and educational achievement among the girls of small families. (7) Negative relationship found in personal values and creativity among the girls of big families. (8) Positive relationship found in personal values, creativity and educational achievement among the girls of big families.

Mehta, Perin, H.; Bhatnagar, Asha and Jain (1989) conducted a study entitled “Educational-vocational planning, academic achievement and selected psychological and home background variable of tribal high school students in and around Shillong (Meghalaya)”. The main objectives of the study were: (i) to acquire information and selected home-background variables, psychological characteristics, problems and non-academic achievement and educational vocational planning of the tribal high school students of Meghalaya, and (ii) to study those of selected psychological and environment variables in the educational and vocational development of high school student of various certain aspects of theories of vocational decrements which were propounded in the US very different socio-economic and cultural. Some major findings of the study were: However, in some of
the dimensions like intelligence level, academic achievement and study habits, the tribals were slightly inferior to the non-tribals, while on others, particularly those pertaining to vocational planning, the tribals had an edge over the non-tribals. Tribal first-generation learners and non-first-generation learners also showed on others. However, it was found that the environmental influences played an important role in the cognitive and affective development of the children.

Samal, N. (1990) conducted a study entitled “Relationship between planning and academic achievement of boys and girls: Effect of home-environment variables”. The objectives were: (i) to examine the relationship between planning, sex and academic achievement, and (ii) to examine whether home variables can explain the observed relationship between planning, sex and academic achievement. Methodology: The sample of this study consisted of 60 Grade IX children drawn from University High school, Bhubaneswar and selected on the basis of their planning behaviour and sex. All these subjects belonged to the middle socio-economic status (SES). The tools used in the study were Trial Making Test of Armitage, Academic Achievement measures from last examination, and Home Environment Questionnaire of Jachuck and Khandal. Results were analysed using mean, SD, and analysis of variance. Some major findings of the study were: The academic performance of high planners were better than that of low planners. There was no significant difference between boys and girls with regard to academic achievement. The children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability.

Madhu Bala, (1990) conducted a study entitled Classroom learning behaviour of students of different intelligence levels and their problem related to achievement in economics at 10+2 stage. The main objectives were: (i) to study the learning behaviour of students with different levels of intelligence, (ii) to study the problems relating to achievement of students with different levels of intelligence, (iii) to study the teaching behaviour of the teacher in the classroom, and (iv) to study the relationship between students learning behaviour and teachers teaching behaviour and achievement of students. Findings: Different classroom behaviour of students like listening attentively discussing points, accepting help and teacher behaviour
responding to students’ questions and management of teacher directed activities were positively related to the achievement of the students & high intelligence group students had more problems of learning related to studies at home and library facilities than low intelligence group students.

**Menon, G.S. (1990)** conducted a study entitled “The relationship among certain environmental factors, personality characteristics and school performance of Standard I student. The main problem was the aims at revealing the relationship among the environmental factors, personality characteristics and school performance of standard I students. The main objectives were: (i) to find out the relationships between home environment, personality characteristics and school performance, and (ii) to find out the relevant processes and interactions in the social environmental context which influence the responses of the Standard I urban child of the lower middle class. The major findings were: (1) the educational environment at home was found to be an anchor variable which had direct influence on the developmental characteristics of the child, viz., social competence and cognitive development; (2) the educational environment at home also influenced child’s adjustment to school; (3) mothers education emerged to be the most important exogenous variable directly influencing the educational environment at home.

**Cherian, V. I. (1990)** conducted a study entitled “Relationship between punishment of pupils and their academic achievement”. The main objective was to find out the effect of parental punishment on students’ academic achievement. Methodology: A random sample of 369 boys and 652 girls in the age-range of 13 to 17 years with a mean age of 15.6 selected from 14.765 boys and 26.109 girls who represented the total standard VII population of urban and rural Transket in 1984 was taken. Instruments used to collect data included a questionnaire, and the marks obtained by the pupils at the standard VII examination. Analysis of variance was used to study the relationship between parental punishment and students’ academic achievement. Major finding was that there was a significant relationship between the frequency of punishment experienced by pupils and their academic achievement.

**Dev, Madhu and Grewal, Hirdai Pal (1990)** conducted a study entitled “Relationship between study habits and academic achievement of undergraduate.
home science final year students”. The problem was to determine the relationship between the selected study habits and academic achievement of the final year B.Sc. (Home Science) students of the Punjab Agriculture University, Ludhiyana. The main objective was to find out the relationship between selected study habits and academic achievement. Some major findings of the study were: Home environment of the students and planning of schedule was significantly related to their academic achievement. Suggestions and comments were related to academic achievement. The relationship between concentration for examination and academic achievement was significant. Significant relationship between study habits and academic achievement was found. Students’ habits and interests also influenced their academic achievement. College environment was related to study habits. Methodology: The sample comprised 56 children (15 girls and 41 boys) from Sayaji High School of Vadodara City. The tools used included a scale to measure the Education Environment at Home, the Home Interaction Pattern Scale, the Piagetian Cognitive Development Tasks, the Social Competence Scale, and Behavioural Adjustment to School Inventory. The major findings were: The educational environment at home was found to be an anchor variable which had direct influence on the developmental characteristics of the child, viz. social competence and cognitive development. The educational environment at home also influenced child’s adjustment to school. Mother’s education emerged to be the most important exogenous variable directly influencing the educational environment at home.

Koteswara, Narayana M. (1991) conducted a comparative study on the characteristics of high achievers and low achievers in reading of Class VIII pupils with special reference to school and home factors. The main objectives were: (i) to identify the specific characteristics of high and low achievers in reading in Standard VIII. (ii) to identify the specific characteristics of high and low achievers in vocabulary and comprehension separately and in the composite reading score. (iii) to compare the performance in the reading achievement, (iv) to compare the study habits of pupils in urban and rural areas, (v) to identify the relationships between the reading achievement study habits and socio-economic status, (vi) to find out the relationships between the reading achievement of pupils and other variables, viz. personal, school,
home conditions and socio-economic conditions of their family, and (vii) to suggest some remedial measures to improve their reading achievement of low achievers. The main findings were: Urban students had a higher achievement in comprehension, vocabulary and composite reading ability than the rural students. Girls had a higher achievement in comprehension than boys but did not differ in vocabulary and composite reading abilities. High scoring boys and high scoring girls did not differ in their mean scores on vocabulary, comprehension and composite achievement. Low scoring boys and low scoring girls also did not differ in these reading abilities. Girls had better study habits than boys. Urban students had better study habits than rural students. High scoring on reading achievement had better study habits than low scores. There was no significant difference between the study habits of high achieving boys and high achieving girls on the reading achievement test. Low achievement girls had better study habits than low achieving boys.

Mishra, S. (1991) conducted a study entitled “Effects of home environmental variables on language acquisition of learning disabled and normal children”. Some of the important findings of the study are: Parental aspiration and living conditions of the home environment had a significant effect on the test of Oriya Syntactic Ability. The normal children differed from the disabled children on their home environment in favour of the enriched home environment. Test of Oriya Syntactic Ability (TOSA) had relationship with the home environment factor but it was not high. The parent-child interaction and mass media had a significant relationship.

Padhi, J.S. (1991) conducted a study entitled “The effects of creativity and classroom environment on pupil academic, self-concept and academic achievement”. The objectives were: (i) to determine the relationship among the measures of creativity (CR), classroom environment (CE) academic self-concept (ASC) and academic achievement (AA) of the students, (ii) to study the effects of CE and CR components on ASC and AA components as a group of predictors and criteria. Methodology: The sample comprised 636 class IX (379 boys, 257 girls) students show were randomly selected from rural and urban population. Government and private managed schools were also randomly selected for the purpose. The tools used were, Acharyulu’s Think Creatively (ATC), Individualised Classroom Environment
Questionnaire (ICEQ) – long form developed by Rentoul and Fraser – Academic Self-concept Scale (ASCS) developed by the investigator, and school marks were considered as the academic achievement in different school subject (AA). Statistical techniques used for treating the data included product-moment coefficient of correlation, partial and multiple correlations, canonical co-relational analysis, three-way ANOVA (unequal N), Omega square (W2), ‘t’ tests, one way ANOVA, and Duncan’s new multiple range test. The major findings were: The correlation between DE and AA was not significant, CR and AA was significant, ASC and AA in different school subjects was significant, CR and CE was non-significant. The main effects of CR and CE and AA were significant. The main effects of CR and CE on ASC were significant. The interaction effects of CR x CE on AA was found to be non-significant.

Pradeep Kumar (1992) conducted a study entitled “The effect of school environment on adjustment, study habits and achievement of high school students”. The main objective was to study the effect of school environment on adjustment study habits and achievement. The major findings were: Different groups formed on the basis of cognitive encouragement, acceptance and rejection did not differ significantly in their scores on home adjustment. Regarding health adjustment, groups formed on the basis of rejection differed significantly. No difference was found in emotional and total adjustment scores of various groups formed on the basis of rejection control. Regarding home environment, reading and note-taking planning of subject and habit of concentration, various groups formed on the basis of acceptance and rejection did not differ significantly. Groups formed on the basis of cognitive encouragement, acceptance and rejection differed significantly in their achievement.

Mohanty, S. (1992) conducted a study entitled “Causes of academic underachievement at the primary stage as viewed by teachers and parents of Puri Town”. The main findings were: Student’s personal factors have been viewed by the teachers as the most important cause of academic underachievement among the primary school children. This was followed by teacher factors, school factors, psychological factors, home and family factors, social and miscellaneous factors. Educational factors have been considered to be the least important cause of academic
underachievement. School factors have been viewed by the parents as the most important causes of academic underachievement among the primary school children. This was followed by teacher factors, student’s personal factors, educational factors, psychological factors, home and family factors and miscellaneous factors. Social and economic factors have been considered to be the least important cause of academic underachievement.

Pande, S.K. (1992) studied the effect of the parent-child relationship perception upon the academic achievement of delta-class pupils. The objectives of the study were: (1) To analyze the perception of parent-child relationship, (2) to identify the degree of parent-child relationship, (2) to identify the degree of parent-child relationship, and (3) to find out the effect of parent-child relationship upon the achievement of delta class pupils. The present study was delimited to the Class VIII pupils studying in the institutions (Hindi medium) located in urban and rural areas of district Tehri and Uttarkashi, Uttar Pradesh hills. The procedure for selecting the sample was stratified random sampling. The strength of the original sample was 930 pupils, comprising 572 of district Tehri and 358 of district Uttarkashi which was however reduced to 756 for the main study. The data gathering instruments employed were Group Test of General Mental Ability (Hindi) by Jalota, and Parent-Child Relationship Questionnaire of R.A. Singh. The collected data were analysed using statistical techniques such as ‘t’ test and coefficient of correlation. The main findings of the study were: (1) In an urban set up: both the parents were perceived equally acceptable and helpful to the child, father’s share of help was perceived as slightly more than mother’s. Parent of opposite sex was perceived as preferred parent, girls did not appreciate life controlling measures of their mothers, whereas father’s controlling measures were appreciated, boys did not like infantile care behavior from their fathers though they did not disapprove father’s controlling measures. (2) In rural set up: mother was perceived as more helpful in comparison to father, children did not perceived the controlling measures of fathers as positive, mother’s controlling the measures were perceived as positive, and mother was perceived as the preferred parent.
Patel, M.M. (1992) conducted a study entitled “Scholastic achievement in the context of intellectual ability, creativity, personality traits, family background and other personal variables of talent search scholars of Gujrat”. The objectives were: (i) to study the individual as well as joint contribution of intelligence, originality, fluency, flexibility, total creativity, socio-economic status, the factors of personality and study habits in predicting scholastic achievement of TSS of Gujrat. (ii) To find out the relationship among intellectual ability, creativity, personality traits, socio-economic status, study habits and SA of TSS of Gujrat as well as of top students of Gujrat as rated high by their teachers. (iii) to compare : SA of TSS belonging to first, second and above second birth order by taking intelligence and creativity as covariates; and also that of top students as rated high by their teachers, (iv) to compare : SA and each factor of personality of TSS varying with their father’s and mother’s educational qualifications, taking intelligence and creativity as covariates; as well as that of top students’ as rated high by their teachers, (v) to compare the scholastic achievement of TSS and top students as rated high by their teachers, and (vi) to study the difference between those two group in respect of intelligence, creativity, personality traits, socio-economic status and study habits separately.

Methodology: Out of the total 188 Gujarati medium school pupils of 1987 and 1988 whose names were recommended by the Gujrat State Examination Board for the national talent search examination, the data could be collected for 111 pupils out of which 11 pupils were dropped out as the data gathered was incomplete. Thus the sample consisted of 100 pupil from eleven different places of Gujrat and another group of 100 pupils who were studying in the same schools from which TSS were taken up and rated as top purposive, spread over the whole of Gujrat. The tools utilized for data collection were, General Ability Test (GAT) developed by Pallavi Patel, Creative Ability Test (CAT) developed by Lilaben Devda, High School Personality Questionnaire (HSPQ) developed by R. Thakur, Socio-economic Status Scale developed by Patel and Vora and Study Habits Inventory (SHI) developed by B. Patel. Multiple regression and multiple coefficient of correlation analyses as well as ANOVA and ‘t’ tests were utilized for the analysis of data. Some major findings of the study were: In group A (TSS), the joint contribution of intelligence, originality,
fluency, flexibility, creativity, personality traits, socio-economic status and study habits in the prediction of SA was 39.70%; the same for group B (pupils rated as top) was 24.63%. The respective contribution of intelligence, creativity, factor G and factor J was 6.04, 16.59, 9.11 and 4.11 percentages in group A while in group B, the maximum contribution was of creativity (6.83) followed by intelligence (6.65%). In group A, the contribution of fluency was 11.62, that is fluency seemed to cause a hindrance in the SA of pupils; in group B, the contribution of fluency was 3.69% in the prediction of SA. In group A, correlations of intelligence, originality, fluency, flexibility, creativity, factors G and J, socio-economic status, study habits with SA were 0.281, 0.072, 0.0204, 0.228, 0.39, 0.215, 0.161, while the respective values for group B were 0.28, 0.091, 0.298, 0.250, and 0.32; personality traits G and J, socio-economic status (0.15) and study habits (0.17) had non-significant correlation. It was found that in group A and B, the birth order, father’s and mother’s education did not influence SA; in group A only, factor G was found to be an influence on SA; SA of group A excelled group B in intelligence, fluency, flexibility and creativity; in factor B; group A excelled group B in intelligence, fluency, flexibility and creativity; in factor B, group B excelled group A, while in factor G, group A excelled group B. Pupils selected for talent search examination were found to be superior to top pupils rated by teachers in many variables such as intelligence, originality, creativity, flexibility, fluency, factor G, etc.

Natarajan, R. (1992) conducted a study entitled “School organisational climate and its relation to job-satisfaction of teachers and the achievement of pupils”. The main objectives were: (i) To find out the relationship between the organizational climate and the academic achievement of pupils, and (ii) to study the general achievement level in six types of climate of schools. The major findings were: The higher secondary schools of Thiruppattur Educational District were found to have all the six types of climates. Out of thirty schools there were seven schools with open climate, two schools with autonomous, seven with familiar, two with controlled, six with paternal and six with closed climates. No rural school found to have autonomous and controlled climate. There existed a significant sex difference in the job satisfaction of teachers. Job satisfaction of teachers was not found to be influenced by
the difference caused by the place of work, viz. boys, girls and mixed schools or by the type of management viz. government and private schools and the subjects they taught. Teachers’ age and their experience were not related to their job satisfaction. The teacher of open climate schools had very high level of job satisfaction. No other group was found to have such a high level of job satisfaction. There was no difference in the achievement of students in schools having different organizational climate.

**Sen, Barat Kalpana (1992)** conducted a study entitled “The personality make-up, intelligence and study habit of high and low achievers”. The main objective was to explore the extent of relationship of study habit pattern, intelligence and several personality factors with the scholastic achievement at the secondary stage of education. Some major findings of the study were: There was an overall significant difference between the two achievement groups in study habit. The two achievement groups differed significantly on intelligence. Study habit-achievement, and intelligence-achievement were positively correlated.

**Devi, S. and Mayuri, K. (2003)** conducted a study entitled “Effects of family and school on the achievement of residential school children”. The objectives were: (i) to study the family factors contributing to the academic achievement of IX and X class residential school children; (ii) to study the school factors contributing to the academic achievement of IX and X private residential school children; (iii) to study the gender and age differences in family and school factors and (iv) to study the relationship between family and school factors with academic achievement. The major findings of the study were: Family factors were not found to be critically important for the achievement of residential school children. School factors like qualified teachers, good physical facilities, and classroom organization, checking up of curriculum and subject matter on time, impressive method of teaching and teacher-student interaction contributed significantly to academic achievement.

**Kalra, R. and Pyari, A. (2004)** conducted a study entitled “Family climate and income as determinants of educational achievement”. The findings of the study were: The achievement of the students having favourable family climate. Students’ achievement is found to be affected by the income status of the family.
Shanmughadas, K. K. (2004) conducted a study entitled “Interaction effect of learning style, approaches of studying and classroom climate on achievement in social sciences of secondary school pupils”. The objectives were: (i) to study the main and interaction effects of learning style, approaches to studying and classroom climate on achievement in social sciences of secondary school pupils for total sample and relevant sub samples, (ii) to study whether their exists any difference in independent and dependent variables across gender, and (iii) to find out the best predictor of achievement in social sciences from the set of three independent variables, viz. learning style, approaches to studying and classroom climate. The findings of the study were: Achievement in social sciences was modified by learning style in the sub samples girls, rural and private. Achievement in social sciences was significant related to approaches to studying of pupils. Achievement in social sciences also varied by classroom climate. There was significant combined impact on achievement in social sciences in govt. schools and it was not so in other categories of schools. The combined impact of learning style, approaches to studying and classroom climate was also significant on achievement in social sciences in govt. school only. Girls obtained higher mean scores than boys in learning style-physical style area, approaches to studying – non academic orientation, classroom climate and in achievement in social science. Approach to studying was found to be the best predicator variable of achievement in social sciences.

Varte, C. Lalfamkima, Zokaitluangi and Lalhunlawma (2005) conducted a study entitled “Intelligence and academic achievement in relation to parent-child relationship”. Some findings were: Equal level of parent-child relationship, intellectual ability and academic achievement in boys and girls. Greater intellectual ability scores in permissive than in restrictive family adolescents, and no difference emerges with regards to academic achievement.

Wani, Gulshan (2005) conducted a study entitled “Personality characteristics, vocational preferences, study habits and academic achievement of Kashmiri, Dogri and Laddakhi adolescent girls – A cross cultural study”. The objectives were: (i) to measure personality characteristics of Kashmiri, Dogri and Ladakhi adolescent girls, (ii) to study vocational preferences, study habits and academic achievement of
Kashmiri, Dogri and Ladakhi adolescents girls, and (iii) to compare Kashmiri, Dogri and Ladakhi adolescents girls on personality characteristics, vocational preferences, study habits and academic achievement. Some of major findings of the study were: Kashmiri girls are in general more intelligent, phlegmatic, expedient, controlled and tense. Kashmiri adolescents’ school-going girls are more intelligent, sensitive, self-sufficient and tense. Dogri adolescent girls are warm-hearted, intelligent, mature and self-sufficient. On other hand Ladakhi girls are obedient, conscientious and controlled. Ladakhi girls are very low in their study habits as compared to Kashmiri and Dogri adolescent girls. Ladakhi girls are much below in their academic achievement score as compared to Kashmiri and Dogri girls.

Varte, C. L.: Zokaitluangi and Lalhunlawma (2005) conducted a study entitled “Intelligence and academic achievement in relation to parent-child relationship”, was found that no gender difference on parent-child relationship, test of intelligence and academic achievement.

Pandey, Shashi Kiran (2005) conducted a study entitled “Parental disciplining behaviour and academic achievement of the adolescents”. The objectives was to find out the effect of parental disciplining behaviour upon the academic achievement of the adolescents of different intellectual levels. Some of major findings of the study were: Urban adolescent, parental disciplining behaviour positively affected their academic achievement at different intellectual level. However, effect of father’s disciplining variable is significant among the boys of high intellectual level. Rural adolescents only mother’s disciplining behaviour significantly affected the academic achievement of the boys of average intellectual level. Father’s disciplining behaviour showed positive and significant impact upon the academic achievement of urban girls of high intellectual level. Parental disciplining behaviour favoured the academic achievement of rural girls of different intellectual levels.

Vamadevapp, H. V. (2005) conducted a study entitled “Impact of parental involvement on academic achievement”. The main objectives were : (i) to find the extent of relation between parental involvement and academic achievement among higher primary students, and (ii) to find out the difference between high achievers and low achievers with respect to personal involvement, boys and girls on academic
achievement and high and low parental involvement. Some major findings of the study were: There is positive and significant relationship between parental involvement and academic achievement. There is a significant difference in the achievement scores of boys and girls of high parental involvement. There is no significant difference in the achievement scores of boys and girls of low parental involvement group. There is no significant difference in boys and girls, with respect to parental involvement and their academic achievement

**Kaushik, Nirmala & Sunita Rani (2005)** conducted a comparative study entitled “Achievement motivation, home environment and parent child relationship of adolescents”. The main objectives of the study were: (i) to find out the level of achievement motivation of the adolescents, (ii) to find out the difference in achievement motivation among boys and girls, (iii) to find out the effect of home environment on achievement motivation of the adolescents, (iv) to find out effect of Parent-child Relationship on achievement motivation of the adolescents, (v) to compare the boys and girls on perception of parent-child relations for mother and father, and (vi) to study the interactive effect of Home Environment and Parent-child Relationship on Achievement Motivation of the adolescents. Methodology: At the outset, report was established with the students and their consent obtained for participation in the study. The tests were administered in groups of 10 subjects at a time. The Parental Child Relationship Scale (PCRS) by Nalini Rao, Home Environment Inventory and Achievement Motivation Scale by Pratibha Rao and Asha Mohan were administered in three sessions to the students in the classroom. The children were assured that their answers would be kept confidential and close supervision was done during data collection. The data obtained were analysed using Mean, SD, ‘t’ values and correlation analyses to discover the relationship between home environment and Parent-child relationship variables with achievement motivation. Major finding of the study was that, there is no significant difference between girls and boys in achievement motivation and perception of the mother and the father by both girls and boys. Achievement motivation is higher when children perceive their home environment and parents as controlling, punishing, depriving, rejecting, neglecting and indifferent.
Usha, P (2007) conducted a study entitled “Emotional adjustment and family acceptance of the child: Correlates for achievement”. The main objectives were: (i) to find out the relation of achievement in Mathematics with (a) Emotional adjustment, (b) Family Acceptance of the child for the total sample and relevant sub-sample; and (ii) to compare boys and girls, urban and rural samples with regard to their emotional adjustment, family acceptance of the child and achievement in Mathematics. The findings of the study were: Emotional Adjustment and family Acceptance of the Child have a positive significant correlation with Achievement in mathematics for the total sample and sub-samples. Boys and girls differ in their Family Acceptance and Achievement but not in their Emotional Adjustment. But Rural and Urban pupils differ significant in their Emotional Adjustment, Family Acceptance and Achievement in Mathematics. Emotional Adjustment and Family Acceptance of the child are effective factors contributing to academic achievement.

Gnanaguri, A.S. and M. Suresh Kumar (2008) conducted a study entitled “Underachievement of B.Ed. students in relation to their home environment and attitude towards teaching”. The main objective were: (i) to study the underachievers (B.Ed. students) achievement, intelligence, home environment and their attitude towards teaching, and (ii) to find out the relationship between underachievers achievement with the home environment and their attitude towards teaching. Methodology: The investigators used the Group Test of Intelligence by Nair and Anandavalliamma (1976), Achievement Test for B.Ed. students by the investigators (2006), Home Environment Questionnaire by Murugeswari (1993) and Attitude towards Teaching Profession by the investigator (2007). The statistical techniques used mean, SD, and ‘t’ test used. Some major findings of the study were: The underachievers have average level of intelligence score, low-level of intelligence score, satisfactory home environment and unfavourable attitude towards teaching. There is no significant relationship between underachievers achievement score with their home environment and there attitude towards teaching. The male and female students differ significantly in their home environment and attitude towards teaching and not in their achievement score and intelligence score.
Meers, K. P. & Prathapan, P. (2008) conducted a study entitled “Classroom learning environment and self esteem as correlates of achievement in Social Studies”. The objectives were: (i) to find the main effect of ‘classroom learning environment’ and ‘self esteem’ on achievement in ‘social studies’ for the total sample and sub samples and (ii) to study the interaction effect of ‘classroom learning environment’ and ‘self esteem’ on ‘achievement’ in social studies for the total sample and sub samples. The major findings of the study were: The achievement in social studies vary with regard to difference in their classroom learning environment. The achievement in social studies vary with regard to difference in their self esteem. The achievement in social studies of boys vary with regard to difference in their classroom learning environment. The achievement in social studies of boys vary with regard to difference in their self esteem. The interaction effect due to classroom learning environment and self esteem on achievement in social studies for boys is not significant. The achievement in social studies for girls vary with regard to difference in their classroom learning environment. The interaction effect due to classroom learning environment and self esteem on achievement in social studies for girls is not significant. The achievement in social studies of urban school pupils with regard to difference in their classroom learning environment and self esteem is not significant.

Reddy, A. M.; Reddy, B. R. and Manchala, C. (2008) conducted a study entitled “The impact of study habits on achievement in reading in English”. The objectives were: (i) to find the general level of study habits persisting in class X students, (ii) to study the impact of study habits on vocabulary, (iii) to find out the influence of study habits on comprehension, (iv) to study the impact of study habits on achievement in reading, and (v) to predict the achievement in reading with the help of study habits. The major findings of the study were: The distribution of study habits is very near to normal. On the whole class X students are having normal study habits. The study habits like reading and note-taking, preparation for exams, habits and attitudes, school environment and as a whole total study habits have significant influence on vocabulary. School environment have significant influence on comprehension on English among high school students. The study habits have their own influence on achievement in reading of high school students except factors of
home environment and planning of work. It will be possible to predict achievement in reading with the help of study habits.

**Dey, Niradhar (2008)** conducted a comparative study entitled “Study habits of high achieving CBSE and ICSE students in the secondary school examination”. The objectives were: (i) to study the study habits of high achieving CBSE students, (ii) to study the study habits of high achieving ICSE students, (iii) to compare the study habits of high achievers CBSE and ICSE students in school hours, (iv) to compare the study habits of high achievers CBSE and ICSE students in school non-hours, and (v) to compare the study habits of high achievers CBSE and ICSE boys and girls in secondary school examination. The major findings of the study were: High achieving students were found to have highly positive study habits during school as well as non-school hours. High achieving students were very constructive and particular to do their study work. Comparison of study of both boys and girls, most of the cases it was found that they were having similar types of study habits in curricular field besides negligible differences found in few cases. CBSE and ICSE students were having similar types of habits in choices of subjects, timing of study, nature of preparation in examination, tuition practices, but in few cases differences were marked like CBSE students were giving more importance to math and science related subjects where as ICSE students were giving top importance to literature with math related subjects.

Though innumerable researches have conducted in the field of academic achievement, study habits, home environment and school environment, but the problem of scheduled caste academic achievement in educational institutions is still unexplored. Thus proper investigations are needed to throw light on this topic and therefore, researcher has to go through the review of some more studies related to academic achievement of scheduled caste students.