CHAPTER II

Review of Related Literature
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REVIEW OF RELATED LITERATURE

This chapter deals with the internal review of the literature. It is an attempt to discover relevant material published in the problem area under study. This covers the empirical research studies made previously in the problem area. The studies conducted during the last few decades in the field of achievement that are more relevant and pertinent to the present investigation are discussed in this chapter.

2.1 PURPOSE OF RELATED LITERATURE

W.R. Borg says: "The literature in any field forms the foundation upon which all future work 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 naive and will often duplicate work that has already been done better by someone else."

-Saxena, N. R. et al. (2001)

The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques. The information about the activities of previous investigations stimulates the researcher to use each bit of knowledge as a starting point for new and further progress.

Review of related literature, provides a comprehensive understanding about what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. Review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which, he is going to conduct his research. It enables the researcher to define the limits of his study. It also helps the researcher to delimit and define his problem. The knowledge of the related literature brings the researcher up-to-date on the work, which others have done and thus state the objectives clearly and concisely.
By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study, when the stability and validity of its results have been clearly established.

The review of related literature gives the researcher an understanding of the research methodology, which refers to the way; the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. It also provides an insight into the statistical methods, through which the validity of the results is to be established.

The important specific reason for reviewing the related literature is to know about the recommendations of the previous researchers, listed in their studies for further research.

Good, Barr and Scates (1941) analyzed the purposes of review of related literature as given under.

- To show whether the available evidence material solves the problem adequately without further investigation.
- To provide ideas, theories, explanations or hypotheses valuable in formulating the present study
- To suggest the research methods to the problems
- To locate comparative data useful in interpretation of the results
- To contribute to the general scholarship of the investigator

2.2 NEED TO KNOW ABOUT RELATED LITERATURE

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many sources. Only then will an effective search for specialized knowledge will be possible. The search for reference material is a time consuming but very fruitful phase of research programme. Every investigator must
know what sources were available in his field of enquiry, which of them, he is likely to use and where and how to find them. (Sukia et al.; 1980)

According to Best (1959), practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new life with each generation, man builds up accumulated and recorded knowledge of the past.

Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by investigator. The investigator may be very keen to possess up-to-date information regarding his field, and may try hard to be posted up-to-date, and yet fails to get enough information due to non-existence of source of such information (Sukhia 1980).

In the field of education, as in the other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which, he intends to select a problem for research. But it is found that generally the extent of important, up-to-date information regarding educational research and ideas possessed by educational workers, is very limited (Sukhia 1980).

The investigator should strive hard to be posted with necessary information, relating to his field of enquiry, basing on which, he has to build up his findings.

There are number of studies relating to the academic achievement done in the past. However, only the literature pertaining to the independent variables used in the present study is referred in the succeeding pages.

Therefore, the studies are presented under the following sub-headings:

- Results in general
- Results and intelligence
- Results and personality
- Results and management
- Results and gender
- Results and caste
2.3 RESULTS IN GENERAL

Results are of paramount importance, particularly in the present socio-economic and cultural contexts. Obviously, in the school/college, great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The school/college performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement primarily in terms of achievement.

The central aim of all formal educational efforts is academic achievement on the part of the students. Even though, it is desirable to have all-round development as the goal of educational process where academic achievement would be just one of the
dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern narrowing down the very concept of educational process, nevertheless, it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept as well as the process of academic achievement, it is imperative to identify and explore various factors related to academic achievement.

In general terms, achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. It is to this concept that the term achievement is referred here. To maximize the achievement within a given set up, therefore is the goal of every educationist, a teacher or an educational administrator. Research has come to our aid looking into what variables—personal, home, school etc,—promote achievement and what are determinants to it.

The present investigation took note of the above facts and attempted to treat some of the prominent intellectual and non-intellectual factors as psychological and sociological factors and coined it as psycho-sociological factors. The influence of certain psycho-sociological factors on the poor results of junior college students is investigated.

2.4 RESULTS AND INTELLIGENCE

Intelligence of a student plays an important role in his/her results. A few studies are comprehensive, while a few others have concentrated on specific aspects of intelligence assessment. Some of the studies showing the relationship between intelligence and results are given below.

Mc. Candles, Boyd (1956) conducted a study on 4th, 5th and 6th class students and found that correlation between anxiety and intelligence was negative. In sixth grade girls, the anxiety scores were found related to intelligence. The anxiety scores made a small additional contribution to the successful prediction of academic achievement.

Sarason (1959) found that the relationship of scores on several personality tests and subjects performance on a word association test was studied. It was found that high
Anxious groups given the experimental instructions showed lower commonality scores and greater discrepancies in response between the two word association test administrations than the other subjects in the experiment.

Ruebush (1960) provided that anxiety scale and intelligence test were administrated to 280 sixth-grade boys. 48 subjects divided into 12 groups in a design were individually administrated an embedded figures task. The task items ranged from extremely easy to extremely difficult. These scores were derived from the criterion task for each subject. Three predictors were made (a) highly cautious subjects do better than low cautious subjects on the criterion task, (b) HA subjects obtain higher cautiousness scores than LA subjects, (c) the performance of HA subjects on the criterion task is superior to that of LA subjects. The first two predictions were confirmed. The third prediction was confirmed for subjects at the low and medium I.Q. levels.

Philips (1962) tested utilizing a sample of 759 adolescents classified into 8 subsamples involving two levels of anxiety and social class on both sexes. The results support two major findings of previous research i.e., female had higher anxiety scores than males and highly anxious subjects had lower achievement and intelligence scores.

Brody, Nathan (1964) studied that 15 subjects who scored high on the Taylor's Manifest Anxiety scale and 15 subjects who scored low on the Manifest Anxiety scale were given a word associate task. The highly anxious subjects tended to have sets of word associates lower in inter subjects variability than the non-anxious subjects for stimulus words that elicited sets of word associates that are low in variability. High anxious subjects tended to give sets of word associates higher in inter subjects’ variability than non-anxious subjects for stimulus words that elicited sets of word associates that are in inter subjects’ variability.

Sarason and Zimbardo (1965) states that reports of a longitudinal study of test anxiety and its effects show that generally extreme changes in anxiety status were related to reciprocal changes in intelligence and achievement test status and changes in anxiety level were also related to changes in defensiveness and the tendency to lie. The test anxiety scale for children was a reliable and valid indicator of changes in anxiety status.
Allen (1973) gave a program for the treatment of test anxiety, by group administrated and self administrated relaxation and study counseling. Their self report anxiety and academic performance data, collected before and after therapy indicated that both modes of therapeutic interventions are equally effective in reducing anxiety and improving grades. In a study on skill counseling, an attempt was made to encourage students to become more autonomous learners. Study skills counseling helped to improve performance and also helped on reducing test anxiety.

Singal (1975) reported that anxiety contributes towards the adjustment of an adolescent in the home, society and emotional areas but its contribution in areas of health and school was found to be insignificant. It may also be pointed out that in all the areas of adjustment, the mean adjustment is almost the same i.e., adjustment increases with the decrease in anxiety. He also shows that with the increase in anxiety, the social adjustment decreases.

Chandra and Kundu (1981) conducted a study on first and second year home science students and concluded that anxiety had no effect on the performance of the subjects. Anxious as well as normal subjects can excel equally.

Graval and Karipal Kaur (1982) show that a group with the high level of anxiety shows poor academic performance in mathematics which a group with low level of anxiety tended to achieve higher. On the other hand a group with the high achievement performance much better than a group with low achievement and vice-versa. It was finally concluded that subjects with low anxiety and high motivation have better academic achievement in mathematics than any other combination of anxiety and motivation.

Sunitha Sharma (1985) showed that the high achievers of scientific stream possess a lower level of anxiety and they are significantly different from the achievers of scientific stream when their verbal intelligence was held constant.

Dwivedi (1988) conducted a study on 150 secondary school students and concluded that the high test anxiety performed better on the criterion test than the students belonging to the low test anxiety group. There exists a positive relationship
between intelligence and performance on a linear programme. There is little interaction between intelligence and test anxiety in relation to performance on a linear programme.

Anita Gupta (1989) conducted a study on 150 secondary school girls and found that regardless of intelligence and stressor conditions; high and low anxiety school girls do not differ significantly in their performance. Irrespective of trait anxiety and stressed conditions, high intelligent school girls perform significantly better than their low intelligent counterparts. Under reassuring instructions, school girls perform better than those under ego-stress instructions. However, this is irrespective of their anxiety levels and stress conditions under which they learn.

Singh and Broota (1995) conducted a study on 60 students of X class of a school in North Delhi and found that the high test anxious students have poor study habits which lead to their poor performance in the examination. Intervention like study skill counseling reduces the test anxiety of high test anxious students and improves their academic performance as compared to control group.

Sarala Devi and Devaraj (2001) found that girls were having more anxiety levels than boys. In case of class XII, M.Sc. and Vocational students, where as in the case of X class girls, they were having less anxiety than boys and this might to be true for the interaction of other psychological variables in class X girls. In case of girls stress-anxiety relationship was more than boys.

Nagaraju (2002) conducted a study on 224 X class students and reported that (i) the correlation between anxiety and achievement is negative and significant, (ii) the correlation between anxiety and intelligence is negative and significant and (iii) the correlation between achievement and intelligence is positive and significant.

Rajpal and Sinha (2002) conducted a study on 156 women and tested the three dimensions of physical, interrelation and psychological as well as total anxiety were estimated. They found that non-working women experienced significantly higher anxiety, especially with regard to the physical dimension, relation to other worries about health. The age dependence status and marital status do not have a significant influence on the experience of anxiety.
Shenaz and Jatwani (2002) conducted a study on 200 samples from the people of Bhuj and Ahmadabad. The findings are as – (i) people of Bhuj have more fear of anxiety than the people of Ahmadabad, (ii) residents of low rise building have more fear than that of high rise buildings, (iii) as compared to males, females have more fear on all the three levels of anxiety and (iv) level of fear for ‘near and dear’ is more prominent as compared to that of themselves and security of material possessions.

Mishra (2007) surveyed the correlated academic achievement of high school students. In order to assess the academic achievement, no test was used by the investigator. The average of total marks of the annual marks of each subject was taken to represent the academic achievement. The main findings of the study are: (i) intelligence was significantly correlated with the academic achievement for both boys and girls, (ii) the correlation between intelligence and academic achievement was higher in case of girls than those of boys, (iii) the socio-economic status was not significantly related with the academic achievement of boys and girls, (iv) the personality factors except self-sufficiency were not significantly related with the academic achievement of both boys and girls, (v) the personality factor self-sufficiency was significantly related to achievement only in the case of boys.

Sankaraiah (2009) investigated that Intelligence and anxiety levels of the B.Ed students are significantly correlated with their academic achievement.

Sujatha (2011) investigated that intelligence has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between the poor results of junior college students and intelligence. Therefore intelligence is taken as variable in the present investigation.

2.5 RESULTS AND PERSONALITY

Personality of a student plays an important role in his / her results. Some Indian researchers have attempted to isolate the personality structure of good and poor students. A few studies are comprehensive, while a few others have concentrated on specific
aspects and dimensions of personality assessment. Some of the studies showing the relationship between personality and results are given below.

Cattell, Sealey and Sweeney (1966) claimed that high school personality questionnaire (HSPQ) was predicting the school achievement of the students.

Vyas (1982) observed that personality adjustment was significantly related to university practical marks.

Anuradha Joshi (1990) reported that the personality of class IX students effected the academic achievement. The extroverts were found to benefit significantly more through the developed instructional strategy, as compared to the introverts.

Vijaya Kumar Sethi (1990) studied the personality patterns of high achieving and low achieving students in professional courses (Engineering, Medicine and Teaching). The major findings are high and low achieving students taken together differed significantly from each other on personality factors of Lower –higher scholastic mental capacity (Factor-B); emotional instability (Factor-C); experience conscientiousness (factor G); shyness – venture some ness (H); placidity apprehensiveness (factor O) and Low- High ergictension (Factor-Q1). High achieving students were found to differ significantly from each other, on personality factors of Lower - higher scholastic mental capacity (Factor - B) des urgency - surgancy (Factor - F) and tough mindedness-tender mindedness (Factor - I). Low achieving students were found to differ significantly from each other on factors of reserved ness-outgoingness (Factor - A), Low –Higher scholastic mental capacity (Factor - B), tough mindedness-tender mind ed ness (Factor - I); trust placement suspiciousness (Factor - L) and Lower-higher ergictension (factor Q4).

Mavi and Iswar Patel (1997) explored the relationship between academic achievement and selected personality variables of IX grade students. The personality variables are Personality adjustment, intelligence, self-Concept and level of aspiration. It was found that there was a weak relationship between the personality variable and academic achievement, in the case of tribal students. The non-tribal students, scored higher than the tribal, overall.
Koteswara and Ramachandra Reddy (1998) reported that all the 14 factors of HSPQ have significant influence on reading achievement in Telugu language high school students. Students whose personality characteristics for out-going, more intelligent, emotionally stable, excitable, assertive happy-go lucky, superego strength, venturesome, tense minded, doubting, apprehensive, self-sufficiency, controlled and tense, performed significantly better on reading achievement in Telugu language, than the students, whose personality characteristics were observed as less intelligent emotionally less stable, phlegmatic, obedient, sober, moral standards, shy tough minded, vigorous, placid, group dependent, undisciplined and relaxed.

Panchanadhan (1999) found that maintaining emotional balance, among students, through a psychologist by using auto counseling increased their academic performance.

Nateson and Susila (2000) indicated that the chosen personality factors (Cattell’s children personality questionnaire) are not significantly influencing the achievement of V standard boys (N = 300) and girls (N =300) in the age group of 9 to 10 years studying in the schools.

Govinda Reddy (2002) investigated that, factors B, E,F,M,Q; and Q4 of 16 PF have significant influence on the total scholastic achievement of DIET students

Kagade (2002) observed that there was no significant relationship between educational adjustment, home adjustment, and educational achievement of pupils (N=1941) studying classes VIII and IX. There was a significant relationship between social adjustment and educational achievement.

Ayodhya (2007), while studying the emotional problems of school children and their relation to life events and school achievement found that secondary school children had high rate of emotional problems. Boys had high life event scores and more number of events Boys out numbered girls in decreased scholastic achievement. The emotional problems found were of minor nature. Emotional problems did not have influence on scholastic achievement in the present study. Life events too did not have influence on scholastic achievement. No difference was found with regard to socio-demo-graphic
factors and emotional disorders, scholastic achievement. No association was found between scholastic achievement and intelligence.


Subramanyam, K. and Sreenivasa Rao, K. (2008) while studying to assess the impact of gender on emotional intelligence and academic achievement of secondary school pupils concluded that. There is significant difference between boys and girls with regard to their emotional intelligence. There is no significant difference between boys and girls with regard to their academic achievement. There is no relation between academic achievement and emotional intelligence.

Anca Munteanu and Iuliana Coatea (2010) showed that psychological personality type does not significantly influence school performance, meaning that students, even if have or not these personality features can have similar school achievements. Energetic pattern of personality and emotional pattern are not conditions for school performance in adolescents.

Martinsen and Swanberg (2010) showed that conscientiousness and openness were mediated by the strategic and an indirect effect on achievement through the surface approach.


Siddi Raju (2010) investigated that the computed values of ‘F’ for the Personality Factors namely (i) Factor (B): Less Intelligent vs. More Intelligent; (ii) Factor (D): Phlegmatic vs. Excitable; (iii) Factor (E): Obedient, Mild, Conforming, submissive vs.
Assertive, Independent, Aggressive, Stubborn, Dominant; (iv) Factor (H): Shy VS. Venturesome (v) Factor (I): Though Minded VS. Tense Minded and (vi) Factor (Q3): Undisciplined VS. controlled are far greater than the critical value of 'F' (4.60) for 2 and 1797 df at 0.01 level of significance. Hence the above personality factors have significant influence on the scholastic achievement of IX class students in physical sciences. It is found that the computed values of 'F' for the Personality Factors namely; (i) Factor (A): Reserved vs. outgoing and (ii) Factor (F): Sober VS. Happy - Go-Lucky, Gay Enthusiastic, Impulsively lively are greater than critical value of ‘F’ (2.99) for 2 and 1797 df at 0.05 level of significance. Hence the above personality factors have significant influence on the scholastic achievement of IX class students in physical sciences. It is found that the computed values of ‘F’ for the Personality Factors namely; (i) Factor (C): Emotionally Less Stable vs. Emotionally Stable (ii) Factor (G): Moral standards VS. super ego-strength (iii) Factor (J): Vigorous Vs Doubting (iv) Factor (O): Placid Vs Apprehensive (v) Factor (Q2): Group dependent Vs self-sufficient and (vi) Factor (Q4): Relaxed Vs Tensed are less than the critical value of ‘F’ (2.99) for 2 and 1797 df at 0.05 level of significance. It is concluded that the above personality factors do not have significant influence on the scholastic achievement of IX class students in physical sciences.

Sujatha (2011) investigated that all personality factors have significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between the poor results of junior college students and personality. Therefore personality is taken as variable in the present investigation.

2.6 RESULTS AND MANAGEMENT

The management of the school in which the student studies may have some impact on the results of junior college students. Some of the studies conducted earlier in this direction are presented here under.

Jagannadhan (1983) investigated into the type of the school and academic achievement and found that pupils of V, VI and VII classes in Govt. schools achieved the
highest mean (58.50) academic achievement followed by Panchayat Raj (49.81), Private (45.99) and municipal (45.02) schools. The F test (17.17) revealed that the means differed significantly at 0.01 level.

Jyoti Rathore (2000) revealed that the mean scholastic achievement of children (N=500) from Formal Primary schools in Science was better than children (N=500) studying in Non-formal education centers.

Manoranjan Panda (2002) reported that the mean academic achievement of IX class Pupils in the schools managed by SC and ST Development corporation, Govt and Non-Govt differ significantly from one another at 0.01 level. The achievement of pupils (N=370) in Non-Govt schools is better than the pupils (N=140) from Govt schools. The achievement of pupils from Govt schools is better than that of Pupils from (N=40) SC and ST Development Department schools.

Gnanasundaratharasu and Vincent De Paul, S. (2002) found that due to video assisted instruction, there is no significant difference in the mean achievement scores in Social Science among the pupils of Govt and aided Primary schools.

Manjuvani and Mohan (2002) investigated that there is no significant difference in the academic achievement of i) adolescent girls studying in single sex (N=95) and co-education (N=98) schools. ii) Adolescent boys studying in single sex (N=95) and co-education (N=101) schools. iii) Adolescent boys and girls studying in single sex schools and in co-education schools.

Anice James and Marice (2004) investigated into the academic achievement in Science among XI standard students (N=470) and found that students from matriculation (N=196) schools and State Board (N=270) schools have no significant difference in their achievement scores in Science.

Laxmidhar Behera and Sushant Kumar Roul (2004) reported that type of the institution (coeducational and women) did not exert any influence on the achievement of BEd students.
Srinivasan and Arivudayappan (2004) reported that the achievement level of Aided Schools and Govt Higher Secondary Schools is greater than Panchayat union Middle School and Govt High Schools.

Subrahmanyam (2007) observed that the type of management influenced the level of achievement of the students. The students of Private management schools obtained higher mean achievement score than the students of Government schools.

Krishna Reddy, D. (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their management.

Padmini (2010) investigated that management has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that management has significant influence on the scholastic achievement of IX class students in physical sciences at 0.01 level of significance.

Sujatha (2011) investigated that management has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between the poor results of junior college students and management. Therefore management is taken as variable in the present investigation.

2.7 RESULTS AND GENDER

In a male dominated society, females are deprived in all aspects in the society. Pre - determined notion of Parents, Partiality in treatment, restrictions in their mobility, lack of freedom, Social evils like dowry system, have been the biggest impediments in the progress of the girls in the field of education. Gender is one of the important variables in the results. The following are some of the studies reviewed on this aspect.

Farquhar (1963) observed no significant relationship between academic achievement and sex of XI grade High School students.
Pavithran and Feroze (1965) found that there is no marked difference between boys and girls in the scholastic achievement of X class pupils. Both are more or less on the same levels of achievement.

Balasubramanian and Feroze (1966) found that there existed no significant difference in the achievement of boys and girls of urban locality, while there was some marked difference in the achievement in mathematics between boys and girls of rural areas of X class.

Padmanabhan Nayar and Visveswaran (1966) found that there was significant difference between the achievements of urban boys and girls of X class. But however, they found that there existed a marked difference in the achievement of rural boys and girls.

Gupta (1968) observed no significant differences between boys and girls of 9th class in three variables (i.e.) academic achievement, intelligence and economic status.

Har Govinda Gupta (1968) observed that except, in the high intelligence group of VIII class Pupils, a significant relationship between academic achievement and sex appears to exist in both the moderate and low intelligence groups.

Satyanandam (1969), Panchanathan and Shanmuga Ganesan (1992) found that sex had no bearing on the academic achievement.

Vasantha Ram Kumar (1969) found that there existed significant differences in the achievement of boys and girls.

Aggarwal (1974), Sharma (1976), Tiwari (1980) and Dubey (1982) have found that girls perform better than boys in all the school subjects.

Rangaswamy and Visveswaran (1977) found that there was no significant difference in the achievement of sports men and non sports men in SSLC (XI class) Pupils examination. However they said that girls who participate in sports are better achievers than boys, sex difference is however not significant in case of non sports boys and girls.
Roach (1979) conducted a study on 206 boys and 212 girls from 5(five) urban elementary schools in Jamaica and found that the girls scored significantly higher than boys on a mathematics achievement test.

Dhalakia (1980) found no significant difference in the achievement of male and female teacher trainees.

Aruna (1981), Chanda and Sunanda Chandira (1985) have reported that boys had better achievement than girls.

Asud Ulla Khan et al. (1982) showed that sex of Pre-university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Gupta (1983) found that girls on the whole, had better achievement motivation, than boys and had higher academic achievement than boys. The relationship between achievement motivation and academic achievement is positive and significant.

Jagannadhan (1983) reported that sex does not have any significant influence on the academic achievement of V, VI and VII class pupils.

Skaalvik (1983) conducted a study on 348 children in five different class levels and found that the 4th to the 8th class level low academic achievement was associated with low self-esteem and with strong perceived parental pressure for boys, but not for girls. At the 8th class level low achievement was associated with low perceived value of the school for the girls while the girls while there was no such relationship for boys. The results supported the hypothesis that academic achievement has different effects for boys and girls.

Gopala Charyulu (1984) found no difference in the achievement levels between male and female teacher Trainees (TTIs).

Singh (1984) found that the study habits of boys and girls differed significantly at different levels of academic achievement.

Watkins, Hattie and Astilla (1984) showed that there existed significant influence to sex, self-concept and intelligence on academic achievement of pupils.
Quraishi and Bhat (1986) conducted a study on 200 undergraduate students of M.S. University of Baroda and found that sex has a significant effect on academic achievement.

Rama Swamy (1990) observed no significant difference between boys and girls of high and low achievers.

Verma and Gupta (1990) revealed that VIII class boys belonging to the high environment group achieved significantly greater mean than boys belonging to the low environment group. However no significant differences were found in the case of girls of high, medium and low environment groups.

Bhujendra Nath Panda (1991) observed that 9th and 10th class boys of rural areas and urban girls were better in academic achievement than their counter parts.

Vijaya Lakshmi and Hemalatha Natesan found that XI class girls (N=50), (1992) have better mean academic achievement than boys (N=50) which is significant at 0.01 level.

Rama Rao and Sinha (1993) reported that the performance of girls in examinations at all levels of higher education was much better than that of boys.

Stella and Purushiotham (1993) showed that there is no significant difference between the study habits of under achieving boys and girls.

Rawat and Leela (1995) showed that there was no significant difference between the study habits of boys and girls and their academic achievement.

Mishre (1997) found that (i) Intelligence is significantly correlated with academic achievement, for both 10th class boys (N=50). (ii) The correlation between intelligence and academic achievement is higher in case of girls than that of boys. (iii) The SES is not significantly related with the academic achievements of boys and girls. (iv) The personality factors viz., neurosis introversion-extroversion and dominance-submissiveness are not significantly related with the academic achievement of both boys and girls. (v) The Personality factor self-sufficiency is significantly related to achievement only in case of boys.
Narayana Koteswara and Ramachandra Reddy (1998) revealed that high school girls (N=648) are better than boys (N=648) in reading achievement.

National Science Board, (1998), During the past decade, there has been a concerted effort to find out why there is a shortage of women in the science, math, engineering, and technical fields (AAUW, 1992). In 1995, 22% of America’s scientists and engineers were women, compared to half of the social scientists. Women who do pursue careers in science, engineering, and mathematics most often choose fields in the biological sciences, where they represent 40% of the workforce, with smaller percentages found in mathematics or computer science (33%), the physical sciences (22%), and engineering (9%)

Gilson, Judith (1999) observed that large differences were not found in mathematics achievement, quantitative ability of 8th grade girls from single sex schools or girls from Co-educational schools.

Peter Kutnick, (1999) exploring female attainment and male underachievement in representative samples of students from the islands of Barbados and St. Vincent. It also reports findings from case studies of secondary classrooms in various stratified schools in Trinidad. In reporting these findings, the paper will show that simplistic gender-based, matrilineal and male marginal explanations are not adequate explanations for school attainment. A more adequate explanation requires a complex methodological approach which draws upon quantitative and qualitative studies and the ability to integrate school-based, cultural and home factors. Findings show that, generally, girls attained at higher levels than boys, but this is qualified by type of school attended, pre-school attendance, with whom the student lives and occupations of mother and father.

Sood (1999) in her study found that although girls achieved somewhat higher than boys, yet insignificant differences exist in their mathematical achievement.

Jyoti Rathore (2000) revealed that the mean scholastic achievement of boys (N=500) of primary level in Environmental studies (Science) is significantly better at 0.01 level than the girls Education Centers.
Natesan and Susila (2000) reported that there is a significant difference at 0.01 level in the scholastic achievement of V standard boys (N=300) and girls (N=300) in Environmental Science.

Casey, Nuttall, & Pezaris (2001) investigated that part of the explanation can be traced to gender differences in the cognitive abilities of middle-school students. In late elementary school, females outperform males on several verbal skills tasks: verbal reasoning, verbal fluency, comprehension, and understanding logical relations (Hedges & Nowell, 1995). Males, on the other hand, outperform females on spatial skills tasks such as mental rotation, spatial perception, and spatial visualization (Voyer, Voyer, & Bryden, 1995). Males also perform better on mathematical achievement tests than females. However, gender differences do not apply to all aspects of mathematical skill. Males and females do equally well in basic math knowledge, and girls actually have better computational skills. Performance in mathematical reasoning and geometry shows the greatest difference (Fennema, Sowder, & Carpenter, 1999). Males also display greater confidence in their math skills, which is a strong predictor of math performance.

Govinda Reddy (2002) found that sex does not have any significant influence on the academic achievement of DIET students. (N=600)

Jacobs, (2002) investigated that most studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys. Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge. An international aptitude test administered to fourth graders in 35 countries, for example, showed that females outscored males on reading literacy in every country. Although there were no differences between boys and girls in fourth grade on mathematics, boys began to perform better than girls on science tests in fourth grade. Girls continue to exhibit higher verbal ability throughout high school, but they begin to lose ground to boys after fourth grade on tests of both mathematical and science ability. These gender differences in math and science achievement have implications for girls' future careers and have been a source of concern for educators everywhere.
Panda (2002) observed that V class boys (N=478) and girls (N=404) studying in Urban, Rural and tribal areas did not differ in their achievement in all the school subjects.

Suneetha and Mayuri (2002) reported that gender was found to be more important variable than IQ in deciding the high academic performance, as more girls were found among top ranking students of classes IX and X.

Gakhar and Aseema (2004) found no significant difference in the academic achievement of boys and girls of X class, in their Previous annual examination (Class IX).

Halpern, (2004), investigated that the poorer mathematical reasoning skills exhibited by many female adolescents have several educational implications. Beginning at age 12, girls begin to like math and science less and to like language arts and social studies more than do boys (Kahle & Lakes, 2003; Sadker & Sadker, 1994). They also do not expect to do as well in these subjects and attribute their failures to lack of ability (Eccles, Barber, Jozefowicz, Malenchuk, & Vida, 1999). By high school, girls self-select out of higher-level, “academic-track” math and science courses, such as calculus and chemistry. One of the long-term consequences of these choices is that girls lack the prerequisite high school math and science courses necessary to pursue certain majors in college (e.g., engineering, computer science). Consequently, the number of women who pursue advanced degrees in these fields is significantly reduced.

Mohammad Khayyer and Philip R. Delacey (2005) found that girls academic achievement was higher than boy’s academic achievement.

Khemchandani (2008) compared academic achievement of boys and girls at secondary school certificate examination of Maharastra Board. The main findings of this study were:- (i) significant difference existed between boys and girls at pass and fail, (ii) no significant difference existed between boys and girls in achieving first class, second class and pass class also.

Pavola Sapiyonia (2008) stated that - A research group from Kellago school of management of North Western University headed by professor Pavola Sapiyonia conducted a study on the Proficiency in mathematics of boys and girls below the age of
15 years over 40 countries. The research group made a study on 2.70 lakhs students. The details of the study were given, by “Daily Telegraph”. As per the details given; in the worldwide average rate of efficiency in mathematics, girls average rate is 2% higher than boys. In Britan girls, average rate of scoring is 0.7% less than boys. Where there is no much encouragement for girls education, like in Tourkey, the girls average performance is 4% less than boys. If equal opportunities are given, the difference in scoring between boys and girls can be reduced.

Pondey and Md Faiz Ahmad (2008) conducted a study on a sample of 621 students of XI standard (Male adolescents = 417 and Female adolescents = 204) in Azamgarh (Dt), Bhihar (State) and found that there was no significant difference between male and female adolescents on the measures of academic performance.

Subramanyam and Srinivasa Rao (2008) revealed that boys and girls did not differ significantly in academic achievement.

Mohmood Alam (2009) revealed that a significant positive relationship between:
1. Creativity and academic achievement, 2. Achievement motivation and academic achievement.

Noorjehan & Wajiha (2009) concluded that many factors like mathematical creativity, attitude towards Mathematics and achievement motivation and low level of anxiety, influence the academic achievement in mathematics at secondary stage and recommend the inclusion of curricular and co-curricular programs to improve performance in mathematics.

Sam Willam Bassey and Joshua (2009) concluded that there is a significant gender differences in rural students of mathematics achievement in cross river state Nigeria.

Umadevi (2009) concluded that there is a positive relationship between emotional Intelligence and academic achievement. Male and female, arts and science students do not differ in emotional intelligence and academic achievement.
Chandran & Lim (2010) concluded that cognitive ability, gender, pre-maturity and social factors contribute to poor academic achievement during the early school years.

Padmini (2010) studied that sex has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that sex has significant influence on the scholastic achievement of IX class students in physical sciences at 0.01 level of significance.

Sujatha (2011) investigated that gender has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between the poor results of junior college students and gender. Therefore gender is taken as variable in the present investigation.

2.8 RESULTS AND CASTE

The caste of the student may have some impact on the poor results of junior college students. Some of the studies conducted earlier in this direction are presented here under.

Nair (1974) aimed at finding out the impact of certain sociological factors like family background, caste, religion and sex on the teaching ability of teachers. He revealed that religion was found to be not affecting the teaching ability of teachers.

Dubey and Mishra (1977) have reported that the school environment was significant predictor of academic achievement among upper caste, backward caste and the S.C and Muslim girls.

Asud Ulla Khan et al. (1982) found that religion of pre-university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Jagannadhan (1983) observed that the academic achievement of forward caste pupils of V, VI and VII classes is significantly better than that of backward caste pupils.
Gopala Charyulu (1984) found that different castes of student teachers of TTIs had same achievement of three variables, Theory, Practical and total achievement.

Kumara Swamy (1992) found that caste of the adult learners did not have any influence on their academic achievement in the case of reading, writing, arithmetic (3Rs) as well as total achievement.

Sing (1993), Mehara (1992) and Lidhoo and Khan (1990) have found that the academic performance of upper castes was significantly higher than that of scheduled castes, scheduled Tribes and Back ward castes.

Jayachandrama Naidu (1998) observed that the influence of caste is not significant on the academic achievement of learners N=300 of formal education; whereas caste has significant influence on the academic achievement of learners (N=300) of non-formal education and the total sample is (N=600).

Dubey and Mishra (1999) made a study to find the determinants of academic success of scheduled caste (SC), Backward castes (BC), Muslims (MS), upper castes (UC) and rural high school boys (N=400). Results suggest that there was no consistency in the predatory of academic success across the four groups.

Dash (2002) reported that ST students had the lowest percentage of passes in Higher Secondary Certificate (HSC) examinations in the state of Orissa. A considerable number of X class students of high schools, managed by Tribal welfare Department, Govt. of Orissa were detained and were not allowed to take H.S.C. examination.

Govinda Reddy (2002) found that caste is not significant on the achievement in Theory and total (Theory and practical) achievement of DIET students. (N=600)

Manjula (2002) revealed that the achievement of Tribal students was low, except in language and mathematics, which was only on border line of average performance.

Manchala (2007) in her study on the academic achievement of the B.Ed students found that there was no significant influence of caste / community on their academic achievement.
Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant Influence on their caste.

Padmini (2010) investigated that caste has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that caste has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that caste has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between results and caste. Therefore caste is taken as variable in the present investigation. Hence the investigator is interested in knowing the effect of caste on the poor results of junior college students. Hence caste is included, as one of the variable in the present study.

2.9 RESULTS AND LOCALITY

This variable is a neglected one in educational research, particularly on the influence of locality on results. As the investigator is interested in locality is included as one of the variables in the present study to examine its impact on the results. Some of the earlier studies in this direction are presented below.

Pavithran and Feroze (1965) observed that, the scholastic achievement of urban students of X class is significantly better than rural students in all the subjects.

Rao (1976) studied self - Perception, achievement motivation and academic performance of the prospective secondary school teachers. The finding revealed that there was a significant difference between the achievement scores of rural and urban students, the latter were scored higher.

Jagannadhan (1983) concluded that the Pupils of V, VI and VII classes from urban areas had better achievements than rural pupils.

Vendal (1994) revealed that the urban pupils of 6th, 7th and 8th class (N=442) differ from one another on comparative family and the figurative relationship (idioms,
metaphors and proverbs). The results also show significant interaction between urban and rural background and level of academic achievement is also found with regard to mastery of each one of the semantic concepts.

Narayana Koteswara and Ramachandra Reddy (1998) showed that there is locality influence on reading achievement of high school pupils. Pupils in residential schools performed better than pupils rural and urban. Among the three groups pupils in rural areas were the lowest in achievement.

Salim Kumar (1998) reported that locality has significant influence on the achievement in biology of secondary school pupils (N=700) at 0.01 level.

Krishna Moorthy (1999) found that locality has caused no significant difference in respect of academic achievement in History.

Dharma Raja et al. (2000) investigated that the higher secondary students of urban (N=124) and rural (N=103) areas did not differ significantly in computer achievement.

Jyothi Rathore (2000) found that the mean scholastic achievement of rural pupils at primary level in Environmental Studies (Science) is significantly better at 0.01 level than the urban pupils studying at Formal Primary Schools and Non-Formal Education Centers.

Prakash (2000) in his study concluded that urban students were better in their mathematical achievement when compared to the rural students.

Naresh Kumar Gupta (2002) reported that the achievement of majority of V class pupils (N=946) in slum area schools has been observed to be unsatisfactory, not only in mathematics but also in all other subjects.

Panda (2002a) revealed that V class rural students had shown better performance in all the school subjects, when compared to their urban and tribal classmates. (N=887)

Anice James and Marice (2004) studied the academic achievement in science among XI standard students (N=470). Students hailing from rural (N=199) and urban (N=271) areas have the same type of academic achievement in Science.
Gakhar and Aseema (2004) found that X class rural students significantly achieved better in their annual previous examination (IX class), than the urban students.

Panchalingappa (2004) concluded that there is no significant difference between rural and urban high school pupils of Devadasis in respect of their academic achievement.

Viswanathan (2004) investigated that (i) Boys (N=160) and girls (N=69) of XI standard in History. (ii) Boys (306) and girls (N=185) studying in urban schools differ in their achievement in History. The girls perform better than the boys. (iii) There is no evidence to show that the pupils studying in rural and urban schools differ in their achievement in History. Sexena (1960), Williams (1979), Chakrabarthi (1988), Ajeh (1993) and Rangappa (1995) have reported that the urban students had higher achievement than the rural students. But Ojha (1979) observed that the rural boys had better performance than urban boys.

Sura Prasad Pati and Saudamini Acharya (2005) concluded that extensive use of visual aids has a positive significant impact on the academic achievement of rural pupils.

Manchala (2007) found that locality / native place has a significant influence on the scholastic achievement of B.Ed students.

Subrahmanyam (2007) observed that the students who were studying in Urban area schools had better achievement score than the students who were studying in Rural area schools.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their locality.

Padmini (2010) investigated that locality has significant influence on the scholastic achievement of IX class students in biological sciences.

Prabhu Swamy (2010) revealed that Government D.Ed. College trainees have scored better marks in fill up the blanks type, classification type and true / false type. Also they have scored better in total performance. Rural area D.Ed. trainees scored better marks in multiple choice type, Match the following type and over performance. Urban
area students have scored better marks in classification type and true/False. So Locality has significant influence on the marks scored.

Siddi Raju (2010) investigated that native place has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above there are very few studies showing the relation between poor results of junior college students and locality / native place. Therefore locality / native place is taken as variable in the present investigation.

2.10 RESULTS AND AGE

Age of the students may have some relationship with their results of junior college students. Some of the related studies are presented here.

Srivastava (1967) found that the relationship between the age and academic achievement is insignificant.

Har Govinda Gupta (1968) reported that no significant relationship existed between the age of the pupils and their academic achievement.

Asud Ulla, Prakasham et al., (1982) revealed that the age of the pupils was found to be not effective in bringing any variation in scholastic achievement.

Vyas (1982) reported that age of B.Ed. students was significantly related to the criterion variable, supervisor's ratings in the case of the total sample (N=300). It was also significantly related to criterion variables, university practical marks and total practical assessment, in the case of total and male sample. But age was not significantly related to the criterion variables, self-rating, university theory marks and university total marks, in all the categories of the sample.

Quraishi and Bhat (1986) found that there is no significant relationship between the age and academic achievement.

Shamshuddin (1996) observed that the mean age of secondary school female teachers (N=64) was found to be 26.5 years and 28.8 years in case of male teachers (N=136).
Dowson et al. (1999) observed that age, gender, cultural background and socioeconomic status are strongly related to differences in relations between middle school students' academic motivation, cognition and achievement.

Biswa (2001) investigated into the relationship between the age and academic achievement of distance education learners and found that age has no effect on their performance.

Govinda Reddy (2002) found that there is no significant relationship between the age and total marks.

Suneetha and Mayuri (2002) found that age has significant influence on academic achievement.

Manchala (2007) found that age has significant influence on the academic achievement.

Banarugn (2009) showed that age has significant relationship with academic achievement. Age ($r = 0.33$, $P < 0.01$) was inversely related with respondents academic achievement.

Sankaraiah (2009) investigated that 'Age' of the B.Ed student has significant influence on the academic achievement of them. Young students (22 years and below) exhibited low achievement than the elder students.

Fayegh Yousefi & Rumaya Juhari (2010) Studied that Age and academic achievement were significantly correlated.

Junani & Redzuan (2010) studied that age and academic achievement were significantly correlated ($r = 0.23, p < 0.000$).

Sujatha (2011) investigated that age has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and age. Therefore age is taken as variable in the present investigation.
2.11 RESULTS AND ANNUAL INCOME OF THE FAMILY

Annual income of the family may have some impact on the poor results of junior college students. Studies related to annual income and results, conducted earlier are presented here under.

Fraser (1959) found higher correlation between income and scholastic achievement \((r = 0.44)\), than between income and IQ \((r = 0.35)\).

Wiseman (1964) did not find any significant influence of father’s income on the brightness of the child in the school.

Gopal Rao (1965) found a significant and positive correlation between economic status and scholastic achievement \((r = 0.39)\).

Har Govinda Gupta (1968) found that except in the high intelligence group, a significant relationship between VIII class pupil’s academic performance and their father’s income seems to exist, in the moderate and low groups. In her study, Fraser (1956) found higher correlations between income and scholastic achievement \((r = 0.44)\) than between income and I.Q \((r = 0.35)\). But Wiseman (1964) did not find a significant association between father’s income and brightness of a child in the school. Gopal Rao (1965) found a significant and positive correlation between economic status and scholastic achievement \((r = 0.39)\).

Jagannadhan (1986) conducted a study on high school pupils and found that father’s income had much impact on the academic performance.

Vijay Kumar Sethi (1990) observed that the parents of achievers of all four courses engineering, medicine, law and teaching were generally had better income than those of low achieving students. Both low and high achieving students also revealed the courses to be difficult. The analysis of responses showed that a fairly high percentage of high and low achieving students would enter into some other professions, if given a chance.

Bhujendra Nath Panda (1991) found that IX and X class students with high income parents were better in their academic achievement, than those of students with
low income parents. The studies of Chopra (1964) and Khanna (1980) strengthened the above findings.

Jayachandrama Naidu (1998) found that the influence of father’s income is not significant on the academic achievement of learners from formal education (N=300); whereas mother’s income has significant influence on the academic achievement of learners of non-formal education (N=300) and total sample (N=600).

Krishna Moorthy (1999) observed that the economic conditions of the family has caused no significant differences in respect of academic achievement in History of the second year higher secondary students.

Govinda Reddy (2002) found that the family income has significant influence on academic achievement of DIET Students (N = 600).

Selvam and Sundara Valli (2002) conducted a study on 300 higher secondary students and found that the academic achievement has significant relationship with their economical, educational and vocational problems.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their annual income.

Ekber Tomul and Kzim Celik (2009) investigated the effects of family variables (education of the parents and family income) on the academic achievement (in mathematics, reading skills and science) of 15 years – old students in Turkey with respect to regional diversity. The study was carried out based on the data obtained from the PISA 2006 research in Turkey. The independent variables of the research are education level of the parents, and average annual income; the dependent variables the students’ proficiency levels in science, mathematics and learning skills. Family variables affect students academic achievement in mathematics most and their reading skills least. As regional developmental levels decreases, effects of family variables on academic achievement decreases as well.

Sanandaj and Jouhari (2010) showed that family income significantly affected academic achievement ($F(2) = 19.17; p = 0.000)$.
Siddi Raju (2010) investigated that annual income has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that annual income of the family has significant influence on the academic achievement of B.Ed. students.

It is observed from the above there are very few studies showing the relation between poor results of junior college students and annual income of the family. Therefore annual income of the family is taken as variable in the present investigation.

2.12 RESULTS AND FATHER EDUCATION

Education of the father may have some influence in the results of the students. General assumption is that educated fathers would assist their children in their studies in the form of counseling and guidance. Hence there may be some relationship between the results and father's education. Some of the studies reviewed in this regard are given below.

Fraser (1959) found that there exists significant relationship between academic achievement and father's education.

Pavithran and Feroze (1965) found that there is no significant relationship between the scholastic achievement of 10th class pupils and the education level of the fathers or other members of the family.

Har Govinda Gupta (1968) observed that in the case of all the three (i.e.) high, moderate and low intelligence groups of VIII class pupils, no significant relationship seem to exist between subjects' academic progress and their father's education.

Sarma (1984) found that father's and mother's education is highly associated with the scholastic achievement.

Jagannadhan (1986) found that high school pupils' academic performance and father's education are significantly related.

Vijaya Kumar Sethi (1990) found that father's education has got much impact on the academic achievement of their sons and daughters studying in professional course (or) engineering, law, medicine and teaching.
Shamshuddin (1996) found that most of the secondary school male teachers were from families where fathers were not highly qualified, whereas most of the female teachers were from families with highly qualified fathers.

Krishna Moorthy (1999) found that there is significant relationship between father's education and the academic achievement in history of second year higher secondary students. This gets support from earlier studies: Chatterjee et al., (1971), Khanna (1980) and Rajput (1985).

Grouws Douglas, A. – Cebullakristin, J. (2000) stated that there is a positive relationship between educational level of the parents and students' performance in mathematics. But there is a considerable overlap in the performance of students from different educational background. In fact many students whose parents had a high school education or less scored higher than students whose parents had a university degree. Students whose parents were university educated, performed about two-thirds of a proficiency level higher than those whose parents had no more than high school education. However there is one important nuance to add to this finding. Students whose parents worked in an occupation that required advance mathematics skill, in fact, performed almost one proficiency level higher than students whose parents had similar education levels and income but whose occupation did not require advanced mathematics.

Barbara, Rupa Das (2002) reported that backward caste children of literate parents scored higher than the children of illiterate parents. The academic achievement of first generation learners (i.e.) children of illiterate parents was found to be the lowest. The achievement of girls was found to be comparatively better than that of boys.

Chakrabarthi, Sharmistha (2002) observed the education level of the family influenced female learners \(N = 320\) literacy achievement attending to literacy centres.

Gnanasundararatharasu and Vincent De Paul, S. (2002) found that due to video assisted instruction, there is no significant difference in mean achievement scores in social science among the primary school pupils of parents with below metric and those of above metric.
Govinda Reddy (2002) investigated that Father’s education and mother’s education have significant influence on the academic achievement of B.Ed. students. Brother’s education has significant impact on the total academic achievement of DIET students.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their father’s education.

Sankaraiah (2009) investigated that father education of the B.Ed. students are significantly correlated with their academic achievement.

Moula (2010) studied relationship between academic achievement motivation and home environment among standard eight pupils. He found that there is significant relationship \( r = 0.15 \) between father’s education and academic achievement motivation.

Padmini (2010) investigated that father education has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that father education has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above there are very few studies showing the relation between poor results of junior college students and father education. Therefore father education is taken as variable in the present investigation.

2.13 RESULTS AND MOTHER EDUCATION

Educational status of the mother may have influence on the results of the students. If mother is educated, it would have an impact on the child’s performance. Some of the studies reviewed are presented hereunder.

Pavithran and Feroze (1965) found that there is no significant relationship between scholastic achievement and educational status of the mother in the case of 10th class students.

Har Govinda Gupta (1968) found that there is no significant relationship between academic achievement of pupils and their mother’s education.
Ranga Swamy and Visveswaran (1977) reported that no definite pattern of relationship between the academic achievement of pupils and educational status of parents is noticed.

Sarma (1984) showed that mother's education is highly associated with the academic achievement of their sons and daughters.

Vijaya Kumar Sethi (1990) revealed that the parents of high achieving students of all the four professional groups (i.e.) engineering, law, medicine and teaching are better qualified than those of low achieving students.

Bhujendra Nath Panda (1991) concluded that 9th and 10th class pupils with college educated mothers are having better academic performance than illiterate or elementary class educated mothers.

Krishna Moorthy (1999) revealed that there is significant relationship between academic achievement and education of mother.

Borbora and Rupa Das (2002) reported that backward classes children of literate mothers showed better academic achievement, than the children of illiterate mothers.

Chakrabarthish, Sharmistha (2002) observed that educational level of the mother's influenced female learners' literacy achievement attending the literacy centres.

Gnanasundaratharasu and Vincent De Paul (2002) inferred that due to video assisted instruction, there is no significant difference in mean achievement scores among the primary school pupils whose mother's qualification is below metric and those above metric.

Govinda Reddy (2002) investigated that mother's education has significant effect on the academic achievement of B.Ed. students both in theory and total achievement.

Hijazi and Naqvi (2006) conducted a study on the student performance by selecting a sample of 300 students (225 - males, 75 - females) from a group of colleges affiliated to Punjab University of Pakistan. It was found that factors like Mother's education and Students family income are highly correlated with the student academic performance.
Manchala (2007) found that, mother’s education has significant influence on the scholastic achievement of B.Ed. students.

Krishna Reddy, D. (2008) concluded that the academic / scholastic Achievement of 10th class students has significant influence on their mother’s education.

Sankaraiah (2009) investigated that mother education of the B.Ed students are significantly correlated with their academic achievement.

Moula (2010) found that there is significant relationship (r = 0.14) between mother’s education and academic achievement motivation of standard eight pupils

Siddi Raju (2010) investigated that mother education has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and mother education. Therefore mother education is taken as variable in the present investigation.

2.14 RESULTS AND OCCUPATIONAL STATUS OF THE PARENTS

Academic achievement of students may vary depending upon the occupation of parents. Some of the earlier studies are shown hereunder.

Pavithran and Feroze (1965) found that the occupational status of the parents highly accelerates the scholastic achievement of X class students.

Har Govinda Gupta (1968) found no significant relationship between academic achievement and occupation of the father in the case of VIII class students, except in the case of moderate intelligent group. Other research studies namely Fraser (1959), Alexander (1965) and Smith (1966) corroborate these results. The students in the high intelligence group reported their mothers. The students are employed in any occupation. In the low group there seems to exist no significant relationship between the subject’s academic performance and their mother’s occupation. Only in the moderate group, a significant relationship seems to exist. Such a phenomenon is difficult to explain. Further research alone may solve this tangle and identify underlying currents.
Ford Dawson (1970) found that the employment of mother’s had no effect on the achievement of children either in a positive or negative direction.

Rangaswamy and Visvesvaran (1977) reported that no definite pattern of correlation could be noticed between the academic achievement and occupational status of the family of XI class students.

Jagannadhan (1986) found much impact of father’s occupation on the achievement of students.

Bhujendra Nath Panda (1991) observed that 9th and 10th class pupils (N=280) with skilled professional parents were found to be better in their academic achievement when compared with their counterparts.

Shamshuddin (1996) found that only a small percentage of both secondary school male and female teachers (N=200) indicated business, legal and medical indicated that their fathers were either in service or farming/cultivation.

Ayishabi and Moly Kuruvilla (1998) found that there is no significant difference between mean scores of achievement motivation of pupils of IX standard of working and non-working mother’s, for the total sample (N=871). The findings are congruent with the findings of Stein (1973) and Bal (1988) who found a positive effect of maternal employment on the achievement motivation of adolescent and college going children.

Jayachandrama Naidu (1998) found that the influence of father’s occupation is not significant on the academic achievement of learners from formal education (N=300); whereas father’s occupation has significant influence on the academic achievement of learners from non-formal education (N=300) and the total sample is (N=600).

Goswamy; Minakshi (2002) found that children studying IX class with working mother’s were more achievement oriented than the children of non-working mother’s. Boys with working mothers were most achievement oriented than girls with working mothers.
Govinda Reddy (2002), reported that the employment of father, brothers and sisters have significant effect on the academic achievement of B.Ed. students in practical work and practical examination (N=600).

Panda (2002a) investigated that father's occupation did not have any significant impact on the learning achievement of V class pupils (N=882) in rural, urban and tribal primary schools.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their parents' occupation.

Sankaraiah (2009) investigated that mother occupation of the B.Ed. students are significantly correlated with their academic achievement.

Moula (2010) found significant relationship (r = 0.22) between father's occupation and mother occupation and academic achievement motivation of standard eight pupils.

Siddi Raju (2010) investigated that father occupation and mother occupation has significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that father and mother occupation has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and occupational status of the parents. Therefore occupational status of the parents is taken as variable in the present investigation.

2.15 RESULTS AND NUMBER OF MEMBERS IN THE FAMILY / NUMBER OF CHILDREN IN THE FAMILY

It is assumed that the size of the family (i.e.) the total number of persons in the family/number of children in the family may have some impact on the studies of the children and hence on the results. Some of the earlier studies are presented hereunder.
Bhujendra Nath Panda (1991) observed that IX and X class pupils coming from small families were better in their academic achievement, when compared to that coming from big families.

Shamshuddin (1996) found that the average number of children was three in case of secondary school male teachers (N=136) and two children in case of female teachers (N=64). It was also found that almost all the teachers had joint families and they also supported joint family system.

Jayachandrama Naidu (1998) reported that family size has no significant influence on the academic achievement of learners from formal education centers (N = 300); whereas family size has significant influence on the academic achievement of total sample (i.e.) formal and non-formal education learners (N = 600).

Manchala (2007) found that there would be no significant influence of total children to the parents on the scholastic achievement of B.Ed. Students.

Krishna Reddy (2008) found that there would be no significant influence of total children to the parents on the scholastic achievement of X class students in mathematics.

Tenibiaje Joseph (2009) found that there is no significant difference between family size and academic achievement of students in higher institution.

Moula (2010) found significant relationship (r = 0.26) between family size and academic achievement motivation of standard eight pupils.

Padmini (2010) investigated that number of members in the family has significant influence on the scholastic achievement of IX class students in biological sciences.

Siddi Raju (2010) investigated that total number of children in the family have significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

Sujatha (2011) investigated that number of members in the family and number of children in the family has significant influence on the academic achievement of B.Ed. students.
It is observed from the above that there are very few studies showing the relation between academic achievement and number of members in the family / total number of children. Therefore number of members in the family / total number of children is taken as variable in the present investigation.

2.16 RESULTS AND SOCIO - ECONOMIC STATUS

Socio-economic status of a family plays an important role in different aspects of an individual’s life. There may be some significant relationship between the SES and poor results of junior college students of an individual. Some of the earlier studies made, on the relationship between SES and academic achievement of the students are presented here with Rossi (1950), Gopal Rao (1956), Wash Burne (1959), Saini (1968), Lincoln (1969) and Srivastava et al. (1980) found significant relationship between academic achievement and socio economic status.

Thorndike (1952), Cattell et al., (1966), Meller (1970), Ahuwalia and Deo (1978) and Venkaiah (1980) found either negative or very low correlation between academic achievement and SES.

Pavithran and Feroze (1965) found that the relationship between economic status of the family and scholastic achievement of X class students is extremely low and almost negligible. There is no any conclusive evidence of either favourable or unfavourable influence of economic status of the family on the academic achievement.

Rao (1965); Srivastava (1967), Bernstein (1968) Sudamma (1973), Ahuliwalia and Shyam (1975) and Sharma and Bhargava (1980) found very little and negligible impact of SES on the academic achievement.

Gupta (1968) revealed that the students of 9th class with higher economic status and mental ability were better in their scholastic achievement, compared to those with lower SES.

Anand (1973) observed the relationship of SES and academic achievement. He found that the relationship between the two existed even when the influence of
intelligence of non-verbal as well as verbal types were partialled out. He revealed that there was some impact of socio economic status of family on the mental abilities as well as academic achievement of students of classes VIII, IX and X.

Mennon (1973) studied experimentally the personality characteristics of high and under achievers. In this study, it is revealed that over achievement and under achievement was found to be influenced by socio-economic and demographic characteristics.

Rangaswamy and Visvesvara (1977) claimed that no definite pattern of correlation could be found between socio-economic status and academic achievement.

Asud Ulla Khan et al., (1982) showed that SES of pre-university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Shakiba –Nejad et al. (1983) observed a strong positive correlation between SES and academic achievement of the students.

Lal Singh (1984) found that there is no effect of socio-economic status on the academic achievements of XI class students (N = 200), when the students have intellectual ability. But high intellectual ability offsets any deficiency which may be created by lower socio-economic status group. (ii) As the intellectual ability decreases from above average to below average, the affects of socio-economic conditions on academic achievement increases greatly.

Jagannadhan (1986) conducted a study on V, VI and VII class students and found that SES had got much impact on the academic performance.

Quaraishi and Bhat (1986) conducted a study on 200 undergraduate students of M.S University Baroda and found that socio-economic status has a significant effect on academic achievement.

Ramana Sood (1990) found that there is no significant effect on academic achievement of Pre-Engineering students (N = 120) and their socio-economic status.
Vijayalakshmi and Hemalatha Natesan (1992) found a positive relationship (r = 0.46) between academic achievement and SES of IX class students (N = 100) which is significant at 0.01 level.

Marcon, Rebecca (1999) observed that SES was found to be an important factor in the academic performance, with poorer performance noted for lower income students.

Young, Deirdre (1999) revealed that SES had certainly some impact on the overall performance of students. They found the effect of other variables like self concept, class – room environment also, when they conducted a survey on 3397 also, covering 28 rural and urban schools in Australia.

Saxena (2001) revealed that the students, who secured first division in High school examination, belong to the middle socio-economic status, indicating that the SES had only a little effect on the academic achievement.

Karl, R. and Pyari, A. (2004) investigated into the relationship between family climate and income and academic achievement. Their findings are the achievement of the students having favorable family climate. The study finds in congruence with many research findings (Hari Krishna, 1992; Garg, V.P. 1992) that student achievement is found to be affected by the income status of the family.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their socio – economic status.

Padmini (2010) investigated that socio – economic status has significant influence on the scholastic achievement of IX class students in biological sciences.

Sujatha (2011) investigated that socio – economic status has significant influence on the academic achievement of B.Ed. students.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and socio – economic status. Therefore socio – economic status is taken as variable in the present investigation.
2.17 RESULTS AND BIRTH ORDER

Birth order means, the child born first, second, third and so on. Birth order may have some relationship with the poor results of junior college students. The investigator included Birth order as one of the variables in the present study. Some of the earlier studies are presented hereunder.

Jagannadh (1983) found that the birth order of V, VI and VII class pupils did not have any significant influence on their academic achievement.

Bhujendra Nath Panda (1991) found that birth order of IX and X class students did not have any significant influence on their academic achievement.

Govinda Reddy (2002) revealed that the birth order of DIET students have significant influence on the academic achievement in practical and in total achievement.

Manchala (2007) in her study on the academic achievement of the B.Ed students found that there was no significant influence of birth order on their academic achievement.

Krishna Reddy (2008) found that birth order did not have significant influence on scholastic achievement of X class students in mathematics.

Tenibaje Joseph (2009) found that family size and birth order have no significant influence on academic performance of pre degree students of the University of Ado-Ekiti, Nigeria.

Padmini (2010) investigated that birth order has significant influence on the scholastic achievement of IX class students in biological sciences.

It is observed from the above that there are very few studies showing the relation between academic achievement and birth order. Therefore birth order is taken as variable in the present investigation.

2.18 RESULTS AND RELIGION

Cultural background of the students may have some influence on the poor results of junior college students. Community / religion may also have some impact on the
scholastic achievement. With this view, studies related to community / religion and achievement are presented hereunder.

Nair (1974) aimed at finding out the impact of certain sociological factors like family background, caste, religion, and sex on the teaching ability of teachers. He revealed that religion was found to be not affecting the teaching ability of teachers.

Asud Ulla Khan et al., (1982) found that religion of pre – university students (XII class) was found to be not effective in bringing about any variation in the scholastic achievement.

Radhamohan (1998) reported that there is significant difference in the high school student’s academic achievement belonging to different religions (viz.,) Hindu, Muslim and Christian.

Kobal-Palcic et al., (1999) showed that French pupil’s scholastic achievement was more, when compared to that of Slovenian pupils.

Krishna Moorthy (1999) observed that there was no significant difference on the achievement, in History of second year higher secondary students (N= 455).

Regnerus, Mark (2000) analyzed religious socialization as it relates to schooling success. Results indicates that respondents’ participation in church activities is related to heightened educational expectations, and that these more intensely religious students score higher on standardized Maths/ reading tests, even while controlling for a variable that often show religious effects to be spurious.

Selvam and Sundara Valli (2002) conducted a study on 300 higher secondary students and found that the academic achievement has significant relationship with their religious attitude.

Manchala (2007) found no significant influence of religion on the academic achievement of B.Ed student - teachers.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their religion.
Benjamin Mc. Kune and Hoffmann (2009) indicate that the association between adolescents, religiosity and academic achievement is largely due to family, social capital, but the association between academic achievement and religious homogeny between parents and adolescents is largely independent of family and community social capital. In particular the highest achievement is predicted when parents and adolescents report similar levels of religiosity. The lowest achievement is predicted when parents report high religiosity and adolescents report low religiosity.

Sankaraiah (2009) investigated that religion of the B.Ed students are significantly correlated with their academic achievement.

Padmini (2010) investigated that religion has significant influence on the scholastic achievement of IX class students in biological sciences.

Rohani & Ahmad Tormizi (2010): Studied that illustrated and identified significant relationship between students beliefs about importance of mathematics and beliefs on one’s ability in mathematics with mathematics achievement.

Siddi Raju (2010) investigated that religion have significant influence at 0.01 level on the Scholastic Achievement of IX class students in Physical sciences.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and religion. Therefore religion is taken as variable in the present investigation.

2.19 RESULTS AND STUDY HABITS

Individual study habits play an important role in determining the academic achievement of pupils in different subjects. The students performance in the class room depends upon several factors namely, the interest in the subject, study facilities, own study habits and so on. Some of the studies reviewed showing the relation between academic achievement and study habits are presented hereunder.

Most of the previous investigators pointed out that there is much impact of study habits on the academic achievements.
In this connection, it is worth mentioning the former president A. P. J. Abdul Kalam's views, on inculcating good reading habits in children and youth of the country.

He inaugurated a book fair held in Delhi and told the people to encourage their children and students with the advice that if they give one hour a day exclusively to book reading, they will become a knowledge centre in a few years. To acquire the habit of reading is to construct for you a refuge from almost all of the miseries of life. Reading is certainly one of the best experiences, a child can have and habits developed at a young age stay with a person for the rest of his life. What a gift for a child! There is more treasure in books than in all the pirated loot of Treasure Island. The more that you read, the more things you will know. The more that you learn, the more places you'll go. Students who score higher on "tests, tend to come from schools which have more library resources, staff and more books, periodicals and videos, and where the instructional role of the teacher librarian involvement in co-operative programme planning and teaching is more prominent"

A wonderful thing about a book, in contrast to a computer screen, is that you can take it to bed with you. Reading is to the mind, what exercise is to the body. The brains of the next generation need to be sharpened so that we can make our dream to be one of the best in world come true.

Some of the studies already made previously on the relation between the academic achievement and study habits of the individuals are presented here under.

Cuff (1937) used a questionnaire to survey the study habits of grades IV to XII students. Half of the total students (samples) were defective in their achievement due to lack of study habits.

Woodruf (1940) found that study habits failed to show some definite relationship with academic achievement.

Gorden (1941) found that the coefficient of correlation between scores on study habits and course grades was higher when students were tested late in the semester than when tested at its beginning.
Wrenn and Hamber (1941) found that there existed a relationship between the study habits and academic achievement in general.

Mary Esther (1945) found that there existed statistically significant differences in the achievement of most successful students with good study habits and least successful students with poor study habits.

Burnet (1951) reported that the student who had taken the course "How to study" increased their scores, as compared with those who had not taken the course.

Carter (1953) administrated study method test on 129 seniors in a California college preparatory high school. In pre-instance, a correlation with mid-term test score was 0.40 and in the post-instance the correlation with the senior year grade averages was 0.60.

Brown and Holtzman (1955), Patel (1981), and Chauham and Sing (1982) found that there exists a significant relationship between study habits and academic scores among school going children.

Corter (1955) found a moderate positive linear relationship between the study habits and academic achievement.

Nortan (1959) conducted an investigation into the relationship between study habits and achievement in general science and found that there existed no relationship between them.

Diener (1960) obtained the similarities and differences between over achieving and underachieving students and observed that the two groups differed significantly in their study habits, indicating a positive relationship between them.

Sinha (1960) found significant relationship between study habits and scholastic achievement. Jammu (1961) found a correlation of 0.51 between study habits and achievement.

Brown and Dubois (1964) revealed that there existed a moderate positive relationship between the study habits and academic scores.
Richard and Verginia (1967) found a positive relationship between good study habits and achievement.

Samuel and Rao (1967) conducted a study on a sample of 500 pre-university course (P.U.C) students and showed that there is a significant positive relationship between the study habits and academic achievement.

Aggarwal and Saini (1969) found that the coefficient of correlation between the study habits score and scores on achievement in mathematics of VIII and IX class students came to be + 0.014. Although this index seems to be quite poor, it was found significant at 0.05 level of confidence.

Krishna Moorthy and Rao (1969) conducted a study on 300 students. They observed that there existed significant correlation between study habits and academic achievement of urban students.

Sinha (1972) found that there is significant relationship between study habits and scholastic achievement.

Marentic-Pozaranik (1974) found positive relationship between study habits and scholastic achievement of IX Class pupils.

Girija, Bhadra and Ameerjan (1975) made a study on the relationship between the study habits and academic achievement of first and final year students of undergraduates of University of Agricultural sciences, Bangalore. They found the two groups differed significantly with regard to their study skills and achievement.

Asha Bhatnagar (1980) made a study on 600 students of X class of Delhi and found that there existed a positive relationship between the study habits and academic achievement.

Tuli (1980), Patel (1981), Chopra (1982) found that there was a positive relationship between study habits and academic achievement.

Chopra (1982) identified that the study habits were positively related to academic achievement.
Aruna (1984) found that study habits of X class pupils have significant influence on their scholastic achievement in all the subjects.

Premalath Sarma (1986) reported that the underachieving rural girls significantly differ in their study habits from high achieving rural girls of IX and X class students.

Harbans Singh (1989) showed no significant differences in the study habits at different levels of achievement of X class scheduled caste pupils (N= 300). But boys were found to have significantly better study habits than girls.

Deb and Gravel (1990) reported that the study habits and the academic achievement of B.Sc. final year students are positively related.

Ruth Lee (1992) revealed that the development of study skills in IX and X class students resulted in improvement of grades.

Chitra, Thiagarajan and Santhana Krishnan (1993) found that the academic habits and achievement were positively related to intelligence of higher secondary students.

Rama Murthy (1993) found that despite the students possessing good intelligence, their academic achievement hampers due to the absence of good study skills.

Stella and Purushiotham (1993) showed that there is no significant difference between study habits of under achieving boys and girls.

On Tsk Ka and Wat Kins (1994) found that the study habits are significantly correlated with school grades of first year school students in Hong Kong.

Rawat and Leela (1995) found that there was no significant difference between the study habits of boys and girls and their academic achievement.

Patel, M.R. (1996) revealed that 1. The achievement scores of the pupils having high and low general ability were significantly different. 2. Those pupils who had good study habits did get significantly more achievement scores than those who had poor study habits. 3. It was found that sex and study habits interacted significantly in explaining achievement scores.
Varma (1996) found that the academic achievement in mathematics and general science is more or less same in the case of students with good study habits and students with poor study habits.

Gordan Darlene (1998) found that the students having good study habits possessed good achievement. Venden Hurl et al., (1998) showed that the study habits of medical students were correlated with their academic achievement.

Kumar, Anil (1998) reported that there existed a significant positive correlation between academic achievement and study habits.

Verma, S. and Kumar, R. (1999) found that 1. The achievement in mathematics was positively and significantly correlated with the study habits of the Students. 2. Overall achievements were significantly and positively related to the study habits of students.

Sam Sananda Raj and Sreethi (2000) found that study habits and academic achievement of students are positively and significantly related.

Kumar and Kamala (2001) investigated that the successful learners who scored 35 percent and above marks in science interest and scientist attitude than the unsuccessful learners of higher secondary schools.

Nagaraju (2002) concluded that the academic achievement of the pupils in X class public examination in all the school subjects and total academic achievement have significant influence on study achievement have better study habits. There is perfect positive correlation between the academic achievement and study habits of the pupils (N=1800).

Archana and Monasharma (2002) conducted a study on 26 Grade-1 children in Indoor. The results found that the instructional material could positively influence the achievement of students.

Govinda Reddy (2002) found that study habits of a DIET student have significant influence on achievement.

Vamadevappa (2002) found that there existed positive and significant relationship between study habits and achievement of Pre – University students in Biology subject.
Naveen Kumar Reddy (2003) reported that study habits and academic achievement are positively and significantly related.

Bhaskara Rao, Somasurya Prakash Rao and Bhuvaneswara Lakshmi (2004) have identified a positive relationship between study habits and academic achievement.

Guravaiah (2004) investigated into the academic achievement of X class students in all the school subjects and found that study habits of pupils do not have any significant influence on the scoring.

Lakshmi (2004) identified positive relationship between study habits and achievements of a DIET student.

Rajani (2004) observed that the academic achievement of Intermediate students (N=1200) in all the subjects including group subjects is positively related to their study habits.

Manchala (2007) showed that all the ten areas of study habits inventory have significant influence on scholastic achievement of B.Ed students. Better study habits is associated with better scholastic achievement.

Ramana sood and Dalvinder Kumar (2007) found that learners having good study habits have better academic achievement.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of B.Ed. Students has significant influence on their study-habits. It is inferred that the students who have good study-habits can achieve the good academic results.

Prabhakar, G (2008) concluded that the academic / scholastic Achievement of B.Ed. Students has significant influence on their study-habits. It is inferred that the students who have good study-habits can achieve the good academic results.

Nalini and Ganesha Bhatta (2009) found significant relationship between study habits and academic achievement.

Padmini (2010) investigated that study habits has significant influence on the scholastic achievement of IX class students in biological sciences.
Siddi Raju (2010) found that all the seven areas of study habits and total score on study habits have significant influence at 0.01 level on the scholastic achievement of IX class students in Physical sciences. It is observed that the students with better study habits achieved significantly better in physical sciences.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and study habits. Therefore study habits is taken as variable in the present investigation.

2.20 RESULTS AND SELF – CONCEPT

Self-concepts play an important role in the life of pupils. Muktha Rani Rasthogi’s (1974) self-concept scale is adopted in this study to examine the impact of self-concepts on the poor results of junior college students. Some of the earlier studies showing the relationship between poor results of junior college students and self-concept are presented hereunder.

Mac Aulay, Dolina (1990) reported that there is a positive significant relation between academic achievement and home environment.

Mc Robbie and Fraser (1993) found that there existed a positive relation between academic achievement and home environment.

Martin (1995) concluded that there was a significant relationship between academic achievement and home environment.

Walf Richard (1996), Marjoribanks (1996), Walberg and Paik (1997) reported that there existed positive significant relationship between academic achievement and home environment.

Basantha and Mukhopadyaya (2001) indicated that the achievement of secondary school rural students was significantly related to their home environment. Both home environment and school environment were significantly related to each other.

Malvinder Ahuja (2006) studied the impact of parental involvement and self-concept on academic achievement of ninth class students (N= 100). The findings indicated that (1) self-concept and parental involvement were associated with each other;
(2) self-concept and academic achievement of students were independent of each other; (3) academic achievement of high and low parental involvement groups were not significantly different; and (4) there was an interaction effect of self-concept and parental involvement on academic achievement of ninth class students.

Saritha (2006) studied the differences in Psychosocial problems of adolescent children of working and non-working mothers (N=415). She reported that intensity of psychosocial problems was found to be lesser in the adolescents of working mothers as compared to those with non-working mothers in relation to their level of self-concept.

Gordan Darlene (2007) found that the students having good high self-concept possessed good achievement.

Kumar (2007) in his study concluded that there existed a significant positive correlation between academic performance and the level of self-concept.

Anuradha Joshi (2008) found that the personality of class IX students effected the self-concept. The extroverts were found to benefit significantly more through the developed instructional strategy, as compared to the introverts.

Knapp et al. (2008) found that the level of self-concept on reading comprehension and attitudes toward reading were significantly improved when readers participated in a 10 week apprenticeship in reading to enable the students to accomplish the authentic task of reading a personally interesting book beyond his/her independent capabilities.


Venden Hurl et al. (2008) showed that the self-concept of medical students was correlated with their level in academic achievement.

Dickinson et al. (2009) found from a study which examined the relationship between study time and test scores that time spent organizing had a stronger relationship with course test scores (N=113 undergraduates) in relation to their level of self-concept.

Padmini (2010) investigated that self concept has significant influence on the scholastic achievement of IX class students in biological sciences.

Philias Oulatunde (2010) showed that students of secondary schools have good self-concept of themselves in performing well in mathematics.

Siddi Raju (2010) found that the computed values of 'F' for the self-concepts namely (i) Health and sex appropriateness (SC_1), (ii) Abilities (SC_2), (iii) Worthiness (SC_3), (iv) present-past-future (SC_6), (v) Beliefs and convictions (SC_7), (vi) Emotional Maturity (SC_10) and (vii) Self-concepts total score (SC_7), are far greater than the critical value of 'F' (4.60) for 2 and 1797 df at 0.01 level of significance. It is clear from the mean values that who are better in Health and Sex appropriateness, Abilities, Worthiness, Present-Past-Feature, Believes and convictions and total self-concept are also significantly better in scholastic achievement of IX class students in physical sciences. It is found that the computed values of 'F' for the Self-Concepts namely (i) Self confidence (SC_3) and (ii) Sociability (SC_8) are greater than the critical value of 'F' (2.99) for 2 and 1797 df at 0.05 level of significance. The areas of self-concepts namely (i) Self acceptance (SC_4) and (ii) Shame and Guilt (SC_6), do not have significant influence at 0.05 level on the scholastic achievement of IX class students in physical sciences.

It is observed from the above that there are very few studies showing the relation between poor results of junior college students and self-concept. Therefore self concept is taken as variable in the present investigation.
2.21 MISCELLANEOUS STUDIES ON RESULTS

Some of the miscellaneous studies related results of the students are given herewith:

Mishra et al., (1960) found that children coming from high home environment achieve better in schools than their counterparts coming from low family environment.

Morrow and Williamson (1961) while analyzing the background of the family factors responsible for higher achievement of physically challenged group children, concluded that more congenial home environment, less parent domination and sympathetic parental encouragement, have been found to be responsible for achievement of children.

Husen (1967); Dave and Dave (1971) found that poor academic achievement was due to the low educational standards of their parents.

Long and Resh (1976) could not find significant differences between father's income and child's level of abstract achievement.

Sharana (1977) made an attempt to examine the achievement of children in relation to the school system. He found that children of the recognized private schools achieved higher scores in Arithmetic than those of the corporation schools.

Hilde Brand and Patricia (1978) have shown positive relationship between educational environment and child's performance in Biology.

Sudha R. Sinha (1980) in the study "Effect of school system on the competence of secondary school students", investigated into the difference between the system of private and government schools and how it influenced the competence of its students. Three aspects of the system were, examined- the material, organizational and human relations. The findings revealed that despite less physical facilities and higher workload, the private schools had better organizational structure and more competent students than the government schools.

Head, John (1981) found that extraverted boys and introverted girls did well within their own sex group, when they were given mathematics activities. Students
studying in private schools had better achievement than those studying in government schools. This achievement was due to the strict supervision by the principal and managements of private schools, better teacher-pupil interaction, good educational environment, teacher's special care of the weak students, teachers' interest in the study of the children and sense of security and guidance and counseling in private schools.

Chopra (1982) found that student's achievement was not significantly different in different organizational climate of schools even at 0.05 level. There was no significant relationship between students' achievement and teachers' job satisfaction.

Vyas (1982) reported that age, academic achievement, verbal intelligence, non-verbal intelligence and SES contributed to the supervisors rating in case of a total of 300 male samples of B.Ed. Students.

Lalithanhawla (1983) studied the causes of failures in science and mathematics among high school students of the Mizoram state and found that general standard of achievement in science was 33.24% as compared to 27.86% in mathematics. Students from urban areas and from privately managed schools and older schools did better than those in rural areas and government schools and newly established schools. The provision of good library, laboratory and special coaching classes are not related to the students' achievement in these subjects.

Chadha and Sunanda Chandana (1990) observed that there is a positive and significant correlation at 0.01 level between creativity and intelligence of XI grade students', when the effect of scholastic achievement is partialed out. There is a positive and significant correlation at 0.01 level between intelligence and scholastic achievement when the effect of creativity is partialed out. There is negative and significant correlation at 0.01 between creativity and scholastic achievement when intelligence is partialed out.

Mac Aculay, Dohina (1990) reported that there is a positive significant relation between academic achievement and home environment.

Venkataiah and Jayachandrarama Naidu (1990) reported that there is significant difference between academic achievement of dropouts N=(39) and Non-Starters
(N=261) at Non Formal Education Centers (NFE). The dropouts from formal primary schools are superior to non starters in their academic achievement as NFE centers.

Cobb, P. et al., (1991) found that students number sense was improved by a problem centered curriculum that emphasized students interaction and self generated solution methods. Students also demonstrated increased persistence in solving problems.

Yeh- Hsiang-Yeng (1991) reported that weak but positive correlation existed between achievement motivation and academic achievement. There is no significant difference in the achievement of boys and girls in the case of Govt and private schools. Urban students are better than rural students in respect of their achievement in Biology.

Kumara Swamy (1992) investigated that variations in the amount of General Ability possessed by the adult learners significantly effects their achievement.

Vyas (1993) found that academic failure was associated with lower affiliation, teacher control, rule clarity and teacher support variables.

Martin (1995) concluded that there was a significant relationship between academic achievement and home environment.

Varghese (1995) found that the achievement scores showed a systematic improvement with improvement in facilities of school and that the difference in the mean achievement scores between the learners in the last facility schools and the best facility schools was very large in both in Hindi and Mathematics.

Shui Feng (1997) conducted a study on the influence of family factors on the academic achievement and concluded that children's academic achievement has been shown to be influenced by many family factors. It indicated that authoritative parenting and children's academic achievement were significantly correlated.

Slemmer, Gerald (1997) found that required tutoring seemed to be an effective way of improving the academic achievement of marginal students of 10th, 11th and 12th grades.

positive significant relation between academic achievement of students and their home environment. Private Schools and Government Schools. Private Schools and Government aided Schools. Private Schools and Cooperation Schools and there is no significant difference between the students of Government Schools and Government aided Schools, Government Schools and Corporation Schools and Government aided Schools and Cooperation Schools. It also shows that educational Qualifications of parents have a powerful bearing on the interest of the students in mathematics.

Kumar, Anil (1998) in his study concluded that there existed a significant positive correlation between academic performance and study habits.

Narayana Koteswara and Ramachandra Reddy (1998) showed that there is locality influence on reading achievement of high school pupils. Pupils in residential schools performed better than pupils in rural and urban. Among the three groups pupils in rural areas were the lowest in achievement.

Krishna Moorthy (1999) found that locale of school has caused no significant difference in respect of academic achievement in history of the second year higher secondary students (N=455). Having Parent - Teacher Conferences, Meeting Parents at PTO meetings. Using Educational Psychology for providing a model to parents in assisting their off spring in home work. Integrating human relations and curricular improvement in Teaching-Leaning situations.

Molia M. S. (1999) showed that the use of inductive thinking models improved the achievement of the students in mathematics.

Wood (1999) found that whole-class discussion works best, when discussion following individual and group work improves student’s achievement.

Devi and Mayuri (2000) revealed that 1. Family factors were not found to be critically important for the achievement of residential school children. 2. School factors like, qualified teachers good physical facilities and classroom organization, checking of the curriculum and subject matter, time maintenance impressive method of teaching and teacher student interaction contributed significantly to the academic achievement.
Dhall, G. D.; Gautam, S. K. S.; Autar, Ram and Sankar, M. (2000) revealed that the teaching of students with low achievement with remedial materials prepared after diagnostic test increased their achievement.

Dharma Raja et al. (2000) investigated that the higher secondary students of urban (N=124) and rural (N=103) areas did not differ significantly in computer achievement.

Jyothi Rathore (2000) found that the mean scholastic achievement of rural pupils at primary level in Environmental Studies (Science) is significantly better at 0.01 level than the urban pupils studying at Formal Primary Schools and Non-Formal Education Centers.

Panda (2000) found that rural students exhibited better performance in all the school subjects as compared to their urban and tribal class mates. Boys and girls studying in different areas did not differ in their performance in all the school subjects. Father’s occupation and tuition did not have any significant impact on the learning achievement in all the three areas. Rural students performed better in all the school subjects where infrastructure facilities were available in the schools compared to the schools with less facility.

Prakash (2000) in his study conclude that urban students were higher in their mathematical achievements as compared rural students.

Ravindra, Basavaiah D. and Basti (2000) showed that Boys were found good in abstract thinking and symbolizing concepts in mathematics, where girls were good in logical thinking and mathematical modeling. Both males and females have the same level of liking for mathematics. Both males and females have the same level perception of mathematics. Males stated that “social factors do not favor girls to go for higher studies in mathematics” as the main reason for not having top level women mathematicians. But females stated that “Vocational interests of women are different” as the main reason.

Alam, A.M. (2001) showed that the academic achievement of normal children was found to be significantly higher than that of learning impaired children in both boys
and girls when taken together and when taken separately. The normal students were found to be higher in academic achievement.

Basantha and Mukhopadyaya (2001) indicated that academic achievement of secondary school rural students (N=320) was significantly related to their home environment, but the school environment was not significantly related to academic achievement, where as both school environment and home environment were significantly correlated to each other.

Elegbeleye and Akoda (2001) investigated that there existed a significant difference between the academic performance of pupils (N=150) of secondary schools from single and double parenting background. Academic performance of children of mother present was significantly better than children of mother absent.

Rose and Elizebath (2001) examined the patterns of academic progress and outcome in different inner city school settings for African American and White, lower, middle and upper socio-economic strata students. They revealed that the overall academic outcomes were higher for gifted students enrolled in the programme sometime during their school career than for general education students.

Soundaravalli (2001) found that the academic achievement of standard XII students (N=300) had significant relationship with physical problems and family problems scores.

Agarwal, Archana (2002) found that significant positive relationship was found between academic achievement and intelligence. Academic achievement was found to be positively related with their socio-economic status. There was significant negative relationship between the academic achievement and size of the family. Significant negative relationship was found between academic achievement and birth order. The study has no reference.

Anuradha and Bharati (2002) found that a trend of negative association was observed between III, IV and V classes children (N=300) academic achievement and their amount of T.V watching. Watching only a selected programmes improved children’s academic achievement significantly rather than watching all the programmes.
Arya, Kalpana, and Kistwaria (2002) found that the involvement of adolescent daughters in the household activities of employed home makers was more than corresponding non-employed home-makers. A majority of the adolescent daughters of non-employed mother's devote more time for their studies in comparison with the corresponding employed mother's. A higher percentage of the adolescent daughters of employed mother's were not participating in co-curricular activities than that of the other respondents. The study cites 6 references.

Basantha, J. M. and Mukhopadyaya, D. (2002) revealed that Psycho-social constraints and academic achievement of high school students are negatively correlated with each other.

Gnanasundararathasru and Vincent De Paul, S. (2002) investigated that due to Video assisted instruction, there is no significant difference in mean achievement in social science between rural and urban pupils at primary level.

Goel, Swami Pyari (2002) in their study on the relationship of achievement and feeling of security, family attachment found that Low achievement had a positive relationship with the feelings of security; where as the average and high achievement had a negative relationship with the feeling of security. Family attachment and achievement scores were negatively related. A related factor responsible for higher educational achievement was parental attitude. Feelings of security- insecurity were significantly and positively related to the family attachment. Theoretical, aesthetic and religious values were positively related with achievement score, but economic and political values were negatively related with achievement score. Social value had a positive relationship with the average achievements but the low and high achievements were negatively correlated. There was no difference in value pattern of low and average achievers where as high achievers gave the first preference to theoretical, value, than to social, political, economic, aesthetic and religious value. The study has eight references.

Govinda Reddy (2002) examined that (i) Region (Andhra, Telengana and Rayalaseema) has significant influence on the academic achievement of DIET students (N=600) at 0.01 level. Andhra students (N=240) performed better than the Telengana
students (N=240) performed better than Rayalaseema students (N=120) (ii) Place of birth does not have significant impact on the academic achievement of DIET students.

Hamingthanzuala (2002) found that students of X standard who had higher interest in business were found good at English, social science and in overall academic performance.

Mohanty (2002) conducted a survey to see whether components of family environment bear any relationship with academic achievement of gifted, underachievers and his findings were the mean score of boys was higher than that of girls. The boys scored higher on cohesion, intellectual cultural organization, Moral and Religious emphasis, while the girls scored higher on conflict, achievement orientation and organization of components of family environment scale (FES). Intutility the underachievers' academic achievement was significantly related with all components of FES except active Recreational organization. For underachieving boys no correlation between a component of FES and academic achievement was found to be significant. However in the case of underachieving girl's cohesion, Independence and control components of FES were found to be correlated significantly with academic achievement.

Naresh Kumar Gupta (2002) reported that achievement of majority of V class pupils (N=946) in slum area schools has been observed to be unsatisfactory not only in mathematics but also in language environmental science and social science.

Panda (2002a) observed that V class pupils (N=882), who were taking midday meal, free Uniform, Scholarships and free textbooks as incentives performed well when compared to that of not receiving any incentives.

Sharma, S. Nidhi (2002) in their study examined the effect of parental involvement and Aspirations on academic achievement of +2 students found that. Parents of high and low achieving students exhibited differentiated behavioral profiles with regard to some dimensions of parental involvement. Parents of high achieving students often provided academic guidance to their and also planned various cultural activities such as arranging picnics, dance show and other festivals. Achievement scores of children belonging to high, average and low groups of parental educational aspirations
were not equal. The academic achievement scores were different for children belonging to different parental involvement groups. High parental involvement group, scores higher on educational aspirations as compared to their counter parts in the low parental involvement group. Higher parental involvement resulted in higher occupational aspirations of students. High, average and low parental occupational aspirations groups yielded unequal levels of learning styles.

Vamadevappa, H.V. (2002) conducted a study to find out the relationship between parental involvement and academic achievement. His findings were There was positive and significant relationship between parental involvement and academic achievement. There was a significant difference in the achievement scores of boys and girls of high parental involvement group. There was no significant difference in the achievements of boys and girls of high parental involvement group. There was significant difference between high achievers and low achievers with respect to the parental involvement. There was no significant difference between boys and girls in their academic achievement.

Guest and Schneider (2003) conducted research on what influence various social factors had on the relationship between extracurricular activities and academic performance. They found that most of the studies previously conducted on the relationship between these two factors had not taken into account the meaning that participation in extracurricular activities "[held] for individual participants within distinct social contexts". They believed that every school and community assigned certain values to the various activities, putting more importance on some over others. The value that is placed on each activity affects the relationship between that specific activity and academic performance.

Nwankwo and Kemjika (2003) found that the relationship between test anxiety and academic achievement were inversely proportional at secondary levels.

Prakash (2003) found that the ascendance, vigorous and persistent temperaments were significantly related with mathematics achievement in girls and total sample among boys, the ascendance, accepting, vigorous, cooperative and tough-minded temperaments
were significantly and positively correlated with mathematics achievement. Girls with low sociability appeared significantly higher in mathematics achievement than girls with higher sociability at high memory level only.

Rahaman M.H. (2003) in his comparison of achievement in mathematics of eighth grade students of different ethnic groups of Nepal found that there was significant difference among the four ethnic groups with regard to the over all achievement in mathematics. Tamang students were found to be the best among the four groups in over all achievement in mathematics. Ethnic groups significantly differed from each other with respect to the achievement on knowledge, skill, comprehension and application levels. No significant difference was found between Tamang and Magar groups in knowledge. Sarkari children were found to be the lowest achievers on knowledge among all ethnic groups. The study cited two hundred nineteen references.

Upadhya (2003) found that constructivism was found to be a better technique of teaching mathematics.

Anice James and Marice (2004) studied academic achievement in science among XI standard students (N=470). Students hailing from rural (N=199) areas have same type of academic achievement in Science.

Bhaskar Rao, Somasurya Prakash Rao and Bhuvaneswara Lakshmi (2004) have identified a positive relationship between study habits and academic achievement.

Bose, S. and Joshi V (2004) studied the effect of parents involvement in the achievement of students and found that Children whose parents were involved in their education led a disciplined life at home and had better academic achievement at school. Involvement of parents was also reflected in the activities that a child pursued in his leisure time. It was found that parents could not reinforce the things, the children learnt at school and some children attended tutorials. Tutorials did not help the children in performing better, rather the children who attended school regularly and received proper care at home, fare better. The study also found that home environment that indoctrinates children into a disciplined life and healthy life style ensures better academic achievement.
Gakhar and Aseema (2004) investigated that Shahpur Nagappa and Panchalingappa (2004) while investigating the influence of the study habits, family climate adjustment and academic achievement of Devadasi, children of Karnataka state, found that there is no significant difference between boys and girls children of Devadasi with respect to family climate. There is no significant difference between boys and girls children of Devadasi in respect of their academic achievement. There is no significant difference between rural and urban children of Devadasi in respect of their academic achievement. There is no significant difference in interaction effects of sex and location in terms of academic achievement of Devadasi children. There is no significant difference between boys and girls children of Devadasi in respect of academic achievement. There is no significant difference between boys and girls children of Devadasi in respect of their study habits.

Kumar, S. and Anita (2004) from their findings revealed that both the variables self-learning module and classroom environment can not be ignored in respect of their effect on achievement. There was no interaction between mode of teaching and classroom environment.

Madankar (2004) observed that Residence, Peer group, Curriculum, Classroom teaching and Evaluations have negative and significant relationship with academic achievement, where as ‘food’ and ‘co-curricular activities’ have negative and not significant relationship with academic achievement of school subjects.

Mehera (2004) found that Achievement in mathematics was significantly related to major learning environment, attitude towards the subject, mathematics. No sex-wise difference was found in achievement of students in mathematics.

Sensarma (2004) while attempting to determine the relationship between classroom interaction variables of different branches of mathematics and mathematics achievement and attempting to predict the achievement from interaction variables concluded that. Higher values of Praise, acceptance of pupil’s ideas, asking questions by teacher, pupil’s response and the rate of class-room transaction are associated with higher pupil’s achievements in mathematics. Teacher’s tendency to react to the ideas and
feelings of pupil's is positively and significantly related to the better achievements in algebra, arithmetic, and geometry. Velocity of class-room transition is positively and significantly related to the achievement in algebra, arithmetic and geometry separately. The pupil’s initiation is negatively associated with mathematics achievement in all the branches, algebra, arithmetic and geometry.

Sirohi (2004) investigated that All under-achievers indicated deficiency in study habits98.70% of the under achievers tend to possess unfavourable attitude towards teachers and needed guidance.97.50% of the students had poor concentration 92.50% of students indicated deficiency in school and home environment.72.80% of them faced mental conflicts72.80% of underachievers were low in self confidence24.60% of them indicated deficiency in attitude towards education

Uma, S. (2004) on studying the role of computers in the performance found that 1. The achievement scores improved in the test conducted after the revision of the lesson by ‘teacher’. 2. Thoroughly revising the lesson through computers has increased their performance; the best scores are when the revision is by the Teacher and when computers are not used. 3. some of the interesting points observed by her are (i) Learning through computers was high with below average students than with good students. (ii)The attention span and interest duration of the slow learners is comparatively, less than that of very good students. (iii) Very good and good students have better reading and comprehension skills. Thus they were fast on the computers. The below average students took time to read and comprehend. Thus they usually took more time to complete the work on computers.

Viswanathan (2004) investigate that (i) Boys (N=160) and girls (N=69) of XI standard studying in rural schools do not differ in their achievement in History. (ii) Boys (306) and girls (N=185) studying in urban schools differ in their achievement in History. The girls perform better than the boys. (iii) There is no evidence to show that the pupils studying in rural and urban schools differ in their achievement in history. Sexena (1960), Williams (1979), Chakrabarthi (1988), Ajeh (1993) and Rangappa (1995) have reported that the urban students had higher achievement than the rural students. But Ojha (1979) observed that the rural boys had better performance than urban boys.
Arockiados (2005) studied the correlation between study habits and academic performance of college students (N=025) He reported that the academic performance of college students is influenced by study habits.

Avinashilingam N.A.V and Sharma.G (2005) made a study to find out the factors influencing the student's academic achievement. Their findings are it was found that classroom factors play a major role in affecting the student's academic performance. This is followed by the environmental factors and developmental factors. The student's inner urge, the competency of teachers no physical distraction and contacts with like minded colleagues make a student more competent to succeed in life.

Darling, Caldwell, and Smith (2005) conducted a longitudinal study concerning extracurricular activities and their effect on various aspects of development, including academic performance. A survey containing a list of twenty different extracurricular activities was distributed to students; they were asked to check which extracurricular activities they participated in that year. Demographic questions, such as their favorite activity, gender, and ethnicity were asked in order to take the social factors and influences into account when calculating the results. The students were also asked what their academic goals were and their grade point average. The results showed that the students who participated in school – based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in extracurricular activities at all. The students who did not participate in any extracurricular activities showed the poorest adjustment as far as grades, attitude toward school, and academic aspirations, while non-sport extracurricular activities showed the most positive adjustment, with sports related extracurricular activities in the middle.

Dwivedi, R.D. (2005) conducted a study to compare the educational achievements of students belonging to different categories of schools, according to their environment and found the following. The students from schools with enriched environment had significantly better academic achievement than students from poor school environment. The students who were high approval seekers had significantly greater achievement than the students who were low approval seekers. Academic achievement of students of the urban schools was significantly higher than that of the schools of the rural schools.
Gurubasappa (2005) while studying the effects of adjustment and mental ability on scholastic of secondary school children, concluded that the well adjusted children's achievement in school is high the children with better mental ability will definitely achieve high. The product of learning academic achievement of students is certainly influenced by some psychological factors like adjustment and mental ability.

Kimiko Fujita (2005) found that the results of the One-dimensional Chi-square test suggest that participation in extracurricular activities improves academic performance; participation in musical performance does not improve academic performance; athletic participation improves academic performance; watching television improves academic performance; and participation in community service improves academic performance among the junior high students attending Walnut Creek Christian Academy.

Manas Ranjan Panigrahi (2005) while studying the influence of intelligence and socio-economic status on academic achievement of high school students concluded that there exist a significant and positive correlation between academic achievement and intelligence. It is also found that high intelligence leads to better academic success. There exists a low positive correlation between academic achievement and socio-economic status. It is observed that high socio-economic background might not always facilitate high academic success. It is found that there is no significant difference between boys and girls with respect to academic achievement. The students having higher intelligence are high achievers in academic performance than students having low intelligence. High socio-economic status has effected the girls greatly to be very conducive to high achievement and vice-versa is the case with boys. The girls of high socio-economic status are high achievers in academic performance than boys of high socio-economic status, boys of low socio-economic status and girls of low economic status.

Manoranjan Panda (2005), in his study on correlation between academic achievement and intelligence of class IX students concluded that there is significant difference in academic achievement of students studying in different categories of schools. There is no significant difference in intelligence of students studying in different categories of schools. There is low relationship between academic achievement and
intelligence in different categories of schools. The findings of the study clearly state that there is little significant relationship between academic achievement and intelligence in schools of Dhenkanal district of Orissa state.

Neetha George, Dr. Anitha Ravindran (2005) revealed that there is a linear relationship among accuracy in time perception, coping styles and level of academic achievement. In other words time consciousness or punctuality is a quality that would enhance the academic achievement. They suggested that these results can be considered in helping low achievers.

Periaswamy (2005) showed that the teaching and learning of addition and subtraction through activity based learning materials (TLM) improves academic achievement of IV standard pupils (N=30). A significant relationship was found between student’s perception of teacher’s attitudes towards them and their academic achievement. A significant relationship was found between the academic achievement of students and their self-perception.

Satya Prakash and Patnaik, S.P. (2005) made a study to find out the effect of cooperative learning and found the following. There was positive effect of cooperative learning on achievement motivation. Cooperative learning has a positive effect on achievement in biology in terms of understanding, Knowledge and application of objectives as well as total achievement.

Sindhu I.S (2005) revealed that better liking of teachers contributed to better achievement of boys.

Malvinder Ahuja (2006) studied the impact of parental involvement and socio-economic status of the family on academic achievement of IX class students. Their findings indicated that 1. Socio-economic status of the family and parental involvement were associated with each other 2. socio-economic status and academic achievement of students were independent of each other 3. Academic achievement of high and low parental involvement group were not significantly different. 4. There was an interaction effect of socio-economic status and parental involvement on academic achievement of IX class students.
Ayodhya (2007) revealed that 1. Emotional problems did not have any influence on the scholastic achievement in the present day. 2. Life events did not have any influence on the scholastic achievement. 3. No difference was found with regard to socio demographic factors and emotional disorders, scholastic achievement and life events. 4. No association was found between scholastic achievement and intelligence.

Manchala (2007) showed that all the ten areas of study habits inventory have significant influence on scholastic achievement of B.Ed. students. Better study habits are associated with better scholastic achievement.

Annakkodi (2008), in her study entitled “study of scientific attitude of pupils of class XI and their achievement in Science, concluded that There was positive significant difference in the scientific attitude of students in relation to their achievement in Science. It was found that there was a high significant difference in the scientific attitude of students based on their type of school, the corporation school students show high mean value of scientific attitude when compared to Government aided schools. It was found that there was high positive significant difference in the scientific attitude of rural and urban students. It was found that there was a significant difference in the scientific attitude of students based on their Gender.

Kasinath (2008) conducted a study on interactive effect of Mental Health, School Adjustment and SES on Academic Achievement. The major findings are: (i) performance of the students with good mental health was better in the school subjects, (ii) the comparison of mean values indicated that students who were well adjusted perform better in their school subjects, (iii) the achievement in science and mathematics was depended on the influence of SES of students, (iv) the academic achievement was influenced by the interaction effects of school adjustment and SES of students and (v) academic performance of the students was depend on their adjustment with the school and SES background.

Krishna Reddy, D (2008) concluded that the academic / scholastic Achievement of 10th class Students has significant influence on their separate room for study. Hence it is concluded that students having separate study room will have better achievement. The
number of hours of study at home has significant influence on the scholastic achievement of 10\textsuperscript{th} class students in mathematics. The variable “works at home” has significant influence on the scholastic achievement.

Lekhi and Kaur (2008) conducted a study on ‘intelligence, achievement motivation and study habits as correlates of achievement’. The sample of the study consisted of 100 students randomly selected from four English medium schools of Punjab. The students of class 10\textsuperscript{th} were taken for the study. The findings of the study were: (i) intelligence, achievement and study habits correlated positively with the academic achievement of the students, (ii) academic achievement of high intelligence students was significantly high in their academic achievement and (iii) students having good study habits had better academic achievement as compared to those having poor study habits.

NCERT (2008) conducted a mid-term national survey to gauge the learning achievement of class V children. The survey covered Eighty four thousand, three hundred and twenty two (84322) students, fourteen thousand, eight hundred and ten (14810) teachers and six thousand, eight hundred and twenty eight (6828) schools, across, two hundred and sixty six (266) districts, in the country. The survey tested the learning achievement of class V level students in mathematical, environmental studies and languages. It concluded that 1. Mother’s education is important than father’s education. 2. The schools that enjoyed better infrastructure and facilities like T.V, computer, more number of teachers and community participation contributed ten Percent (10%) more in (E.V.S) Environmental studies, eight point four (8.4%) percent better in mathematics and Nineteen point six (19.6%) percent better in languages.

Pandey and Manikhur (2008) conducted a study to find out the relationship between SES and academic achievement of adolescent students. The results of this study revealed a significant relationship between academic achievement and socio-economic status. However, significant differences were observed between academic achievements of adolescents belonging to high and low SES.
Panday, S.N., Md. Faiz Ahmed (2008) conducted a study on a sample of 621 students of XI standard Male Adolescents (417) and Female Adolescents (204) and found that there is no significant difference between male and female adolescents on measures of achievement motivation.

Rajamanikham and Vasantha (2008) conducted study on the relationship between student adjustment problems and their academic achievement. The findings: (i) there was a significant positive correlation between adjustment and achievement, (ii) the scores of the students on their adjustment gradually decreased as the qualification of the parent increased while achievement scores gradually increased as the qualification of the parents increased, (iii) the different sibling groups differed significantly on the academic achievement, (iv) it was found that as the number of siblings decreased, the achievement score increased.

Subramanyam and Sreenivasa Rao (2008) established that there is no significant difference in the achievement of boys and girls with regard to their emotional intelligence.

Parveen, Azra (2009) found that the aim of the study was to examine the effect of home environment on the academic achievement and personality of students. Home environment has been identified as being an important contributing factor in child’s educational development. Very few researches have dealt with this dimension of education in Pakistan. The population of the study comprised 8533 Intermediate science male and female students of grade '2, who appeared in the Intermediate examination (part 1)2006, taken by the Board of Intermediate and Secondary Education Rawalpindi. The sample of the study included 724 students, 410 were female and 314 were male. Three research instruments were used for data collection. To determine the personality of students a Five Factor personality inventory developed by Dr. Tom Buchanan (2001) was used. The intra-familial environment as perceived by students was measured by using the Index of Family Relations (IFR). Researcher translated these instruments into Urdu and used them after pilot testing. A Demographic Variable Information Performa, developed by the researcher, was used to collect information relating to the demographic variables of the study. The information about the achievement was collected from the Result
Gazette of the Board of Intermediate and Secondary Education Rawalpindi. Seventy null hypotheses were tested to find the effect of home environment, socio economic status, family relations, gender, parental education, income of the family, family size, birth order of the student and type of the family on students’ personality and achievement. Data was analyzed by using Analysis of Variance (ANOVA), and t-test. It was concluded from the study that with the exception of birth order and family type, all the independent variables of the study had a significant effect on the academic achievement of students. However students’ personality was partially influenced by these variables.

Lester Hadsell (2010) examined that provides an important perspective that may prove beneficial to economic educators. Much has been written in the economics education literature of methods and content, some has even been written concerning student personality type (e.g., Borg and Stranahan, 2002). All of these are vitally important. So too is an exploration of the motivations of students. Besides getting to know our students better, such an analysis offers an opportunity to improve the classroom experience. Like math ability, which has been found in prior studies to be a key determinant of success in Introductory Economics (Ballard and Johnson, 2004), academic achievement goals are malleable. Several studies have demonstrated that classroom goal structure (i.e., the environment created by the teacher, whether mastery or performance) can have significant impacts on student goals and learning outcomes (Karabenick, 2004; Meece, Anderman, and Anderman, 2006). Karabenick (2004), for example, finds that student help seeking in encouraged when students perceive a mastery oriented class structure and is discouraged when a performance structure is perceived. Study of student motivation from a psychological perspective has been largely absent from the economic education literature (with a few exceptions, such as Borg and Stranahan, 2002, and Grimes et al., 2004). This study is another step in the direction of inclusion. In addition to replication and refinement of the present study, future work should focus on the longer term effects of achievement goals, such as subsequent enrollment in economics courses. Future research could also expand the inquiry to include other goals such as work-avoidance and social goal theory (Kaplan and Maehr, 2007). An examination of the interaction of student goal orientation, classroom goal structure (policies and activities
chosen by the teacher), and short- and long-term outcomes in economics could prove beneficial for all involved - leading to more interest and learning.

Adsul, R.K. (2011) Found that there is no significant difference between high & low achievers on self-concepts namely-physical, social, emotional & moral and educational, self concepts. But it is found that there is significant difference in high & low achievers on intellectual self-concept. So hypothesis No. 3 is accepted.

Javier Touron (2011) investigated that An initial diagnosis of some educational and psychological capacities of students on arrival at university were studied. This enabled us to find out what factors had a greater influence on academic achievement at the end of the first year. Using the techniques of multiple regression we established the optimal achievement performances expected from each of the students. Secondary school marks, the academic achievement tests and the intermediate examinations at university were the best set of predictors of academic performance. Differential aptitudes of intelligence increase considerably the accuracy of the prediction. Values of R of between 0.71 and 0.88 were reached depending on the criteria used. The usefulness of the prediction equations as a tool for increasing personalized attention to students is pointed out and a case made for the establishment of objective mechanisms for admission to higher education.

Sujatha (2011) investigated that region has significant influence on the academic achievement of B.Ed. students.

Syed Tahir Hijazi and S. M. M. Raza Naqvi (2011) found that many empirical studies are carried out to explore factors affecting college students' performance. The focus of this research is that student performance in intermediate examination is associated with students' profile consisted of his attitude towards attendance in classes, time allocation for studies, parents' level of income, mother's age and mother's education. The research is based on student profile developed on the bases of information and data collected through survey from students of a group of private colleges. Public sector educational institutions are not the focus of these students.
2.22 APPRAISAL

From the brief review presented in the foregoing pages it may be seen that a few studies have been carried on, in the area of poor results of junior college students. A gain by and large, except on a few variables the results obtained are not coinciding, which necessitates, further exploration in this area. Further, studies on the relative impact of each of the several independent variables that effect academic achievement are rare to find.

Results are considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income contribute significantly to results. A great deal of research work has been done to assess the relationship of results with intelligence, personality and other variables.

The importance of results has raised several important questions for educational researchers. What factors promote academic achievement among the students? How far do the different factors contribute to the academic achievement? Many factors have been hypothesized and researched upon.

It may be seen from the brief review of literature presented in this chapter that a number of studies have been carried out on the relation between poor results of junior college students and other variables. The studies yielded contradictory results on the relation between different personal and demographic variables and poor results of junior college students. Therefore it is difficult to summarize the conclusions of these studies as they have concerned themselves about a wide variety of aspects of results of the junior college students in relation to different variables.

Although personality and intelligence are also important from the educational point of view, these areas have much explored in the level of poor results of junior college students. The results of even the few studies present a confusing picture with contradictory results.

Review of related literature reveals that an extensive study of influence of psychosociological factors on the poor results of junior college students. It is needless to say that
a very few studies have been conducted to study the poor results of junior college
students and whatever studies exists, none of them is comprehensive enough so as to
enable one to draw any conclusive result. It is an attempt to see the relationship between
presage and product variables of poor results of junior college students.

Under these circumstances, it is quite reasonable to say that there is a great need
to conduct more and more similar studies. Hence, the investigator was made to move in
this direction and conduct the investigation in which the results could be studied in
comparison with personality and intelligence of junior college students. This resulted,
finally, into the statement of the present problem whose procedure of investigation is
described in the following chapter.