CHAPTER II
REVIEW OF LITERATURE

The present review of literature will consider the conceptual phenomena as well as the variables under study assess empirical implication. Any research needs supports, verification and clarification by having critical evaluation of the literature available to the researcher to investigate the prescribed objectives of the study.

It has been a tradition to consult and review the earlier work on the related topics before analyzing and investigating the problem on hand. The process of accumulation of scientific knowledge is slow, steady and gradual. One investigator builds on the work of the other and in turn, contributes his own share and which sometimes acts as a precursor to future researches. Sometimes the previous works throws a challenge or leads to disagreement on some derived theories. In some cases either an examination of specialized theory may leave many problem unresolved or may give rise to new applications, which may not be revolutionary in form but are meaningful from the point of view of gradual accumulation of scientific knowledge.

One of the simplest way of economizing effect in an inquiry review and build upon the work done by other investigators. A comprehensive review of literature is must in any research endeavor and requires a thorough consideration and efforts on part of investigator. The investigator made a survey of literature by reviewing relevant research related to the area. An in depth literature review facilitates in knowing trend of thought and researches already done in the specific area of interest and in streamlining the present plan of work.
This chapter attempts to give an overview of the literature reviewed by the investigator to tie the theoretical and empirical aspects of the study more securely.

**ACADEMIC ACHIEVEMENT**

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. Academic Achievement has become an index of a child’s future in this highly competitive world. It is only a drop in the vast sea of education. A great many students seem not to get credit commensurate with their known or rated abilities.

Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like parenting style of the parents, study habit, self-concept, socio economic status, intelligence etc.

**Sathe, Vishranti Uttam (2012)**
The present research study is entitled Study of Academic Achievement and new line Adjustment Factors of Urban and Rural Adolescent Students. Hence in this study, new line the relationship between Academic Achievement (AA) and Adjustment Factors (AF) was new line examined among adolescent students in urban and rural areas. Differences among these new line two groups with regard to the above mentioned variables were noted. In the present study new line the main objectives were 1. To
investigate the correlation between AA and AF among new line urban students. 2. To investigate the correlation between AA and AF among rural students. newline3. To compare AA across gender of urban students. 4. To compare AA across gender of new line rural students. 5. To compare AA across gender and localities of urban and rural students. New line The following are the hypotheses and their sub-hypotheses: 1. There is no significant new line correlation between AA and AF of urban students. 1.1. There is no significant correlation new line between AA and H/FA of urban students. 1.2. There is no significant correlation between new line AA and SA of urban students. 1.3. There is no significant correlation between AA and P/ new line EA of urban students. 1.4. There is no significant correlation between AA and EA of urban new line students. 1.5. There is no significant correlation between AA and HA of urban students. 2. There is no significant correlation between AA and AF of rural students. 2.1. There is no new line significant correlation between AA and H/FA of rural students. 2.2. There is no significant new line correlation between AA and SA of rural students. 2.3. There is no significant correlation new line between AA and P/EA of rural students. 2.4. There is no significant correlation between new line AA and EA of rural students. 2.5. There is no significant correlation between AA and HA new line of rural students. 3. There is no significant gender difference on AA among urban students. newline4. There is no significant gender difference on AA among rural students. 5. There is no new line significant difference on AA between urban and rural students.

C. Ramaswamy and G. Venkatesh Kumar (2012) The present study assesses the adolescent problems among urban and rural adolescents in and around Mysore city. A total of 631 adolescents of different age groups from 11-20 years were randomly selected. They were administered Problem checklist developed by Joshi and Pandey, which measures the problems
of adolescents in 11 areas - health and physical development (HPD), finance, living conditions and employment (FLE), social and recreational activities (SRA), courtship sex and marriage (CSM), social psychological relations (SPR), personal psychological relations (PPR), moral and religion (MR), home and family (HF), The future vocational and educational (FVE), Adjustment to school work (ASW) and curriculum and teaching procedures (CTP). The data collection was done in one setting and MANOVA was applied to see the differences in problem areas between urban and rural adolescents along with the influence of gender. Results revealed that rural adolescents were found to have higher levels of problems in all the areas of problems mentioned. Gender-wise comparison revealed that males had more problems in finance, living conditions and employment, social and recreational activities, social psychological relations, personal psychological relations, moral and religion, home and family, future vocational and educational, curriculum and teaching procedure and in total scores than female adolescents. Male adolescents of the rural areas had higher problems in areas -social and recreational activities, moral and religion, vocational and educational future compared to rest of the groups.

M.J. Zembar|L.B. Blume (2011) The inter correlation between self esteem, subjective wellbeing and academic achievement of University students was explored. Gender difference was also examined in self esteem and subjective wellbeing. The study used a simple two-group survey with a between-subjects design involving 120 participants. The results revealed that there was a significantly positive relation between self esteem, subjective wellbeing and academic achievement. The independent t-test revealed that female students possessed significantly higher self esteem and subjective wellbeing than their male counterparts. Out of the eleven domains of subjective wellbeing, female students were found to be significantly higher in transcendence, social support and deficiency in social contact than male students.
Mohammad Aryana (2010) This research highlights the relationship between self-esteem and academic achievement in the pre-university students. Additionally, it aimed to identify whether there are differences in academic achievement between boys and girls. The objectives of this study were achieved by using the Coopersmith questionnaire and the students’ grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female were chosen randomly. The questionnaires were distributed amongst 100 students in Qaemshahr schools. The results demonstrated that there was significant (p<0.01) positive relationship between self-esteem and academic achievement. Moreover, there was significant difference in academic achievement between boys and girls. However, no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is important factor and strengthen the prediction of academic achievement in students.

İsmail Hakkı Erten (2010) This study seeks to explain prevalent gender differences in academic achievement of 84 third-year students enrolled in a pre-service ELT (English Language Teaching) teacher training department. The study collected both qualitative and quantitative data through semi-structured interviews from a sample of 38 students. A content analysis of the data indicated that male and female trainee teachers had differentiating perceptions of social roles and, as an artefact of these roles, they differed in the quality and quantity of time and effort allocated for their academic studies. Girls reported both longer periods of time and more efficient metacognitive disposition than their male peers. Another important factor for the observed differences appeared to be the perception of teaching as a profession. Female trainee teachers reported more intrinsic orientations towards the profession

58
whereas male trainee teachers mentioned more extrinsic orientations, which seemed to directly influence the participants' engagement with their academic endeavour.

**Negmeldin Alsheikh & others (2010)** The impact of parenting styles on 5-8th grade students’ performance and self-esteem was analyzed within a sample of the United Arab Emirates (UAE) public school children. A sample of 162 children (50% boys, 50% girls) reported on their parents’ child-rearing practices. Parenting styles were classified into one of three groups (autonomy granting, demandingness, or responsiveness). The results show that demandingness was found to have a significant impact on GPA scores. Mothers’ interactions with children were dependent on both the gender of the child and the age of the child. Factor analysis results suggested that Family Cohesion and Effort were positively related to school performance and Self-autonomy was negatively related to school performance. Self-esteem was not significantly related to any of the variables studied.

**Joshi, Shobhna and Rekha Srivastava (2009)** Investigates the self-esteem and academic achievement of urban and rural adolescents and examines the gender differences in self esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by 96 Indian Psychological Abstracts and Reviews Self-esteem questionnaire and academic achievement was measured by academic school records. Findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regards to academic achievement of rural and urban adolescents. Urban
adolescents scored higher in academic achievement as compared to rural adolescents. Boys scored significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

**Erlanger A. Turner Megan Chandler Robert W. Heffer (2009)** Parenting styles have consistently been shown to relate to various outcomes such as youth psychopathology, behavior problems, and academic performance. Building on the research in the parenting style literature, along with examining components of self-determination theory, the present study examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant.

**Xinyin Chen Qi Dong ;Hong Zhou (2006)** The purpose of the study was to examine the relations between authoritative and authoritarian parenting styles and social and school adjustment in Chinese children. A sample of second grade children, aged eight years, and their parents in Beijing, People's Republic of China, participated in this study. The children were group administered a peer assessment measure of social behaviour and a sociometric nomination measure. Teachers completed a rating scale on school-related social competence and problems for each child. Data concerning child-rearing practices were obtained from parents. In addition, information on children's academic and social competence was obtained from school records. It was found that authoritarian parenting was associated positively with aggression and negatively with peer acceptance, sociability-competence, distinguished
studentship and school academic achievement. In contrast, parental authoritative style was associated positively with indices of social and school adjustment and negatively with adjustment problems. The results indicated that, inconsistent with the argument in the literature (e.g. Steinberg, Dornbusch, & Brown, 1992), authoritative and authoritarian parenting practices were relevant to social and academic performance in Chinese children.

**Meltem Dayıoğlu and Serap Türüt-Aık (2004)** The paper attempts to determine whether there are significant gender differences in academic performance among undergraduate students in a large public university in Turkey based on three indicators; university entrance scores, performance in the English preparatory school and in the program the student is majoring in. The paper finds that a smaller number of female students manage to enter the university and when they do so, they enter with lower scores. However, once they are admitted to the university, they excel in their studies and outperform their male counterparts. This result holds after controlling for the field of study and individual attributes.

**Aunola K, Stattin H, Nurmi JE.(2000)** The aim of the study was to investigate the extent to which adolescents' achievement strategies are associated with the parenting styles they experience in their families. Three hundred and fifty-four 14-year-old adolescents completed a Strategy and Attribution Questionnaire and a family parenting style inventory. Analogous questionnaires were also completed by the adolescents' parents. Based on adolescents' report of the parenting styles, four types of families were identified: those with Authoritative, Authoritarian, Permissive, and Neglectful parenting styles. The results further showed that adolescents from authoritative families applied most adaptive achievement strategies characterized by low levels of failure expectations, task-irrelevant behaviour and passivity, and the use of self-enhancing attributions. Adolescents from neglectful families, in
turn, applied maladaptive strategies characterized by high levels of task-irrelevant behaviour, passivity and a lack of self-enhancing attributions. The results provide a basis for understanding some of the processes by which parenting styles may influence adolescents' academic achievement and performance.

Hickman, Gregory P; Bartholomae, Suzanne; McKenry, Patrick C (2000) Using self-report questionnaire data, the Parental Authority Questionnaire, Quick Word Test, Rosenberg Self-Esteem Inventory, and family demographics (i.e., family structure and parental education) were administered to 101 college freshmen. Researchers examined the relationship between parenting styles and (a) academic achievement and (b) adjustment of traditional college freshmen. Multiple regression models demonstrated that authoritative parenting style was positively related to student's academic adjustment. Moreover, Self-esteem was significantly predictive of social, personal--emotional, goal commitment-institutional, academic, and overall adjustment of traditional college freshmen.

Xitao Fan and Michael J. Chen (1999) This study examined achievement differences among rural, suburban, and urban school students. Using data from the National Education Longitudinal Study of 1988 (NELS:88). Performance comparisons were made for nationally representative samples of 9th, 11th, and 12th graders in reading, math, science, and social studies. We found that rural students performed as well as, if not better than, their peers in metropolitan schools. These results provide evidence that, all else equal, rural students do not suffer disadvantage simply as the result of their residence in rural areas or their attendance at rural schools.
Chih-Ling Hsieh (1998) The first purpose of this study was to examine the relationship between parenting styles (authoritarian, authoritative, and permissive) and children's temperament (emotionality, activity, and sociability). The second purpose of this study was to examine how the parenting style, along with children's temperament, predicted children's behavioral adjustment. The third purpose of this study was to examine how parenting styles, along with children's temperament, predicted children's academic achievement. Two hundred thirty Taiwanese (108 boys and 122 girls) fourth, fifth, and sixth grade children from ten elementary schools in Taipei, Taiwan, Republic of China participated in the study. Children's homeroom teachers and parents were also recruited to participate in the study. Multiple regression was conducted to test each research question. Results showed that the parenting styles were significantly associated with children's temperament. Specifically, children whose parents used higher levels of authoritarian parenting were also scored higher on emotionality. Children whose parents used higher levels of authoritative parenting were more sociable. Second, parenting styles and children's temperament showed significant relations with children's behavioral adjustment. Sociable children and children who experienced authoritative parenting had better behavioral adjustment. Third, parenting styles and children's temperament was related to children's academic achievement. Sociable children had higher academic performance and children who experienced authoritarian parenting showed lower academic achievement. These results clearly showed that children experiencing different kinds of parenting styles tend to have different patterns of temperament. Furthermore, the parenting styles and children's temperament showed different patterns of prediction for children's behavioral adjustment and academic achievement.
Cohen DA, Rice J (1997) This article investigates how children and their parents rate their parenting styles, and how this rating is associated with academic achievement, alcohol, and tobacco use. We surveyed students and their parents in two public school districts. A total of 386 matched parent-child pairs from eighth- and ninth-grade students were analyzed for parent and student classification of parents as authoritative, authoritarian, permissive, or mixed parenting styles. Agreement on parenting styles between parents and children was poor. Students perceived parents as less authoritative, less permissive and more authoritarian than parents considered themselves. High grades were associated with child and parent perception of higher authoritativeness, lower permissiveness, and lower authoritarianism. Child tobacco and alcohol use was associated with child perception of lower authoritativeness, and higher permissiveness while parent perception of parenting style was not associated with child substance use. This study provides further evidence that parenting styles and adolescents' perceptions of them are associated with child achievement and substance use. While we cannot determine whether child or parent perception of parenting style is more accurate, child perception is more strongly associated with grades and substance use than is parent perception. It is likely that parents would benefit from understanding how they are perceived by their children.

Burleson, B. R. And Samter, W. (1992),

A growing body of research suggests that peer-related communication skills and experiences may facilitate academic achievement, especially in the college environment. However, there is substantial evidence that men and women differ in peer-related interaction skills and patterns, suggesting that there may be gender differences in the relationship between academic performance and interaction with peers. Thus far, only one study has
systematically examined this gender difference: that of Nezlek, Wheeler, and Rets. In their 1990 work, they reported data that they interpreted as supporting the existence of gender differences in the relationship between the scholastic performance of college students and aspects of their social interactions. The current article presents a reanalysis of their data, showing that there are no gender differences in the relationship between academic achievement and social participation. This article also reports a study assessing gender differences in relationships between academic performance and loneliness, communication skills, and social acceptance. Participants (208 college students) completed the revised UCLA loneliness scale, tasks assessing five communication skills, and sociometric measures providing multiple indices of social acceptance. Cumulative grade point averages (GPAs) were obtained from the university registrar. Although several significant associations were detected between CPA and the loneliness and communication skill measures, no gender differences in the associations were found.

**ACHIEVEMENT MOTIVATION**

'Achievement motive' refers to the tendency to strive for success or the attainment of a desired end. Achievement motivation is the desire for or interest in success in general or in a specific field of activity. It is a need to excel in something. A motive is a desired goal that promotes behaviour. Motivation factors direct and energize behaviour. The drive is a motivational tension, or arousal that energizes behaviour in order to fulfill a need. The need for achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Intrinsic motivation is motivation by which people participate in an activity for their own enjoyment, not for the reward it will get them.
Extrinsic motivation is motivation by which people participate in an activity for a tangible reward. Achievement motivation is the disposition to strive for satisfaction derived from success in competition with some standard of excellence. Differences in achievement motivation depend on individual definitions of what constitute achievement, expectations of failure and fears of rejection. One must also consider ability, skill, energy, self-concept and the like. Motives, needs, drive, and instincts are all constructs, which are the ideas devised to explain behaviour that is otherwise puzzling. Incentives and experiences often alter cognition and emotions leading to motivation.

**Dr. Shevatekar Sharada Vasant(2012)**

The study aimed to investigate the relationship between achievement motivation and academic achievement in adolescents. The adolescents (442-Boys and 358girls) were assessed using the achievement motivation Scale. Academic scores were taken from the school records. Achievement motivation appeared to influence of academic performance. Urban and rural subjects are significant differences about their educational achievement. The area being urban or rural as well as granted or non-granted, it does affect on their academic achievement. There is significant difference between granted and non-granted in terms of their . The area being urban or rural as well as granted or non-granted, it does affect on their family environment. The correlation of family environment and educational achievement is positive and at low level.

**Sonya Britt Mital (2011)** The purpose of this study was to examine the direct effects of maternal parenting style (authoritative, authoritarian, and permissive) on high school students' achievement goals (mastery, performance-approach, and performance-avoidance), GPA, and personal interest in school. This study also investigated the indirect effects of
maternal parenting style on GPA and personal interest in school via students' achievement goals. Data were collected from 160 high school students attending one school in New York State during the 2010-2011 school year. The results of path analyses partially confirmed the study's hypotheses. When students perceived their mothers to exhibit higher levels of the authoritative parenting style, they were more likely to endorse mastery goals and display a greater personal interest in school. The endorsement of mastery goals was also found to mediate the relation between higher levels of the maternal authoritative parenting style and students' personal interest in school. Higher levels of the maternal authoritarian and of the maternal permissive parenting styles lead students to attain lower GPAs. These two maternal parenting styles were unrelated to students' achievement goals and to their personal interest in school. Performance-approach and performance-avoidance goals were also unrelated to students' GPAs and personal interest in school. The results of this study underscore the importance of the maternal authoritative parenting style in nurturing personal interest in school, both directly and indirectly through the endorsement of mastery goals, during adolescence.

Neha Acharya and Shobhna Joshi (2011) The parental support exerts most direct influence upon the acquisition of achievement motivation. Thus the present investigation provides an important perspective of the relationship between achievement motivation and parental support. The present study was undertaken to investigate the relationship between achievement motivation and parental support, and to examine the gender differences in parental support. The sample for the present study consisted of 500 adolescents in the age group of 16 to 18 years from Varanasi city who were enrolled in class 11th and 12th Deo Mohan achievement motivation scale and family support scale were used to assess
achievement motivation and parental support, respectively. The results indicate a positive correlation between achievement motivation and parental support. Girls are sensitive to parental support as compared to boys. Achievement motivation is related to success in life, life satisfaction and quality of life. The study revealed that parental support for their children seems to have a strong influence on achievement motivation. The results of the study are generally positive and have an important implication for educators and parents. In particular, parents should support educational activities of their children to enhance their academic motivation.

**Riffat -un-Nisa Awan ; Noureen Ghazala ; Naz Anjum (2011)**

The study examined the achievement and its relationship with achievement motivation and academic self concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private schools of the Sargodha district at secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. An Urdu translated version of "Academic Self-Description Questionnaire II" (Marsh, 1990) and "General Achievement Goal Orientation Scale" (McInerney, 1997) was used for data collection. The results revealed that achievement motivation and self concept were significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their self concept and grades.

**J. M. Muola (2010)** The objective of this study was to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years.
Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and home environment. A significant (p < 0.05) positive relationship was found between six of the home environmental factors, that is fathers’ occupation (r = 0.22), mothers’ occupation (r = 0.26), fathers’ education (r = 0.15), mothers’ education (r = 0.14), family size (r = 0.26) and learning facilities at home (r = 0.23) and academic achievement motivation. Parental encouragement was the only factor that was not significantly (r = 0.03) related to academic achievement motivation. Although these correlations are low, they showed that pupils’ motivation to do well in academic work is to some extend dependent on the nature of their home environment. It was recommended that parents need to be aware of the importance of their role in their children’s academic achievement motivation so that they can provide the necessary facilities at home.

Gina L. Clark (2010) The following study examined differences in domains of achievement motivation based on gender and developmental group. Participants included 129 males and females. The developmental groups in this study consisted of preadolescents (9-12 years) and adolescents (18-19 years). Participants were administered a demographics form and the Achievement Motivation Profile (AMP: Friedland, Mandel, & Marcus, 1996). A 2 x 2 MANOVA was used to analyze differences in achievement motivation domains (Achiever, Motivation, Competitiveness, and Goal Orientation) based on gender and developmental group. It was hypothesized that males would score higher than females on Competitiveness, while females would score higher than males on Achiever. Additionally, it was expected that preadolescents would score higher on Motivation than adolescents, and adolescents would score higher on Goal Orientation than preadolescents. Results revealed a statistically significant difference between males and females on Achiever, Goal Orientation and
Motivation. There were no interaction effects (between gender and developmental group) or main effects for developmental group observed.

Sophie van der Sluis, Anna A.E. Vinkhuyzen, Dorret I. Boomsma, Danielle Posthuma (2010) Achievement motivation is considered a prerequisite for success in academic as well as nonacademic settings. We studied sex differences in academic and general achievement motivation in an adult sample of 338 men and 497 women (ages 18–70 years). Multi-group covariance and means structure analysis (MG-CMSA) for ordered categorical data was used to establish the location of possible sex differences, i.e., on the level of the latent factors or on the level of the observed items (i.e., sex-related item bias). Five of the 28 achievement motivation items showed severe bias with respect to sex, exemplifying the usefulness of MG-CMSA in locating the source of sex differences. The Academic Achievement Motivation scale consisted of two latent factors: Dedication and Persistence. Sex differences were observed for the factor Dedication only, with women showing more dedication towards their academic work than men. The General Achievement Motivation scale consisted of five latent factors: Pressure, Accomplishment, Work Approach, Future Orientation, and Competition. Sex differences were significant for the factor Future Orientation, with women contemplating less about the future than men, and a trend towards significance (p=.06) was observed for the factor Competition, with women being less actuated by competitive motives than men. These results suggest that sex-related item bias merits attention in achievement motivation research, but that men and women still differ in aspects of achievement motivation when biased items are eliminated from the analyses.

Ana-Lisa Gonzalez & Christopher A. Wolters (2009) In this study, perceived parenting styles and parental involvement were examined to determine if they predicted student
motivation. The two views of motivation examined included achievement goal theory and self-determination theory. Algebra I students (N = 140) in a Southeast Texas public high school completed self-report surveys. Multivariate analyses indicated that perceived authoritative parenting was positively related to both a mastery goal orientation and higher relative autonomy. Permissive parenting was negatively related to a mastery orientation and positively related to a performance approach orientation. Authoritarian parenting was positively related to a performance approach orientation only. Also, behavioral involvement was positively related to both a performance approach and performance avoidance goal orientation. Generally, future research should include measures that are specific to the beliefs and attitudes of adolescents and that address more specific aspects of parenting styles.

Turner, Erlanger A.; Chandler, Megan; Heffer, Robert W. (2009) Parenting styles have consistently been shown to relate to various outcomes such as youth psychopathology, behavior problems, and academic performance. Building on the research in the parenting style literature, along with examining components of self-determination theory, the present study examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant. Implications for future research and applications are discussed.

Erlanger A. Turner, Megan Chandler and Robert W. Heffer (2009) Parenting styles have consistently been shown to relate to various outcomes such as youth psychopathology, behavior problems, and academic performance. Building on the research in
the parenting style literature, along with examining components of self-determination theory, the present study examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant. Implications for future research and applications are discussed.

M. Fouladchang, R. Marzooghi and B. Shemshiri (2009) The purpose of this study was to investigate the effect of gender and grade level differences on goal orientations of undergraduate students in an Iranian university. The sample consisted of 302 Iranian students at Shiraz University (64% were females; Mean age = 20.78 years, SD = 1.58), selected by random cluster sampling. They completed achievement goal questionnaire. Results showed the effect of gender and grade level differences on undergraduates’ goal orientations. The results gave support to the some western findings that males have a greater performance-approach goal orientation than females. Also, last graders reported higher scores on mastery goal orientation than first graders. There was no significant interaction effect of gender and grade level.

Qizhen Liu ; Xiaojuan Zhu (2009) This paper, applying Achievement Motivation Scale, conducts investigation to 278 grade 2 senior high school students on their achievement motivation. The research results show that there is no significant difference between the achievement motivations of students from common senior high school and those from key senior high school; the achievement motivations of senior high school students do have
significant difference in genders and male students have higher achievement motivations than female students; the achievement motivations of students studying science and students studying arts have difference closely to significant difference; motivation to pursue success has negative correlation with motivation to avoid failure. Schools, gender and science type do not have cross functions on achievement motivations.


The present study was carried out to investigate the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. An exploratory method of research was employed by adopting 2X3X4 factorial design. The study was based on one hundred and ninety two undergraduate students of various colleges from Sangli city of Maharashtra, was selected by random sampling procedure. As per research plan 48 subjects from each caste group i.e. forward castes, other backward castes, Scheduled castes and Nomadic tribes were selected on the basis of male-female ratio was 1:1, and three levels of economic background of family. Achievement Motivation Test (ACMT) developed by Bhargave was used to collect the data from the sample. ‘t’ test, Duncan’s Multiple Range test and three way ANOVA were calculated for deriving the results. The results show that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation. As well as male students having a high achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and
economic background of family does not jointly affect on achievement motivation of college students.

**Christopher Spera (2006)** The current study examines research questions proposed by an expanded version of Darling and Steinberg’s contextual model of parenting. Using a sample of 184 adolescents, the analyses indicated that adolescents’ perceptions of parental educational goals and values were related positively and significantly to their reports of parental school involvement and parental monitoring. In turn, adolescents’ perceptions of parental involvement in schoolwork were related positively and significantly to their interest in school, internal academic self-regulation, and goal pursuit. Parental styles moderated the relationship between parental practices and student grades, with parental involvement and monitoring most effective under child-centered parenting styles. The implications of the study results on the parental socialization of school achievement and motivation are considered.

**Tierra M. Freeman and Lynley H. Anderman (2005)** Little is known about differences in middle school students’ motivation and the motivational climate provided across rural and urban settings. We examined change in middle school students’ personal mastery goals and perceptions of mastery goal structures in their classes. Results showed students’ personal mastery goals and perceptions of mastery goal structures increased over time. Rural students, as compared to urban students, reported a sharper increase in personal mastery goals. Seventh-grade mastery goals were not completely explained by students’ 6th-grade mastery goals or perceptions of classroom mastery goal structures; therefore, we examined contextual data from teachers, principals, and direct classroom observations. The importance of a stable and orderly environment, at both the school and classroom levels, is highlighted.
Anne Marie Fontaine (1994) This study explores the relationship between achievement motivation at school and child rearing practices. It aims to discover what aspects of rearing practices differentiate higher and lower motivated pupils and whether these aspects vary with the specificity of life contexts (SES, area of residence) or with the subject gender. Six variables (family life structuring, autonomy, authoritarianism, child acceptance, expectation of success and locus of causality) were assessed through a questionnaire administered to 288 mothers of sixth graders selected from a population of about 4500 pupils. Results show that the more motivated children live in more rigidly structured families than the less motivated. They have less autonomy, with the exception of rural girls from a high SES and urban girls from a low SES who have more autonomy than the less motivated ones. Internal locus of causality is associated with higher motivation in pupils of both sexes from an average SES, in boys from high SES and in girls from a low SES; and with a lower motivation in boys from a low SES and girls from a high SES. No meaningful association was observed between motivation and child acceptance, authoritarianism or success expectation. These results point to the usefulness of research to explore the differential influences of social context and individual gender on the relationship between child rearing practices and pupil’s achievement motivation.

Elizur D, Beck IM (1994) We devised an achievement motive questionnaire (Elizur 1979, 1986; Shye 1978a) based on a facet definition of achievement motive. We then administered it to 165 women and 362 men employed by a large industrial corporation in Hungary in order to examine achievement motivation. Although we found significant differences in the frequency of responses to the achievement motive items, the basic structure of the achievement motive domain was similar for women and men. We detected no special tendency for women to score higher than men on affective responses. These results support
the view that gender differences in achievement motive are rooted in socialization processes rather than in basic differences between women and men.

**Jacob L. Orlofsky & Jayne E. Stake (1982)** The relative influences of gender and individual differences in psychological masculinity and femininity on the achievement and interpersonal strivings, abilities, and self-concepts of 176 male and female college students were investigated. The results indicate that psychological masculinity and femininity are better predictors of strivings and self-concepts in the achievement and interpersonal domains than gender. Only with respect to subjects' expected and ideal financial responsibilities, an area which is governed by strong societal sex role norms, does the influence of gender surpass that of psychological masculinity and femininity. The results are discussed in terms of the personality strengths and social competencies that derive from masculine and feminine personality traits.

**Fred Vollmer, Rigmor Almås (1974)** Norwegian undergraduate psychology students were given Heckhausen's TAT test of achievement motivation prior to or after final course examination. Women obtained higher mean score on Fear of Failure than men on both occasions. There was no sex difference in length of protocol, nor was this variable related to any of the motivation scores. Success in terms of examination results did not affect motivation scores, whereas failure led to higher score on Hope of Success for men but not for women.

**SELF CONCEPT**

'Self-concept' is the sum total of all an individual can call his own, including both physical and mental data. The self is the totality of our impressions, thoughts and feelings such that we have a continuing conscious sense of being. It is a composite of ideas, feelings
and attitudes a person has about him. It includes one's self esteem sense of personal worth, and one's sense of who or what one would like to be or one's ideal self.

The study of self-concept during adolescence is very important for several reasons. First, because of their growing autonomy and physical strength adolescents have a sense of freedom. It is interesting to study how they behave in such situations. Secondly, adolescents move both as children. Adolescent’s self-concept is built on limited experiences and it is hard for him to relate himself to change social world.

Sangeeta Rath & Sumitra Nanda (2012) An attempt has been made to examine the effect of gender and academic competence on the self-concept of adolescents. The study adopted a 2 (academically competent versus academically less-competent adolescents) × 2 (boys versus girls) factorial design. In the present study, two hundred forty adolescents (120 academically competent adolescents securing 80% or more marks and 120 academically less-competent adolescents securing 50% or less marks) are randomly sampled from different urban colleges of Odisha. In each group of 120 adolescents, there are 60 boys and 60 girls. All the subjects are first year graduate students. The participants of all the four groups are compared with respect to their self-concept. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self-concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys.

Padma Sundari, S. and Venkatammal, P (2012) The present study is an attempt to find out the psychological study on “The Role of gender on adolescents problems” (age from
17-20). 454 samples of adolescents from Annamalai University in different faculties, particularly late adolescents were selected. Mukta Rani Rastogi’s Self-Concept scale and Sandhya Sharma’s Youth Problem Inventory scale were used for this study. Results reveal that gender and age differences have significant effect in adolescents.

**Dr. Surinder Singh (2012)** In this study an attempt has been made to study the academic achievement of 9th class students of District Solan of H.P. in relation to their area of residence and self-concept. The investigators have used the Ahluwalia’s Children Self-Concept Scale to collect the necessary data from the students. The sample consists of 300 students from rural and urban areas of Solan District of H.P. were selected randomly sampling technique. The data were analyzed by using analysis of variance. The finding of the study reveals that urban and rural students do not differ their academic achievement and different levels of self-concept significantly.

**Dr. Paresh B. Acharya & Mr. Ravindra S. Deshmukh (2012)** The present study was undertaken to investigate the self-esteem and academic achievement of urban and rural students and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 314 student (181 from rural and 133 from urban) from vadodara district (Gujarat). The boys and girls aged 13 to 15. self-esteem was measured by self-esteem inventory (cooper smith self-esteem inventory, 1987) and academic achievement was measured by academic school record. The findings indicated that there were significant differences with regard to self-esteem of rural and urban students. Urban student would score significant higher on self-esteem as compared to rural student. There were significant differences with regard to self-esteem of boys and girls students. Girls would score significant higher on self-esteem as compared to boys. There were no significant differences with regard
to academic achievement of rural and urban students. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

**Maryam Sahranavard and others (2012)** The purpose of this study is to find the comparison of urban, suburban and rural students’ performance in students’ psychological factors; general self-concept, science self-concept, self-efficacy, science self-efficacy, self esteem, anxiety, and science anxiety among guidance school students. The participants in the study were 680 guidance school students, (317 male and 363 female, in the age 14 years old) at Tehran and Shahriar City, the province of Tehran, Iran. The research design was an ex-post facto and tested the alternative hypotheses. Five valid and reliable instruments were used to assess Self-concept Attribute Attitude Scale, State-Trait Anxiety Inventory, Coopersmith Self-Esteem Inventory, General Self-Efficacy, and Science Self-Efficacy Questionnaire. Descriptive statistics, and MANOVA, were used to analyze the data. The result demonstrated that, there is significant difference between groups in science self-efficacy only (p<0.001) and there is no significant difference between the other variables (p>0.05).

**Rekha Srivastava and Shobhna Joshi (2011)** The research attempt has been made (1) to study the effect of school on academic self-concept and academic achievement of adolescents (2) to study the effect of area on academic self-concept and academic achievement of adolescents. It was hypothesized that academic self-concept and academic achievement of adolescents would be higher in high facility schools as compared to low facility schools and academic self-concept and academic achievements of adolescents would also be higher in urban areas as compared to rural areas. To measure academic self-concept, Indian adaptation of Marsh Academic Self Description Questionnaire II (ASDQ), was used.
The marks in two previous annual school examinations were obtained from the school records to get an index of academic achievement of the student along with the personal data sheet. With these instrument data was collected and analyzed by using MANOVA, a statistical technique. Investigations tend to report facilitating effect of types of school on students’ academic self-concept and academic achievement. **Results:** Academic self-concept and academic achievement of adolescents were higher in the high facility schools than the low facility schools. Academic achievement of urban adolescents was also higher as compared to rural adolescents. In has long been a theme in education that a student needs a good academic self-concept in order to be success in their later life. To achieve this success, school and area of residence do affect the adolescent’s academic self-concept and academic achievement by developing high facility, organized, supportive and good environment in the schools. **Conclusion:** The results of the present study suggest that these facility of school and area of residence influence students’ academic self-concept and academic achievement.

**Ayesha Dad Khan and others (2011)** The present study was aimed to investigate the relationship between self-concept and depressive tendencies among adolescents at matriculation level. It was hypothesized that adolescent boy shave a positive self-concept as compared to adolescent girls. The second hypothesis was that girls are more depressed as compared to boys. Another hypothesis was that boys display more disruptive behavior as compared to girls. It was also hypothesized that there exists an inverse relationship between self-concept and depressive tendencies among adolescents at matriculation level. To test these hypotheses, “Beck Youth Inventories for Children and Adolescents” (second edition) were used. This inventory was procured by Centre for Psychological Research (CPR) at Fatima Jinnah Women University, Rawalpindi.
The sample of this research comprised of fifty boys and fifty girls (adolescents) from ten Government schools of Rawalpindi city. Purposive sampling technique was employed to select the sample. Data were analyzed through SPSS. The findings revealed that there were no significant difference between boys and girls on Self-concept, Depression and Disruptive Behavior scales. Hence the data does not support the hypotheses regarding gender differences in self-concept; depression and disruptive behavior were rejected. However, the hypothesis regarding an inverse relationship between self-concept and depressive tendencies was accepted.

**Lee Yen Chiew (2011)** Parenting style is an important topic to discuss nowadays. Previous research has reported a relation between parenting styles and self-esteem across different ethnic groups as well as various countries. This study examines the association and relationship between different parenting styles and self-esteem on Universiti Tunku Abdul Rahman (UTAR). A sample of 100 UTAR students completed questionnaires that include Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE). Result displayed that authoritative parenting style is the predominant parenting style and there was significant correlation between different parenting styles and self-esteem. Significant association was found between authoritative and authoritarian parenting style on levels on self-esteem. Greater numbers of students from authoritative families have high level of self-esteem than authoritarian families.

Limitations have been stated and recommendations are provided in the discussion part. As a conclusion, present study stated that parents’ roles and their parenting styles play critical role in influencing self-esteem of children.
Rael Ogwari (2011) There is significant positive correlation between parenting styles and self-concept. Girls of authoritative parents had most positive self-concept than girls from other parenting styles. Parenting styles was significantly correlated with academic performance with girls of authoritative parents having better performance than those from other parenting styles. Self-concept had positive significant correlation with academic performance with girls of positive self-concept superior in academic performance than those with neutral and negative self-concept. To improve on girls' self-concept parents should adapt authoritative styles. Improving academic performance for girls should consider how they are treated at home with emphasis on authoritative parenting. Academic performance can be enhanced by counselling girls with neutral and negative self-concepts.

Mohammed Al-Zyoudi (2007) This study aimed to investigate whether there were differences in self-concept among adolescents with low vision due to gender. The sample population consisted of (23) adolescents, 12 (10 males and 13 females) aged 12-17 years in the first year of secondary school. The researcher used the Tennessee Self-Concept Scale (TSCS) for the evaluation of Self-Concept. The results of this study showed that there were some differences in the adolescents' self-concept and self-behavior due to gender. Female students scored lower on social self-concept, family self-behavior, and moral self-behavior dimensions than male students, but higher on physical self-concept.

Annemaree Carroll and others (2007) The present research examined the relationship between self-concept and level of involvement in delinquent activities of 1327 (612 males, 715 females) years 8—12 high school students. Through cluster analysis,
participants were identified as having either high or low involvement in delinquent activities from scores on a self-report measure of delinquency. Three multidimensional areas of self-concept (classroom, peer and confidence) were investigated, because of previous findings indicating discrepancies in these three dimensions for adolescent involvement in delinquent activities. Four, two-way multi-variate analyses of variance were conducted across the three self-concept dimensions for Gender, Year Level, and involvement in Delinquent Activities. Students highly involved in delinquent activities reported significantly lower classroom, peer and confidence self-concepts. For gender and year level effects, males reported significantly higher confidence self-concept while females scored significantly higher on peer self-concept. There were significant differences among year levels with a general decline in confidence self-concept with age but for classroom and peer self-concept, no clear age trends were evident. The results indicate the importance of considering multidimensional self-concept when examining adolescents' involvement in delinquent activities and incorporating self-concept enhancement strategies in intervention programs.

Isabel Martinez Jose Fernando Garcia (2007) This study explored the relationship between parenting styles and self-esteem among 1,239 11- to 15-yr.-old Brazilian adolescents (54% girls; \( M \) age = 13.4 yr., \( S!D = 1.4 \)). Teenagers' families were classified into 1 of 4 groups (Authoritative, Authoritarian, Indulgent, or Neglectful) based on adolescents' answers to the ESPA29 Parental Socialization Scale. Participants completed the AF5 Multidimensional Self-Esteem Scale which appraises five dimensions: Academic, Social, Emotional, Family, and Physical. Analyses showed that Brazilian adolescents from Indulgent families scored equal (Academic and Social) or higher (Family) in Self-esteem than adolescents from Authoritative families. Adolescents from Indulgent families scored higher than adolescents
from Authoritarian and Neglectful families in four Self-esteem dimensions, Academic, Social, Family, and Physical. Adolescents from Authoritative families scored higher than adolescents from Authoritarian and Neglectful families in three Self-esteem dimensions, Academic, Social, and Family. These results suggest that Authoritative parenting is not associated with optimum self-esteem in Brazil.

**Tracy DeHart and others (2006)** The current studies extend previous research on self-esteem by examining one of the likely origins of implicit self-esteem. Three studies showed that young adult children who reported that their parents were more nurturing reported higher implicit self-esteem compared with those whose parents were less nurturing. Studies 2 and 3 added a measure of over protectiveness and revealed that children who reported that their parents were overprotective also reported lower implicit self-esteem. Moreover, Study 3 revealed that mothers’ independent reports of their early interactions with their children were also related to children’s level of implicit self esteem. In all three studies, these findings remained reliable when we controlled statistically for participants’ explicit self-esteem. These findings contribute to a growing body of literature validating the construct of implicit self-esteem.

**Raymond K. Yang and Robert J. Fetsch(2007)** The self-esteem of children in small towns was assessed. Comparing these children’s self-rated competencies to extant norms suggests that rural children’s self-perceptions are not distinctly different from suburban and urban children.

Rural children’s feelings of self-worth and self-assessments of scholastic competence are comparable to or higher than metropolitan norms. Rural children display the same decrement in self-ratings of physical appearance as they grow older —girls more so than
boys—as do urban children. Rural and urban boys rate themselves higher in athletic competence than girls. The impact of rural/urban differences on children may be less marked than suspected.

Andreas Hergovich and others (2004) The aim of this study was to examine gender differences in academic and non-academic self-concept. Childrens’ self-perceptions were compared with the perceptions held by others (parents and teachers). The SDQ1 was presented to 428 children. Parents and teachers completed an adapted form. Results show that boys exhibited a higher self-concept than girls in almost all areas. Mothers, fathers and also teachers, gave the abilities of the boys in mathematics a higher rating, whereas mothers and teachers rated the verbal abilities of the girls somewhat higher. By using regression analyses, the hypothesis was confirmed that the general self-concept of girls is heavily dependent on the judgements of teachers and parents, but this was not found to be the case with boys.

Wong, A. K. Y., & Chan, S. M. (2004). This study examines the relationship between recalled parenting style and the self-concepts of young Chinese adults to fill a gap in this area of research in non-Western culture. In addition to Baumrind’s typology of parenting style—authoritative, authoritarian, and permissive—an additional parenting style guan (a mixture of authoritarian and authoritative style with emphasis on absolute parental control, self-discipline, and nurturance) that may capture a Chinese-specific pattern of parent-child interaction was included. To reveal the more differentiated association of parenting style and self-concept, several aspects of Marsh’s multidimensional self-concept were measured: general, relationship with opposite-sex and same-sex peers, relationship with parents, and emotional stability. About 200 young people completed a
questionnaire on self-concept and recalled parenting styles of the parent (mother or father) who has been more influential in their development. Preliminary analysis indicated that guan and permissive parenting behaviors were the most prevailing. While control-oriented authoritarian parental behaviors were negatively related to participants’ parental self-concept, the opposite holds true in guan, that is, when harsh control was combined with autonomy-demand and nurturance in authoritative and permissive parenting style. The different meanings of control and their impact on self-concept across culture deserve more attention.

Pinquart M, Sörensen S (2001) Because of women’s higher risk of being widowed, having health problems, and needing care, one might expect them to have a more negative self-concept and lower subjective well-being (SWB). However, women may also have greater access to sources of SWB (e.g., relations to adult children) and may engage in processes to protect the self (e.g., lowered aspirations). Meta-analysis was used to synthesize findings from 300 empirical studies on gender differences in life satisfaction, happiness, self-esteem, loneliness, subjective health, and subjective age in late adulthood. Older women reported significantly lower SWB and less positive self-concept than men on all measures, except subjective age, although gender accounted for less than 1% of the variance in well-being and self-concept. Smaller gender differences in SWB were found in younger than in older groups. Statistically controlling for gender differences in widowhood, health, and socioeconomic status decreased gender differences in SWB. Cohort differences in SWB are reported as well.

McClun, L. A. and Merrell, K. W. (1998) Relationships between adolescents' perceptions of their parents' responsiveness and demandingness, adolescents' locus of control orientation, and adolescents' self-concept ratings were investigated. Participants included 198
students in grades eight and nine who were administered the Nowicki–Strickland Internal–
External Locus of Control Scale, the Harter Self-Perception Profile for Adolescents, and the
Perceived Parenting Styles Survey. Participants who perceived their parents as being
Authoritative had a significantly more internal locus of control orientation than subjects who
perceived their parents as either Permissive or Authoritarian. Self-Concept scores were
significantly higher for the Authoritative group than for the Permissive or Authoritarian
groups in several areas. The findings indicate that an Authoritative style of parenting may
contribute to the development of self-adequacy by being associated with internal locus of
control orientation and stronger self-concept, while Permissive and Authoritarian styles of
parenting may be associated with negative patterns of social-emotional development.

Parish TS, McCluskey JJ (1992) In the present study, 123 college students were
surveyed in order to assess their self-concepts, evaluations of parents, and perceptions of their
parents' parenting styles. Notably, the students' self-concepts were found to vary directly with
perceived level of parental warmth, but did not vary as a function of their parents' level of
restrictiveness. Fathers and mothers were found to be rated more highly if they were perceived
as being warm and permissive rather than hostile and restrictive. Finally, opposite-sex parents'
level of warmth also correlated with how each parent was evaluated. Some explanations for
these findings are offered.

Thomas Kellaghan and Patricia J. Fontes (1988) Self-concept questionnaires were
completed by 1,779 boys and 1,844 girls towards the end of their primary schooling. The
pupils were asked to compare themselves to other members of their class on a 5-point scale on
14 characteristics’ mathematics, spoken Irish, Irish reading, written Irish, English reading,
English composition, interest in reading, interest in school, intelligence, memory, originality,
exam results, sport, and keenness to do well in school. Large numbers of pupils (both boys and girls) rated themselves as average or above average in relation to all the characteristics. A series of analyses of variance (following a multivariate analysis of variance) revealed that boys and girls rated themselves differently on 11 of the 14 characteristics. Boys rated themselves more favorably than did girls on eight characteristics and less favorably on three characteristics. The characteristics on which girls rated themselves more highly, compared to boys, related to attitudinal and motivational factors, while boys rated themselves higher than did girls in curriculum reasons well as for intelligence, memory, and sport.